

Policy Manual

A-Z Index



BUCKLEY PARK COLLEGE

SCHOOL POLICY MANUAL

| LOCAL POLICY (located in School Policy Manual) | FREQUENCY | LAST DET UPDATE or REVIEW | DATE FOR REVIEW | School website |
|---|------------------|--|----------------------------|---------------------------|
| CASH HANDLING POLICY | Annual | 17/02/2025 | 17/02/2026 | |
| ELECTRONIC FUNDS MANAGEMENT | Annual | 17/02/2025 | 17/02/2026 | |
| PURCHASE ORDERS POLICY | Annual | 17/02/2025 | 17/02/2026 | |
| REFUND | Annual | 17/02/2025 | 17/02/2026 | |
| ANAPHYLAXIS MANAGEMENT | Annual | 31/03/2025 | 31/03/2026 | |
| ASTHMA | Annual | 31/03/2025 | 31/03/2026 | |
| CHILD SAFETY CODE OF CONDUCT | 2 years | 13/05/2024 | 13/05/2026 | Yes |
| CHILD SAFETY – RESPONDING AND REPORTING | 2 years | 13/05/2024 | 13/05/2026 | Yes |
| CHILD SAFETY RISK REGISTER | 2 years | 13/05/2024 | 13/05/2026 | |
| CHILD SAFETY AND WELLBEING | 2 years | 13/05/2024 | 13/05/2026 | Yes |
| DIGITAL LEARNING | 2 years | 17/06/2024 | 17/06/2026 | Yes |
| VISITORS | 2 years | 17/06/2024 | 17/06/2026 | |
| VOLUNTEERS | 2 years | 17/06/2024 | 17/06/2026 | |
| YARD DUTY AND SUPERVISION | 2 years | 17/06/2024 | 17/06/2026 | |
| ASSESSMENT and REPORTING | 3-4 years | 17/09/2022 | 17/09/2026 | Yes |
| CURRICULUM | 3-4 years | 17/09/2022 | 17/09/2026 | |
| PERSONAL PROPERTY | 3-4 years | 17/09/2022 | 17/09/2026 | |
| MOBILE PHONE | 3-4 years | 14/11/2022 | 14/11/2026 | |
| EMERGENCY MANAGEMENT PLANNING | 3-4 years | 20/3/2023 | 20/03/2027 | |
| ESMART | 3-4 years | 20/3/2023 | 20/03/2027 | |
| FUND RAISING | 3-4 years | 20/3/2023 | 20/03/2027 | |
| GENDER DIVERSITY | 3-4 years | 20/3/2023 | 20/03/2027 | |
| STUDENT WELLBEING AND ENGAGEMENT | 2 years | 19/05/2025 | 19/05/2027 | Yes |
| BULLYING PREVENTION | 2 years | 16/06/2025 | 16/06/2027 | Yes |
| ADMINISTRATION OF MEDICATION | 3-4 years | 19/06/2023 | 19/06/2027 | |
| ATTENDANCE | 3-4 years | 19/06/2023 | 19/06/2027 | Yes |
| DUTY OF CARE | 3-4 years | 19/06/2023 | 19/06/2027 | |
| FIRST AID | 3-4 years | 19/06/2023 | 19/06/2027 | |
| STATEMENT OF VALUES AND SCHOOL PHILOSOPHY | 3-4 years | 19/06/2023 | 19/06/2027 | Yes |
| COMPLAINTS | 2 years | 18/09/2025 | 18/08/2027 | Yes |
| INCLUSION AND DIVERSITY POLICY | 3-4 years | 13/05/2024 | 13/05/2028 | |
| PHOTOGRAPHING, FILMING AND RECORDING STUDENTS | 3-4 years | 13/05/2024 | 13/05/2028 | |
| CAMPS AND EXCURSIONS | 3-4 years | 17/06/2024 | 17/06/2028 | |
| OUT-OF-HOME CARE | 3-4 years | 17/06/2024 | 17/06/2028 | |
| HOMEWORK | 3-4 years | 14/10/2024 | 14/10/2028 | Yes |
| HEALTH CARE NEEDS | 3-4 years | 19/05/2025 | 19/05/2029 | |
| MEDICAL EMERGENCIES | 3-4 years | 19/05/2025 | 19/05/2029 | |
| DRESS CODE | 3-4 years | 15/09/2025 | 15/09/2029 | Yes |

| DET Policies on PAL (Policy Advisory Library) | | |
|---|--|---------------|
| Policy Advisory Library | <p>Operational policies and guidance for schools from the Department of Education and Training in relation to:</p> <ul style="list-style-type: none"> • Human Resources • Finance and Procurement • Student, Health, Safety and Wellbeing • Infrastructure and Facilities • Occupational Health and Safety • School Operations and Student Administration • School Councils • Learning, Teaching and Improvement • Information, Management, Security and Technology | |
| Key DET policies and links to the specific areas. | | Website (req) |
| CCTV | https://www2.education.vic.gov.au/pal/cctv-in-schools/policy | Yes |
| Chemical Management | https://www2.education.vic.gov.au/pal/chemical-management/policy | |
| Equal Opportunity (includes discrimination and harassment) | https://www2.education.vic.gov.au/pal/equal-opportunity/overview | |
| Enrolment | https://www2.education.vic.gov.au/pal/enrolment/policy | Yes |
| Gifts, Benefits and Hospitality | https://www2.education.vic.gov.au/pal/gifts-benefits-and-hospitality/policy | |
| Hire of Facilities | https://www2.education.vic.gov.au/pal/community-use-schools-hiring-licensing-and-community-joint-use-agreements/policy | |
| Mature Minors and Decision-making | https://www2.education.vic.gov.au/pal/mature-minors-and-decision-making/policy | |
| Parent Payments | https://www2.education.vic.gov.au/pal/parent-payment/policy | Yes |
| Preventing and Addressing Racism in Schools | https://www2.education.vic.gov.au/pal/preventing-addressing-racism-schools/resources#communicating-with-your-school-community | Yes |
| Privacy | https://www2.education.vic.gov.au/pal/privacy-information-sharing/policy | Yes |
| Private Vehicle Use | https://www2.education.vic.gov.au/pal/private-vehicle-use/overview | |
| Procurement | https://www2.education.vic.gov.au/pal/procurement-in-schools/policy | |
| Restraint and Seclusion | https://www2.education.vic.gov.au/pal/restraint-seclusion/policy | |
| Sexual Harassment - Staff | https://www2.education.vic.gov.au/pal/sexual-harassment/overview | |
| Working with Children and Suitability Checks - Staff | https://www2.education.vic.gov.au/pal/suitability-checks/policy | |
| Workplace bullying | https://www2.education.vic.gov.au/pal/workplace-bullying/policy | |

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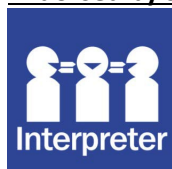
BUCKLEY PARK COLLEGE

Administration of Medication Policy

Developed: September 2014 Revised: June 2023

Review Date: June 2027

Endorsed by school council: 19/06/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

Scope

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

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy
- the provision of medication for asthma which is provided for in our school's Asthma Policy
- specialised procedures which may be required for complex medical care needs.

Policy

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

Authority to administer

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

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
 - the name of the medication required
 - the dosage amount
 - the time the medication is to be taken
 - how the medication is to be taken
 - the dates the medication is required, or whether it is an ongoing medication
 - how the medication should be stored.
- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
- If advice cannot be provided by a student's medical/health practitioner, the Principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.
- The Principal (or their nominee) may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).

Parents/carers can contact the front office for a Medication Authority Form.

Administering medication

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

- the student's name
- the dosage required
- the time the medication needs to be administered.

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

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

1. Medication is administered to the student in accordance with the Medication Authority Form so that:
 - the student receives their correct medication
 - in the proper dose
 - via the correct method (for example, inhaled or orally)
 - at the correct time of day.
2. A log is kept of medicine administered to a student.
3. Where possible, two staff members will supervise the administration of medication.
4. The teacher in charge of a student at the time their medication is required:
 - is informed that the student needs to receive their medication
 - if necessary, release the student from class to obtain their medication.

Self-administration

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

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

Storing medication

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

- securely to minimise risk to others
- in a place only accessible by staff who are responsible for administering the medication
- away from a classroom (unless quick access is required)
- away from first aid kits
- according to packet instructions, particularly in relation to temperature.

For most students, Buckley Park College will store student medication in the First Aid room.

The Principal may decide, in consultation with parents/carers and/or on the advice of a student's treating medical/health practitioner:

- that the student's medication should be stored securely in the student's classroom if quick access might be required
- to allow the student to carry their own medication with them, preferably in the original packaging if:
 - the medication does not have special storage requirements, such as refrigeration
 - doing so does not create potentially unsafe access to the medication by other students.

Warning

Buckley Park College will not:

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

Medication error

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

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

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

COMMUNICATION

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

- Included in staff induction processes
- Available publicly on our school's website
- Available on school policy manual
- Included in transition and enrolment packs
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request

Further information and resources

The Department's Policy and Advisory Library (PAL):

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

Our School policies and documents:

- including *First Aid, Health Care Needs, Medication Authority Form, Medication Administration Log*

Policy review and approval

This policy will be reviewed as part of the school's 3-4 year policy review or if guidelines change.



BUCKLEY PARK COLLEGE

Anaphylaxis Policy

Developed: May 2014

Revised: March 2025

Review Date: March 2026

Endorsed by school council 31/03/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

Scope

This policy applies to:

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

Policy

School Statement

Buckley Park College will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

Anaphylaxis

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

Symptoms

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

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth.

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

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

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

Treatment

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

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

Individual Anaphylaxis Management Plans

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

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at Buckley Park College, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that has not expired;
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, 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 risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Management Plans

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

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

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is

an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis in the First Aid Office, together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name.

Risk Minimisation Strategies

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

- students are discouraged from sharing food
- most garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- gloves must be worn when picking up papers or rubbish in the playground;
- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- a general use Adrenaline autoinjector will be stored in the First Aid Room

Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.

Adrenaline autoinjectors for general use

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

Adrenaline autoinjectors for general use will be stored at First Aid Room and labelled "spare epipen". The principal (or their nominee) is responsible for arranging the purchase of adrenaline autoinjectors for general use, and will consider:

- the number of students enrolled at Buckley Park College at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry
- the weight of the students at risk of anaphylaxis to determine the correct dosage of adrenaline autoinjector/s to purchase.

Emergency Response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school's general first aid procedures, emergency response procedures and the student's Individual Anaphylaxis Management Plan.

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

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

| Step | Action |
|------|---|
| 1. | <ul style="list-style-type: none">• Lay the person flat• Do not allow them to stand or walk• If breathing is difficult, allow them to sit• Be calm and reassuring• Do not leave them alone• Seek assistance from another staff member or reliable student to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored in the First Aid Room.• If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5 |
| 2. | <p>Administer an Adrenaline autoinjector or Adrenaline autoinjector Jr</p> <ul style="list-style-type: none">• Remove from plastic container• Form a fist around the Adrenaline autoinjector and pull off the blue safety release (cap)• Place orange end against the student's outer mid-thigh (with or without clothing)• Push down hard until a click is heard or felt and hold in place for 3 seconds• Remove Adrenaline autoinjector• Note the time the Adrenaline autoinjector is administered• Retain the used Adrenaline autoinjector to be handed to ambulance paramedics along with the time of administration <p>OR</p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none">• Pull off the black needle shield• Pull off grey safety cap (from the red button)• Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing)• Press red button so it clicks and hold for 3 seconds• Remove Anapen®• Note the time the Anapen is administered• Retain the used Anapen to be handed to ambulance paramedics along with the time of administration |
| 3. | Call an ambulance (000) |
| 4. | If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available. |
| 5. | Contact the student's emergency contacts. |

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Schools can use either the EpiPen® and Anapen® on any student suspected to be experiencing an anaphylactic reaction, regardless of the device prescribed in their ASCIA Action Plan.

Where possible, schools should consider using the correct dose of adrenaline autoinjector depending on the weight of the student. However, in an emergency if there is no other option available, any device should be administered to the student.

Staff training

The Principal (or their nominee) will ensure that the following school staff are appropriately trained in anaphylaxis management:

- All school staff
- School staff who conduct specialist classes such as PE, Wood Tech and Food Tech, work one on one with students, admin staff, first aid office and any other member of school staff as required by the Principal based on a risk assessment.

Staff who are required to undertake training must have completed:

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

Buckley Park College uses the following training course ASCIA eTraining course with 22579VIC, and or 22578VIC.

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

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

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

A record of staff training courses and briefings will be maintained through the school's online Emergency Management Plan

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

COMMUNICATION

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

The principal is responsible for ensuring that all relevant staff, including casual relief staff, canteen staff and volunteers are aware of this policy and Buckley Park College's procedures for anaphylaxis management. Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management, consistent with the Department's [Anaphylaxis Guidelines](#).

FURTHER INFORMATION and resources

This policy should be read in conjunction with the [Anaphylaxis](#) policy on the Department's Policy and Advisory Library (PAL) and the following resources:

- [Allergy & Anaphylaxis Australia](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

Policy REVIEW and Approval

This policy will be reviewed as part of the school's annual policy review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Assessment and Reporting Policy

Developed: September 2014

Revised: September 2022

Review Date: September 2026

Endorsed by school council 12/09/2022



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching aims:

- assessment for learning - occurs when teachers use inferences about student progress to inform their teaching
- assessment as learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- assessment of learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

Comprehensive reporting covers three major areas:

- reporting to parents (student reports)
- reporting to the local community (annual reports)
- reporting systemic improvement (national reports).

Additionally, schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

Purpose

To ensure Buckley Park Secondary College complies with DET policy and guidelines in respect of student assessment and reporting.

Key Terms

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

Formative assessment - process used by teachers to recognise and respond to student learning in order to enhance their learning. Analyse the results solely to inform instruction.

Standards Based Assessment - involves assessing a student's competency with specific topics and standards within each subject.

Summative Assessment - inform others about the students by assessing performance against a task. A summative assessment gives the student the opportunity to prove what he or she has learned.

Rubric- Rubric is a scoring system or tool for student work that clearly shows the learning target and performance criteria required to meet the target.

Implementation

The school will develop a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum Standards.

Curriculum and Assessment

Buckley Park College curriculum is centred around a Guaranteed and Viable Curriculum. A Guaranteed and Viable curriculum (GVC) ensures that all students have a equal opportunity to learn. Each student will have access to a highly effective teacher, and access the same content, knowledge and skills in each unit. For further information refer to the Curriculum policy. The GVC will include:

- Yearly unit outline per subject

Each unit will have:

- Essential Learnings (What do we want ALL students to learn during this unit)
- Pacing Guide (Unit Outline) (When do we expect students will have learnt it)
- Common Formative Assessment (How are students progressing-what evidence do we have of this progress-data that would be brought into PLC for discussion)
- Common Learning Task (How well did the student perform on selected set of skills/knowledge-Summative) and associated Rubric/marking scheme.

Timely Reporting of Learning Tasks

Feedback to students at Buckley Park College will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment. At Buckley Park College, we use 'Timely Reporting'.

Timely reporting at Buckley Park College aims to provide grades and feedback to students and parents in a Timely and on-going manner. Assessment Schedules for the undertaking of common learning tasks and availability of results are determined by Domains and revisited as a team to ensure that all teachers are accountable to themselves and each other. Feedback aims to be concise and provides a comment on the work completed (where the students are currently) and an area of improvement (where they need to get to). Teachers work from the Buckley Park College '*Timely Reporting Guidelines*' which outlines the approach to Common Learning Tasks.

Letter **grades** are given for the quality of work on a range of assessment tasks, assessed against specific criteria.

Student Reports

Student reports reflect achievement at a point in time for each student's learning. Teachers make informed, on-balance and defensible judgements, based on evidence gained from the range of formal and informal assessment tasks and learning experiences. Reports show the progress individual students have made since the previous report period, with areas of strengths and areas for improvement for each individual student clearly identified by the report. All Victorian government schools are required to report on student achievement against the Victorian Curriculum F-10 achievement standards for every student twice a year. Student reports will be issued to parents/carers using a five point scale or equivalent to show student progress and achievement at the time of reporting.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years 7-12
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

Note that there may be specific instances where a school decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

Modified Common Learning Tasks are to be established for all students with ID - Individual Differences students or students requiring an alternative program as outlined in the Individual Learning Plan or Positive Support Plan. The welfare team will communicate relevant students and requirements to staff and it there responsibility to make the necessary adjustments. These students will have 'Modified' on their Semester report.

Students that need differentiation, but not an ID student a comment should be made, but their report is not formally modified.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress each semester.

Victorian Curriculum

Teachers are expected to make accurate assessments of their students' progress against the Victorian Curriculum, using a body of assessment evidence. Teacher judgments must not be guesswork, rather informed decisions, based on multiple sources of data/assessment.

While teachers are expected to make their Victorian Curriculum assessments using the identified tasks and evidence within their courses, the following Victorian progression Points are 'the expected' levels for Semesters 1 & 2. If students have not handed in any work, a Victorian Curriculum assessment must still be given based on your best judgment based on classroom observation.

A detailed description of each capability levels F-10 can be found at: <http://victoriantcurriculum.vcaa.vic.edu.au/>

Other forms of Assessment

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

Buckley Park College uses a range of additional assessment tools such as On Demand, Insight assessment and PAT tests to accurately determine progress and achievement of students.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

Each school also provides an 'About our School' statement, which provides context for the data contained in each school's performance summary and outlines the school's achievements and plans for the future.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year. To access the performance summaries and school annual reports see: [Victorian Registration and Qualifications Authority \(VRQA\) State Register](#).

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change



BUCKLEY PARK COLLEGE

Asthma Management

Developed: September 2014

Revised: March 2025

Review Date: March 2026

Endorsed by school council 31/03/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To ensure that Buckley Park College appropriately supports students diagnosed with asthma.

Objective

To explain to Buckley Park College parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

Scope

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

Policy

Asthma

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- | | |
|---|--|
| • exercise | • colds/flu |
| • smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | • weather changes such as thunderstorms and cold, dry air |
| • house dust mites | • moulds |
| • pollens | • animals such as cats and dogs |
| • chemicals such as household cleaning products | • deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays) |

- food chemicals/additives
- laughter or emotions, such as stress
- certain medications (including aspirin and anti-inflammatories)

Asthma management

If a student diagnosed with asthma enrolls at Buckley Park College:

1. Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student's medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student's medical practitioner
 - the student's known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Action Plan.
3. School will keep all Asthma Action Plans:
 - First Aid Office
4. School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
 - how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with the Healthcare Needs Policy.

5. If a student diagnosed with asthma is going to attend a school camp or excursion, Buckley Park College parents/carers are required to provide any updated medical information.
6. If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
7. School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans) once a year.

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer (if they use one)

Students will be required to keep their asthma kits with them while at school.

Asthma emergency response plan

If a student is:

- having an asthma attack
- difficulty breathing for an unknown cause, even if they are not known to have asthma

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

| Step | Action |
|------|---|
| 1. | <p>Sit the person upright</p> <ul style="list-style-type: none"> • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Action Plan (if available). • If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5. |
| 2. | <p>Give 4 separate puffs of blue or blue/grey reliever puffer:</p> <ul style="list-style-type: none"> • Shake the puffer • Use a spacer if you have one • Put 1 puff into the spacer • Take 4 breaths from the spacer <p>Remember – Shake, 1 puff, 4 breaths</p> |
| 3. | <p>Wait 4 minutes</p> <ul style="list-style-type: none"> • If there is no improvement, give 4 more separate puffs of blue/grey reliever as above <p>(or give 1 more dose of Bricanyl or Symbicort inhaler)</p> |
| 4. | <p>If there is still no improvement call Triple Zero "000" and ask for an ambulance.</p> <ul style="list-style-type: none"> • Tell the operator the student is having an asthma attack • Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives <p>(or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)</p> |
| 5. | <p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student's emergency contact person and record the incident</p> |

Staff will call Triple Zero "000" immediately if:

- the person is not breathing
- if the person's asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

Training for staff

Buckley Park College will arrange the following asthma management training for staff:

| Staff | Completed by | Course | Provider | Cost | Valid for |
|-------------------------------|--|---|---|------------------------------|-----------|
| Group 1 General Staff | School staff with a direct teaching role with students affected by asthma or other school staff directed by the Principal after conducting a risk assessment. | Asthma first aid management for education staff (non-accredited) One hour online training. | Asthma Australia | Free to all schools | 3 years |
| Group 2 Specific Staff | Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp) | <i>Course in Asthma Awareness 10760NAT</i> OR <i>Course in the management of Asthma Risks and Emergencies in the Workplace 22556VIC</i> (accredited) | Any RTO that has this course in their scope of practice | Paid by Buckley Park College | 3 years |

Buckley Park College will also conduct an annual briefing for staff on:

- the procedures outlined in this policy
- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
 - the Asthma Emergency Kits
 - asthma medication which has been provided by parents for student use.

Buckley Park College will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the Principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

Buckley Park College will provide and maintain at least two Asthma Emergency Kits. One kit will be kept on school premises at the First Aid Room and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

Buckley Park College has an additional kit for every 300 students.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Buckley Park College will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices
 - steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered.

The First Aid officer will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to Buckley Park College to support a student diagnosed with asthma will be:

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

Communication plan

This policy will be available on Buckley Park College's website so that parents and other members of the school community can easily access information about Buckley Park College's asthma management procedures.

Epidemic Thunderstorm Asthma

Buckley Park College will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

Communication

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

- Available publicly on our school's website and School documentation on Compass
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

Further information and resources

- Asthma Australia: [Resources for schools](#)
- Policy and Advisory Library:
 - [Asthma](#)
 - [Treating an asthma attack](#)

Evaluation

This policy will be reviewed as part of the school's annual review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Attendance Policy

Developed: June 2014

Revised: June 2023

Review Date: June 2027

Endorsed by school council 19/06/23



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Buckley Park College has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

Scope

This policy applies to all students at Buckley Park College.

This policy should be read in conjunction with the Department of Education's [School Attendance Guidelines](#). It does not replace or change the obligations of Buckley Park College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

Definition

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

Policy

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Buckley Park College during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Buckley Park College, or
- the student is registered for home schooling and has only a partial enrolment in Buckley Park College for particular activities.

Both school and parents have an important role to play in supporting students to attend school every day. Buckley Park College believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support

full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged to approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Buckley Park College parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Buckley Park College about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and promoting attendance

Buckley Park College's *Student Wellbeing and Engagement Policy* supports student attendance.

Recording attendance

Buckley Park College staff must record attendance in every class or activity. This is necessary to:

- meet legislative requirements
- discharge Buckley Park College's duty of care for all students
- meet Victorian Curriculum and Assessment Authority requirements for VCE students. (Full details of attendance requirements in the Later Years can be located in the '*Later Years policy*' accessed through the school website and acknowledged by parents and students through Compass).

Attendance will be recorded by the classroom teacher at the start of each lesson/period using Compass.

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present and approved for that particular activity.

Recording absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school. Parents notify the school through Compass on any occasion that students are absent from part or all of the school day. It is preferred that parents notify the school prior to the absence using the Notes/Approval tab. The reason for the absence can also be entered by parents after the fact using the Unexplained tab. Further explanation of parents using Compass for attendance can be found in the '*Attendance guide for parents*' located under school documentation in Compass.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Buckley Park College will notify parents by SMS. This will be sent at 9:30 am on the day of the absence.

If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.

Buckley Park College will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting

their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If Buckley Park College considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**approved absence**'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unapproved absence**'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

It is the legal responsibility of a parent to notify the school that their child will not be in attendance for a particular reason. If no explanation is provided by the parent within 5 school days of an absence, it will be recorded on the students file as "Truancy". Parents will be able to change this on Compass if it is incorrect.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Buckley Park College will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

Referral to School Attendance Officer and Navigator referral

If Buckley Park College decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the South Western region for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and
 - measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:

- the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.
- Buckley Park College may make a referral to the Navigator program for students that have experienced school refusal or low attendance due to a range of issues. If successful, students will be assigned a case manager to support the student back into school, other pathways or supportive services.

Communication

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

- Available publicly on our school's website and through school policy manual on Compass
- Included in staff handbook/manual
- Presented to students in briefings
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

More information and resources

- The Department's Policy and Advisory Library (PAL): [Attendance](#)

Review cycle and evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Bullying Prevention

Developed: September 2014

Revised: June 2025

Review Date: June 2027

Endorsed by school council 16/06/2025



Help for non-English speakers

If you need help to understand the information in this policy please contact a member of the Principal class on 9331 9999

Purpose

Buckley Park College is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

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

When responding to bullying behaviour, Buckley Park College aims to:

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

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

Scope

This policy addresses how Buckley Park College aims to prevent, identify, and respond to student bullying behaviour. Buckley Park College recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Student Wellbeing and Engagement Policy.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

Policy

Definitions

Bullying

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

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

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

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

Bullying has three main features:

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

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](https://www.education.vic.gov.au/bully-stoppers) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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

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

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Buckley Park College will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

Bullying Prevention

Buckley Park College has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

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

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts. Project Rocket, Think U Know and Victoria Police are some examples of providers of such content.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

- 7-12 Home Group curriculum and Respectful Relationships promote inclusive and positive school culture at the school.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing and Engagement policy

Incident Response

Reporting concerns to Buckley Park College

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

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

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

We encourage students to speak to the Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, and sub-school leaders.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Buckley Park College should contact the relevant year level coordinator on 9331 9999 or by email to buckley.park.co@education.vic.edu.au

Investigations

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

1. record the details of the allegations in Compass
2. inform relevant staff involved, i.e. the relevant Year Level Coordinator, Sub School leaders, Student Wellbeing Team or Principal team.

The Year Level Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

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

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

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

Responses to bullying behaviours

When the Year Level Coordinator has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with Sub-School leader and members of the Principal Team.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour.

Buckley Park College will consider:

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

The Year Level coordinator, Sub school leader or Principal class member may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the Student Wellbeing Team to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including i.e. connect affected students with an older Student Mentor and implement resilience programs.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

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

The Year Level coordinator is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour, and will record this on Compass.

COMMUNICATION

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

- Available publicly on our school's website

- Available on school documentation on the Compass portal
- Included in staff induction processes and staff policy manual
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in student diaries so that it is easily accessible to parents, carers and students

Further information and resources

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

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

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

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

Evaluation

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

Data to inform this review may be collected through:

- discussion and consultation with students and parent/carers
- student and/or staff bullying surveys
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with student voice leaders and school council.

POLICY Review and Approval

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Camps and Excursions Policy

Developed: March 2023

Revised: June 2024

Review Date: June 2028

Endorsed by school council 17/06/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To explain to our school community the processes and procedures Buckley Park College will use when planning and conducting camps, excursions and adventure activities for students.

Scope

This policy applies to all camps and excursions organised by Buckley Park College. This policy also applies to adventure activities organised by Buckley Park College, regardless of whether or not they take place on or off school grounds.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Buckley Park College will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

This policy does not apply to student workplace learning or intercampus travel.

Definitions

Excursions:

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;

Camps are excursions involving at least one night's accommodation.

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library, at the following link:

<https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom. Our school-wide camp and excursion program has been developed to meaningfully engage students with our college values; Aspiration, Kindness, Resilience, Community. Furthermore, all of our camps and excursions aim to offer our students enjoyable and memorable experiences that support the establishment and progression of meaningful learning relationships between peers, and with teachers. It is expected students attend all camps and excursions where possible.

For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: [Excursions](#).

IMPLEMENTATION

There are year level camps that all students are recommended to attend. Students not attended camp will be expected to attend school. The table below lists these camps (the date is approximate)

| Year Level | Camp | Duration (approx.) | Date |
|---|----------------------------------|--------------------|----------|
| 7 | Orientation & Outdoor Recreation | 3 days | March |
| Rationale: Give new students an opportunity to meet each other and further break down those barriers away from the formal classroom situation. To help to ensure a successful transition into a comfortable and engaged secondary school life and build lasting relationships with their teachers. | | | |
| 8 | Interstate Tour - Tasmania | 5 days | May |
| Rationale: To further enhance student/student and student/teacher relationships and give students the experience of an interstate tour with their peers. | | | |
| 9 | Outdoor Recreation | 3 days | February |
| Rationale: To develop student's team building and personal initiative. Students will build on their understanding of school, team and personal values through a series of activities and continue to develop student/student and teacher/student relationships. | | | |

Additional camps are also run depending on need and demand.

| Year Level | Camp | Duration (approx.) | Date |
|------------|---|--------------------|--|
| 10 | Snow Sports | Various | During unit |
| Various | Music Camp | 3 days | March |
| Various | Overseas tour Japan & Germany in alternate years | Various | End-year (Japan) End-year (Germany) |

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Buckley Park College's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire or other natural disaster activity in the excursion location. In the event the Bureau of Meteorology forecasts a Catastrophic fire danger rating (FDR) day, excursions or camp activities in affected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Buckley Park College is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Approval - Camps

Proposals for any new camps and tours to be conducted during any year should aim to be submitted to the Assistant Principal by the end of Term 3 in the preceding year.

The staff member proposing a camp will present a submission including the aim of the camp, venue, proposed dates, year levels to attend, approximate numbers, and the anticipated cost to parents and other participants (teachers, parents). It will need to be clear that the camp is structured so as to provide equitable access for all students. The effects of the camp on the rest of the school program, and options for minimizing such effects will need to be considered, including the arrangements for any students not participating.

Once approved by the Assistant Principal and the relevant sub-school team, all camps and high risk excursions require School Council approval. The organising staff member must liaise with the Assistant Principal and submit all necessary documents for approval. The proforma for School Council approval can be found in School Documentation on Compass.

School Council is responsible for the approval of:

- Overnight excursions
- Camps
- Interstate visits
- International visits
- Excursions requiring sea or air travel, weekends or vacations
- Adventure activities

The Assistant Principal will recommend to the College Management Team the camps that are to be offered for the ensuing year early in Term 4. The recommendation will be based on the requirements of this Policy, the rest of the school curriculum program, and resourcing considerations.

Approval – Excursions

All excursions must be approved by the Forward Planning group who will decide the appropriateness of the date, staffing and the benefit to the students. The organising teacher will enter the details into "Events" in Compass.

After the event has been approved by Forward Planning, the Daily Organiser will confirm that the date for the excursion is appropriate and the required staff are available. A range of factors are taken into consideration before approval is given:

- the contribution of the activity to the school curriculum

- the adequacy of the planning, preparation and organisation in relation to the school policy and the guidelines and advice provided by DET
- information provided by community groups and organisations that specialise in the activity proposed
- appropriateness of the venue
- the provisions made for the safety and welfare of students and staff
- the experience and skills of staff relevant to the activities being undertaken
- the adequacy of the student supervision
- the high risk nature of some activities
- emergency procedures and safety measures
- staff-student ratios
- student experience

The teacher in charge of the excursion must complete an event in Compass at least 3 weeks before the excursion is to take place. This will send a notification to the daily organiser (date, staff etc.), the general office (costings) and the first aid officer (students with special needs, first aid kit)

Parents should be given at least two weeks' notice of an excursion.

Year 7 and 8 excursions must leave from school and return to school. Year 9 – 12 excursions may leave from and return to Essendon Station. Variations to this must be approved by the Assistant Principal. Students who arrive at a location away from school without submitted consent at the general office or not in full school uniform must be sent back to school.

Students must be in full school uniform for all excursions. Student can bring a change of clothes to wear during activities that require special clothing.

Supervision

Buckley Park College follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Parent volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account: any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students. Refer to the College's Volunteer Policy.

Volunteer and external provider checks

EG: Buckley Park College requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card. Please see the College's Volunteer Policy.

Parent/carer consent

For all camps and excursions, other than local excursions, Buckley Park College will provide parents/carers with a specific consent form outlining the details of the proposed activity. Buckley Park College uses Compass to inform parents about camps and excursions and to seek their consent, and where necessary, payments. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Buckley Park College will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Buckley Park College will also provide advance notice to parents/carers of an upcoming local excursion through Compass. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Buckley Park College will notify parents once only prior to the commencement of the recurring event.

Parent Payments for camps and excursions

Most camps and excursions provided by Buckley Park College enhance and broaden the schooling experience of our students but are not a mandatory component of our curriculum. These activities are provided on a user-pays basis in accordance with the Department's Parent Payments Policy.

Consent forms will have clearly stated payment amounts and finalisations dates, and families will be given sufficient time to make payments.

Students who have not finalised payment by the required date for camps and excursions provided on a user pays basis will not be able to attend unless the Principal determines exceptional circumstances apply.

Where a camp or excursion is provided as part of the standard curriculum requirements, parents may be invited to make a voluntary contribution but all students will be able to attend regardless of whether their parents contribute.

Financial Help for Families

Buckley Park College will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements (eg, Payment Plan) with the Business Manager/Principal/Organising Teacher. The full cost of the camp/excursion must be paid in full by the date of event. The Business Manager/Principal/Organising Teacher can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

Refunds

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally, we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Further information about refunds is contained in the school refund policy. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Student health

Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the

parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Teacher Responsibilities

A designated "Teacher in Charge" will coordinate the camp.

The Teacher in Charge must complete all relevant aspects of the submission.

The Teacher submitting the application must lodge the relevant Emergency Management Notification for every camp via the secured site

<https://edugate.eduweb.vic.gov.au/sites/emergencymanagement/DEECDSAL/default.aspx>

as soon as they have been informed that the application for the camp was successful. A copy of the email notification must be sent to the Assistant Principal.

In the case where a camp involves a particular class or year level group, the organising teacher will ensure that there is an alternative program available for those students not attending the camp.

All parents must have given informed consent either through a printed form or online through Compass. A signed medical information form must be returned for every student attending. A copy of the event handbook from Compass should be carried by all staff on camp.

The teacher in charge must carry a mobile phone and first aid kit(s) for each camp. The teacher in charge is responsible for collecting the first aid kit(s) prior to leaving.

The teacher in charge will communicate the anticipated return time with the Buckley Park College office in the case where camps are returning out of school hours. Parents will be informed prior to students leaving for the camp, that they can phone the office to receive an updated anticipated return time.

Behaviour expectations of Students while on Camp / Excursion

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy*, *Student Code of Conduct* or *Bullying Policies*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, or brings the College's public reputation into disrepute, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Sometimes a student's disability may manifest in challenging behaviour. Examples of disabilities that can present with challenging behaviour includes Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder and Autism Spectrum Disorder. The College Principal or delegate will work with the student's parent/carer to determine the most appropriate form of action to support the student whilst on camp, when responding to challenging behaviours which cannot be managed by the Organising Teacher.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy*, *Student Code of Conduct* and *Bullying Prevention Policy*.

Electronic Devices

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion

in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

Food

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Buckley Park College and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

For camps or excursions that involve a greater risk, including interstate/international, the College may consider obtaining travel insurance. Information about travel insurance is available [here](#).

COMMUNICATION

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

- Included in staff induction processes and staff training
- Available publicly on our school's website or Compass – School Documentation
- Included in school policy manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

Further information and resources

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

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)
- [Parent Payments Policy](#)

The following school policies are also relevant to this Camps and Excursions Policy:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Safety, Emergency and Risk Management

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change



BUCKLEY PARK COLLEGE

Cash Handling Policy

Developed: September 2016 Reviewed: February 2025 Review Date: February 2026

Endorsed by school council 17/02/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

<http://www.education.vic.gov.au/Documents/about/departments/legislation/reformregulations2007.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/finance/Fin%20Financemanual.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/finance/Fin%20Internal%20Control%20document%20v3.2.pdf>

<https://edugate.eduweb.vic.gov.au/Services/Policies/Pages/Fraud.aspx>

Purpose

Buckley Park College is committed to ensuring that cash handling practices are consistent and transparent across the school.

Buckley Park College will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

<http://www.education.vic.gov.au/Documents/about/departments/legislation/reformregulations2007.pdf>

Scope

Buckley Park College is committed to ensuring that cash handling practices are consistent and transparent across the school.

Buckley Park College will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

Policy

Roles and responsibilities of staff

At Buckley Park College our office support staff and Business Manager are responsible for managing cash at our school.

Where possible, segregation of duties will be maintained so that no individual will be responsible for more than one of the following:

- receipting of cash and issuing receipts
- preparing the banking
- taking the monies to the bank
- completion of the bank reconciliation

If this is not possible due to lack of available staff, the Department's "Segregation of Duties – Cash Checklist" will be implemented and signed off for audit purposes.

Storage of cash

Monies are to be kept in either a controlled access safe or cash drawer during the day. If funds are kept on the premises overnight, they must be locked in our school's secured safe.

No monies are to be kept in classrooms or left at school during holiday periods.

All monies that are collected in the classroom will be forwarded to the office by the classroom teacher/Pastoral group teacher/responsible teacher as soon as possible after collection.

Money collected away from the classroom or general office (e.g. the VCafe group, small businesses activity groups various other groups) is to be handed to the office on the day of receipt unless circumstances make this impracticable. Money received away from the office must be double counted at the point of collection and a control receipt issued before it is provided to the office for banking.

Records and receipting

All receipts are to be processed in CASES21 as quickly as practicable upon receiving the funds.

Monies received from the class activities will be entered into CASES21 and receipts returned to the teacher leading the activity within 48 hours.

Where monies are received over the counter at the office they will be entered into CASES21 and an official receipt issued immediately to the payer.

A CASES21 bank deposit slip will be printed and reconciled with total receipts for the day and with the total of cash/cheques to be banked.

Funds are to be banked daily and at different times of the day.

No receipt is to be altered. Where a mistake is made approval must be sought before reversing the incorrect receipt. Copies of the incorrect receipt should be retained with details of why it was reversed.

Prior to a receipt batch being updated a receipt can be reprinted if necessary. The word REPRINT appears on the receipt. After the batch has been updated, if a copy of the receipt is requested the Family Statement, Family Matching Transactions Report or the Family Transaction History can be printed.

Cheques

No personal cheques are to be cashed.

All cheques received by mail are to be entered in a remittance book, and all cheques, which have not already been crossed "not negotiable", should be crossed as soon as they are received.

Fundraising

Two parents or staff members will be designated as 'Responsible Persons' for all school fundraising events or other approved events where monies may be collected, for example, the FoBP Ball, Out of Uniform Days, BBQ's etc.

Reporting concerns

Any discrepancies should be reported to the Business Manager for immediate investigation. Any discrepancies that cannot be accounted for should be immediately reported to the Principal

All cases of suspected or actual theft of money, fraud, misappropriation or corruption are to be reported to the Executive Director, Audit and Risk Division by email addressed to: fraud.control@education.vic.gov.au

Communication

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

- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings

Further information and resources

- **Finance Manual for Victorian Government Schools**
 - [Section 3 Risk Management](#)
 - [Section 4 Internal Controls](#)
 - [Section 10 Receivables Management and Cash Handling](#)

Evaluation

This policy will be reviewed annually by School Council to confirm/enhance internal control procedures. Proposed amendments to this policy will be discussed with i.e. Administration Staff, Leadership Team, Finance subcommittee, School Council



BUCKLEY PARK COLLEGE

Child Safe Standards Code of Conduct

Developed: June 2022

Revised: May 2024

Reviewed: May 2026

Endorsed by school council 13/05/2024



Help for non-English speakers

If you need help to understand this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

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

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

Acceptable behaviours

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

- upholding our Buckley Park College commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policy.
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to a member of the Principal class, sub school leaders and/or a member of the wellbeing manager.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

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

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

Breaches to the Child Safety Code of Conduct

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

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

All breaches and suspected breaches of the Buckley Park College Child Safety Code of Conduct must be reported to the Principal.

If the breach or suspected breach relates to the principal, contact the Senior Education Improvement Leader (SEIL) at the South Western region on 1300 333 232

Approval and review

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Child Safety Responding and Reporting Obligations

Developed: June 2022

Revised: May 2024

Review Date: May 2026

Endorsed by school council 13/05/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

Scope

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

Definitions

Child abuse

Child abuse includes:

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

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

Grooming

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

School staff member

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

Policy

Buckley Park College understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Buckley Park College, they should start with their Year Level coordinator and/or Sub school leader.
- Compass, student planner and the student guide outlines procedures and processes that are in place if they are feeling unsafe or have a concern.

Identifying child abuse

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

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

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

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

In responding to a child safety incident, disclosure, allegation or suspicion, Buckley Park College will follow:

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

School staff and volunteer responsibilities

1. Immediate action

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

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

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to a member of the principal class, sub school leaders and/or wellbeing manager
- If the concerns relate to the conduct of nominated staff member referred to above, notify the either the principal or the South Western regional office where the person nominated above is the principal who must then take on responsibility for ensuring our school follows these procedures.

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

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, The Wellbeing manager or nominated staff member **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

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

The must ensure:

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

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

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

3. Contacting parents or carers

The Wellbeing manager or nominated staff member must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

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

For further guidance, refer to [PROTECT Contacting parents and carers](#)

4. Ongoing protection and support

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

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

5. Recordkeeping

The Wellbeing manager or nominated staff member will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: templates](#) (where applicable) including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in Compass wellbeing notes level 3 access.

For school visitors and school community members

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

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

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

Additional requirements for all staff

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

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

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

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

COMMUNICATION

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

- Available publicly on our school's website (or insert other online parent, carer, student communication method)
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual

Further information and RESOURCES

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

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

The following school policies are also relevant to this policy:

- Child Safety [and Wellbeing] Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.

APPENDIX A

Legal Obligations Relating to Reporting Child Abuse

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

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

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

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

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

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

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

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

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

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

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

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

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

Reporting student wellbeing concerns to Child FIRST

At Buckley Park College we also encourage staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Child FIRST see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

Reportable Conduct

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

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

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

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

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

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

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

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

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

Failure to disclose offence

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

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

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

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

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

“Reasonable excuse” is defined by law and includes:

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

Failure to protect offence

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

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

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

Further information

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

Important information for staff

When managing a disclosure relating to child abuse you should:

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

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).



BUCKLEY PARK COLLEGE

Child Safety and Wellbeing

Developed: June 2022

Revised: May 2024

Review Date: May 2026

Endorsed by school council 13/05/2024



Help for non-English speakers

If you need help to understand this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

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

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

Scope

This policy:

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

Definitions

The following terms in this policy have [specific definitions](#):

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

Statement of commitment to child safety

Buckley Park College is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

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

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

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

Roles and responsibilities

School leadership team

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

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

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

School council

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

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

Specific staff child safety responsibilities

Buckley Park College has nominated the Wellbeing Manager as the child safety champion to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for:

- Ensuring the Child Safety Risk Register is current and applied.

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

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

Our School Leadership team monitors the Child Safety Risk Register.

Child Safety Code of Conduct

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

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

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

Managing risks to child safety and wellbeing

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

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

Establishing a culturally safe environment

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

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

We have developed the following strategies to promote cultural safety in our school community:

- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Implement the Koorie Education Policy to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities (Government schools).
- Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.

Student empowerment

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

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through:

- Adhering to the school values
- Whole school approach to Respectful Relationships

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

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

Other methods our school will empower children and students includes:

- Discuss commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice through the Student Voice leaders meeting.
- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Document student participation in activities that contribute to the life of the school.
- Demonstrate that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person.

Family engagement

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

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

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

We do this by:

- Seeking input from families and the community – for example through school council, Friends of Buckley Park and parent focus groups.
- Provide information through the parent portal of Compass, school website, newsletters, other communications, school council, subcommittees of school council, student, staff, and parent meetings.
- all of our child safety policies and procedures will be available for students and parents at the school documentation link on Compass and the school website.
- Newsletters and Newsfeeds through the parent portal will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

Diversity and equity

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

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

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

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

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

Suitable staff and volunteers

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

Staff recruitment

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

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

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

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

Staff induction

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

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

Ongoing supervision and management of staff

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

Peer observations

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This could be done through peer observations and Performance reviews.

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

Suitability of volunteers

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

Child safety knowledge, skills and awareness

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

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

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

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

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

School council training and education

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

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

Complaints and reporting processes

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

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found in the School policy manual on Compass or the school website.

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

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

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

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

Communications

Buckley Park College is committed to communicating our child safety strategies to the school community through:

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

Privacy and information sharing

Buckley Park College collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

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

[Records Management – School Records](#)

Review of child safety practices

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

We will:

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

Related policies and procedures

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

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

Other related documents

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

Policy status and review

The Assistant Principal who oversees policy development is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.



BUCKLEY PARK COLLEGE

Complaints

Developed: November 2019

Revised: August 2025

Review Date: August 2027

Endorsed by school council:18/08/2025



Help for non-English speakers

If you need help to understand the information in this policy please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to:

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

Scope

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

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

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

Policy

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

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

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

- actively listen to one another, be considerate of each other's views, and respect each other's role
- be student focussed
- be resolution focused and attempt to preserve working relationships
- act co-operatively and in good faith
- behave with respect and courtesy
- be inclusive, considerate, and respect the cultural safety of all people, including Aboriginal people, and the human rights of all parties including but not limited to disability, age, race, religion, gender identity, sexual orientation, and marital status
- consider communication needs and preferences
- ensure that complainants and students related to complainants are not victimised for making a complaint or asserting their rights
- respect the privacy and confidentiality of those involved unless permitted or required to share information by law
- operate within and seek reasonable resolutions that comply with all applicable legislation and department policies.

Complaints and concerns process for students

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

Students with a concern or complaint can raise them with a trusted adult at school, for example, the year level coordinator, sub school leaders, wellbeing manager or a member of the principal class. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you.

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

Other ways you can raise a concern or complaint with us include:

- through a teacher or year level coordinator
- talking to a member of the student voice leaders about your concern and any suggestions you have for resolving it
- participating in available student forums
- writing a note for our anonymous student suggestions box

Further information and resources to support students to raise issues or concerns are available at:

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

Complaints and concerns process for parents, carers and community members

Preparation for raising a concern or complaint

Buckley Park College encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the department and Buckley Park College Policy Manual

Support person

You are welcome to have a support person to assist you in raising a complaint or concern with our school. Please advise us if you wish to have a support person to assist you, and provide their name, and their relationship to you.

Raising a concern

Buckley Park College is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to for example, the year level coordinator, sub school leaders, wellbeing manager or a member of the principal class. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

Making a complaint

Where concerns cannot be resolved in this way, parents, carers or community members may wish to make a formal complaint to a member of the principal class.

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

1. **Complaint received:** Please either email, telephone or arrange a meeting through the front office with a member of the Principal class., to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
2. **Timelines:** Buckley Park College will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, Buckley Park College may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Buckley Park College will consult with you and discuss any interim solutions to the dispute that can be put in place.
3. **Information gathering:** Depending on the issues raised in the complaint, the Principal, Assistant Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to school and regional staff to obtain details about the situation or the concerns raised. In some instances, the leadership team may reach out to subject matter experts for expert advice. The school may also reach out to the complainant for further information or to clarify concerns.
4. **Response:** Where possible, a resolution meeting will be arranged with the [Assistant Principal/Principal] to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing. In some instances, the school in consultation with the region may suggest mediation, conciliation or other alternative methods of resolving the complaint based on the complexity and urgency of issues raised in the complaint.

Please note that unreasonable conduct (e.g. vexatious complaints) may need to be managed differently to the procedures in this policy.

Resolution

Where appropriate, Buckley Park College may seek to resolve a complaint by:

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

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

In some instances, the resolution may include actions that must be taken by both the school and the complainant.

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, you may contact the department by phone on [1800 338 663](tel:1800338663), via the [Enquiries form](#) or by email at enquiries@education.vic.gov.au.

More information is available at [Make a complaint about your school](#). Buckley Park College may also refer a complaint to South Western Region if we believe that we have done all we can to address the complaint.

For more information about the department's parent complaints process, including the role of the Regional Office, please see: [Make a complaint about your school](#)

Review of complaints

Example School will consider whether complaints relating to child safety identify any causes or systemic child safety risks, and take steps to address those risks and continuously improve our child safety practices.

Record keeping and other requirements

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

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

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

COMMUNICATION

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

- Available publicly on school website
- Included in staff induction processes
- Included in the school policy manual
- Included in student diaries so that it is easily accessible to parents, carers and students

FURTHER INFORMATION AND RESOURCES

The department's Policy and Advisory Library (PAL): [Complaint resolution](#)

The department's parents' website: [Make a complaint about your school](#)

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

[Report sexual abuse if you're a current or former student](#)

Policy review and approval

This policy will be reviewed as part of the school's 2-year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Curriculum

Developed: September 2014 Revised: September 2022 Review Date: September 2026

Endorsed by school council 12/09/2022



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship.

Schools access a wide range of educational resources to select appropriate teaching and learning resources, set homework that supports classroom learning, undertake a range of student assessment and reporting activities to support student learning and ensure that classrooms are safe and classroom activities are conducted safely. This is the schools own Guaranteed and Viable curriculum (GVC). A GVC ensures that every student, no matter which class is provided with the exact same learning opportunities as every other student.

Buckley Park College utilises the F-10, VCE and VCAL programs to ensure that all curriculum is able to be delivered where appropriate.

Purpose

To ensure Buckley Park College complies with DET policy and guidelines in relation to its curriculum framework.

Implementation

Buckley Park College will use the Victorian Curriculum as the basis of its curriculum framework.

The school will ensure that the curriculum substantially addresses The Arts, English, Health, and Physical Education (including Sport), A Language other than English, Mathematics, Science, Humanities and Technology.

The time for each domain will be allocated according to the whole-school curriculum plan.

The school will ensure English As Another Language (EAL) is provided when a class is needed.

If applicable the school will provide quality and meaningful education for Koorie students by use of the Morrung Education Strategy.

Buckley Park Curriculum is centered around a Guaranteed and Viable Curriculum, this ensures that all students have an equal opportunity to learn. Each student will have access to a highly effective teacher, and access the same content, knowledge, and skills in each unit.

The GVC will include:

- Year unit outline per subject

Each unit will have:

- Unit Outline (lesson by lesson outline using the BPC lesson structure of Learning Intention, Success Criteria, Structured Learning Activities and Reflection Activities)
- Common Formative Assessment (How are students progressing?)

- Common Learning Task (How well did the student perform on a selected set of skills/knowledge. A rubric will be available for all non-test assessments.

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Digital Learning

Developed: September 2014

Revised: June 2024

Review Date: June 2026

Endorsed by school council 17/06/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

- (a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school including our 1-to-1 personal device program or insert other appropriate programs as relevant to your school
- (b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
- (c) the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
- (d) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
- (e) the various Department policies on digital learning, including social media, that our school follows and implements when using digital technology
- (f) our school prioritises the safety of students whilst they are using digital technologies

Scope

This policy applies to all students and staff at Buckley Park College.

Staff use of technology is also governed by the following Department policies:

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

Staff and students also follow our school's Acceptable Use Policy accessed through the school website.

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

- Buckley Park College's Child Safety Code of Conduct
- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

Definitions

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

Policy

Vision for digital learning at our school

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

Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways. Through increased access to digital technologies, students can benefit from learning that is interactive, collaborative, personalised, engaging and transformative. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

Buckley Park College believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Personal Devices at Buckley Park College

- Buckley Park College operates a Bring Your Own Device (BYOD) program. Classes at our school are delivered with the use of notebook computers. **Android Tablets, Chromebooks and iPads are not accepted.**

Parents/carers are invited to purchase or lease a device for their child to bring to school. Buckley Park College has made special arrangements with JB Hifi who offer discounted prices for the lease or purchase of devices for our students. Buckley Park College can refer parents to government or community support programs that may help them if they wish to purchase a device for their child to own, rather than use what is provided for free by the school.

Students are invited to bring their own device to school each day to be used during class time for different learning activities. When bringing their own device to school, students should ensure that it:

- Is fully charged each morning
- Is brought to school in a protective case
- Wireless Compatibility: Device must have 5GHz 802.11n support
- operates on OS version 10 or later. macOS 10.11 or newer

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

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to consult the school website under Digital Learning.

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Buckley Park College, we are committed to educating all students to use digital technologies safely, equipping students with the skills and knowledge to navigate the digital world.

At Buckley Park College, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purpose with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be safe, responsible and discerning users of digital technologies.
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our *Student Engagement* policy that outlines our School's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technologies for their schoolwork
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities and removing offensive content at the earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service at school to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, information sheets, website/school portal and information sessions.

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

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

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

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

Social media use

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

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

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

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Buckley Park College's *Statement of Values*, *Student Wellbeing and Engagement* policy, and *Bullying Prevention* policy.

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

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

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's *Student Wellbeing and Engagement* and *Bullying Prevention* policies.

COMMUNICATION

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

- Available publicly on our school's website
- Available on Compass through School documentation
- Included in staff induction and child safety training processes
- Acceptable use of Technology included in student diaries so that it is easily accessible to parents, carers and students.

POLICY REVIEW AND APPROVAL








This policy will be reviewed as part of the school's 2 yearly review cycle or if guidelines change.

Acceptable Use Agreement

Information for parents Our commitment to the responsible use of digital technology






At Buckley Park College we are committed to building a culture of respect and responsibility. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students in developing the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, providing rich, interactive and personalised experiences while ensuring a balance with offline learning opportunities.

What we do

| | |
|---|---|
|  | We set clear expectations <ul style="list-style-type: none">• We have clear expectations about appropriate conduct using digital technologies.• Our Mobile Phone Policy (school website) outlines our school's expectations relating to students using mobile phones during school hours.• We have clear and appropriate consequences when students breach these expectations, in line with our Student Wellbeing and Engagement Policy (school website) |
|  | We teach appropriate conduct <ul style="list-style-type: none">• We teach our students to be safe, intentional and responsible users of digital technologies, including age-appropriate instruction on important digital issues such as cybersafety and cyberbullying through our homegroup program. |
|  | We partner with families <ul style="list-style-type: none">• We work with parents and carers to understand the digital technology-related issues they are facing at home. We support them with information and tools that help. |
|  | We provide access to technology <ul style="list-style-type: none">• We provide access to educational software for students to use.• We create student email accounts which are non-identifiable. |
|  | We supervise digital learning <ul style="list-style-type: none">• We supervise students using digital technologies in the classroom, consistent with duty of care.• We use clear protocols and procedures to protect students working in online spaces |
|  | We take appropriate steps to protect students <ul style="list-style-type: none">• We provide a filtered internet service to block inappropriate content. Full protection from inappropriate content cannot be guaranteed, however, we have processes to report and act on inappropriate content.• We may access and monitor messages and files sent or saved on our network, if necessary and appropriate. |
|  | We appropriately manage and respond to online incidents <ul style="list-style-type: none">• We work to prevent, respond, and learn from issues or incidents relating to the use of digital technology, including cybersecurity incidents, cyberbullying and risks to child safety.• We refer suspected illegal online acts to the police. |

How parents and carers can help

Learning about technology and its impacts doesn't stop at the school gate. Below are our suggestions for ways you can support your children to responsibly use digital technology.

| | |
|---|---|
|  | <p>Establish clear routines</p> <ul style="list-style-type: none"> • Talk to your child about expectations including when, where, and how digital devices can be used at home, ensuring these rules are age-appropriate and consistent. These can include: <ul style="list-style-type: none"> ○ Requiring devices to be used in a common area, such as a living room or study area ○ Setting up a specific area for charging devices overnight, away from bedrooms, to promote better sleep hygiene. |
|  | <p>Restrict inappropriate content</p> <ul style="list-style-type: none"> • Use built-in parental controls on devices and apps to help manage their device access and restrict inappropriate content. • Consider restricting the use of apps with addictive game mechanics (e.g. rewards, badges, limited exit options). |
|  | <p>Talk about online safety</p> <ul style="list-style-type: none"> • Talk with your child about the importance of protecting personal information, recognising online scams, and understanding and adjusting privacy settings on social media. • Encourage your child to talk to you or another trusted adult if they feel unsafe online. |
|  | <p>Model responsible and balanced technology use</p> <ul style="list-style-type: none"> • Encourage a healthy balance between screen time and offline activities, especially outdoor unstructured play and time with friends and family, face-to-face.* • Demonstrate responsible and balanced tech use in your own daily routine to set a good example for your child. |
|  | <p>Work with us</p> <ul style="list-style-type: none"> • Let your child's teacher know about concerns you have regarding their technology use • Keep informed about what your child is learning at school, so you can help reinforce positive messages at home. |

***Australia's physical activity and sedentary behaviour guidelines** include the following recommendations for children between 5-17 years-old regarding sedentary recreational screen time:

- no more than 2 hours of sedentary recreational screen time per day
- avoiding screen time 1 hour before sleep
- keeping screens out of the bedroom.

Source: Australia's physical activity and sedentary behaviour guidelines, <https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>.

Support for parents and carers

To learn more about how to support the safe, intentional and responsible use of digital technologies at home, the eSafety Commissioner provides [advice for parents](#), and outlines available [counselling and support services](#).

Personal devices at Buckley Park College

Buckley Park College operates a Bring Your Own Device (BYOD) program. Parents/carers are invited to purchase or supply a device for their child to bring to school. Please find further information about the BYOD program on the school website.

Technical specifications for BYOD devices

To ensure smooth and reliable technology access and student support, we have set the following technical specifications for all personal devices. If purchasing or supplying a personal device to use at Buckley Park College, please ensure that it complies with the following specifications as outlined on the school website <https://buckleyparkco.carboncms.com.au/student-life/digital-learning-byod>

Behavioural Expectations – Personal devices

When bringing a personal device to schools, students must ensure that:

- it is fully charged each morning
- it is carried to school with appropriate care in a carry case and stored in lockable storage when not in use
- any physical device damage is immediately reported and if necessary, repaired
- it is clearly labelled with the student's name and class

Supports and services provided

Buckley Park College will provide the following technical support services for personal devices brought to school:





- Support to access software
- Connecting devices to the internet
- Providing student log-in credentials to access the schools network, including a school email account
- Establishment of Google account and access to Google suite of tools.

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

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact the front office on 9331 9999 or access the information on the school website.

For students - What we expect

Below are our expectations of students at Buckley Park College when using digital technologies.

| | |
|--|--|
| Be safe  | <p><i>At Buckley Park College, we protect personal information and keep safe online.</i></p> <p>We do this by:</p> <ul style="list-style-type: none">• Not sharing our password or using someone else's username or password.• Logging out of our devices when they are not in use.• Restricting the personal information we post online, including images and videos. |
| Be respectful  | <p><i>At Buckley Park College, we are kind and show respect to others when using technology.</i></p> <p>We do this by:</p> <ul style="list-style-type: none">• Acting with kindness and never bullying or impersonating others online.• Thinking about how our words might make others feel before we say or write them.• Only taking photos or recordings of others when they are aware and have given us permission to do so.• Seeking permission before sharing others' information online.• Never using a generative artificial intelligence (AI) tool to upload or generate images of a student, parent, or teacher. |
| Be responsible  | <p><i>At Buckley Park College, we are honest, handle technology with care and follow the school rules.</i></p> <p>We do this by:</p> <ul style="list-style-type: none">• Handling devices with care and not interfering with school-managed network or security settings, other people's work, or devices we don't own.• Following the terms and conditions of any digital tool we use.• Not downloading or using inappropriate programs like games, or programs/networks designed to bypass the school's internet and content restrictions.• Not using technology to cheat or steal, and always acknowledging when we use information sourced from others or generate content using AI tools.• Turning off and securely storing our mobile phone during school hours.• Ensuring a healthy balance between screen time and offline activities at school. |
| Ask for help  | <p><i>At Buckley Park College, we ask for help if we feel unsure or see something inappropriate.</i></p> <p>We do this by talking to a teacher or a trusted adult if:</p> <ul style="list-style-type: none">• We feel uncomfortable or unsafe.• We see others participating in unsafe, inappropriate, or hurtful online behaviour.• We notice any damage to school technologies.• We need help understanding about a digital tool or how it can be used. |

Support for students: For useful information to help you stay safe online, the e-Safety Commissioner provides [information for young people](#), and outlines available [counselling and support services](#).

Instructions

- Students are encouraged to speak with their parents or teachers prior to signing this agreement if they don't understand what it means, or if they have questions they would like to discuss.
- Complete the agreement, including parent/carer acknowledgement.
- Completed agreements can be completed to be completed when commencing in Year 7 and all new enrolments.

Student Agreement

(Student name)

I understand and commit to uphold the expectations on me as a student at Buckley Park College when using digital technology.

I will do my best to:

- **be safe** to protect personal information and keep safe online.
- **be respectful** and kind to others when using technology.
- **be responsible** by demonstrating honesty, handling technology with care and following the school rules.
- **ask for help** if I feel unsure or see something inappropriate.

I will continue to learn about how to use digital technology in a safe and responsible way.

(Student's signature)

(Date)

Parent/carer acknowledgement

(Parent/carer name)

I acknowledge your commitment and will support you to safely use and learn about digital technologies.





BUCKLEY PARK COLLEGE

Dress Code Policy

Developed: January 2014

Revised: September 2025

Review Date: September
2029

Endorsed by school council 15/09/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of the Student Dress Code is to outline Buckley Park College's requirements for student dress and appearance and to provide information about uniform purchase and support so that all students, regardless of gender identity, feel a sense of belonging and pride in the school community. From an educational point of view, being suitably groomed is part of the process by which students learn the importance of self-image and engage with employers and the community.

This dress code has been developed by Buckley Park College's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

- promote a sense of identity and pride, cohesion and good order in the school
- allow all students to feel equal
- prevent bullying and competition on the basis of clothing
- ensure students' appearance reflects the expectations of their school community
- enhance the profile and identity of the school and its students within the wider community
- strengthen the spirit of community within the school
- enhance individual student safety and group security
- ensure all students are dressed safely and appropriately for school activities
- prepare students for the expectations of workplaces
- encourage students to present themselves appropriately for a particular role
- provide a more cost-effective method of clothing children for school, rather than casual dress.

Scope

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities.

Health and safety

Students with shoulder length or longer hair are encouraged to tie back their hair to help restrict the spread of lice and for student safety.

Shoulder length or longer hair is to be tied back for student safety in technology subjects.

Jewellery, nails, hair accessories, hat cords and similar items that interfere with students' ability to engage with school activities safely and fully are not permitted.

Students who wear braids or locs may wear them loose, except for applied technology classes, where hair should be tied back for safety purposes.

Students are encouraged to wear school uniform hats outside during Terms four and one, peak summer periods. Sunscreen is also accessible at reception, first aid and from sub-school offices, and in PE classes during outdoor PE/Sport lessons.

Hats are not to be worn inside.

Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close-fitting, wrap-around that meet the Australian Standards 1067 and cover as much of the eye area as possible.

Purchase of uniforms

Buckley Park College uniform can be purchased from the official provider, Uniform Group – Academy Uniforms, Keilor Road, Niddrie, or online via: <https://academyuniforms.com.au/schools/buckley-park-college.html> Permitted **non-branded** uniform items (plain black track pants, PE shorts), can also be purchased from department stores. Our uniform provider has used extensive feedback from parents and students to ensure that track pants and PE shorts are comfortable and modern, all at competitive prices. To make purchasing uniform more convenient, we strongly recommend the plain black track pants and PE shorts are purchased from Uniform Group at the same location where other mandated uniform items are purchased from.

The School Council has consulted with the school community and worked to ensure the student uniform is affordable, whilst maintaining high quality fabrics, look modern and respect the direct feedback from students and families. If you are facing difficulty meeting uniform costs the [Help with school costs and fees](#) page provides advice on support offered by the Victorian Government. If your child is starting prep or year 7 and is eligible to receive support via the [Camps, Sports and Excursions Fund](#), you may be eligible to access the Affordable School Uniform program through [State Schools' Relief](#).

Please contact the Wellbeing Manager, via: buckley.park.co@education.vic.gov.au to discuss support that we may be able to provide.

Implementation

Buckley Park College will ensure that this Student Dress Code and uniform item list is communicated to all families and students through our website, newsletters and student planners and through the enrolment process. We will assist students who may be experiencing difficulties complying with this policy where possible.

The wearing of a uniform is compulsory for all students of the college. Students must wear the appropriate uniform on all excursions and school activities unless the nature of the activity renders other clothing more appropriate and the Principal has approved the wearing of other clothing.

Students who are unable to wear uniform on a particular day must provide a note signed by a parent/guardian to their Year Level Coordinator at the start of the day. The note should indicate the reason for the student being out of uniform and the period for which this will be the case. Only matters beyond the control of parents/guardians will be acceptable reasons. Except in extenuating circumstances, students will be expected to be back in full uniform the following day. Repeated and regular breach of uniform for any reason will not be acceptable.

Year 7 – 9 students out of uniform without a note will be required to attend detention.

Year 10 - 12 students out of uniform without a note will be required to attend detention. Repeat incidents of students being out of uniform may result in them being sent home to change into the correct uniform.

Exemptions to student dress code

We acknowledge that the enforcement of this Student Dress Code may impact students differently.

Students and their parents or carers may apply in writing to the principal for an exemption to this Student Dress Code if:

- an aspect of the code:
 - prevents students from being able to attend school or participate in school activities on the same terms as other students because of the [personal characteristics referred to in human rights and anti-discrimination requirements](#)
 - offends a religious belief held by the student or parents/carers
 - prevents students from complying with a requirement of their religious, ethnic or cultural background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or the parents/carers can demonstrate financial hardship that prevents them from complying with the dress code.

When the principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carers
- guarantee that issues of a personal nature revealed to substantiate the request will be strictly confidential
- encourage the student and/or their parents/carers to support their application with evidence.

The principal or delegate will then try to negotiate a resolution that is acceptable to all parties, including providing advice about support with meeting uniform costs. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents/carers.

BUCKLEY PARK COLLEGE UNIFORM ITEMS

| COMPULSORY UNIFORM ITEMS | |
|---|---|
| To be worn while travelling to and from school, at school and on all excursions and school activities | |
| TOPS | PANTS / SHORTS |
| <ul style="list-style-type: none"> ✓ White, short or long sleeve polo shirt with the college logo. White compression (non-branded) garments can be worn underneath if needed. ✓ Pullover jumper with the college logo ✓ Puffer vest with the college logo ✓ School jacket with college logo ✓ Year 12 students may wear the Council approved commemorative pullover jumper if they wish | <ul style="list-style-type: none"> ✓ Grey shorts OR grey long trousers (Zip fly, button waist) <ul style="list-style-type: none"> ○ Trousers / Shorts should not be baggy, have excess pockets or be considered 'streetwear'. They should be formal business style. |
| DRESS / SKIRT | SHOES / SOCKS |
| <ul style="list-style-type: none"> ✓ College summer dress. <ul style="list-style-type: none"> ○ White compression (non-branded) garments can be worn underneath dress if needed ✓ College tartan skirt <ul style="list-style-type: none"> ○ Black tights may be worn underneath. Black socks can be worn over black tights. | <ul style="list-style-type: none"> ✓ Black leather shoes. Shoes MUST be full black leather, leather sports shoes with no visible logos are acceptable. <ul style="list-style-type: none"> ○ Black fabric sports shoes are not permitted ✓ White socks to be worn for both Academic and PE/Sport uniform <ul style="list-style-type: none"> ○ regular / crew length |
| OPTIONAL UNIFORM ITEMS | |
| <ul style="list-style-type: none"> ✓ WHITE compression long sleeve underneath white polo or summer dress if required ✓ Blazer with the college logo ✓ College tie ✓ College cap with college logo ✓ Note: The rule will be "uniform hat or no hat" for all students. No other headwear may be worn by students. In the interests of protecting students from damaging UV rays it is recommended that students wear this cap at all times when outside. Sports caps are not to be worn indoors. ✓ A plain, black scarf, worn tucked in, is permitted in cold weather. ✓ Where a student's religious beliefs require them to wear a head covering, it should be one of the school colours. <ul style="list-style-type: none"> ○ Head coverings may be in school colours: Black, Grey, Dark Green, White | |
| SPORTS UNIFORM – to be worn on PE/SPORT days only | |
| <ul style="list-style-type: none"> ✓ Red polo shirt with the college logo (Students may wear a tee-shirt in their house colour instead at inter-house sporting events) ✓ Black compression long sleeve may be worn underneath red PE shirt if required ✓ * Black sport shorts (non-branded, no logo of any kind, respectable length, non-revealing) ✓ * Black track sports pants (non-branded, no logo of any kind, no tape or stickers to cover existing branded logos permitted) ✓ * Plain black leggings (non-branded, no logo of any kind) ✓ Buckley Park College rugby top (can only be worn with sports uniform) ✓ White socks ✓ Sport shoes (no specific colour or brand) ✓ School jacket with college logo ✓ Black bucket hat or cap with red wings insignia <p>If students have Physical Education and/or Sport during the day they will be permitted to wear their sports uniform to and from school. Only the full school sports uniform, as described above, will be acceptable.</p> <p>*These items are available from our uniform provider, Academy Uniforms. Items without the school branding can also be purchased from other retailers, however we strongly recommend purchasing the consistent lines of clothing which has utilised extensive community consultation and feedback.</p> | |

Other guidelines which apply to ALL students:

- At no time are students allowed to wear a **combination of academic and sports uniform** (e.g. runners or black shorts with normal school uniform; white shirt with sports uniform). Students are responsible for ensuring that they have the correct uniform on at all times.
- Students are expected to be clean, neat and tidy in appearance
- All uniform items must be clean and in good repair
- For safety reasons, jewellery, other adornments and hair arrangements should be appropriate to the activities undertaken:
 - Students may only wear small amounts of simple jewellery
 - Facial piercings are not permitted except for a small, discrete nose stud
 - Long hair must be tied back in all practical classes
 - Where students choose to wear ribbons or other ties or clasps in their hair, these must be simple, in style and in the school colours (black, grey, dark green, white)

- Boldly coloured nail polish or noticeable makeup is not permitted, this includes extreme fake eyelashes

Parents are expected to take responsibility for ensuring that all uniform items are washed, dried, labelled with the student's name, and communication is provided to the school via Compass in a timely manner if there is a concern in relation to adhering to the Policy.

Concerns about this student dress code

Buckley Park College welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Complaint Policy*, available via the school website.

COMMUNICATION

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

- available publicly on our school's website
- Compass
- Newsletter
- School Assemblies
- included in staff handbook/manual
- discussed at staff briefings/meetings as required
- included in transition and enrolment packs
- discussed at parent information nights/sessions

Views on our student dress code have been invited from the whole school community including:

- parent/carers
- teachers and other school staff
- students

The school community consultation invited feedback about uniform cost and affordability. This feedback has been recorded, carefully considered and incorporated into the student dress code policy where appropriate.

Further information and resources

- Buckley Park College Complaint Policy
- Buckley Park College Student Wellbeing and Engagement Policy
- Department of Education [Student Dress Code](#)
- Department of Education [Student Engagement](#)

POLICY REVIEW AND APPROVAL

For future reviews of this Student Dress Code, we will consult with our school community through the following mechanisms:

- surveys
- information in newsletters
- information on our website

The community will be given advance notice of the consultation process and timelines. The consultation will be open for at least 2 weeks.



BUCKLEY PARK COLLEGE

Duty of Care

Developed: September 2014

Revised: June 2023

Review Date: June 2027

Endorsed by school council 19/06/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Buckley Park College owe to our students and members of the school community who visit and use the school premises.

Policy

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Tree Maintenance
- Grounds Maintenance
- Student Private Property
- Child Safe Standards
- External Providers (including RTOS delivering VET/VCAL)
- Emergency Management
- Volunteers
- Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting
- Occupational Health and Safety

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable

steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers.

Our school also takes steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available at the following link:

<https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy>

COMMUNICATION

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

- Provided to staff at induction and included in staff policy manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Made available in hard copy from school administration upon request

FURTHER INFORMATION and resources

- the Department's Policy and Advisory Library (PAL): [Duty of Care](#)
- the Department's Policy and Advisory Library (PAL): [Structured Workplace Learning](#)

Policy REVIEW and Approval

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Electronic Funds Management Policy

Developed: February 2013

Revised: February 2025

Review Date: February
2026

Endorsed by school council 17/02/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

PURPOSE:

The purpose of this policy is to set out how our school will manage electronic funds in accordance with applicable Department of Education and Training policy and law.

As electronic (internet) banking offers an online facility (via a website) which provides users with the ability to undertake various banking functions, such as checking account balances, transferring funds between accounts, direct debit, direct deposit, BPAY payment/ receipts and EFTPOS (Electronic Funds Transfer Point of Sale) **Buckley Park College** has put in place guidelines in order to minimise risk.

SCOPE:

This policy applies to:

- all staff/responsible persons involved in management of funds transacted electronically.
- all transactions carried out by Buckley Park College via the methods set out in this policy.

POLICY:

Buckley Park College has developed this policy consistently with the [Schools Electronic Funds Management Guidelines](#) and [Section 4 Internal Controls](#) of the Finance Manual for Victorian Government schools.

Implementation

- Buckley Park College Council requires that all actions related to internet banking are consistent with The Department's [Schools Electronic Funds Management Guidelines](#).
- Buckley Park College Council approves the use of Combiz as the approved software for all internet banking activities as individual authority and security tokens are required. And the continued use of Bank Australia until the closure of the account is finalised.
- Buckley Park College signatories – All payments made for and on behalf of the College are signed by the Principal and one other member of College Council nominated by College Council.
- All payments through internet banking software must be consistent with Department requirements and must be authorised by the Principal and one other member of College Council nominated by the College Council.
- Buckley Park College Council will determine how refunds will be processed and any refunds processed through the EFTPOS terminal will be recorded in a refund register.
- Buckley Park College will undertake maintenance and upgrading of hardware and software as required.

- Buckley Park College will ensure proper retention/disposal of all transaction records relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings and relevant CASES21 reports.

The Principal and one other member of College Council nominated by College Council are the authorisers of Bank MECU (until its closure) and new banking Institute Combiz internet banking as deemed appropriate by DET policy.

The Business Manager, Office Manager and Accounts Payable Officer all have authority to process payments via internet banking as well as viewing rights.

All payments and receipts via Internet banking are kept together with the covering CASES21 batch reports and are reconciled with the Bank MECU (until closure) and Combiz monthly statements.

All documentation supporting payments and receipts via cash and or cheque are kept and Batch reports are filed.

Financial Management

To ensure that the official account is not overdrawn a summary of the bank account balance is viewed before payment batches are initiated.

All decisions and modifications to prior decisions made by College Council in regard to internet banking shall be minuted and tabled for approval at school council.

Internal Controls

- Delegations – All payments are approved by the Principal and one other member of College Council nominated by College Council. Orders are approved by the Business manager, any greater than \$1,000.00 is co approved by the Principal.
- IT Security - access levels to proprietary applications including, Official Account, High-Yield Account and Investment account are available to the Principal and Business Manager only.
- Security and confidentiality of passwords and data at all times are with the Principal and Business Manager only.
- Documentation confirming all transactions related to the account(s) such as purchase orders, tax invoices, payment vouchers, payroll listings, relevant CASES21 reports are held by the college.

The Accounts Payable Officer completes all transactions of payments. Individual school vouchers for each and every payment are authorised by the Principal and one other member of College Council nominated by College Council.

School council reporting and monitoring is completed on a monthly basis to the College Council. All receipts, payments, cashflow, bank account balances and accompanying financial documentation attached to the end of month roll over are presented to College Council.

School Records Management and Archives

Records documenting the management of **Buckley Park College's** banking activities, including deposit records, bank statements, bank reconciliation statements, investment and dividend statements, and records documenting the use of credit cards have a **temporary** disposal action status as per 5.1.3 of the PROS 07/01 General Retention & Disposal Authority for Records of Common Administrative Functions: destroy 7 years after the completion of the financial year in which the record was created.

Storage and Disposal

Buckley Park College complies with the secure storage and disposal of records documenting the use of credit cards to meet the requirements of both the Victorian Information Privacy Act 2000 and the Public Records Act 1973 should be a high consideration for schools.

- Credit card numbers blacked out with the exception of the last four digits (e.g. **** * 1234) after they have been entered on the EFT terminal.
- After seven years from date of execution all financial documentation shall be shredded or disposed of in the designated security disposal bin.

• **Direct Debit**

- All direct debit agreements must be approved and signed by College Council prior to implementation.
- The College Council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school's account.

A direct debit facility allows an external source to a pre-arranged amount of funds from the Colleges official account on a pre-arranged date. Any such payments will be authorised as appropriate and required. Buckley Park College has direct debit payments set up for leased equipment, local payroll, superannuation and for the Cooperative Loan 61.1 repayments. Payments are automatically deducted monthly on a pre-designated day from the official account for lease payments only.

- Buckley Park College will ensure adequate funds are available in the Official Account for the "sweep" of funds to the supplier.

Direct Debit information retained by the College:

- all details provided by the supplier relating to the amount, date of direct debit and regularity of the payment.
- original payment approval usually via an application for direct debit form (signed by principal and a designated signatory of school council)
- relevant CASES21 Finance reports.

Direct Deposit

Direct Deposit via an internet banking facility provides schools with the freedom and flexibility to pay creditors (creditor, school level payroll employee) by nominating their BSB and account number at the time of the transaction. **Buckley Park College** has access to Bank Australia (soon to be closed) and new contract with Combiz online banking.

These payments are initiated by the Business Manager/Accounts Payable Officer and the Principal and either Assistant Principal completes the final authorisation of all payments.

- Buckley Park College utilises a "two user authorisations of payments" banking package, as it contains a greater degree of security and access controls.
- Creditor details will be kept up to date and the treatment of GST for creditors will be monitored.
- Payment transactions will be uploaded as a batch through the CASES21 system.
- All payments made through the internet banking system must be authorised by two authorised officers.
- ***The various internal controls that need to be considered include:***
- the identification of staff with administrative responsibilities are the Business Manager/Office Manager/ Accounts Payable officers, the Principal and any one if the College Council delegates and nominated by College Council to access statements and upload batches]
- the identification of staff with authorisation/signatory responsibilities are The Principal and any one of the College Council delegates nominated by College Council for the authorisation of payments.
- the Business Manager must not have banking authorisation/signatory responsibilities other than for the transferring of funds between college bank accounts.

- the allocation and security of personal identification number (PIN) information or software authorisation tokens
- the setting up of payee details in CASES21
- the authorisation of transfer of funds from the official account to payee accounts
- alternative procedures for processing, using the direct deposit facility, for periods of Business Manager's and Principal leave of absence.

Electronic Funds Transfer Point of Sale (EFTPOS)

Buckley Park College has offered the use of EFTPOS to increase the options and convenience provided to parents/debtors, as well as improves security by reducing the amount of cash handled and kept on school premises.

- allocation and security of personal identification number (PIN) information
- Business Manager and administration officer are the designated personnel with administrative/authorisation responsibilities
- Staff operating the merchant facility have been made fully aware of security requirements, and all data obtained through processing EFTPOS transactions remains safe from fraud.
- approval of phone and refund transactions (principal and/or their delegate)
- The EFTPOS machines are kept in a secure position avoiding physical breach of security of EFTPOS machines
- documentation kept by the school confirming all transactions such as merchant copies of EFTPOS receipts, void receipts, refunds, daily EFTPOS reconciliation reports, authorisation details, relevant CASES21 reports
- the appropriate segregation of duties to ensure and maintain the security, accuracy and legitimacy of transactions. This can be implemented, by alternating sequential tasks, so that no one person has complete responsibility for the entire transaction, provided that some separation occurs between key activities. Functions that should be separated include authorisation, payment, custody and recording.
- staff familiarisation training with the EFTPOS facility's functionality and User Guide provided by Financial Institution will be completed.
- register of void or refund transactions will be kept. Refund transactions are not usual and very rarely occur and if they do it is in the presence of the card holder.
- setting of minimum and maximum refund transaction limits - \$500.00 maximum, \$10.00 minimum.
- All accounts will be reconciled against the monthly EFTPOS statement received from the school's financial institution with CASES21 transaction records
- All daily reconciliations of the EFTPOS terminal will be settled with CASES21 transactions.

Passwords will be securely stored in line with the Departments ICT Security Policy. Any documentation must not include passwords. If passwords are recorded, they shall be maintained in a separate document and stored in a fire proof safe.

Buckley Park College will accept Phone/Mail EFTPOS transactions
Debit cards require the customer to be present.

A proforma containing the details listed below will be issued/used for all phone/mail EFTPOS transactions. A separate signed proforma will be used for each transaction.

- cardholders name and address and contact number
- card number, expiry date and security code
- transaction date
- identification method and details
- name of staff member processing the transaction and
- invoice details.

Full card details including card number, expiry date and security code (when required) will be obtained and confirmed by discretely reading them back to the customer and the transaction should be processed while customer is on the phone wherever practical.

Both the EFTPOS and CASES21 receipt will be forwarded to the cardholder as their record of the transaction.

If it is determined at the time of the transaction and **prior to entering the receipt on CASES21**, that an error has occurred, for example an incorrect amount is processed, schools should “void” or “refund” the transaction **via the EFTPOS terminal**. Schools should refer to the instructions provided in the EFTPOS facility user guide to ensure that this is processed correctly.

Key internal controls relating to the reversal of incorrect EFTPOS transactions will be instituted as listed below:

- void transactions will be processed on the same day as the original transaction. After that period it must be treated as a refund as per the procedures under ‘Refunds’ included in these guidelines
- all documentation relating to the original transaction must be obtained
- copies of both the original and voided transactions should be retained for audit purposes

BPay

Buckley Park College Council will approve in writing the College Council’s decision for the utilisation of BPay. Payments made by BPay are subject to the same requirements as for all transactions relating to accounts such as:

- purchase orders
- tax invoices/statements
- payment vouchers
- signed screen prints and payee details
- relevant CASES21 reports etc.

This includes a requirement for the Principal to sign and date BPay transaction receipts attached to authorised payment vouchers.

Refunds

If an EFTPOS refund transaction has been processed **and the receipt entered on CASES21**, the following refund guidelines should be applied:

- **before** a refund is processed, the original receipt will be produced or the receipt number identified.
- if the refund is not performed on the same day as the receipt, the school will not process the refund until we have confirmed the funds have been credited to their official account by the settling bank
- refund can be made by cheque following normal processes, or via the EFTPOS terminal to the cardholders account (principal/ business manager authorisation is required for both instances)
- cardholders will be notified that it could be 2-3 business days before the refund may reach their account
- the cardholder should be given the customer copy of the refund voucher and must sign the merchant copy which is to be retained by the school
- the EFTPOS refund will be processed on the terminal and CASES21 on the same day. The original receipt and merchant copy of the refund will be attached to the CASES21 payment voucher which must be checked and approved by the authorised account signatories before being processed on the EFTPOS terminal
- refunds should be recorded in the EFTPOS void or refund register.
- *On the Bank Reconciliation, the batch total for that date (less any refunds) should match the direct credit amount paid by the bank.*
- merchant copies of EFTPOS terminal receipts, voided/cancelled receipts and settlement documents will be attached to the applicable CASES21 reports.

COMPASS Pay

Buckley Park College as of Term 4 2018, introduced the use of COMPASS Pay to further increase the options and convenience provided to parents to pay accounts and offer more flexible and accommodating payment plans.

- An agreement to pay fees and charges by instalment through COMPASS can be made by election on a form which is signed by the card holder
- Payments for excursions can be paid via COMPASS Pay using the events module
- Through the COMPASS Pay secure portal, credit card details and instalment amounts are entered enabling a sweep of the cardholder's accounts on the agreed dates.
- Four instalment dates are set by the school, beginning December of the previous year and completing payment by the end of April of the current year. Instalment frequency and amounts are negotiable.
- Agreements can be made anytime providing the final payment is prior to an event or activity (e.g. camp, extracurricular activity)
- All agreements are filed and kept securely in the office for the period of the agreement
- Once the agreement is complete, paperwork is kept for 12 months and then securely disposed of
- Once notification of New Funds has been received via email from COMPASS the batch will be receipted within 24 hours on a working day
- Each COMPASS Pay batch is to be receipted into an individual CASES21 batch having matching totals.
- On the Bank Reconciliation, the batch total should match the direct credit amount at the bank
- The Business Manager is the administrator, the Office Manager and one other admin member manage the day to day processes.

FURTHER INFORMATION AND RESOURCES

- Finance Manual for Victorian Government Schools
 - [Section 3 Risk Management](#)
 - [Section 4 Internal Controls](#)
 - [Section 10 Receivables Management and Cash Handling](#)Available from: [Finance Manual — Financial Management for Schools](#)
- [Schools Electronic Funds Management Guidelines](#)
- CASES21 Finance Business Process Guide
 - [Section 1: Families](#)
- [Internal Controls for Victorian Government Schools](#)
- [ICT Security Policy](#)
- [Public Records Office Victoria](#)
- [Records Management — School Records](#)

Evaluation

This policy will be reviewed as part of the school's annual review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Emergency Management Planning

Developed: September 2014

Reviewed: March 2023

Review Date: March 2027

Endorsed by school council 20/03/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

Schools have a responsibility to develop and maintain an emergency management plan that describes actions to be taken before, during and following an emergency or crisis situation to ensure the ongoing safety of staff, students and others.

The school is not in a bushfire-prone area.

Purpose

To ensure the safety of all staff, students and school visitors in the event of an emergency situation.

Implementation

Schools must have a current Emergency Management Plan (EMP) that contains a risk assessment that addresses hazards and potential threats to the school and which covers the four components of preparedness, prevention, response and recovery.

Schools must:

- ensure that staff, students and the school community have a clear understanding of the EMP and its procedures
- ensure that staff, students and the school community are trained so that they know what they are required to do during an emergency
- test emergency arrangements at regular intervals to ensure that procedures work and everyone learns emergency protocols..

The emergency management plan must:

- be completed by government schools using the online EMP
- describe actions to take before, during and after an emergency to ensure the ongoing safety of staff, students and others
- cover all circumstances when the school is responsible for student safety, such as school excursions to ensure staff and student safety and that students are supervised at all times
- be reviewed annually and/or following an emergency or crisis.

Schools may seek advice from local emergency service providers and local councils where available to inform the content of the *risk mitigation* and *offsite evacuation* sections of their EMP.

Evaluation

This policy will be reviewed as part of the school's 3-4 cycle or if guidelines change.



BUCKLEY PARK COLLEGE

eSmart Policy

Developed: November 2017

Revised: March 2023

Review Date: March 2027

Endorsed by school council 20/03/2023

Rationale

Buckley Park College aims to provide a safe and inclusive environment where staff, students and parents are able to be part of a positive school community. With the increasing use and reliance on digital technologies in the modern world, it is now vital that, we as a college, are able to respond to the emerging issues and problems in an appropriate and measured way. This provides the context in which the college signed up to be an 'eSmart School' to provide a framework for dealing with issues regarding the online world within the school community.

Aims / Purpose

To provide a clear series of rules, guidelines and procedures for the Buckley Park College community to adhere to when using digital technology or accessing the online world. Whilst not exhaustive, it is designed as a guide for dealing with the daily occurrences of a secondary school.

This policy should be read in conjunction with:

- Student Engagement and Wellbeing Policy
- Child Safe Code of Conduct
- Bullying Prevention and Intervention
- Acceptable Use Agreement
- Community Values and Positive Behaviours

Implementation

All members of the school community are aware of and have knowledge of the documents listed above.

- A copy of the Community Values and Positive Behaviours is displayed in all classrooms.
- All students and parents/guardians sign a copy of the Acceptable Use Agreement.
- Breaches of the above agreements are managed and documented by Year Level Coordinators.
- Information is provided to the school community through Compass, newsletters, information sessions and the college website.

Rights and responsibilities

- Student's rights and responsibilities are outlined in the Acceptable Use Agreement.
- Staff rights and responsibilities are outlined on the DET website:
 - Duty of care

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinduty.aspx>

- Classrooms and Cyber safety

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachclassroomcyber.aspx>

- Using Social Media

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/socialmedia.aspx>

- Parent rights and responsibilities are outlined in the DET Acceptable Use Policy.

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentcyber.aspx>

Responding to Breaches of the Acceptable Use Policy

Breaches may include (but not limited to):

- Endangering the health and safety of or the property of others;
- Vandalising the property of others;
- Harassing or bullying others;
- Persistent minor breaches;
- Accessing blocked sites using VPN's, altering DNS settings to bypass the college proxy server, or accessing the internet by tethering to smart devices or internet dongles with the intent of bypassing the college monitoring systems and filters;
- Downloading, displaying, saving, or transmitting any material that others may find offensive. This includes violent, racist, sexist material and pornography;
- Bypassing filters and network security with the intention of changing settings and or interfering with existing sites;
- Using someone else's password to access email, intranet profiles or other online forums under their identity;
- Knowing about and failing to report or encouraging any of the above infringements to a teacher/coordinator or member of the Principal team.

Students and parents can report breaches to the classroom teacher, relevant Year Level Coordinator, Sub School Leader or Assistant Principal. The report can be made in person, by phone or email. It is strongly encouraged that breaches are reported as soon as possible as they occur.

Every member of the Buckley Park College plays a part in ensuring the safety and wellbeing of others. All reports of breaches of the Acceptable Use Agreement are taken seriously and investigated by the relevant Year Level Coordinators and Assistant Principal. Generally, our responses are:

- Solution focussed
- Relationship based
- At the school level, class level and student level
- Based on the strong links between the parents and Buckley Park College

When a breach is reported or witnessed the following actions will be taken:

- The incident will be thoroughly investigated by the Year Level Coordinator or another relevant staff member to find out the circumstances and who was involved.
- Each student will be spoken in order to ascertain their actions; this includes bystanders as needed.
- In the case of bullying and harassment, the victim will be consulted as to how they would like to proceed and if they would like mediation.
- Parents/guardians of the victim and the initiator(s) will be contacted and informed.
- Interventions will be developed, including possible disciplinary consequences.
- The behaviour of the students involved will be monitored for an appropriate time and follow up action will be taken if necessary.
- Other teachers will be informed in order to help monitor any further incidents and to follow up consistently.
- Support from the Wellbeing team will be offered

Some interventions to the behaviour by the Year Level Coordinator, Assistant Principals and Principal are outlined below. However, the level and type of response to each instance will be treated individually and will be determined by the nature of the inappropriate behaviour and other relevant factors.

Responses can include one or more of:

- Mediation
- Education
- Counselling for both victims and bullies where appropriate
- Peer mediation
- Disciplinary consequences (detention, suspension and/or restricted access to the areas in yard, other as appropriate)
- Community service
- Restorative Justice
- Parent/student/teacher meetings
- Monitoring and follow up of all students involved

When implementing disciplinary consequences, the College will be guided by the following core principles.

Consequences should:

- Be appropriate in terms of severity
- Be consistent in application but mindful of special circumstances
- Address any harm done with restoration where appropriate
- Facilitate the restoration of positive relationships between the offender(s) and offended

Consequences will also be decided in accordance with the DET Student Engagement and Inclusion Guidance

Evaluation

This policy will be reviewed as part of the school's annual review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

First Aid

Developed: September 2014 Revised: June 2023

Review Date: June 2027

Endorsed by school council 19/06/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

Scope

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

- *Anaphylaxis Policy*
- *Asthma Policy*

This policy does not include information on first aid requirements for COVID-19. Our school follows the Department's operational guidance for first aid management relating to COVID-19.

Policy

From time to time Buckley Park College staff might need to administer first aid to students at school or school activities.

Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The Principal will ensure that Buckley Park College has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Our school's trained first aid officers are listed in our Emergency Management Plan (EMP). Our EMP includes the expiry dates of the training.

This list is reviewed on an annual basis as part of the annual review of our Emergency Management Plan.

First aid kits

Buckley Park College will maintain:

- 2 major first aid kit which will be stored in the First Aid room
- 1 first aid kit and 2 mini kits in the Gym
- 1 portable emergency first aid bag in first aid office
- 1 portable emergency first aid bag in Front Office
- 1 first aid kit in the library
- 1 first aid kit in the food technology room
- 2 first aid kits in the science labs
- 1 first aid kit in the art room
- 1 first aid kit in the wood technology room
- 1 first aid kit in the PAC
- 1 first aid kit in the music centre

- 11 portable first aid kits which may be used for excursions, camps
- 2 portable first aid kits for yard duty
- 8 portable first aid kits held by all PE teachers

First Aid Officer will be responsible for maintaining all first aid kits, ensuring they are managed in accordance with the Department's policy and guidance on first aid kits – refer to [First aid kits](#).

Care for ill students

Students who are unwell should not attend school.

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

First aid room/sick bay area

Our school follows the Department's policy and guidance in relation to our first aid room/sick bay area to ensure it is safe, hygienic and appropriately equipped: [First aid rooms and sick bays](#).

First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Buckley Park College will notify parents/carers by phone call or sending a note home to parents/carers, on Compass or email.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever a major first aid treatment is administered to a student resulting from a student incident, injury or illness, Buckley Park College will:
 - record the provision of first aid treatment on eduSafe Plus.
 - If the first aid treatment is provided following a [recorded incident](#), the details are recorded through the eduSafe Plus *Incident* form. For all other presentations, the eduSafe Plus *Sick Bay* form is used.
 - if care was provided in response to a medical emergency or reportable incident, follow the Department's [Reporting and Managing School Incidents Policy](#), including reporting the incident to the Department's Incident Support and Operations Centre on 1800 126 126 where required to under that policy.

In accordance with Department of Education and Training policy, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury. For further information refer to the Department's Policy and Advisory Library: [Medication](#)

COMMUNICATION

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

- Available publicly on our school's website in the policy manual
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

Further information and resources

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

- [First Aid for Students and Staff](#)
- [Health Care Needs](#)
- [Infectious Diseases](#)
- [Blood Spills and Open Wounds](#)
- [Medication](#)
- [Syringe Disposals and Injuries](#)

The following school policies are also relevant to this First Aid Policy:

- Administration of Medication Policy
- Anaphylaxis Policy
- Asthma Policy
- Duty of Care Policy
- Health Care Needs Policy

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 3-4 year policy review or if guidelines change.



BUCKLEY PARK COLLEGE

Fund Raising

Developed: May 2015

Revised: March 2023

Review Date: March 2027

Endorsed by school council: 20/3/2023



Help for non-English speakers.

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To provide parents/carers and other members of our school community with an overview of Buckley Park College's approach to fundraising.

Policy

Fundraising is an important way for Buckley Park College to raise money so that it can for example: deliver additional learning opportunities, programs for students, improve school amenities etc.

School staff, members of the school community or the Parents' Club Friends of Buckley Park (FoBP) may want to undertake fundraising activities for Buckley Park College.

Buckley Park College encourages all members of our school community to be involved in fundraising initiatives and School Council welcomes all proposals for fundraising.

Fundraising is a function of the School Council and Council must approve all school-related fundraising events or activities on behalf of our school.

At the beginning of each school year, the School Council will approve any school-related fundraising events or activities for the upcoming year. If it is necessary during the year, the School Council may approve additional fundraising events or activities.

In deciding whether or not to approve particular fundraising events or activities, the School Council will act in accordance with legal requirements, any relevant Department of Education and Training policy or guideline, and the Department's *Finance Manual for Victorian Government Schools*.

All money raised for the school through fundraising, unless legally otherwise provided for, will be held on trust by the School Council for the general or particular purpose for which it was raised.

Fundraising for Charitable Causes

Buckley Park College may also decide to fundraise for charitable causes external to the school. In these cases, the Principal is responsible for approving the fundraising activity.

In deciding whether or not to fundraise for a particular charitable cause, the Principal may:

- Consider whether the methods used to raise funds for any specific charitable appeal are appropriate.
- Seek written advice from organisations promoting fundraising activities on the percentage of funds raised that are directed to the named charity.

Implementation

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

- Available publicly on our school's website
- Included in staff induction processes and staff training.
- Included in staff handbook/manual.
- Included in transition and enrolment packs.
- Discussed at parent information nights/sessions.
- Hard copy available from school administration upon request.

Further Information and Resources

- the Department's Policy and Advisory Library: [Fundraising Activities \(including fetes\)](#)
- [Finance Manual — Financial Management for Schools](#)
- [Fundraising Act 1998](#)

POLICY REVIEW AND APPROVAL

The recommended minimum review cycle for this policy is 3 to 4 years



BUCKLEY PARK COLLEGE

Gender Diversity Policy

Developed: November 2019 Reviewed: March 2023

Review Date: March 2027

Endorsed by school council 20/03/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale:

The purpose of this policy is to ensure Buckley Park College supports students who have or are in the process of transitioning or affirming their gender identity. Positive action will be taken at Buckley Park College to eliminate discrimination or harassment of students and staff on the basis of their gender identity. We will ensure that all camp policies, practices and activities are inclusive and do not have the effect of treating any student or staff member unfavourably because of their gender identity.

Policy:

The Buckley Park College community will support all staff and students by:

- Providing a positive, supportive and respectful environment
- Respecting privacy and confidentiality
- Challenging all forms of homophobia and transphobia to prevent discrimination and bullying; and
- Giving proper consideration to the impact of participating in a residential school setting.

We encourage all staff and students who may like to receive support to transition or affirm their gender identity to contact a Student Wellbeing Coordinator and or Principal so that our school can understand what we can do to help you feel safe and supported in our college community.

Creating an inclusive school community:

To promote a positive and inclusive community at Buckley Park College, will actively ensure that:

- Buckley Park College will provide students with an accessible gender neutral toilet
- Students will be granted reasonable accommodations in using the toilets, changing and sleeping facilities on school organized camps and activities.
- Staff are encouraged to use non-gender specific language wherever possible when organising groups and or working partners.
- Staff will be provided with assistance to support gender diverse students through professional learning and briefings.

Support for students

Where necessary, the Wellbeing Department will facilitate the development of Gender Diversity Student Support Plans for gender diverse students to ensure that they feel safe and supported at school. Through this process, we will ensure that:

- The plan is developed in consultation with the student and their parents (or carers) should the student consent to their involvement. The student is at the centre of creating their own support plan, and will be consulted in all decision making. – where appropriate family to be engaged in the process
- The use of preferred pronouns (he, she, they) and names will be used in consultation with the student.
- Appropriate steps will be taken to protect privacy and confidentiality. Information will only be shared with those who have an appropriate reason to know, i.e. to provide the student with support. In some circumstances, a communication plan may be prepared in consultation with the student that includes what information staff members and other students need to know to best support the student.
- Effort will be made to consult with the student's treating practitioners, where necessary, to properly understand the student's needs.
- Lessons or activities that require gender groupings may be reviewed to be non-gender specific where possible.

Buckley Park College is committed to supporting and respecting all aspects of a student's identity.

Support for staff

Staff members who have transitioned or affirmed their gender identify, or are in the process of doing so will receive the full support of Buckley Park College. Staff are encouraged to speak with a Student Wellbeing Coordinator and the Principal if they believe that they may benefit from assistance to ensure that they feel comfortable, safe and supported at school.

Gender support implementation procedure:

1. Meeting with student wellbeing to complete the 'Transgender and Gender Diverse Student Support Plan'.
2. Notify relevant student leadership (coordinator, sub school leader, principal class).
3. Implement the student's preferences as outlined in the plan.

For name and or gender change

- a) Wellbeing team member and student to notify the Principal of name and or gender preference and to discuss remaining steps to be taken to affirm any change requests, including 'Change of Details Form'.

Resources:

- School Policy and Advisory Guide, Student Health and Wellbeing policies:
<http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx>

Evaluation

This policy will be reviewed as part of the school's 3-4 review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Health Care Needs Policy

Developed: September 2014

Revised: May 2025

Review Date: May 2029

Endorsed by school council 19/05/2025



If you need help to understand the information in this policy, please contact Buckley Park College 03 9331 9999

Rationale

This policy explains the processes, procedures and documentation that are required for schools to adequately support and respond to students with identified health care needs, complex medical needs and who require personal care support.

The Health Care Policy is a pre-requisite to other health related policies.

Purpose

To ensure that Buckley Park College provides appropriate support to students with health care needs.

Objective

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

Scope

This policy applies to:

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

Policy

This policy should be read with Buckley Park College's *First Aid*, *Administration of Medication*, *Anaphylaxis* and *Asthma* policies.

Student health support planning

In order to provide appropriate support to students at Buckley Park College who may need medical care or assistance, a Student Health Support Plan will be prepared by The First Aid attendant on behalf of the Principal in consultation with the student, their parents, carers and treating medical practitioners.

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

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

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

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

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

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

Student Health Support Plans will be reviewed:

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

Management of confidential medical information

Confidential medical information provided to Buckley Park College to support a student will be:

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

Communication

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

- Included in staff induction processes and staff training
- Available publicly on the School policy Manual
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

Further information and resources

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

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Homework Policy

Developed: March 2014

Revised: October 2024

Review Date: October 2028

Endorsed by school council: 14/10/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To outline to our school community the Department's and Buckley Park College's policy requirements relating to homework. This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Buckley Park College.

Rationale

Buckley Park College believes that it is essential for all students to develop good study and homework habits. Effective homework can enhance student learning by helping engage students in learning beyond the classroom, allowing opportunities for independent practice, and by helping students to refine, deepen, and clarify their knowledge and understanding of their knowledge and skills.

Buckley Park College has developed this Homework Policy in consultation students, Domain leaders and school council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- Provide opportunities for students to consolidate skills learned in class
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

Definitions: Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

Implementation

At Buckley Park College all homework set by teachers will be:

- purposeful
- aligned to the GVC (guaranteed and viable curriculum)
- designed to help students develop as independent learners
- monitored by the teacher

- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Buckley Park College could include across the 8 learning areas:

- Presentation and oral practice
- completion of weekly Maths online tasks
- making progress and completion of work plans.
- research assignments
- CLT's preparation.
- Planning for practical application subjects.
- Folios, Trials and Annotations
- Edrolo videos and exam mastery
- Flipped classroom (watch a video and take notes).
- Language and Education perfect tasks
- Rehearsal of solo and group performances.
- Editing and design of folios
- revising/preparing for tests
- Reading/Notetaking
- practising and playing musical instruments
- practising spelling words
- reading English texts prior to class discussion
- reading for pleasure
- researching topics associated with set class work

Shared Expectations

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Buckley Park College aims to provide a consistent approach to Homework through an agreed approach for each of the learning Domain areas

Responsibilities and expectations for **leaders at Buckley Park College** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Buckley Park College** are to:

- consistent approach across the same year levels and classes as agreed by PLC's and Domains.
- ensuring homework is linked to ability and not necessarily the same for everyone. Providing extension opportunities where appropriate.
- setting realistic deadlines and following up on Homework completed and incomplete (consequences or hurdles where appropriate).
- link in with focus areas for the GVC
- ensuring dates and tasks are up to date in Compass.

- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, this is not ‘busy work’ or not always assigned as ‘finish off’ work they did/could not complete in class)
- assess homework and provide timely and practical feedback on improvement areas
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children’s learning.

Responsibilities and expectations for **students** are:

- accepting responsibility for the completion of homework tasks within set time frames on a regular basis
- organising the homework tasks through the Study Planner or other format
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students)
- balance between completing homework tasks and undertaking study
- being aware of the school’s homework policy and recommendations
- discussing homework expectations with their parents/carers
- following up on comments made by teachers and seeking assistance when difficulties arise
- Students are encouraged to advise teachers of any issues prior to the next class.

Responsibilities and expectations for **parents/carers** are:

- help students establish a routine for doing homework
- checking in on a student’s progress and asking questions
- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- there will be occasions when a student is unable to complete homework due the next day because of family commitments or because they have experienced difficulties with the work. Parents are encouraged to advise teachers of these issues through Compass
- ensuring there is a s appropriate study area for their child to complete homework.

Recommendations for Time and Task Allocation

Based on research and the DET guidelines, the recommended time allocated to homework for Buckley Park College students is:

| | |
|---------|--|
| Year 7 | 1 hour - five times per week |
| Year 8 | 1 hour - five times per week |
| Year 9 | 1.5 hours - five times per week |
| Year 10 | 1.5 hours - five times per week (increasing by 1-2 hours during peak times for CLTs) |
| Year 11 | 2 hours per night (increasing by 1-3 hours per night during busy times) |
| Year 12 | 2-3 hours per night (increasing by 1-3 hours per night during busy times and revision periods) |

Further Considerations:

- effective homework should have reasonable time requirements, a clear purpose, and clear alignment with identified learning goals.
- ensuring homework is linked to ability and not the same for everyone. The time allocation should be similar for all students as the specific tasks can extremely varied for students.
- providing extension opportunities where appropriate (allowing for additional tasks for students that complete homework early or require further challenge)
- reading for pleasure and school work should be a regular scheduled activity
- homework should be more about the quality than the quantity. Successful strategies include short bursts of 25 minutes with a 5 minute break.
- year 7's shouldn't be doing hours per day, but short bursts – building stamina.
- year 7 students are not expected to complete homework in the first 4 weeks of school. The focus is to familiarise with the secondary setting.
- setting up a more rigorous timetable for Year 12 VCE students during the holiday periods. Term 1: 2 hours a day, Term 2 4 hours, Term 3 6hours – 5 days a week.

Support for students and parents:

Buckley Park College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

Students who have difficulty with organisation may be provided with additional support, such as a homework timetable, via their Year Level Coordinator and/or subject teachers. Teachers may offer support via conferencing outside school time, and programs such as the Maths Homework club and Study Hall also exist to support students with homework tasks.

Related Policies

- [Homework – Department Policy](#)

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle.



BUCKLEY PARK COLLEGE

Inclusion and Diversity Policy

(includes Equal Opportunity and Sexual Harassment)

Developed: Aug 2018

Revised: May 2024

Review Date: May 2028

Endorsed by school council 13/05/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to explain Buckley Park College's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. This policy should be read alongside the following Department of Education and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Buckley Park College.

Policy Definitions

Personal attribute: a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

Direct discrimination: unfavourable treatment because of a person's protected attribute.

Indirect discrimination: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

Sexual harassment: unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

Disability harassment: an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

Vilification: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

Victimisation: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

Inclusion and diversity

Buckley Park College is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Buckley Park College acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Buckley Park College we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Buckley Park College will:

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts, on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Buckley Park College. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Reasonable adjustments for students with disabilities

Buckley Park College also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please refer to our school's *Student Wellbeing and Engagement* policy or contact the Disability Inclusion Coordinator on 9331 9999 for further information.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums

Related policies AND RESOURCES

Student Wellbeing and Engagement, Statement of Values and Bullying Prevention Policies

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

Review period

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

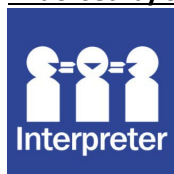
Medical Emergencies

Developed: September 2014

Revised: May 2025

Review Date: May 2029

Endorsed by school council 19/05/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

A situation that may be defined as a medical emergency includes loss of consciousness even briefly, serious bleeding, broken bones, anaphylaxis, diabetes related issues or an asthma attack that does not respond to medication.

The school must act immediately, with or without parental consent or if the parent or the student's designated emergency contact delays collecting the student.

Purpose

To ensure Buckley Park College responds appropriately to emergency medical situations.

To ensure the school complies with DET policy and guidelines.

Implementation

In an emergency situation, school staff will immediately contact emergency medical services by calling 000 and requesting an Ambulance.

In such a situation, staff will take this action without waiting for parent/guardian consent (if the incident relates to a student). Delays in these circumstances could compromise positive outcomes. As a result, all families are encouraged to have Ambulance cover. Families with a Health Care Card do not require Ambulance cover.

Once the action has been taken, staff will notify parents/guardians or the student's emergency contact and then the DET Security Services Unit on (03) 9589 6266.

Staff providing first aid may assess that an emergency response is not required, but medical advice is needed. In these circumstances, the school should ask the parents/guardians or emergency contact person to collect the student and recommend that advice is sought from a medical practitioner.

If the student's health and safety begins to deteriorate an emergency situation should be declared.

All staff should be familiar with the school emergency procedures including those related to excursions.

Please refer also to the school's First Aid Policy, the Critical Incident Management Policy and the Accident Reporting Policy.

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Mobile Phone Policy

Developed: November 2019 Revised: November 2022

Review Date: November 2026

Endorsed by school council 14/11/2022



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To explain to our school community the Department's and Buckley Park College's policy requirements and expectations relating to students using mobile phones [and other personal mobile devices] during school hours.

Scope

This policy applies to:

1. All students at Buckley Park College and,
2. Students' personal mobile phones [and other personal mobile devices] brought onto school premises during school hours, including recess and lunchtime.

Definitions

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. "For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches."]

Policy

Buckley Park College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Buckley Park College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours

Exceptions to this policy may be applied if certain conditions are met (see below for further information)

- When emergencies occur, parents or carers should reach their child by calling the school's office.

Personal mobile phone use

In accordance with the Department's [Mobile Phones — Student Use Policy](#) issued by the Minister for Education, personal mobile phones must not be used at Buckley Park College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones owned by students at Buckley Park College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Buckley Park College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the [Buckley Park College's Personal Property Policy AND/OR the Department's [Claims for Property Damage and Medical Expenses policy.](#)]

Where students bring a mobile phone to school, Buckley Park College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Buckley Park College students are required to store their phones either in their lockers or handed into the school administration office to be placed in a lockable cupboard.

Enforcement

If a student is found in possession of their mobile phone during the school day, the following will apply:

1. The student will have a notification recorded on Compass by the teacher
2. The student will be asked to hand in the mobile phone to the General Office, where it will be receipted on Compass
3. An email will be sent to parent/carer notifying them of the confiscation
4. In the **first** instance the phone will be returned to the student at the end of the day
5. In the **second or further** instances of confiscation the parent/carer will be required to collect the phone.
6. Students who repeatedly continue to not follow this policy will be subjected to detentions and possible suspension.
7. The onus is on the student to inform the parent if they need to collect the students phone
8. If a student fails to follow the instruction of handing their phone into the front office, they will be issued with a coordinators detention.

Students who use their personal mobile phones inappropriately at Buckley Park College may be issued with consequences consistent with our school's existing student engagement policies [insert the name of the relevant policy/policies at your school *e.g. Student Wellbeing and Engagement policy*].

At Buckley Park College inappropriate use of mobile phones is **any use during school hours**, unless an exemption has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

Exceptions

Exceptions to the policy: may be applied during school hours if certain conditions are met, specifically,

- Health and wellbeing-related exceptions; and
- Exceptions related to managing risk when students are offsite.
- can be granted by the Principal, or by the teacher for that class, in accordance with the Department's [Mobile Phones — Student Use Policy](#).

The three categories of exceptions allowed under the Department's [Mobile Phones — Student Use Policy](#) are:

1. Learning-related exceptions

| Specific exception | Documentation |
|--|---|
| For specific learning activities (class-based exception) | Unit of work, learning sequence |
| For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty | Individual Learning Plan, Individual Education Plan |

2. Health and wellbeing-related exceptions

| Specific exception | Documentation |
|----------------------------------|-----------------------------|
| Students with a health condition | Student Health Support Plan |
| Students who are Young Carers | A localised student record |

3. Exceptions related to managing risk when students are offsite

| Specific exception | Documentation |
|---|--|
| Travelling to and from excursions | Risk assessment planning documentation |
| Students on excursions and camps | Risk assessment planning documentation |
| When students are offsite (not on school grounds) and unsupervised with parental permission | Risk assessment planning documentation |
| Students with a dual enrolment or who need to undertake intercampus travel | Risk assessment planning documentation |

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

Buckley Park College will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

Exclusions

This policy does not apply to

- Out-of-school-hours events
- Travelling to and from school
- iPads and all other personal devices
- Students undertaking workplace learning activities, e.g. work experience
- Students who are undertaking VET

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

Related policies and resources

- *Student Wellbeing and Engagement, Personal Property and Bullying policy.*]
- [Mobile Phones — Student Use Policy](#)
- [\[the below are optional references to Department policy \]](#)
- [Weapons — Banning, Searching and Seizing Harmful Items](#)
- [Claims for Property Damage and Medical Expenses policy](#)

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 3-4 year review cycle.



BUCKLEY PARK COLLEGE

Out-of-Home Care

Developed: September 2014

Revised: June 2024

Review Date: June 2028

Endorsed by school council 17/06/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

This policy provides an overview of out-of-home care and to outline schools' obligations under the [Out-of-Home-Care Education Commitment: a Partnering Agreement 2018](#) (the Partnering Agreement)

Purpose

- Children and young people who cannot live in their family home may access out-of-home care as a temporary, medium or long-term living arrangement.
- Out-of-home care includes both statutory and informal out-of-home care.
- Schools are required to meet defined obligations under the Partnering Agreement for all students in statutory out-of-home care. These obligations aim to support the educational achievement of every child and young person in statutory out-of-home care.

Implementation

- Under the Partnering Agreement, schools must meet certain obligations to students in out-of-home care. The Partnering Agreement details the obligations in relation to students in Statutory out-of-home care.
- Out-of-home care is a temporary, medium or long-term living arrangement for children and young people who cannot live in their family home. Out-of-home care most commonly refers to statutory out-of-home care, where a child or young person cannot live in their family home and a legal order is in place to support the arrangement.
- Statutory out-of-home care includes foster care, kinship care, permanent care, residential care and lead tenant arrangements. In Victoria, the Department of Health and Human Services (DHHS) has oversight of these arrangements.
- Out-of-home care also includes informal out-of-home care arrangements. Informal out-of-home care refers to an arrangement in which a child or young person is living with someone other than their parent or legal guardian, without an out-of-home care legal order in place. DHHS usually does not have oversight of these arrangements. When a student is living in an informal out-of-home care arrangement, the carer should be asked to complete an [Informal Carer Statutory Declaration form](#) (login required). The declaration is a written statement that sets out the care arrangements for the child or young person. A completed declaration is required to allow the school the student attends, or where they are seeking enrolment, to work with an informal carer.
- Out-of-home care does not include children or young people who have transitioned to family reunification or adoption.

Types of statutory out-of-home care

- foster care: a child or young person is taken into care by a foster carer who has been trained and approved to look after children and young people
- kinship care: a child or young person is taken into care by a relative or family friend allowing them to remain within the family or local network
- permanent care: refers to situations when a child or young person is placed with approved permanent care parents by Adoption and Permanent Care Teams, or when an existing foster care or kinship care placement is converted to permanent care by the granting of a permanent care order
- residential care: a young person is placed into a home staffed by carers
- lead tenant: an out-of-home care placement option providing medium-term accommodation and support to young people aged 16 to 17 years
- For more information, visit: [kinship, foster and other care](#) on the DHHS site.

Out-of-home care channels

Children and young people come into out-of-home care through 2 main channels:

1. after an investigation and removal from the family home by Child Protection
 2. when a parent or parents cannot care for their child and approach DHHS or a community service organisation to care for their child
- For more information, visit [Child Protection](#) on the DHHS website.

Legal orders

- A number of legal orders can be granted by the Children's Court to assist in the safe removal of a child from their family home.
- Current orders can be found on the DHHS website. For more information, visit [Child Protection Orders](#).

Schools' obligations under the Partnering Agreement

- Schools and child protection practitioners are required to meet their obligations under the Partnering Agreement.

Partnering Agreement background

- The Partnering Agreement is a commitment between:
 - the Department of Education and Training
 - the Department of Health and Human Services
 - the Catholic Education Commission of Victoria
 - Independent Schools Victoria
 - Victorian Aboriginal Child Care Agency
 - the Centre for Excellence in Child and Family Welfare
- The Partnering Agreement strengthens the shared commitment between partners to improve education and health and wellbeing outcomes for children and young people in out-of-home care.
- The Partnering Agreement was refreshed in 2018, with changes to align with current legislation, policy and programs available to children and young people in out-of-home care to support their education, health and wellbeing.
- The agreement aims to ensure that:
 - processes are in place to actively support the educational achievement of every child and young person in out-of-home care

- a strongly coordinated approach exists to support the needs of children and young people in out-of-home care
- all parties understand each other's roles and responsibilities and work cooperatively
- strategies are implemented to improve outcomes related to student enrolment, attendance, achievement, case planning, retention and school completion

Obligations: Statutory out-of-home care

- For every student in statutory out-of-home care, and for the first year of a student entering permanent care, schools must implement their obligations under the Partnering Agreement. These obligations include:
 - appointing a learning mentor
 - assigning a student support group
 - developing an individual education plan
 - developing an educational needs analysis
 - nominating a designated teacher
- Schools should refer to the following for guidance on how to meet the requirements listed above:
 - The Partnering Agreement
 - Guidelines: Supporting students in out-of-home care (in the Guidance tab)
 - The Educational Needs Analysis guidelines (in the Guidance tab)

Informal out-of-home care

- The obligations set out in the Partnering Agreement apply specifically to students in statutory out-of-home care.
- When a child's parents are unable or unwilling to care for them, relatives or significant others may take on responsibility for the care of that child. Sometimes this care is provided on an informal basis that does not give the carer any legal status over the child or formal recognition as a carer.
- In these circumstances, the carer should be asked to complete an Informal Carer Statutory Declaration form. This declaration is a written statement that sets out the care arrangements for the child.
- Generally, an informal carer who has provided the school with a completed Informal Carer Statutory Declaration may make school-based decisions for the child and may access school information ordinarily provided to a parent.

It is important to note that, subject to any court orders, generally, a parent's decision overrides any decision made by an informal carer. Other factors that might be relevant to decision-making and information-sharing for the child include a consideration of whether the child is a mature minor or any safety and wellbeing concerns. Refer to the Department's policy on [Mature Minors and Decision-Making](#) for further information

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE Personal Property Policy

Developed: June 2019

Revised: September 2022

Review Date: September
2026

Endorsed by school council: 12/09/2026



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To explain Buckley Park College's policy in relation to personal property and to ensure that special or valuable items of personal property are not brought to school.

Scope

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

Policy

Buckley Park College understands that staff and/or students may sometimes like to bring items of personal property to school.

The Department of Education and Training does not have insurance for personal property of staff, students and visitors. Buckley Park College does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property.

Buckley Park College encourages staff and students not to bring items of value to school, or to obtain appropriate insurance for such items.

If students bring items of value to school, they may be handed in and stored securely by staff until the end of the day, when the items may be collected by the student and/or parent.

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Photographing, Filming and Recording

Developed: June 2022

Revised: May 2024

Review Date: May 2028

Endorsed by school council 13/05/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

- how Buckley Park College collects, uses and discloses photographs, video and recordings of students
- when parent/carers consent is required before photographing, filming and recording students
- how consent can be provided and withdrawn.

Scope

This policy applies to the general collection, use and disclosure of photographs, video and recordings (images) of students. It does not cover the use of Closed Circuit Television (CCTV). The use of CCTV is covered in our school's CCTV policy.

Policy

There are many occasions during the school year where Buckley Park College staff photograph, film or record students participating in school activities or events, for example classroom activities, sports events, concerts, excursions and camps.

We do this for many reasons, including celebrating student participation and achievement, showcasing learning programs, documenting a student's learning journey/camps/excursions/sports events, and communicating with our parents/carers and school community in newsletters. There may also be occasions where we take images to support student behaviour management or to fulfil legal obligations. Further detail is provided within this policy.

In addition to the above, there may be situations where a third party requests to take, use or disclose images of students.

This policy outlines the practices that Buckley Park College has in place for the collection, use and disclosure of images of students to ensure compliance with the *Privacy and Data Protection Act 2014* (Vic). It also explains the circumstances in which we will seek parent/carers consent and how consent can be provided and withdrawn.

Consent

The Photographing, Filming and Recording Students Consent Form is provided by Buckley Park College at enrolment. This form applies to standard uses of images for the time your child attends the school. Standard uses are defined in the following sections.

For non-standard uses, where consent is required, parents/carers will be sent a consent form for that specific situation. Schools will also notify parents when implementing software that may include photos of students, giving parents an opportunity to discuss any concerns or preferences.

If at any time parents/carers wish to withdraw their consent, they can by contacting the school front office on 9331 9999. If consent is withdrawn verbally, the school will make a written record of this. However:

- if the images have already been published and are in the public domain, it may not be possible to remove them
- the school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

Image use within the physical school environment

Buckley Park College may photograph, film or record students to use within the physical school environment, including:

- for display in school classrooms, in displays of student work, on noticeboards to celebrate achievements, at assemblies and through the promotion of the school.

A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.

Image use within the school community

Buckley Park College may photograph, film or record students to use within the school community, including:

- in the school's online communication, learning and teaching tools (e.g., emails, classroom blogs or apps that can only be accessed by students, parents/carers and school staff with passwords.)
- in the school's newsletter
- in the school magazine or yearbook

A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.

Image use beyond the school community

Photographs, video or recordings of students may also be used in publications that are accessible to the public, including:

- on the school's website (including in the school newsletter which is publicly available on the website)
- on the school's social media accounts

A Photographing, Filming and Recording Students Consent Form will be given to parents/carers on enrolment for the standard uses described above. Consent, if given, applies until it is withdrawn or changed. If a parent/carer would like to withdraw or change their consent at any point in time, they must notify the school.

We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

Media

The media, or the Department of Education's media team, may seek to photograph, film or record students for a news story or school event. This may include broadcast media, online or social media or print media, including newspapers and magazine publications.

When Buckley Park College receives such requests, our school will:

- provide parents/carers with information about the organisation involved and when and for what purposes the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

Students will only be photographed, filmed or recorded by the media at school if express consent is provided for that specific media event. Neither the school nor the department own or control any photographs, video or recordings of students taken by the media.

Please see the [Resources tab](#) of the department's Photographing, Filming and Recording Students Policy for a Template Specific Event and Media Consent Form

Research

On occasion, the school may agree to research projects being conducted at the school. If this occurs, parent/carer consent will be sought for student participation, including any photography or recording of students.

Closed Circuit Television (CCTV)

Parent or carer consent is not required for a school to install CCTV. However, Buckley Park College will inform the school community of the intention to install a CCTV posted material within the school grounds.

Installation of CCTV will be done in accordance with the department's [CCTV Installation and Management Policy](#). OR Our school's CCTV system is managed in accordance with the department's [CCTV Installation and Management Policy](#). Further information about how CCTV is managed and operated is available in our CCTV Privacy Notice.]

Other external collection, use or disclosure

If there is a situation that will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Buckley Park College will:

- provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

Official school photographs

Each year Buckley Park College will arrange for a professional photographer to take official school photographs of students.

Official school photographs may be:

- purchased by parents/carers
- used for school identification cards and student identity verification letters
- stored on CASES21 for educational and administrative purposes.

Buckley Park College will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the photographs.

Parents/carers who choose to opt out of having their child participate in official school photographs must contact the front office on 9331 9999 before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken. However, the school will need to discuss with these parents/carers alternative arrangements for identifying students in emergencies and for other essential purposes.

Images to manage student behaviour or fulfil our school's legal obligations, including child safety

On occasion, it may be necessary for school staff to photograph, film or record students and/or use images to:

- fulfil legal obligations, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
 - provide a safe and suitable workplace (occupational health and safety law)
 - supporting students' social and emotional wellbeing, and health (duty of care)
- for identification purposes, when necessary to implement discipline and/or behaviour management policies.

Buckley Park College does not require or obtain consent from parents/carers or students to photograph, film or record students, or to use these images, for these reasons. However, when Buckley Park College photographs, films or records a student for any of these purposes, staff will only collect and use such images in a way that is necessary, reasonable and appropriate in the circumstances.

Child Safe Standards

Buckley Park College will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school's Child Safety and Wellbeing Policy. If at any time a parent/carer or student has a concern about the use of any images they should contact the front office.

Curriculum-based activities

Photographs, film and recordings of students may be collected and used for curriculum-based activities (i.e. class work) as part of standard learning and teaching practices. Buckley Park College does not require or obtain consent for this. Access is limited to students and relevant teaching staff. Parents/carers may have access to images of their own child in this context.

Professional development

Occasionally, teachers and classes may be recorded for professional development purposes to improve the delivery of educational services. Buckley Park College does not require or obtain consent for this, however the recordings will only be used internally and for the specific purpose of staff development.

Storage of images

Photographs, video and recordings of students taken by Buckley Park College will be stored in our secure document storage systems with restricted access. Any photographs, videos or recordings made on devices, including non-school issued devices, will be transferred to secure school systems and removed from the devices as soon as reasonably possible.

Images taken by the school community

Buckley Park College permits parents/carers, students and invited guests to photograph, film or record school performances, sporting events and other school-approved activities of their own children

Buckley Park College requests that parents/carers, students and invited guests who photograph, film or record school activities only do so for their own personal use and do not publish the images in any form, including on social media, without the prior consent of persons whose children also appear in the images.

Neither the school nor the department own or control any images of students taken by parents/carers, students or their invited guests at school activities.

COMMUNICATION

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

- Available publicly on our school's website
- Available on School documentation through Compass portal
- Included in staff induction processes and staff training
- Included in staff policy manual

Further information and resources

- the Department's Policy and Advisory Library: [Photographing, Filming and Recording Students](#)
-

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Purchase Orders Policy

Developed: February 2013

Revised: February 2025

Review Date: February 2026

Endorsed by school council 17/02/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

1. Except for small purchases which can only be made using cash, all expenditure should be made through raising an official purchase order. The only exception to this is for Professional Development where the PD form must be used, a purchase order is then filled out and signed by the PD Coordinator.
2. All orders must be for items agreed to during the budget process or, in the case of incursions, excursions & camps, be consistent with the approved incursion, excursion/camp plan.
3. Orders for goods & services to a value up to \$1,000 should be signed by the relevant program coordinator and will be authorised by the Business Manager.
4. Orders for goods and services to a value over \$1,000 should be signed by the relevant program coordinator, initialled by the Business Manager and then authorised by the Principal. In the Principal's absence, either of the Assistant Principals can authorise urgent purchase orders.
5. When a purchase order is required, complete an order requisition on the electronic Schools Ordering System (SOS/e/Schools) and email the coordinator to alert them to approve it. Once the process is complete you will be advised if approved or rejected. If any problems arise with this system, notify the Business Manager, Accounts Payable Officer or the Principal so it can be refined based on practical experience.

Evaluation

This policy will be reviewed as part of the school's annual review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Refund Policy

Developed: February 2013

Revised: February 2025

Review Date: February 2026

Endorsed by school council 17/02/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

During the course of a school year there are circumstances when refunds may be required. This could be a result of an activity being cancelled, student did not attend due to unforeseeable circumstances (eligibility to refund explained further below) or change in costing of activity:

- Refunds will apply where there are no outstanding monies owed to the school and proof of payment given.
- **Before** a refund is given the school will not process the refund until we have confirmed the funds have been credited and received in the schools official account.
- All payments will be made via Direct Deposit, within fourteen days of receipt of the family's banking details by the school and approval given to make the payment.
- Any refunds less than \$10.00 will remain as a credit on the system if there are no other outstanding charges due OR students will be issued with printing credit. The family is notified of this via email.
- A refund for \$10.00 or less will only be paid upon request in writing from the Parent/Guardian.
- Excursions will be cancelled if less than 80% has been paid by participants by the due date.
- In the instance where a student does not attend an excursion/ incursion due to illness and an explanation note received from parent/ guardian and there is no financial burden to the school a refund will be issued (after the above criteria have been met).
- In the case of non-attendance of a Camp/Excursion or participation of a program, (e.g. Swimming, Music), a refund would apply if the student was ill and a doctor's certificate is supplied. Each instance will be considered on a case by case basis.
- All deposits are non-refundable where costs have been incurred to ensure the students place.
- Refunds will be given after consideration by the appropriate leaders involved and in consultation with the Business Manager.
- Approval for refunds must be given in writing and signed by the appropriate leader.
- All documentation relating to the refund must be placed on file in the refund register.
- Supporting documentation approving the refund must be attached to the batch report that the refund was processed in.

Evaluation

This policy will be reviewed as part of the school's annual review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Statement of Values and School Philosophy

Developed: June 2022

Revised: June 2023

Review Date: June 2027

Endorsed by school council 19/06/2023



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

Policy

Buckley Park College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Buckley Park College support and promote the principles and practice of Australian democracy, including a commitment to:

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

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, student diary and enrolment/transition packs.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

Vision

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and flourish academically.

Mission

Buckley Park College values of **aspiration**, **kindness**, **resilience** and **community** allow us to focus on the holistic development of our students and staff. Together, we strive to ensure our students exceed their learning potential. This is achieved by promoting an inclusive culture where everyone can **build their wings**.

Objective

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

Values

Buckley Park College's values are Aspiration, Kindness, Resilience and Community.

Aspiration: We aspire to achieve our **personal** and **educational** best through **innovation**, **creativity** and **curiosity**

Kindness: We are **accepting** of **everyone** and care for each other through our **compassion, respect, empathy** and **gratitude**.

Resilience: Through **determination, perseverance** and **adaptability**, we **advance despite adversity** to strengthen our confidence and self-esteem.

Community: We are making a difference in our communities by building our sense of **pride, belonging, inclusion** and **collaboration**.

Behavioural expectations

Buckley Park College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Bullying Prevention Policy

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#).

Buckley Park College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- ensure all parents/carers are aware of the expectations outlined in the Department's [Respectful Behaviours within the School Community Policy](#)
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

Unreasonable behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in according with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included in School documentation on Compass
- Included in student diaries so that it is easily accessible to parents, carers and students

RELATED POLICIES and resources

Department of Education and Training policies and resources:

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

Buckley Park College policies:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Student Wellbeing and Engagement

Developed: September 2014

Revised: May 2025

Review Date: May 2027

Endorsed by school council 19/05/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

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

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

Buckley Park College is committed to providing a safe, inclusive and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, inclusive and stimulating school environment consistent with our school's values of: Aspiration, Kindness, Resilience, Community

Scope

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

Contents

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

Policy

1. School profile

Buckley Park College is a single campus, co-educational, Year 7 - 12 school, set in the high socio-economic suburb of Essendon. Our school is well-maintained and we pride ourselves on ensuring that this is continuous. At Buckley Park College, we have worked together to capture a very important message in our school motto: *"Build Your Wings"*. Contained within these three simple, yet powerful words is the principle that each student at our school will be supported, challenged and encouraged to reach their full potential and become active and engaged citizens.

Enrolments over the past 15 years have grown steadily, from 523 students in 2001 to 882 in 2010 and then 904 in 2025. Almost 80% of each Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school and we pride ourselves on our transition program.

2. School values, philosophy and vision

The mission of Buckley Park College is to provide broad, inclusive and outstanding education for all students. At our school, students are known and valued as individuals who are encouraged to engage with local and global communities. Students are at the centre of all that we do, say, plan and decide. We are **committed** to knowing our students as unique individuals and to working in close partnership with their families and the wider community. We are **committed** to providing a rigorous, student-centred, engaging curriculum and a broad range of extracurricular opportunities. We are dedicated to seeking out, listening to and acting on the voice of our students.

Our Values: These values guide us in our work, our learning and our relationships every day. These values also guide our approach to reinforcing and acknowledging positive behaviours. Our college values are: Aspiration, Kindness, Resilience and Community.

Our Philosophy: Every member of the school community has a right to fully participate and learn in an educational setting that is safe, inclusive and stimulating.

Our Vision: That all our students thrive academically, socially and emotionally.

3. Wellbeing and engagement strategies

Buckley Park College has developed a range of strategies to promote engagement, an inclusive and safe, orderly learning environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional and/or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *use of the Student Engagement and Wellbeing for Learning (SEWL) Framework in and out of the classrooms. The Framework provides consistency when responding to incidents. The Berry Street Education Model is the fundamental cornerstone of this Framework.*
- *Students and staff have unconditional positive regard for each other, are present, ready to learn and demonstrate respect through what they say and do.*
- *using the SEWL Framework, positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *using the SEWL Framework, teachers use positive language to reinforce appropriate behaviours for learning; for example, 1st and 2nd ‘reminder’ as opposed to a ‘warning’*
- *individual positive behaviour and community engagement house points are earned for demonstrating the college values. These are acknowledged and communicated through ‘Green Compass Chronicles’, which students and parents can see via Compass*
- *through the use of restorative practices, we prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing when responding to inappropriate behaviours*
- *creating a culture that is inclusive, engaging and supportive, and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum including VET programs, VCE and Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Buckley Park College use and apply the BPC Lesson Structure to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high-yield teaching practices are incorporated into all lessons*
- *teachers at Buckley Park College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *teachers use a variety of agreed adjustments in teaching practices to support student learning, social and emotional needs inside the classroom*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice leaders and other forums, including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and/or Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning and wellbeing*
- *we engage in school-wide positive behaviour support with our staff and students, which includes programs such as Berry Street, Safe Minds and Respectful Relationships.*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peer support programs*

- opportunities for a variety of student voice, agency and leadership positions
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- Explicit teaching of Wellbeing and emotional intelligence through Life Education/Pastoral Care
- Our community school values outlining positive behaviours and expectations.

Targeted

- each year group has a Year Level Coordinator, who monitor the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Koorie Education policy for further information. Students who identify as ATSI are supported through the Individual Education Plan process, which promotes a supportive discussion between the student, parents/carers, teachers and Learning Support Leader to identify and respond to any barriers to engagement and learning.
- our VCE English as a Second Language students who meet the VCAA criteria are supported through our VCE-EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) and through the Respectful Relationships program and the BPC Pride club.
- the Wellbeing department will facilitate the development of Gender Diversity Student Support Plans for gender diverse students to ensure they feel safe and supported at school
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a diagnosed disability and/or who may not have a disability, but require learning adjustments, are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Disability Inclusion Profile \(DIP\)](#). Reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans are used to provide better equity and access to learning.
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma (Berry Street Education Model)
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Buckley Park College assists students in planning their Year 10 work experience, supported by their Career Action Plan
- Camps, incursions and excursions

Individual

Buckley Park College implements a range of strategies that support and promote individual engagement. These can include:

- Restorative practices develop and maintain constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *teachers can issue a 'catch-up' session which is a positive approach to supporting a student with their learning on a 1:1 basis. This is communicated to parents/carers via compass and a minimum of 24 hours notice given.*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as Municipal council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst / Orange Door*
 - *Re-engagement programs such as Navigator*

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

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

Student specific strategies that may be considered and applied on a case by case basis linked to Department guidelines, includes:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Additional Department programs and services could include:

- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- [Disability Inclusion Profile \(DIP\)](#)

4. Identifying students in need of support

Buckley Park College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Buckley Park College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *wellbeing observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*

- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct and Student Engagement and Wellbeing for Learning Framework (SEWL Framework)

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

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

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

The SEWL Framework utilises a trauma-informed and positive psychology approach to acknowledging and reinforcing positive behaviours. The Framework promotes positive language such as 1st, 2nd 'reminder' instead of 'warning'. Staff model our school values and explicitly teach the desired positive, safe and inclusive behaviours. At Buckley Park College, students are present, centred, ready to learn where staff and students have unconditional positive regard for one another.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard through restorative practices.

Disciplinary measures that may be applied include:

- *reminding a student that their behaviour is inappropriate / inconsistent with the SEWL Framework*
- *teacher controlled intervention such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour such as being sent to B-Block to reflect independently prior to a restorative conversation between student/teacher.*
- *withdrawal of privileges*

- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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

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

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

The Principal of Buckley Park College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Buckley Park College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website and Compass
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

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

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

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

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

COMMUNICATION

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

- Available publicly on our school's website.
- Available in school documentation on Compass
- Included in student diaries so that it is easily accessible to parents, carers and students

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

- [Suspension process](#)
- [Expulsions - Decision](#)

Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Visitors

Developed: November 2017

Revised: June 2024

Review Date: June 2026

Endorsed by school council 17/06/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Buckley Park College.

Scope

This policy outlines our school's arrangements for visitors who attend school grounds when the school is open for instruction between the hours of 8:30am to 4:30pm, including parents, contractors,. Outside of these times, our front office is not staffed and this policy does not apply.

DEFINITIONS

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

Policy

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

Buckley Park College is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's *Statement of Values and School Philosophy, Child Safety [and Wellbeing] Policy, Child Safety Code of Conduct, Volunteers Policy*.

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

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (e.g. Members of Parliament, local councillors)
- Persons conducting business e.g.: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies
- Department of Families, Fairness and Housing workers
- Victoria Police

- Persons authorised to enter school premises (e.g. Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners

Sign in procedure

All visitors to Buckley Park College are required to report to the school office on arrival. Visitors must:

- prior to undertaking any activity within the school. They are required to sign in through the Compass kiosk and keep their pass with them at all times while on the school grounds.
- Provide proof of identification to office staff upon request
- Produce evidence of their valid Working with Children Clearance where required by this policy (see below)
- Follow instruction from school staff and abide by all relevant school policies relating to appropriate conduct on school grounds including [insert relevant policies eg: Child Safety Code of Conduct, Respect for School Staff, Statement of Values and School Philosophy etc] as well as Department policies such as the [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#)
- Return to the office upon departure and sign out

Buckley Park College will ensure that our school's Child Safety Code of Conduct is available and visible to visitors when they sign in.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school site and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Working with Children Clearance and other suitability checks

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

All visitors who are engaged in **child-related work** (see definition above) must have a valid WWC Clearance. Additional suitability checks may also be required such as reference, proof of identity, qualification and work history involving children checks.

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

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
- **visitors (e.g. contractors)**, who will regularly be performing unsupervised work at the school during school hours or any other time where children are present. Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Clearance.

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

Invited speakers and presenters

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

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
 - elected government
 - the rule of law
 - equal rights for all before the law
 - freedom of religion, speech and association
 - the values of openness and tolerance
 - respect for the range of views held by students and their families.

Parent visitors

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

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

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

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

Parents or carers who are prohibited from entering the school under a court order or direction of the Principal are not permitted to visit the school. Our school maintains and provides office staff with a list of restricted parents/carers and any other information as required depending on the level of risk posed.

Other visitors

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

COMMUNICATION

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

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff policy manual
- Available on school documentation on Compass

RELATED POLICIES AND RESOURCES

Buckley Park College policies:

Statement of Values and School Philosophy, Volunteers Policy, Child Safety and Wellbeing policy, Child Safety Code of Conduct

Department policies:

- [Child Safe Standards](#)
- [Visitors in Schools](#)
- [Contractor OHS Management](#)

Policy Review and approval

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.



BUCKLEY PARK COLLEGE

Volunteers

Developed: March 2015

Revised: June 2024

Review Date: June 2026

Endorsed by school council 17/06/2024



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To outline the processes that Buckley Park College will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

Scope

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

Definitions

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

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

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

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

School work: School work means:

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

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

Policy

Buckley Park College is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Buckley Park College also recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that Buckley Park College's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to contact the front office on 9331 9999 and they will be directed to the relevant staff member.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school site and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Suitability checks including Working with Children Clearances

Working with students

Buckley Park College values volunteers that assist in our classrooms/with sports events/excursions/school concerts/other events and programs. To ensure that we are meeting our legal obligations under the *Worker Screening Act* and the Child Safe Standards, Buckley Park College is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance. Additional suitability checks may also be required depending on the volunteer role, such as reference, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Buckley Park College is a child safe environment, we will require volunteers to obtain a WWC clearance and produce their valid card to the front office for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not.
[Note: under the *Worker Screening Act*, school council members are not required to have a WWC Clearance. However DET recommends principals, as Executive Officers of School Council, consider recommending that School Council members obtain a WWC Clearance in circumstances where they will be working alongside student School Council members}.

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

Non child-related work

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

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

Training and induction

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonable likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Buckley Park College may also require volunteers to complete additional child safety training.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy, our Child Safety Code of Conduct and our Statement of Values and School Philosophy].

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#).

The principal (or their nominee) will determine the level of school staff supervision https://edugate.eduweb.vic.gov.au/edrms/OPSE/GSR/2022NEVR/8307/Minimum_Standards_Compliance_Assessment_Report_-_Scoresby_Secondary_College.docx?web=1 required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

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

Privacy and information-sharing

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

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

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

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

Records management

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

Compensation

Personal injury

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

Property damage

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

Public liability insurance

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

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

COMMUNICATION

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

- Available publicly on our school's website
- Available on Compass school documentation under school policy manual
- Included in induction processes for relevant staff

Child Safety Induction Pack - Volunteers

Purpose

Thank you for your interest in volunteering at our school. The purpose of this induction pack is to ensure Buckley Park College volunteers are familiar with our policies and procedures relating to child safety and understand the important role they play in maintaining and promoting the safety of our students.

Volunteers must read the suite of policies and procedures in the links below before commencing any work where children are likely to be present.

Key messages

- Buckley Park College is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- We are committed to creating inclusive environment where diversity is supported and students feel safe to bring their whole selves to school.

- Allegations and concerns relating to the safety and wellbeing of our school community will be treated very seriously and consistently with our policies and procedures.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- Everyone has a role to ensure children are safe – if something doesn't feel right, speak up. If you have any concerns about any inappropriate behaviours in the school community you should speak to the Principal or Assistant Principal. If this would not be appropriate in the circumstances, you can contact the South Western Regional Office of the Department of Education and Training on 1300 338 691.

Induction materials – must read

This induction pack contains the following documents that all new volunteers must read and familiarise themselves with. Please click on the hyperlinks to access each document. If you would prefer a hard copy of this pack, please contact the team in the office who will happily provide you with one.

- Buckley Park College Volunteers Policy
- Buckley Park College Child Safety and Wellbeing Policy
- Buckley Park College Child Safety Responding and Reporting Obligations Policy and Procedures
- Buckley Park College Child Safety Code of Conduct
- [PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse](#)
- [PROTECT: Identify child abuse](#)

Contact

We value your feedback on ways we can continue to improve and strengthen our child safety approach and encourage you to contact the principal or assistant principal with any comments or questions.



BUCKLEY PARK COLLEGE

Yard Duty Supervision

Developed: May 2015

Revised: June 2024

Review Date: June 2026

Endorsed by school council 17/06/2024



Help for non-English speakers.

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Purpose

To ensure school staff understand their supervision and yard duty responsibilities.

Scope

This policy applies to all teaching and non-teaching staff at Buckley Park College, including education support staff, casual relief teachers and visiting teachers.

Policy

Appropriate supervision is an important strategy to monitor student behaviour and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.

The Principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps and other school activities.

School staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places. Supervision should be undertaken in a way that identifies and mitigates risks to child safety.

Before and after school

Buckley Park College's grounds are supervised by school staff from 8.40am until 3.16pm. Outside of these hours, school staff will not be scheduled to supervise students.

Students should not access the school before 8:00 am unless attending a school-related activity. Students may access the library between 8:00am – 8:40am, and at the end of day, 3:06pm – 4:00pm (with exception of early finish Wednesdays).

If a student arrives at school before supervision commences at the beginning of the day, the Principal or nominee staff member will, as soon as practicable, follow up with the parent/carer to:

- advise of the supervision arrangements before school
- request that the parent/carer make alternate arrangements.

If a student is not collected before supervision finishes at the end of the day, the Principal or nominee staff member will consider whether it is appropriate to:

- attempt to contact the parents/carers
- attempt to contact the emergency contacts
- place the student in an out of school hours care program (if available and the parent consents)
- contact Victoria Police and/or Child Protection to arrange for the supervision, care and protection of the student.

DURATION OF YARD DUTY

| | |
|-------------------------|---|
| Before School - | 8:40am until the commencement of period 1 |
| Recess - | End of period 1 until the commencement of |
| period 2 Lunch1 - | End of period 3 until the half time bell (1.27pm) |
| Lunch2 - | The half time bell until the commencement of |
| period 4 After School - | End of period 4 until 3:25pm |

WEDNESDAY SUPERVISION PROVISION:

Due to the college day finishing at the start of lunch, 1.07pm, there will be limited supervision for Year 7 and 8 students whose parents are unable to provide appropriate supervision at home. Parents / carers must inform the college before the start of each term to sign up their child to the supervision. The Middle Years Sub-School will be responsible for managing the administration of this and provide appropriate supervision of children during lunch in a designated area (central courtyard). Students will then be required to complete independent study in the library until 3.06pm.

Students in year 12, or completing a Year 12 subject, may remain on site for independent study purposes. Students attending a school-activity should be in the correct location under supervision of the teacher in charge. Eg: music practice, school production. All other students should not be on school grounds.

Children of staff members who work at the college are allowed to remain on site and complete independent study in the library.

Yard duty

All staff at Buckley Park College are expected to assist with yard duty supervision and will be included in the weekly roster.

The Daily Organiser is responsible for preparing and communicating the yard duty roster on a regular basis. At Buckley Park College, school staff will be designated a specific yard duty area to supervise.

Yard duty zones

The designated yard duty areas for our school are:

- Canteen
- South grass area including the basketball courts and tennis courts
- AWN - A Block corridor and the area around the north portables
- DE Block - D Block corridor and the area between C, D and E Block
- Central – C Block corridor, the courtyard between B block and the canteen and around the library
- Gymnasium (lunch time only, and when HAPE staff are available)
- BPO - Buckley Park Oval (lunch time only)
- Library (lunch time only)
- Rovers x3 (experienced / senior staff to support in 'hot spots' these areas can vary)

- wear a provided safety/hi-vis vest whilst on yard duty. Safety/hi-vis vests will be stored in the staffroom
- carry the yard duty first aid bag at all times during supervision when on Buckley Park Oval and South oval. The yard duty first aid bag will be stored in front office.

Yard duty equipment must be returned after the period of supervision or handed to the relieving staff member.

Yard duty responsibilities

Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving staff member.

During yard duty, supervising school staff must:

- methodically move around the designated zone ensuring active supervision of all students
- where safe to do so, approach any unknown visitor who is observed on school grounds without a clear legitimate purpose, and ensure they have a visitor pass and have signed in
- ensure students remain in their designated year level zones
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard. Staff are reminded to use “Connection before Correction”. In the event of a physical altercation, advice on physical restraint and/or seclusion should be adhered to. Details of this can be found in the Yard Duty Staff Guidance on Compass. Staff should always prioritise their own safety first. Send for help, or call reception on: 93319999
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in the school’s Student Engagement and Wellbeing policy
- ensure that students who require first aid assistance receive it as soon as practicable
- log any incidents or near misses as appropriate on Compass or Edusafe
- ensure ball games are being played in the appropriate areas
- ensure that students move to their lockers and then their classes at the end of the session
- ensure that students do not loiter in the corridors
- ensure that students who go to Buckley Park Oval during lunch are there to play ball games only, no rubbish to be left on grounds

If being relieved of their yard duty shift by another staff member (for example, where the shift is ‘split’ into 2 consecutive time periods), the staff member must ensure that a brief but adequate verbal ‘handover’ is given to the relieving staff member in relation to any issues which may have arisen during the first shift.

If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the Daily Organiser with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

If the supervising staff member needs to leave yard duty during the allocated time, they should contact the Daily Organiser but should not leave the designated area until the relieving staff member has arrived in the designated area.

If the relieving staff member does not arrive for yard duty, the staff member currently on duty should send a message to the office or call Assistant Principal and not leave the designated area until a relieving staff member has arrived.

Students will be encouraged to speak to the supervising yard duty staff member if they require assistance during recess or lunchtime.

Classroom

The classroom teacher is responsible for the supervision of all students in their care during class.

If a teacher needs to leave the classroom unattended at any time during a lesson, they should first contact an Assistant Principal for assistance. The teacher should then wait until a replacement staff member has arrived at the classroom before leaving.

School activities, camps and excursions

The Principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activity. Appropriate supervision will be planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved, and will follow the supervision requirements in the Department of Education and Training [Excursions Policy](#).

Digital devices and virtual classroom

Buckley Park College follows the Department's [Cybersafety and Responsible Use of Technologies Policy](#) with respect to supervision of students using digital devices.

Students requiring additional supervision support

Sometimes students will require additional supervision, such as students with disability or other additional needs. In these cases, the Principal or delegate will ensure arrangements are made to roster additional staff as required. This may include on yard duty, in the classroom or during school activities.

Workplace learning programs

When students are participating in workplace learning programs, such as work experience, school-based apprenticeships and traineeships, and structured workplace learning, the safety and welfare of the student is paramount. Organising staff are required to follow all applicable Department of Education and Training policies and guidelines in relation to off-site learning, including policy and guidelines on the safety and wellbeing of students. Refer to:

- [Structure Workplace Learning](#)
- [School Based Apprenticeships and Traineeships](#)
- [Work Experience](#)
- [School Community Work](#)

Independent Study

Year 12 students only will have one study block of three sessions per week. This will be timetabled as a formal study periods and students are expected to attend the Later Years study centre. Students will not be permitted to leave school grounds during the school day if they still have classes scheduled.

Supervision of student in emergency operating environments

In emergency circumstances our school will follow our Emergency Management Plan, including with respect to supervision.

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

Other areas requiring supervision

The library is a supervised learning space that students can access during class time and lunchtimes.

COMMUNICATION

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

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Included the staff policy manual and school documentation on Compass.

Further Information and Resources

- the Department's Policy and Advisory Library (PAL):
 - [Child Safe Standards](#)
 - [Cybersafety and Responsible Use of Technologies](#)
 - [Duty of Care](#)

Policy Review and approval This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.