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ANAPHYLAXIS MANAGEMENT

Rationale

- Anaphylaxis is a severe and rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (eg cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.
- The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of the triggers (allergens) and prevention of exposure to these triggers. A partnership between schools and parents is important in ensuring that certain foods or items are kept away from the student while at school.
- Adrenaline given through an EpiPen® to the muscle of the outer mid thigh is the effective first aid treatment for anaphylaxis.
- Schools are required by law (see Ministerial Order 90) to have a policy and procedures for managing anaphylaxis in place by mid 2008.

Aims

- To provide, as far as is practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of schooling.
- To raise awareness of anaphylaxis and the school’s anaphylaxis management policy to the school community.
- To engage with parents / carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- To ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school’s policy and procedures for responding to an anaphylactic reaction.
- To ensure Dallas Primary School & Kindergarten complies with the Children’s Services and Education Legislation Amendment (Anaphylaxis Management) Act which came into effect in 2008.

Implementation

- The Principal is responsible for ensuring that an Anaphylaxis Management Plan for each student diagnosed at risk with anaphylaxis will be developed in consultation with parents / carers and the diagnosing medical practitioner.
- The plan will be in place as soon as practicable after the student enrolls and where possible, before their first day of school. In many cases, it will be reasonable to adopt the plan developed by the student’s feeder school.
- The plan will set out the following
  - Information about the diagnosis, including type of allergy or allergies the student has (based on the diagnosis from a medical practitioner).
  - Strategies to minimise the risk of exposure to allergens whilst the student is under the care or supervision of school staff, for in-school and out-of-school settings including camps and excursions.
  - The name of the person s responsible for implementing the strategies.
  - Information of where the student’s medication will be stored.
  - Emergency contact details for the student.
  - The emergency ASCIA Action Plan signed by the medical practitioner and given to the parents on diagnosis.
  - Emergency procedures to be taken in the event of an allergic reaction.
  - An up to date photo of the student.
- The plan will be reviewed annually or if the condition changes or immediately after a student has an anaphylactic reaction at school.
- It is the responsibility of the parent / carer to
  - Provide the emergency procedures plan (ASCIA Action Plan);
  - Inform the school if their child’s condition changes, and if relevant, an updated ASCIA Action Plan);
  - Provide an up to date photo when the plan is reviewed.
The Principal will be responsible for ensuring a communication plan is developed to provide information to all staff (including volunteers and casual relief staff), students and parents about anaphylaxis and the school's management policy. It will include the steps the school will take to respond to an anaphylactic reaction whether the student is in class, the school yard, on camp or an excursion or a special event day.

All staff will be briefed once per semester by a staff member who has up to date training on anaphylaxis, the schools management procedures and how to use an EpiPen®.

**Evaluation**

This policy will be reviewed immediately after a student has an anaphylactic reaction, as part of the school’s review cycle or if guidelines change.

**When First Approved:** 10/08/09

**When Reviewed / Modified:** 28/04/10

References:

ANNUAL IMPLEMENTATION PLAN

Rationale

- The School Strategic Plan is a four-year document. As an element of the School Accountability and Improvement Framework, the Annual Implementation Plan (AIP) describes how the key improvement strategies in the School Strategic Plan and other significant projects will be put into operation in each of the four years.
- One year targets represent small steps or increments towards achievement of the four-year targets included in the School Strategic Plan.
- The school’s AIP informs the development of principal class and staff performance and development plans.

Aims

- To ensure that an Annual Implementation Plan that complies with DEECD guidelines is approved by Region by 31 March each year.

Implementation

- The Principal will check for changes to the guidelines on the Eduweb reference listed below.
- The Leadership Team will prepare a draft AIP each year and submit this to the school’s Regional Network Leader by the due date (as advised by Region).
- In breaking down key improvement strategies or significant projects detailed in the School Strategic Plan, the school will outline the actions underpinning the strategies; define who will undertake it, how it will be resourced, and when it will be delivered. Achievement milestones will define changes in practice and behaviours that will occur if the strategies and actions have been implemented successfully.
- The Leadership Team will consider the changes recommended by the Regional Network Leader and incorporate into the final AIP if thought appropriate.
- The Principal will submit the final AIP to School Council for approval.
- The final AIP will be endorsed by the School Principal, the School Council President and the Regional Network Leader.

Evaluation

- This policy will be re-evaluated annually.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:

ANNUAL REPORT to the SCHOOL COMMUNITY

Rationale
- The primary purpose of annual reporting is to inform parents and the wider school community of the school's successes, activities and achievements throughout the year. The report also provides an opportunity to communicate and publicise the longer term directions for the school. Annual reporting is an important tool for effective governance within schools and the government school system.
- The guidelines ensure Victoria’s compliance with the regulations under the Commonwealth Schools Assistance Act 2004.
- The 2009 Annual Report has been streamlined to reduce workload for schools and to meet Commonwealth and state requirements including National Partnership Agreements.

Aims
- To ensure that an Annual Report to the School Community that complies with DEECD guidelines is endorsed by the Principal and School Council and submitted by Dallas Primary School & Kindergarten to Region by 31 March each year.

Implementation
- Changes to the guidelines will be checked annually on the Eduweb reference listed below.
- The Principal will ensure that a draft Annual Report that conforms to the guidelines is prepared in February or early March each year.
- The Leadership Team will make appropriate changes to the draft if necessary.
- The Principal will submit the final Annual School Report to School Council for approval.
- The Principal will submit the Annual School Report to Region by 31 March each year.
- The Principal will ensure that all families are provided with a hard copy of the Annual Report by 30 June.
- The Principal will ensure that a copy of the Annual Report is pasted on the school’s website by 30 June.

Evaluation
- This policy will be re-evaluated annually.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:
(Handling of) ASBESTOS

Rationale

- Asbestos is a potentially lethal material often contained in construction materials found in existing school buildings. Due to the potentially hazardous nature of asbestos, it needs to be effectively managed.

Aims

- To provide a school environment safe from the potentially harmful effects of asbestos.
- To ensure that asbestos contained in existing buildings is safely managed.
- To ensure Dallas Primary School & Kindergarten complies with legislation in relation to the handling of asbestos.

Implementation

- All state school buildings have been audited for asbestos. This audit is known as the Division 5 Asbestos Register and identifies the presence of asbestos or any other hazardous materials. The report can be accessed at: http://www.eduweb.vic.gov.au/forms/PRMSaudit/Search.asp
- Relocatable classrooms moved on site since the school’s audit was completed are also assessed for the presence of asbestos.
- Notwithstanding, the Principal or School Asbestos Coordinator will complete an annual inspection of buildings where asbestos is known to be present and record the outcomes on PRMS21. If necessary, a professional will be engaged.
- Copies of the Division 5 report will be made available to the school’s OH&S representative and interested community members if requested.
- The Principal will consult with all employees when a building or structure containing asbestos is being demolished or refurbished before any action is taken to assess or control the risk.
- The School Asbestos Coordinator will be the main contact person for all asbestos matters and will assume responsibility as detailed in the Asbestos Management Plan.
- All staff will be made aware of, and act in accordance with, the school’s Asbestos Management Plan available from the Principal or the School Asbestos Coordinator.
- Prior to carrying out any construction or maintenance works, contractors must be provided with a copy of the Division 5 Asbestos Register related to that part of the building in which work is to be undertaken. Part 6 Risk Assessments will be completed prior to undertaking any works.
- Only licenced removalists will be used in the removal of asbestos.
- If any damage to asbestos-containing material occurs accidentally, the area will be isolated and the Regional Office contacted immediately for advice.
- Records relating to asbestos works will be retained for a minimum of 30 years.
- This policy has been approved by School Council.

Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified: 

ATTENDANCE AT SCHOOL CAMPS

Rationale
- The purpose of the school camping program at Dallas Primary School & Kindergarten is to enrich the curriculum, assist students’ social interaction and to build their interpersonal skills. Particular care should be taken to include students at risk.

Aims
- To provide all children with the opportunity to participate in experiences beyond the classroom.
- To provide shared class experiences and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To ensure teachers respond to their duty of care by being proactive in risk management to reduce the risks of injury.
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in relation to attendance at school camps.

Implementation
- The Principal is responsible for the conduct of all camps (excursions) and for ensuring full records are maintained.
- The Principal will ensure that appropriate pre-planning including preparation of students occurs.
- School Council approval is necessary before any school camp can proceed. This approval cannot be given without School Council having viewed detailed planning for the camp. Relevant dates of School Council meetings must be considered in planning for the camp.
- Only campsites accredited by the Australian Camps Association or the National Accommodation, Recreation and Tourism Accreditation Program (NARTA) may be used for overnight camps.
- All relevant details of the camp must be available at any time while the camp is in progress.
- Parental approval and signed confidential medical forms must be provided.
- Parents should be advised that as DEECD does not provide accident cover, they may wish to obtain student accident insurance.
- Camp ratio of staff/students: 1 staff member per 10 students as a minimum.
- The senior member of staff at camp should ensure that emergency forms for students are taken to the camp and are easily accessible at all times.
- If a child at risk of anaphylaxis attends the camp, teachers must have training in its management including use of the Epipen®.
- Use of private vehicles for transporting students should be avoided. However if unavoidable, staff transporting students in their private vehicles must have comprehensive insurance on their vehicles and the relevant parent permission forms from parents must be completed.
- Online notification of the camp must be made at least three weeks prior on www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp
- If an accident occurs on the camp, full information, including statements from witnesses must be obtained. All relevant documents including the permission / medical form must be retained on file indefinitely, with a notation to the effect that they are used for the sole purpose of defending any potential or actual legal claim.
• The Principal must be notified of any incident immediately. The school must report any emergencies by telephone to the DEECD 24-hour Emergency Communications Centre on:
  Phone: (03) 9589 6266
• Continuous instruction will be provided for students remaining at school during the absence of staff attending the camp.

Evaluation
• Immediately following the camp, the group of teachers involved will debrief and discuss the value of the camp and note any changes that should be made in the future.
• This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

References:
www.narta.org.au
www.auscamps.asn.au/accreditation/whosAccredFrameset.htm/
(Annual) BUDGET MONITORING

Rationale

- Targeted resource allocation is essential in ensuring the best possible results for students are achieved from limited resources.
- A key responsibility of School Council is to ensure that all moneys coming into the hands of the Council are used for proper purposes.
- Developing a budget helps the school ensure that its goals are clearly identified and that resources are channelled into activities to enable these goals to be met.
- Proper management means effective budgeting and long-term planning. Key issues that might impact on budgeting and planning include the accuracy of payment schedules, ensuring significant expenditure items are accurately costed, consistent with the Department policy, and that the potential for variance and exceptions is built into the budget.

Aims

- To ensure that funds are used as effectively as possible.
- To ensure transparency in the manner in which funds are allocated.
- To ensure that the budget development and monitoring at Dallas Primary School & Kindergarten complies with DEECD policy.
- Please refer also to School Annual Budget policy.

Implementation

- Each year the School Council will ensure that an annual master budget statement is prepared and that a statement of receipts and expenditure for the calendar year is audited. It is good practice to have a three-year forward plan budget.
- At each Council meeting, a report will be presented that summarises and seeks endorsement for receipts, payments and financial commitments made in relation to school accounts. A report will also be provided on progress against the school’s budget plan.
- The School Council will approve all purchases and allocations made from school funds.
- Whilst the Principal retains overall responsibility for the day-to-day financial management, she / he may delegate individual staff members the responsibility of management of specific budgets.
- Any changes to the approved budget that affect the ‘bottom line’ will be minuted at School Council and subsequently amended on CASES21 Finance.

Evaluation

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

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

References:
BUILDING ESSENTIAL SERVICES MAINTENANCE

Rationale

- Essential Services are defined in Part 11 of Building Regulations 1994 and primarily relate to fire safety provisions that have been placed in a building and form part of its requirements for an Occupancy Permit.
- Essential services are the safety items required in school buildings to help save lives in the event of a fire or emergency. The ongoing maintenance of these services ensures that they function properly throughout the life of the building.
- Essential Services include but are not limited to items such as fire suppression equipment, emergency lighting, ventilation systems and paths of travel to exits.
- There are two categories of buildings under the regulations: Division 1 buildings, which are buildings constructed after June 30 1994 and Division 2 buildings which are buildings constructed before 1 July 1994.
- Division 1 buildings are required to display the occupancy permit and essential services list in an approved location. In addition, the buildings’ essential services must be maintained to the level listed on the occupancy permit. For Division 2 buildings the essential services in a building are required to be maintained to a level which ensures that are fit for purpose as the day on which they were installed.
- Notwithstanding the above regulations, all DEECT buildings are to be treated as Division 1 buildings for management and reporting purposes and where practical maintained to Division 1 standards.
- Essential services require routine maintenance and testing to ensure that they are operating properly.

Aims

- To ensure that Dallas Primary School & Kindergarten complies with DEECD Guidelines for Essential Services Maintenance in Schools and relevant legislation.
- To ensure that the records required of inspections of essential services in the School Maintenance System are maintained.

Implementation

- The school will outsource the testing and recording of essential services to a contractor who is competent in Essential Service inspection.
- After each inspection, PRMS21 records will be updated.
- At the end of each year the maintenance records for the previous 12-month period will be reviewed. If everything is order, the PRMS21 Annual Essential Services Reports (FORM 15), will be completed and signed by the Principal.
- It is important that care is taken in these steps to ensure that essential services have been maintained and recorded according to the requirements. The school may engage a specialist company to undertake this task if deemed necessary.

Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:
Rationale

• DEECT holds catastrophe property insurance for losses over $3 million for any one occurrence. Below this amount, DEECT self-insures through the Re-instatement Program. This provides for reinstatement and/or replacement, initial clean up costs and any temporary building replacement. It also provides for the replacement or reinstatement of furniture and fittings and other standard facilities.

• Permanent rebuilding or replacement of school buildings occurs following consideration of entitlements, enrolments and future viability (and availability of funds). The Program covers all major fire, flood and storm damage.

• The school is responsible for insuring all facilities that the School Council has funded independent of DEECT and are consequently over-entitlement.

Aims

• To ensure all over-entitlement facilities at Dallas Primary School & Kindergarten are insured under the guidelines.

Implementation

• Should the school wish to insulate facilities that are above entitlement, losses not covered under the School Equipment Insurance Scheme, or losses not covered by the Re-instatement Program, supplementary insurance can be arranged by the school through an insurance broker or an insurance company.

• Initial enquiries to clarify risks not covered under the Department’s insurance arrangements will be directed to Family Payments & Insurance Division.

Evaluation

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

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

Reference:

See Clause 7.18.9
BUILDING WORKS PROCUREMENT

Rationale

- The Victorian Government's Code of Practice for the Building and Construction Industry governs all school building construction.

Aim

- To ensure that in developing new facilities or facilities upgrade, Dallas Primary School & Kindergarten Council
  - complies with the Victorian Government's Code of Practice for the Building and Construction Industry,
  - follows Conditions of Tender for all projects over $100,000
  - seeks department approval to enter into building contracts for all projects over $50,000
  - follows requirements in Ministerial Directions No. 1 and No. 2

Implementation

- Any new facilities or facilities upgrade will be determined by DEECT. The Manager Facilities Division will, among other duties, establish the status, budget and timeline, prepare the brief and liaise with the Regional Facilities Manager.
- School Council will appoint a Sub-Committee for all major building works.
- The Sub-Committee will become familiar with DEECT’s Facilities Procurement Guidelines – Roles & Responsibilities of Effected Parties.
- As described in the Guidelines, among other duties, the Sub-Committee will
  - work closely with, and respect the role of the Regional Facilities Manager;
  - ensure the interests and wishes of the school community are represented;
  - prepare the educational specification;
  - appoint a Principal Consultant;
  - call for and let the tenders;
  - project cash flow;
  - ensure the approved budget and facilities standards are not exceeded;
  - ensure variations are approved by the DEECT Manager Facilities Division;
  - complete a Consultant Evaluation Assessment pro forma at the completion of the project;
  - keep the community informed about progress.

Evaluation

- This policy will be evaluated following any major works at the school, as part of the review cycle or if guidelines change.

  When First Approved: 10/08/09

  When Reviewed / Modified: 28/04/10

Reference:
BUILDING WORKS QUALITY STANDARDS

Rationale
- All building works are governed by legislation.
- The Building Quality Standards Handbook (BQSH) sets the minimum quality criteria for all DEECT projects, including new construction and refurbishment. It has been developed to provide a consistent approach to the development of school facilities across Victoria.
- The Handbook is used by schools and Principal Consultants, the DEECD’s regional offices, program manager, project facilitators and builders – indeed, all who participate in the development of capital works and maintenance (PRMS) projects. It aims to provide facilities planners with the hindsight and experience accrued in completing projects to required standards and budget.
- While the Handbook describes the standard elements of a building project, it is not prescriptive in its approach, and facilities planners are encouraged to exercise their creativity within available budgets and the minimum benchmarks outlined.
- Users of the Handbook should also be aware of the Victorian Industry Participation Policy (VIPP). The VIPP aims to boost local employment and business growth by expanding market opportunities for Victorian companies.

Aim
- To ensure that any new facility or facilities upgrade at Dallas Primary School & Kindergarten complies with the Departmental Building Quality Standards Handbook for all building works.
- To ensure that all building works are certified compliant with the Building Code of Australia.

Implementation
- This policy should be read in conjunction with the school’s Building Works Procurement policy.
- The School Council Sub-Committee will become familiar with the Building Quality Standards Handbook before entering into any contract for major building works or facilities upgrade at the school.
- The educational specification for the building project will, allowing for the flexibility, be consistent with the guidelines.
- School Council will certify that all building works are compliant with the Building Code of Australia.

Evaluation
- This policy will be evaluated following any major works at the school or if guidelines change.

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

Reference:
BUILDING WORKS REGULATORY COMPLIANCE

Rationale
- All building works are governed by legislation.

Aim
- To ensure that Dallas Primary School & Kindergarten complies with all legislative requirements.

Implementation
- This policy should be read in conjunction with the school’s Building Works Procurement and Building Works Quality Standards policies.
- School Council will contract only licenced building practitioners for all building works at the school.
- School Council will obtain building permits for all building works at the school.
- School Council will obtain a certificate of occupancy for any building works on completion.

Evaluation
- This policy will be evaluated annually.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:
Rationale

- An emergency is any event which has an impact on the school’s ability to care for or educate children under its supervision.
- Effective planning and management of emergencies helps minimise trauma and distress to those within schools and allows teaching and learning to be maintained or resumed as a priority.
- The DEECD aims to provide a safe and secure environment for all children, staff and volunteers who work or participate in schools.
- Every government school in Victoria is required to have a documented Emergency Management Plan (EMP) as part of its normal operational activities. The purpose of the EMP is to:
  - Reduce the likelihood of emergencies and critical incidents;
  - Minimise the impact of these events on children, staff, volunteers and visitors;
  - Facilitate the return of the workplace to normal operations as soon as possible.
- Bushfire preparedness is not just a concern of rural and regional schools. Metropolitan schools may be at risk from site specific factors (e.g. located in a leafy area) or because their students may attend activities or camps in bushfire prone areas.

Aim

- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in respect of bushfire and emergency management.

Implementation

- Dallas Primary School & Kindergarten will complete the Bushfire and Emergency Management Self Assessment Tool before the end of Term 3 2010.
- The school has an Emergency Management Plan (EMP) that has been prepared in accordance with DEECD’s emergency management template. Please refer also to the Emergency Management Plan & Testing policy.
- All off-site activities have been entered in the Student Activity Locator database.
- For School Council approved excursions, the school has applied DEECD’s Safety Guidelines for Education Outdoors.
- The school is not in a bushfire prone area.

Evaluation

- This policy will be evaluated annually.

When First Approved:

When Reviewed / Modified:

References:

BUSINESS ACTIVITY STATEMENT

Rationale
- The GST legislation requires all suppliers registered for GST to complete and lodge of a Business Activity Statement as the uniform reporting document.
- Victorian Government schools are exempt bodies for income tax purposes under item 1.4 of section 50-5 ITAA97 (Australian public school) as Public Educational Institutions.
- All Government schools are required to register for GST, to have an ABN number and to independently lodge BAS returns (CASES21 schools will utilise the accrual method).

Aim
- To ensure that Dallas Primary School & Kindergarten complies with all legislative requirements in relation to BAS lodgement.

Implementation
- The Business Manager will be responsible for lodging BAS statements with the Australian Taxation Office on behalf of the school.
- Dallas Primary School & Kindergarten will lodge BAS statements within required timelines and using eBAS ie within 21 days of the following month.

Evaluation
- This policy will be evaluated as part of the school’s review cycle or if guidelines change.

When First Approved: 22/08/08

When Reviewed / Modified: 28/04/10

Reference:
CASES21 REQUIREMENTS

Rationale
- CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.
- CASES21 provides school staff with secure access for data entry and reporting
- CASES consists of standard hardware, and administrative and financial software. It is supported by the Department’s hardware and communications infrastructure, an extensive training program, user and installation documents, a Service Desk and regional support staff.
- The software is upgraded twice a year to meet changing business and reporting needs.

Aim
- To ensure that Dallas Primary School & Kindergarten utilises CASES21 to record and manage key financial and student administrative functions.
- To ensure the school exchanges accurate data in a timely manner ensuring the information meets relevant DEECD policy and legislative requirements

Implementation
- CASES21 will be utilised for all administrative and financial operations at Dallas Primary School & Kindergarten.
- The Business Manager will be responsible for implementing CASES21 and for ensuring teaching and SSO staff members as appropriate are trained in relevant functions.
- All precautions will be taken to secure data and system integrity.

Evaluation
- This policy will be reviewed as part of the school’s regular review cycle or if guidelines change.

When First Approved: 22/08/08
When Reviewed / Modified: 28/04/10

Reference:
CASES21 SYSTEM MAINTENANCE

Rationale

- CASES21 is modified twice a year to meet evolving school business and reporting needs. Representatives from schools and corporate offices determine upgrade content.
- CASES21 is centrally supported by a standard operating environment including: hardware and communications infrastructure; an extensive training program; support documentation; a Service Desk and regional support staff.
- The security of the environment is integral to its operation.

Aim

- To ensure that Dallas Primary School & Kindergarten maintains the integrity and security of their CASES21 system and data.

Implementation

- The system will be password protected.
- Data will be backed up daily.
- The Business Manager in conjunction with the ICT Technician will be responsible for system security.
- Only staff with a need to know will have access to system data.
- Operation will be as specified in VG Schools Reference Guide 6.36.2.3.
- The school will maintain the recommended operating environment.
- Data will be kept up-to-date.
- Usage will be consistent with all relevant security and privacy policies.

Evaluation

- This policy will be reviewed as part of the school’s regular review cycle or if guidelines change.

When First Approved: 22/08/08

When Reviewed / Modified: 28/04/10

References:
Rationale
- Injuries to students do occur.
- The procedure for responding to injuries is governed by legislation.

Aims
- To ensure Dallas Primary School & Kindergarten complies with legislative requirements in regard to student injuries.

Implementation
- Detailed reports of all injuries to students are completed on the day of the injury.
- Parents /guardians are advised of the injury.
- Accident report forms are retained in the school for 20 years.
- Any claims for compensation for physical or psychological injury to students are referred to DEECD.

Evaluation
- This policy will be evaluated as part of the cyclic review schedule or if guidelines change.

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

Reference:
CONSULTATION & COMMUNICATION

Rationale
- DEECD is committed to providing all its workplaces with consultative arrangements that allow employees to contribute to decisions that impact on their health and safety. Workplace health and safety benefits significantly from effective consultation with employees who are often best placed to identify health and safety hazards and issues in the workplace. Effective consultation and communication will assist in building commitment to health and safety across DEECD.
- The Communication & Consultation section outlines the consultative arrangements that are to be developed and implemented across all DEECD workplaces to ensure that necessary Occupational Health and Safety (OHS) information is regularly communicated and employees are consulted on issues that may impact on their health & safety.
- The Occupational Health & Safety (OHS) Act 2004 and the Occupational Health & Safety Regulations 2007 in Victoria require that arrangements are established for effective workplace consultation. Schools should ensure they have a viable and sustainable communication and consultation process in place to discuss OHS issue with employees.

Aims
- To ensure Dallas Primary School & Kindergarten complies with legislative requirements in regard to consultation and communication in the workplace.

Implementation
- This school will meet its commitment to Health & Safety by:
  - Including OHS as an agenda item in all staff meetings for issues to be raised and discussed.
  - Establishing Designated Work Groups (DWGs) and electing HSRs and Deputy HSRs (as required).
  - Establishing a regular forum (e.g. OHS Committee, OHS Staff Meeting agenda item) for safety-related issues to be raised and discussed.
  - Providing 5-day WorkSafe approved training for all HSRs and Deputy HSRs (as required).
  - Establishing an Issue Resolution process that is agreed to by all employees and is displayed in the workplace.
  - Establishing an OHS Notice Board to provide employees with ready access to all key OHS documents and information.

Evaluation
- This policy will be reviewed annually.

When First Approved: 27/03/10

When Reviewed / Modified:

References:
CONTRACT CLEANING

Rationale

- In 2005, a Contract Cleaners Panel was established by the Department of Education and Early Childhood Development. The Panel is composed of approved cleaning contractors with the technical expertise, business skills and management knowledge to provide cleaning services to Victorian Government Schools.
- School Councils are required to engage the services of a cleaning contractor with Panel Status.

Aim

- To ensure Dallas Primary School & Kindergarten complies with DEECT policy in relation to Contract Cleaners.

Implementation

- Dallas Primary School & Kindergarten adheres to DEECT’s Contract Cleaning Guidelines.
- In particular, the school
  - Establishes an annual budget for cleaning (informed by information contained in the School Resource Package) and reviews the cleaning contract in light of this information.
  - Defines the scope of works required including normal and low use areas, in order to keep the cleaner accountable.
  - Only engages cleaners with Panel Status.
  - Ensures cleaners have public liability insurance to the value of $10M.
  - Uses the Standard Services Cleaning Agreement as the form of contract.
  - Advertises widely when seeking a new cleaner.
  - Pays monthly in twelve equal instalments after the monthly cleaning service has been completed.
  - Ensures the contractors understand and comply with the school's OHS policies.
  - Checks regularly that contractors have Working with Children cards (after December 2007).
- The school completes the Cleaning Panel Notification form annually.

Evaluation

- This policy will be evaluated as part of the cyclic review schedule or if guidelines change.

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

References:
CONTRACTOR MANAGEMENT

Rationale
• Schools must implement a process to ensure all contractors engaged by the school work safely when on site and do not introduce any unmanaged risks when undertaking work they have been engaged to do.

Aim
• To ensure Dallas Primary School & Kindergarten complies with legislation in regard to contractor management.

Implementation
• In implementing the process for contractors when on site, the Principal and / or OHS Nominee is responsible for
  - Developing an approved contractors list to record those contractors known to comply with DEECD OHS requirements. The approved list to be in the form described in http://www.eduweb.vic.gov.au/edulibrary/public/ohs/DEE_EHU-24-3-1_Approved_Contractor_List.doc and ensuring only approved contractors are utilised.
  - Establishing a system for inducting and managing contractors including verification of the qualification, insurance coverage and safe working procedures (such as safe method statements or job safety analysis) of all contractors as described below. (Inductions are valid for 12 months. The date of induction is to be entered on the approved contractors list. If more than 12 months have elapsed, the contractor will be required to undergo the approval process again.) http://www.eduweb.vic.gov.au/edulibrary/public/ohs/DEE_EHU-24-5-1_Contractor_Induction_Checklist.doc
  - Identifying areas that require permits for work to be issued to contractors eg hot work, and establishing a system for ensuring that permits must be signed off and obtained prior to the commencement of identified tasks.
  - Identifying and controlling hazards that may be encountered by the contractor.
  - Ensuring there is a sign in / sign out system for all visitors and contractors coming on site.

Evaluation
• This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
CRIMINAL OFFENCE & INSURANCE

Rationale
- The School Equipment Insurance Scheme (SEIS) is operated by DEECD’s Liability Management Branch, Corporate Services Division. It applies to all government schools and to all school-owned equipment, including library books and teaching aids. School-owned equipment is covered for loss or damage caused by fire, burglary, storm or vandalism. The SEIS also includes special risk cover for unforeseeable disasters. Cover applies at the school or outside the school grounds anywhere in Australia during the conduct of educational activities, or for other educational purposes, whether in term time or during vacations, provided the principal has approved the use. Appropriate records must be kept to justify any future claims.
- School-owned equipment that is accidentally lost, damaged or misused is not covered. Items stolen without visible forced entry, which is defined as theft, are not covered. Personal items are not covered. Equipment does not include buildings, fixtures and fittings, furniture, consumable items (including canteen stock), cash and items other than books purchased for less than $10. Items leased, rented or lent to the school, and items on hire purchase, are also excluded from the SEIS and schools should ensure items are adequately insured.
- Cover under the scheme is conditional upon reasonable care being taken to safeguard school equipment.

Aim
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in order to safeguard school equipment that is covered by SEIS.

Implementation
- All equipment valued at over $1000 will be registered on CASES21 immediately (at the latest in the calendar month of acquisition).
- In order to facilitate claims, for items under $1000, an inventory of equipment purchases showing quantity, description of items, cost, date of purchase will be maintained.
- Any equipment temporarily removed from the school will be recorded in an equipment borrowing register.
- In the event of loss as a result of criminal activity, the police will be notified and a Criminal Offence and Insurance Report form will be completed and submitted to Liability Management Branch in order to raise claims.
- The school understands that depreciation and an excess of $100 applies to each claim.

Evaluation
- This policy will be evaluated as part of the cyclic review schedule or if guidelines change.

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

Reference:
CRITICAL INCIDENT REPORTING

Rationale
- From time to time, critical incidents involving the safety of students and staff do occur.
- It is essential that the school’s response to any critical incident where the safety of staff and students is at risk includes a process for reporting to Emergency Management.

Aim
- To ensure that, as part of the school’s Emergency Management Plan (DISPLAN), Dallas Primary School & Kindergarten has a process for reporting critical incidents to Emergency Management that complies with DEECT policy.

Implementation
- The school’s Emergency Management Plan (DISPLAN) gives full details of the policy in regard to emergencies occurring at Dallas Primary School & Kindergarten.
- Once the safety and security of students, staff, parents and visitors to the school have been ensured, the school will report the incident to Emergency Management on 9589-6266, 24 hours a day.
- The information to be conveyed to Emergency Management includes
  - Who – the name of the person reporting the emergency / critical incident
  - What – the nature of the emergency / critical incident
  - When – the time when the school became aware of the emergency / critical incident
  - Where – the location of the emergency / critical incident and contact phone numbers if it has occurred away from school
- It is essential that the emergency services are notified immediately. The appropriate services are
  - ambulance for injury and medical assistance
  - fire brigade for fires (even when fires have been put out)
  - police for crime, injury which may not be accidental or assault
  - SES for floods and wind storms.

Evaluation
- This policy will be evaluated annually.

When First Approved: 28/04/10

When Reviewed / Modified:
DISABILITY DISCRIMINATION

Rationale

• Discrimination refers to any behaviour or practice based upon an assumption that one group is superior to another, any behaviour that disadvantages people on the basis of the real or perceived membership of a particular group, and includes behaviour such as less favourable treatment, unfair exclusion, and asking discriminatory questions.

• Discrimination in any form is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion.

Aims

• To provide a fair and supportive environment free from all forms of discrimination, discriminatory practice or belief.

• To ensure Dallas Primary School & Kindergarten complies with legislation in respect of disability discrimination.

Implementation

• This school adheres to the Disability Standards for Education 2005.

• All staff will be made aware of the legislative requirements relating to discrimination.

• All staff will complete DEECD online Workplace Discrimination & Sexual Harassment training.

• Staff will model and practice appropriate non-discriminatory behaviour.

• Staff, students and members of the school community will be familiar with the school’s approach to anti-discrimination and will be provided with information relating to their rights and responsibilities.

• The rights and sensitivities of all individuals will be protected.

• Equal Opportunity posters to be prominently displayed and available pamphlets readily accessible.

• All claims of discrimination will be treated confidentially, documented, and promptly and constructively addressed.

• Unresolved school-level issues may be referred by the Principal, or either party involved, to the appropriate authorities.

• School Council will communicate in plain language, avoiding unnecessary jargon, and also use other means of reaching parents with English difficulties such as open meetings where interpreters are present.

• Curriculum content will be free of discriminatory content, but will analyse the effects of discrimination and assist students to develop attitudes and skills that discourage, challenge and report discriminatory practices.

• Please refer also to Equal Opportunity policy.

Evaluation

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

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

Reference:
DRUG EDUCATION

Rationale
- Drug Education is a joint responsibility between school, home and the broader community and is a key responsibility for the Victorian Government. Drug Education will be provided at all levels of schooling and will include specific drug education curriculum as well as resilience education, problem solving skill and appropriate coping strategies.
- As per the National Drug Strategy 1993, drug education will be based on a Harm Minimisation approach.

Aims
- To ensure Dallas Primary School & Kindergarten complies with legislation and DEECD policy in relation to drug education.
- To provide all students with a comprehensive, age appropriate drug education curriculum.
- To ensure that drug education is embedded across all learning areas.
- That resilience education forms a strong basis for drug education at our school.

Implementation
- Drug Education will focus on a prevention model.
- Drug Education will occur primarily through the teaching of the VELS.
- There will be at least ten hours drug education per student each year at each year level.
- Staff will receive appropriate professional development to increase their awareness and knowledge of drug related issues to assist them in implementing the Dallas Primary School & Kindergarten ISDES plan.
- The ISDES Plan will be reviewed at least every four years.
- All staff are responsible for reporting all cases involving drug and alcohol use, whether self-disclosed, reported or discovered, to the Principal.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

References:
EMA REQUIREMENTS

Rationale

- The Education Maintenance Allowance (EMA) provides assistance to low-income families by helping with the costs associated with the education of their children.
- EMA applications are made by parents and guardians and submitted to schools. Schools have the responsibility to enter all EMA applications onto the EMA web system by the application closing date.

Aim

- To ensure Dallas Primary School & Kindergarten complies with legislation and DEECT policy in relation to the management of EMA claims.

Implementation

- The school implements the following procedures in relation to EMA claims:
  - Students with EMA applications are enrolled by Census Day.
  - Applications are lodged on EMA Web System by due dates (first and third terms on Census Day).
  - Considers special considerations and late applications on an individual basis.
- The school:
  - provides free instructions in the standard curriculum program;
  - does not disadvantage students on the basis of payments not being made for essential education items, optional extras or voluntary contributions;
  - does not coerce or unduly pressure parents or guardians to obtain voluntary financial contributions or payments for essential education items or optional extras;
  - keeps costs to parents to a minimum.
- The school ensures School Council has approved this policy and provides a copy to parents annually.

Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:

EMERGENCY & BUSHFIRE MANAGEMENT PLAN

Rationale

• An emergency is any event which has an impact on the school’s ability to care for or educate children under its supervision.
• Effective planning and management of emergencies helps minimise trauma and distress to those within schools and allows teaching and learning to be maintained or resumed as a priority.
• The DEECD aims to provide a safe and secure environment for all children, staff and volunteers who work or participate in schools.
• Every government school in Victoria is required to have a documented Emergency Management Plan (EMP) as part of its normal operational activities. The purpose of the EMP is to:
  · Reduce the likelihood of emergencies and critical incidents;
  · Minimise the impact of these events on children, staff, volunteers and visitors;
  · Facilitate the return of the workplace to normal operations as soon as possible.
• Bushfire preparedness is not just a concern of rural and regional schools. Metropolitan schools may be at risk from site specific factors (e.g. located in a leafy area) or because their students may attend activities or camps in bushfire prone areas.

Aim

• To ensure Dallas Primary School & Kindergarten complies with DEECD policy in respect of bushfire and emergency management.

Implementation

• Although not in a bushfire prone area, Dallas Primary School & Kindergarten will complete the Bushfire and Emergency Management Self Assessment Tool before the end of Term 3 2010.
• The school has an Emergency Management Plan (EMP) that has been prepared in accordance with DEECD’s emergency management template. Please refer also to the Emergency Management Plan & Testing policy.
• All off-site activities have been entered in the Student Activity Locator database.
• For School Council approved excursions, the school has applied DEECD’s Safety Guidelines for Education Outdoors.
• Refer also to the Emergency Plan & Testing policy.

Evaluation

• This policy will be evaluated annually.

When First Approved:

When Reviewed / Modified:

References:

EMERGENCY PLAN & TESTING

Rationale
• Emergency situations do occur.
• 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.
• All school activities must be planned in such a way as to ensure the safety of all those involved in the activity regardless of where they are to be conducted.
• Planning is also directed towards minimising the effects of those emergencies and supporting those who may be traumatised as a result of their exposure to the emergency situation.

Aim
• To provide guidelines for the development of a school emergency management plan at Dallas Primary School & Kindergarten that complies with DEECD policy.

Implementation
• This school has an Emergency Management Plan (EMP) prepared in accordance with the School Emergency Management Handbook.
• An emergency situation includes the following
  - Fatality
  - Serious injury / serious assault / sexual assault
  - Drug overdose
  - Criminal activity
  - Siege / hostage / use of firearms
  - Disappearance or removal of a student
  - Bomb threat / explosion
  - Collapse or major damage to a building or equipment
  - Motor vehicle collision / impact with school
  - Earthquake or other natural event.
  - Fire
  - Impact by aircraft
  - Fumes / spillage / leak / contamination by a hazardous material
  - Outbreak of disease
  - Major storm damage or flooding
• The school will appoint a School Emergency Coordinator who will identify the extent to which the above may affect the school and plan accordingly.
• The school has determined that it is not in bushfire prone area. However reference should be made to the Emergency & Bushfire Management Plan.
• The school plan will include
  - a general description of the school and its environment;
  - the range of emergencies covered and an assessment of the risks and hazards facing the school;
  - a site plan
  - role and responsibilities of staff and others;
  - procedures to be followed by staff and students during the emergency;
  - procedures for reporting emergencies;
  - lockdown / lock out / evacuation arrangements;
  - alternative evacuation assembly areas;
  - emergency services and key contact numbers;
  - recovery programs following emergencies;
  - schedules for the monitoring and removing materials that may be easily ignited;
procedures for ensuring exits are not obstructed and access is available for emergency vehicles

• All off-site activities are recorded in the Student Activity Locator database
• The EMP will be reviewed and tested by the end of Term 3 each year.
• As part of the plan, the school ensures all staff, students and the school community are aware of their responsibilities.
• All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, will be reported immediately to the DEECD’s 24-hour Emergency and Security Management Branch on ph: (03) 9589-6266.
• Incidents which occur during camps, excursions or outdoor adventure activities, which occur during travel to or from school, involve the media, or issues for potential negligence or legal liability will also be reported.
• The school has determined that it is not in a bushfire prone area. However reference should be made to the Bushfire and Emergency Management Policy.
• In planning for camps and excursions, consideration will be given to the potential risk to personal safety from fire.
• The school will be prepared to cancel or postpone activities on days of total fire ban or other days when there is a risk of fire.

Evaluation
• This policy will be reviewed by the end of Term 3 annually.

When First Approved:

When Reviewed / Modified:

References:
EMPLOYMENT POLICY

Rationale

- Workforce management is a planning and accountability framework for principals and managers that ensures DEECD’s strategic priorities and objectives are delivered in an efficient and cost-effective way, whilst providing for fairness in human resource management practices.
- The following Victorian Acts and Regulations relate to the employment conditions of staff in the DEECD:
  - Accident Compensation Act 1985
  - Constitution Act 1975
  - Education and Training Reform Act 2006
  - Freedom of Information Act 1982
  - Government Superannuation Act 1999
  - Health Records Act 2001
  - Information Privacy Act 2000
  - Occupational Health and Safety Act 2004 and various Regulations made under that Act
  - Public Administration Act 2004
  - Racial and Religious Tolerance Act 2001
  - State Employees Retirement Benefits (SERB) Act 1979
  - State Superannuation Act 1988
  - Whistleblowers Protection Act 2001

In addition, the following Victorian Acts and Regulations also relate to the operations of the DEECD workplaces:
  - Audit Act 1994
  - Children, Youth and Families Act 2005
  - Child Wellbeing and Safety Act 2005
  - Children’s Services Act 1996
  - Children's Services Regulations 1998
  - Dangerous Goods Act 1985 and various Regulations made under that Act
  - Drugs, Poisons and Controlled Substances Act 1981
  - Fair Trading Act 1999
  - Food Act 1984
  - Financial Management Act 1994
  - Food Act 1958 and various Regulations made under that Act including the Health (Infectious Diseases) Regulations 2001
  - Ombudsman Act 1973
  - Public Records Act 1973
  - Wrongs Act 1958

Aims

- To ensure that Dallas Primary School & Kindergarten offers and provides terms of employment consistent with all legislative and DEECD requirements.
- To ensure that this school offers and provides terms of employment consistent with applicable industrial agreements.

Implementation

- The school will ensure that all offers of employment are made within the terms of the above legislation.
- The Principal will ensure that the school’s workforce can be managed within the projected Student Resource Package (SRP).
- School Council will be informed of any staffing changes that occur as a result of the SRP.
Evaluation

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

When First Approved: 30/04/07
When Reviewed / Modified: 28/04/10

References:
EQUAL OPPORTUNITY & HUMAN RIGHTS

Rationale

- Equal Opportunity, as both a key component of the law and now as a human right under the Charter of Human Rights, is essential to the wellbeing of the whole school community and to creating a safe and inclusive school. EO means every member of the school community has the opportunity to learn, work and participate in an environment that is free from discrimination, harassment, bullying, vilification and victimisation. No member of the school community is treated less favourably because of irrelevant personal characteristics such as sex, race or disability; nor do such characteristics affect access to benefits and services our school provides.

- Dallas Primary School & Kindergarten recognises and promotes human rights, and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community.

- This school is enriched by and celebrates the diversity of our whole school community.

Aim

- To provide a welcoming, supportive and emotionally and physically secure learning and working environment for every member of the school community.

- To create an inclusive school culture that fosters acceptance and respect for diversity.

- To deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential.

- To ensure Dallas Primary School & Kindergarten adheres to the requirements of the Equal Opportunity Act and the Victorian Charter of Human Rights.

Implementation

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

- All employees will be informed of their rights and responsibilities in regard to EO.

- Under this policy, every member of the school community has the right to learn and work in a safe and inclusive environment free of discrimination, harassment, bullying, vilification and victimisation.

- Along with this right comes the responsibility to respect and promote human rights and responsibilities by behaving according to this policy.

- The school will actively work towards ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation.

- The school will embed the human rights principles as listed in the Human Rights checklist in its activities.

- This school supports the Charter of Human Rights and the Equal Opportunity Act 1995 (Vic), which says that it is against the law to discriminate against anyone, including students and school staff, because of their actual or assumed:

  - age
  - breastfeeding
  - carer status
  - disability/impairment
  - gender identity
  - industrial activity
- lawful sexual activity
- marital status
- parental status
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex

- No member of the school community will be treated less favourably because they possess any of these personal characteristics nor will such characteristics affect access to the benefits and services Dallas Primary School & Kindergarten provides.
- The school encourages all members of the school community to attempt to resolve school based complaints and concerns through the school.
- All complaints will be treated confidentially, fairly and consistently, and resolved as speedily as possible.
- If proven, the consequences of discriminatory behaviour may include counselling, the removal of privileges, a parental interview, suspension or expulsion. The school will arrange counselling and support, where appropriate or where requested, for any student who has experienced bullying or harassment. Counselling may also be provided for a person who has bullied or harassed another.
- The Principal is accountable for implementation of this policy.
- The Principal may appoint an EO and Anti-Harassment Co-ordinator to support implementation of this policy.
- Please refer also to the school’s Disability Discrimination policy.

**Evaluation**
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 30/04/07
When Reviewed / Modified: 28/04/10

References:
ESL – INTERPRETTING & TRANSLATING SERVICES

Rationale
- Schools with students and families from language backgrounds other than English need to ensure that information relating to school programs and student progress is made available to parents in their first language.
- To facilitate this, DEECD provides schools with access to qualified/accredited interpreters, in line with Victorian government policy to help Victorians from culturally and linguistically diverse communities deal with government departments and agencies. All schools have been provided with the guidelines and booking forms.
- DEECD has a contract with All Graduates Interpreting and Translating Services to provide these services using qualified and accredited interpreters and translators for the 2009, 2010 and 2011 school years. This service is available free to government schools within established guidelines.

Aims
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in relation to interpreting and translating services.

Implementation
- The school will ensure students and families from language backgrounds other than English are provided with information relating to school programs and student progress to parents in their first language when requested or required.
- Where possible, an online booking All Graduates (http://www.allgraduates.com.au) will be made. Bookings will be made as early as possible.
- If necessary, multilingual school notices to support communication between the school and families from language backgrounds other than English will be used. If appropriate, the school will access the 23 school notices commonly requested for translation in the required language / languages.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 27/04/07
When Reviewed / Modified: 28/04/10

Reference:
FINANCIAL AUDIT

Rationale
• All Victorian government schools undergo an independent financial audit at least once every three years. Contract auditors are appointed and paid for by the Corporate Planning, Strategy and Audit Division (CPSA), Office for Planning, Strategy & Coordination.
• All schools are required to follow DEECD policy and procedures to ensure that financial systems and controls are in place to enable contracted auditors to perform all required fieldwork and issue the audit opinion without qualification.
• There is some capacity for schools to be audited on an ad hoc basis. Schools audited under this category will be selected in consultation with the Financial Services Division and their respective Regional Office.

Aim
• To ensure Dallas Primary School & Kindergarten complies with its legislated audit requirements.

Implementation
• The Principal / Business Manager will facilitate the external financial audit by
  · Ensuring all documentation is generated during the end-of-year roll over process
  · Respond to any questionnaire or other fact finding process used by the auditors
  · Set aside a suitable working space for the auditors
  · Present the auditor’s report to School Council
  · Where possible, implement the recommendations for financial management and internal control arising from the external audit.

Evaluation
• This policy will be reviewed annually.

When First Approved: 28/04/10

References:
FINANCIAL INTERNAL CONTROL PROCEDURES

Rationale

• Internal control may be described as the processes and procedures that are introduced by schools to ensure the effectiveness and efficiency of their operations. Internal control systems and mechanisms reduce risk and highlight planning or operational weakness.
• An important part of the internal control framework of a school is financial management and its related operational elements, e.g. the internal controls applying to cash receipts, cash payments, custody and control of assets, salaries, wages and other benefits, cash and investments.
• The school audit program embodies internal control principles and practices and links the audit check of transactions with the assessed financial accountability risk confronting each individual school.
• Internal controls will vary between schools. Small schools, for example, often have difficulty in segregating duties across more than one person.
• The appropriate operation of school accounts, sound budgeting and monitoring processes and appropriate classification of receipts and payments greatly strengthen the financial internal control environment in schools.

Aim

• To ensure Dallas Primary School & Kindergarten complies with DEECD’s internal control requirements within the limits of school personnel.

Implementation

• This school will implement a range of internal controls that have been developed in accordance with Internal Control for Schools guidelines.
• As a minimum, the school will ensure
  • Organisation – clearly defined and documented responsibilities
  • Segregation of Duties – separation of responsibilities so that one person cannot generate orders, process, record and complete transactions.
  • Physical Controls – ensuring measures are taken to safeguard assets.
  • Delegated Authorisation Approval – the delegation of authority by School Council to authorise expenditure.
  • Personnel – ensuring administration staff have sufficient knowledge to follow the position description.
  • Supervision – provision of supervision of transactions and record keeping.
  • Management Control – controls beyond the day-to-day systems.
• All financial transactions will be correctly and appropriately entered onto CASES21.
• School Council will approve this policy.

Evaluation

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

When First Approved: 30/04/07
When Reviewed / Modified: 28/04/10

References:
FIRST AID

Rationale

- All injured persons must be provided with immediate and adequate treatment of injury and illness at DEECD workplaces.

Aim

- To ensure the provision of first aid at Dallas Primary School & Kindergarten is adequate for this workplace
- To ensure Dallas Primary School & Kindergarten complies with the legislative requirements of the *Occupational Health & Safety Act 2004* and the *Occupational Health & Safety Regulations 2007* in relation to the provision of first aid.

Implementation

- The Principal and / or the OHS Nominee assess and record the first aid requirements annually.
- The Principal and / or the OHS Nominee ensure first aid provisions reflect the first aid requirements of the workplace including First Aid Officer training being made available to First Aid Officers.
- The name and location of each First Aid Officer is displayed in the workplace. A First Aid Officer is available at the school during normal working hours.
- A process for regularly inspecting first aid provisions is established and implemented.
- The following forms or facsimiles thereof will be utilised. Refer to links below.
  - First Aid Kits Contents Checklist
  - First Aid Summary Sheet
  - First Aid & Infection Control
- It is expected that staff will attend training and updates on specific treatment options eg asthma and allergic reactions.

Evaluation

- This policy will be reviewed annually.

When First Approved: 27/03/10

When Reviewed / Modified:

References:

FREEDOM OF INFORMATION

Rationale

- The Freedom of Information Act (FOI) 1992 specifies that Government must endeavour to make the maximum amount of Government information available promptly and inexpensively to the public.
- The Freedom of Information and Privacy Unit deals with all requests made under the Act.
- The Unit manages any complaints made to the Ombudsman about administrative actions by DEECD. The Ombudsman is a statutory officer with the power to investigate and report to Parliament. The Unit coordinates the preparation of all responses to FOI requests and to the Ombudsman.
- The Unit also manages any Departmental matters concerning privacy.

Aim

- To ensure that Dallas Primary School & Kindergarten complies with its legislated responsibilities in regard to Freedom of Information.

Implementation

- The Principal will immediately refer any requests for information under the FOI Act to the DEECD Freedom of Information and Privacy Unit.
- The school will cooperate with the Unit in providing all documents as requested by the Unit.

Evaluation

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

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

References:
FRINGE BENEFITS TAX

Rationale
- It is the responsibility of employers to identify the Reportable Fringe Benefits (RFB) amounts which each employee has received and to report this annually.

Aim
- To ensure Dallas Primary School & Kindergarten complies with its legislated requirements in relation to Fringe Benefits Tax.

Implementation
- In April each year, the Business Manager will advise Financial Services Division of the value of fringe benefits provided to DEECD staff employed at the school during the preceding twelve months ending on 31 March.
- This will be done using the FBT Tracker that has been developed by the Tax Compliance Unit. Nil liability will also be reported in this manner.
- The Business Manager will complete details relating to benefits in FBT Tracker at least four days before the end of April (as FBT Tracker closes at the end of April).

Evaluation
- This policy will be reviewed annually.

When First Approved: 28/04/10
When Reviewed / Modified:

Reference:
GOODS & SERVICES TAX

Rationale
- The application of Goods & Services Tax (GST) is governed by Commonwealth legislation.

Aim
- To ensure Dallas Primary School & Kindergarten complies with the Australian Taxation Office requirements in regard to GST.

Implementation
- The compliance with GST requirements will be the responsibility of the Business Manager.
- The school will register for GST.
- Trading names, library, building or special school DGR funds will be included on the school’s ABN registration.
- The school will confirm that tax invoices meet ATO requirements, validating GST Input tax Credit claims.
- The school applies GST as required by the Australian Taxation Office.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 22/08/08
When Reviewed / Modified: 28/04/10

Reference:
HEALTHY SCHOOL FOOD SERVICES

Rationale

• The provision of an efficient and effective canteen at the school provides opportunities to model and reinforce healthy eating practices, provides a service for parents wishing to purchase lunches for their children, and presents an opportunity to raise funds for the school.

• Foods eaten at school contribute significantly to the students’ daily nutrient intake and also have a considerable influence on the development of their eating habits, growth patterns and energy levels.

• It is important that parents, teachers and students work together to support a whole-school approach to building a school culture in which students actively choose nutritious foods and a healthy lifestyle.

Aim

• To provide a healthy school food service at Dallas Primary School & Kindergarten consistent with the DEECD school canteens and other school food services policy.

• To ensure the healthy changes made by the school are supported by an approved school document.

• To communicate a consistent message to the whole school community and give direction and support to the school and canteen staff.

Implementation

• In relation to the running of the school canteen -
  · A Canteen Coordinator will be appointed.
  · The Coordinator will be responsible for all aspects of the canteen operation, will be competent in Food Safety and will be on duty at all times when the canteen is preparing and serving food.
  · The Canteen Coordinator will ensure that all health regulations and food preparation requirements are complied with, in particular the ‘Food Safety Program for School Canteens’ and ‘A Checklist for School Canteen Coordinators’ contained within the Guidelines for ‘Personal Hygiene and Food Safety in Schools’ document must be complied with. The Healthy Canteen Kit resources will also be referred to.
  · The Canteen Coordinator will ensure that all foods served at the canteen comply with the School Council’s approved healthy foods list. In particular, the canteen will not supply confectionery or high sugar content soft drinks.

• This policy applies to all food services within the school environment eg celebrations and sports days, vending machines and foods used in curriculum activities.

Evaluation

• This policy will be reviewed annually

When First Approved: 28/04/10

When Reviewed / Modified:

References:

ICT ACCEPTABLE USE POLICY

Rationale
- The purpose of the DEECD’s Information & Communications Technology (ICT) Security policy is to increase understanding of security requirements when using DEECD computer facilities and services and is fundamental to the integrity of computer security.
- Information and Computer networks are intrinsically vulnerable to a spectrum of unprecedented threats.
- Adherence to this policy increases levels of:
  - Confidentiality - protecting sensitive information from unauthorised disclosure or intelligible interception
  - Integrity - safeguarding the accuracy and completeness of information and computer software
  - Availability - ensuring that information and vital services are available to users when required.
- Non-compliance of the ICT Security policy may put the confidentiality, integrity and availability of DEECD ICT services and systems at risk.
- All DEECD personnel need to be aware of the Department’s ICT Security policy and their obligations. The complete ICT Security policy may be viewed online at http://www.eduweb.vic.gov.au/about/deptpolicies/ICTpolicy.htm

Aims
- To ensure that staff at Dallas Primary School & Kindergarten are aware of DEECD’s policy and guidelines in respect of acceptable use of DEECD equipment.

Implementation
- The school’s Student Engagement Policy will be updated to reflect the expectations for the safe and responsible use of digital technologies.
- The school will develop and Acceptable Use Agreement (AUA) to describe the school’s agreement around the safe and responsible use of digital technologies.
- Management will ensure that all users of the DEECD’s network or equipment are aware of their responsibilities according to the ICT Acceptable Use Policy.
- Education shall include best practices, procedures, responsibilities, related enforcement measures, and consequences of failure to comply.
- All persons will be held accountable for their access to and use of information and supporting information technology resources.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 01/09/08
When Reviewed / Modified: 28/04/10

Reference:
CODE OF PRACTICE

Student Agreement
I agree to use the computer equipment, including internet and email, at our school in a responsible manner for purposes stated by my teacher. If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher.

When working on the internet I will:
• Only work on the web for purposes specified by my teacher.
• Not give out information such as my surname, address, telephone number, or parents’ work address/telephone number.
• Never send a person my picture without first checking my teacher.
• Always have my teacher’s permission before sending email.
• Compose email messages using only language I understand is acceptable in my school.
• Not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that.
• I will not use material from other web sites unless I have permission for the person who created the material. If I am unsure I will check with my teacher.
• Not use the internet to frighten or annoy other people.
• Follow school guidelines and procedures when preparing materials for publication on the web.

I understand that breaches of the rules will see me lose my internet/email access rights for a period of time determined by my teacher and the Internet/Email Committee.

Student Name    __________________________________
Student Signature                   __________________________________
Date     __________________________________

Parent/Guardian Agreement:
I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material.

I do/do not consent to my child using the Internet at school for educational purposes in accordance with the Student Agreement above.

I do/do not consent to my child having their first name (last initial) published on the school's Internet site.

I do/do not consent to my child having their picture published on the school's Internet site.

I do/do not consent to my child corresponding with others, using email.

Parent/Guardian Signature  _____________________________________
Parent/Guardian Name  _____________________________________
Date     _____________________________________
ICT PURCHASING & PROCUREMENT

Rationale

• The DEECD has entered into contracts for the supply of a range of Information and Communication Technology (ICT) products and services that are available for schools.
• Products or services can be ordered directly from the preferred suppliers without the need to separately request quotations or tenders. This is because the Department has already called and fully evaluated public tenders and has obtained all necessary Government approvals for this form of purchasing.
• Use of the DEECD’s preferred suppliers is strongly recommended in view of a number of benefits, including:
  • Competitive pricing, including in most cases a three-year on-site warranty for hardware products
  • Ability to purchase without having to call tenders or obtain additional quotes
  • Provision of a supplier help desk for users
  • Equipment technically evaluated by independent, professional companies
  • Financial viability of suppliers assessed by independent, professional companies
  • Protection provided by the DEECD’s contracts on warranty, pricing and problem resolution issues.

Aims

• To take best advantage of ICT purchasing and procurement at Dallas Primary School & Kindergarten.

Implementation

• An eLearning (ICT) Coordinator will be appointed to provide whole school direction and expertise in the use of the information and communication technologies.
• An eLearning Plan will be developed and implemented.
• School Council will endeavour to allocate sufficient funds to ensure the purchase or lease of high quality computers, cabling and peripherals as required and will ratify all such purchases / lease arrangements.
• Purchases and maintenance of ICT equipment will use DEECD’s preferred contractors.

Evaluation

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

When First Approved: 13/08/09
When Reviewed / Modified: 28/04/10

Reference:
ICT SECURITY

Rationale

- The purpose of the DEECD’s Information & Communications Technology (ICT) Security policy is to increase understanding of security requirements when using DEECD computer facilities and services and is fundamental to the integrity of computer security.
- Information and Computer networks are intrinsically vulnerable to a spectrum of unprecedented threats.
- Non-compliance of the ICT Security policy may put the confidentiality, integrity and availability of DEECD ICT services and systems at risk.
- All DEECD personnel need to be aware of the Department’s ICT Security policy and their obligations. The complete ICT Security policy may be viewed online at http://www.eduweb.vic.gov.au/about/deptpolicies/ICTpolicy.htm

Aims

- To ensure that staff at Dallas Primary School & Kindergarten understand and comply with DEECD’s policy and guidelines in respect of acceptable use of DEECD equipment.

Implementation

- The school will
  - Ensure that this policy and supporting best practices and procedures are developed and maintained to address all aspects of information security.
  - Communicate this policy to all personnel and ensure that all are appropriately aware. Education shall include best practices, procedures, responsibilities, related enforcement measures, and consequences of failure to comply.
  - Hold all persons accountable for their access to and use of information and supporting Information Technology resources.
  - Establish and verify the qualifications related to integrity, need to know, and technical competence of all parties provided access to information assets or supporting Information Technology resources.
  - Ensure that security is addressed at all stages of the systems life cycle.
  - Ensure that information security measures are appropriate to the value of the assets and the threats to which they are exposed.
  - Plan for and operate ICT in such a way as to preserve the continuity of the DEECD’s operations.
  - Respect the rights and dignity of individuals when setting policy and when selecting, implementing, and enforcing security measures.

Evaluation

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

  When First Approved: 13/08/09

  When Reviewed / Modified: 28/04/10

Reference:

INFORMATION & HEALTH PRIVACY

Rationale

• The protection of confidential information relating to others is a serious moral, professional, ethical and legal responsibility that our school recognises and upholds. The collection and use of confidential information is governed by the Information Privacy Act 2000, the Health Records Act 2001 and the Freedom of Information Act 1982.

• DEECD has adopted the Privacy Principles in the Victorian privacy laws as a minimum standard to supplement the requirements of the ACTS and consequently this applies to Dallas Primary School & Kindergarten.

Aims

• To ensure that confidential information at Dallas Primary School & Kindergarten is managed in a manner consistent with community expectations, professional standards and legal obligations.

Implementation

• The school will collect only information which is required for a specified primary purpose and ensure the person supplying the information knows why the information is collected and how it will be handled.

• Information will be used and disclosed only for the primary or a directly related purpose or for another purpose with the person’s consent (unless required, permitted or authorised by law).

• Privacy statements will be included on forms and web pages that collect information.

• Transfer of information from one Victorian government school to another government school is permitted provided that the information is:
  - directly related to providing an education for the student,
  - required to provide a safe environment, and
  - what a parent would reasonably expect to be disclosed by the former government school to the new school.

• Apart from the transfer note, the exchange of information between government schools and non-government schools requires the specific consent of the parent.

• A school can transfer a student’s information outside Victoria with the consent of the parent.

• All staff will be reminded regularly about workplace confidentiality and professional expectations, as well as privacy obligations.

• Information will be stored securely, protecting it from unauthorised access for the period authorised by the Public Records Act.

• People will be provided with access to their own personal information and allow people to seek corrections if necessary. This will usually be handled under the Freedom of Information Act 1982. For DEECD services not covered by this Act, access will be available as prescribed by the Victorian privacy laws.

• While staff members may have confidential discussions with others, particularly students, all staff members are compelled by law to report issues covered by Mandatory Reporting legislation.

• The Principal will thoroughly investigate any alleged breaches of confidentiality or privacy.

• This privacy policy will be endorsed by School Council.
**Evaluation**
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

References:
INTERNATIONAL STUDENT PROGRAM

Rationale

- The ISP operates within a complex system of Commonwealth and State legislation, as well as Department of Education and Early Childhood Development (DEECD) education policy guidelines. This is designed to ensure that international students receive high quality education within a safe learning environment.
- DEECD is the registered provider of all education delivered to international students through Victoria’s government primary, secondary, and English language schools. DEECD administers the ISP activities through the IED.
- While individual government schools deliver programs to international students, they do so under accreditation from DEECD and through their Principal’s Declaration. Consequently, the IED is responsible for ensuring that schools comply with all the requirements of the ESOS National Code 2007 and ESOS legislation.
- In signing a Principal’s Declaration, Principals acknowledge that they are fully aware of the ESOS Act 2000 (as amended in 2007) and prepared to implement the stipulated requirements.
- International students cannot enter a Victorian Government School by any other avenue than through the IED.

Aims

- To ensure that Dallas Primary School & Kindergarten complies with ESOS legislative requirements and meets the International Student Program quality standards.

Implementation

- The school will liaise with the International Student Resource Unit (ISRU) which has responsibility for managing the recruitment, enrolment and placement of international, full fee paying students into Victorian Government Schools.
- Under the Principal’s Declaration and as part of the school’s accreditation, the school will appoint a suitably qualified person as International Student Coordinator (ISC) to be responsible for day-to-day coordination of the ISP within the school and to deal with all matters affecting the welfare of students while the student is studying at the school.
- All international students who wish to study in Australia for more than 12 weeks must first obtain a student visa. Student visas are issued by DIAC in its role as the responsible authority for the entry, stay and settlement of non-citizens.
- Parents must read, sign and agree to the conditions of the ISP as outlined in the application form. Parents must ensure that:
  o Their child has a valid passport and visa.
  o All living expenses and return airfares are met.
  o Application and tuition fees are paid.
  o They notify DEECD immediately upon cancellation or change to their child’s visa status.
  o Their child resides at the nominated residence. If this changes the school must be notified in writing within seven days. Failure to do so will result in the cancellation of the student’s visa.
  o That at least one parent is living with the student for the duration of the enrolment
• The student has health insurance through the Overseas Student Health Cover scheme for every year that they study in Australia.

Evaluation
• This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
INTERNATIONAL STUDENT STUDY TOURS

Rationale

• The Department’s International Cooperation and Study Tours Unit (ICSTU), within the International Education Division, is responsible for coordinating short term student study tours in primary and secondary government schools, other than through reciprocal sister school arrangements.

• The ICSTU arranges short-term student study tour programs for groups of overseas students wishing to combine a school experience with a cultural tour. The overseas students on a study tour improve their English as well as integrating with local students for a cultural experience. Overseas students are placed in host family accommodation provided by families from the host school or school community.

• The ICSTU offers a range of study tour programs. These programs range in duration from one day to 10 weeks and include some or all of the following components: host family accommodation, ESL and school tuition, visiting tourist attractions or one day visits. Details of these programs are advertised on the International Education Division website at http://www.study.vic.gov.au/StudyTours/default.htm.

• The pricing structure provides financial reimbursement for the schools and host families for the provision of their services.

Aims

• To ensure that Dallas Primary School & Kindergarten complies with legislation in regard to International Student Study Tours.

Implementation

• If the school hosts to International Student Study Tours, the tour will be in accordance with the Ministerial Order relating to fees to be paid for Overseas Students and Section 4.11.4 of the Schools Reference Guide.

• The tour will be in accordance with the Ministerial Order relating to fees to be paid for Overseas Students and Section 4.11.4 of the Schools Reference Guide.

• The tour will include reporting of the tour in the Annual Report.

Evaluation

• This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
http://www.study.vic.gov.au
INTERNET SERVICE PROVISION

Rationale
- Internet services are supplied to schools by Netspace through the eduSTAR.ISP program.
- Schools are currently being transitioned to the new service.

Aims
- To ensure that when appropriate, Dallas Primary School & Kindergarten complies with DEECD policy.

Implementation
- This school obtains its Internet Services from Netspace through the eduSTAR.ISP program.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 13/08/09
When Reviewed / Modified: 28/04/10

References:
MANDATORY REPORTING

Rationale:
- All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.
- All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse, and neglect.
- Mandatory reporting may relate to sexual harassment which is unlawful behaviour under the Commonwealth Sex discrimination Act (1984) and the Victorian Equal Opportunity Act (1995).
- Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action.
- The major emphasis is on prevention, with the goal of providing population based strategies as well targeted programs to provide young people with the skills and strategies to enhance their resilience.

Aims:
- To ensure Dallas Primary School & Kindergarten complies with the Mandatory Reporting requirements of the Children, Youth and Families Act 2005 and other legislation including
  - being aware of their legal responsibilities and DEECD’s policy and procedures
  - ensuring staff are trained in recognising potential child abuse or neglect and responding appropriately.
  - ensuring critical incidents are immediately reported to the Emergency and Security Management Unit.

Implementation:
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Teaching and support staff will be reminded of mandatory responsibilities annually.
- All concerns must be reported immediately to the Principal, or in his / her absence, the Assistant Principal. Proof is not required.
- Reasonable grounds for reporting child abuse are when
  - A child informs a teacher that he / she has been abused
  - Someone else informs a teacher that a child has been abused
  - A child informs a teacher that he /she knows someone who has been abused
  - A teacher’s own observations lead to suspicions that a child has suffered abuse.
- The teacher and / or the Principal / Assistant Principal will contact the Department of Human Services and the Emergency and Security Management Unit on (03) 9589 6266 (24 hours) as soon as possible to make an official notification. (The Emergency and Security Management Unit will notify the Student Critical Incident Advisory Unit of any incidents of a sexual nature as soon as it is reported by the school. The Student Critical Incident Advisory Unit is available 24-hours a day, and immediately liaises with the School, and where required, the regional office, the Victoria Police Sexual Offences and Child Abuse (SOCA) Unit or the Department of Human Services, Child Protection or the Conduct and Ethics Branch.)
• The school will not interview the child; the role is only to gather sufficient facts to make the report.

• Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of the Principal or his / her nominee.

• It is important that, after a critical incident occurs or is disclosed, the school develops strategies to support all students who may have been involved in or impacted on by the incident. Management Support Plans and Supportive Behaviour Management Plans are the most effective strategy to ensure appropriate support occurs. This plan should be developed in consultation with relevant school staff and parents/carers. It is also important to involve in the planning process any external organisations that are providing support to students.

• All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.

• All incidents will be monitored, and any subsequent signs or indications of abuse are also to be reported.

• While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.

• Students who disclose to staff a desire to harm themselves or others, must be reported by staff to the Principal or Student Welfare Coordinator.

• In some cases, students will disclose abuse or neglect including allegations of sexual assault that may have occurred sometime in the past. In some cases, the incident disclosed may have occurred a number of years ago and may have occurred off-site or within a family or community context. These disclosures should still be responded to immediately. The time elapsed between the incident occurring and its disclosure is not relevant. Appropriate actions and support processes must still be undertaken.

• All allegations that a teacher or school employee has committed a sexual assault must be reported directly to the Victoria Police Sexual Offences and Child Abuse (SOCA) Unit and the Department of Education and Early Childhood Development’s Conduct and Ethics Branch, which provides advice about misconduct issues on (03) 9637 2594 or 9637 2595. The Emergency and Security Management Unit should also be notified.

• The Principal will maintain ongoing contact with the Regional Office. The Principal may be in contact with the Regional Director or Assistant Regional Director, Regional Network Leaders, regional student wellbeing staff or Regional Emergency Management Coordinator.

Evaluation:
• This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
MULTICULTURAL EDUCATION

Rationale

- Dallas Primary School & Kindergarten is a multicultural school located within a multicultural community.
- The school is committed to creating an atmosphere in which all members of the school community will be able to develop their capacities to the greatest possible extent.
- In order to truly reflect the needs and aspirations of our students and their families, we need to ensure that their multiculturally rich backgrounds are recognised, catered for, celebrated and valued.
- The principles of multiculturalism underpin all policies of the school.

Aims

- To develop a school ethos that reflects, responds to and values multiculturalism.
- To promote harmony and unity within a culturally diverse school community.
- To promote equal access of opportunity within the context of social justice for both males and females.
- To develop and implement a culturally inclusive curriculum.
- To ensure Dallas Primary School & Kindergarten complies with legislation and DEECD policy in regard to multicultural education.

Implementation

- We will ensure that learning experiences recognise, value and build on students' backgrounds and experiences.
- Our school Student Engagement policy, Student Welfare & Discipline policy, Dress Code, and our School Strategic Plan will all acknowledge and cater for our cultural diversity.
- All staff will model culturally inclusive behaviour, and report to the Principal any behaviour that appears racist, discriminatory, prejudiced or culturally biased.
- Essential notices, newsletters, student reports, permission forms etc will be provided in languages consistent with the needs of community members. Interpreters will be arranged where required.

Evaluation:

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

Last When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

Reference:
Rationale
• NAPLAN tests assess student knowledge and skill in numeracy, reading, writing, spelling, punctuation and grammar. The results of the tests provide information for students, parents, teachers and principals about student achievement which can be used to inform teaching and learning programs.

Aim
• To ensure outcomes of NAPLAN testing are reported to the parents of Dallas Primary School & Kindergarten.

Implementation
• Each child who participated in the tests will receive an individual parent report that shows performance in literacy and numeracy. The report also compares an individual to:
  - other Australian students
  - the average score on the NAPLAN tests and
  - the range of achievement for the middle 60% of students in Australia.
• Class teachers will make arrangements for all parents of students who undertook NAPLAN testing to receive the report.
• Class teachers will discuss outcomes on a one-to-one basis with parents.
• Parents may seek an appointment with the Principal or Team Leader to discuss the report if required.

Evaluation
• This policy will be reviewed annually.

When First Approved: 28/04/10
When Reviewed / Modified:

References:
NAPLAN TESTING - Primary

Rationale
- The school conducts annual NAPLAN testing for students in Years 3 & 5 in accordance with the Principals Guide - Administration.

Aim
- To ensure that all students in Years 3 & 5 at Dallas Primary School & Kindergarten undertake NAPLAN testing unless exempt.

Implementation
- NAPLAN testing takes place on the published dates.
- Tests are kept secure until the testing date.
- After the test, test sheets are gathered by class teachers and secured.
- Supervision is provided for exempt students.

Evaluation
- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
NOTEBOOKS PROGRAM

Rationale

- The Notebooks for Teachers and Principals Program (NTPP) supports and encourages principals, teachers and para-professionals (instructors) to integrate learning technologies into school classrooms and administrative practices.
- In return for receiving a Notebook, recipients are expected to demonstrate a commitment to ongoing professional development in the use of Learning Technologies.
- All notebooks must be returned to the lessor at the end of the lease cycle. At this time the school can nominate recipients to receive a replacement notebook.
- Whilst the Principal is ultimately responsible, she / he will nominate a School Notebook Representative (SNR) who is willing and able to liaise between staff and DEECT’s Notebook Team.

Aim

- To ensure that the Dallas Primary School & Kindergarten notebook program is managed in accordance with DEECT policy.

Implementation

- The school will nominate a SNR who is responsible to
  - Relocate mid-lease notebooks that have been returned.
  - If relocation is not possible, return the notebook to the Notebook Team.
  - Advise the Notebook Team of the failure of a staff member to return a notebook. Significant penalties are incurred by staff if not returned before the due date.
  - Place eligible staff on the waiting list.
  - Act as the point of contact between staff and the Notebook Team.
  - Act as a point of contact for couriers collecting and delivering notebooks.
  - Collect replacement preferences from staff who will be receiving notebooks.
  - Ensure the change over process runs smoothly with staff receiving the correct model.
  - Ensure ineligible staff and / or those who have not returned notebooks do not receive a replacement model.

- Teachers, Principals and para-professionals who join the Notebooks Program must complete an online acceptance of Notebook Program terms & Conditions and License Agreements.
- Recipients will check their Edumail accounts regularly, use the notebook as a work tool and care for and maintain it in good working order.

Evaluation

- This policy will be reviewed as part of the school’s review cycle or if guidelines change.
OCCUPATIONAL HEALTH & SAFETY
– Induction & Training

Rationale
- A person who has acquired through training, qualification or experience or a combination of both knowledge and skills to carry out a task is considered a competent person.
- Refer also to Contractor Management and other OHS policies.

Aim
- To ensure Dallas Primary School & Kindergarten complies with legislation in regard to OHS induction and training.

Implementation
- The Principal is responsible for
  - ensuring all employees, volunteers and contractors are appropriately inducted when commencing employment and are properly trained according to their duties.
  - reviewing the OHS Induction Checklist and modifying as required to ensure relevance to the school.
  - recording inductions on the checklist at the commencement of employment.
  - identifying the OHS training and competency requirements of the workplace.
  - identifying OHS competency requirements of each individual and identifying and documenting any gap in competencies requiring training.
  - providing training as required.
  - maintaining all appropriate records.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 28/04/10
When Reviewed / Modified:

References:
OCCUPATIONAL HEALTH & SAFETY
– Policy & Planning

Rationale
• DEECD is committed to providing employees, students, contractors and visitors with a healthy and safe environment.
• DEECD will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses at all DEECD workplaces.
• Schools are required to plan for OHS activities to ensure a planned and systematic approach to OHS is adopted.
• Refer also to other OHS policies.

Aim
• To ensure Dallas Primary School & Kindergarten complies with legislation in regard to OHS policy and planning.

Implementation
• The school will ensure DEECD OHS is communicated to all employees.
• The Generic DEECD OHS Activities Calendar will be reviewed and responsibility for activities allocated. Please see link below.
• The Generic DEECD OHS Activities Calendar will be reviewed periodically and at the beginning of each calendar year to ensure its implementation and ongoing relevance.
• OHS will be an agenda item at management meetings, with records maintained of items discussed.
• Employee performance reviews will address and document OHS.
• All employees, visitors, volunteers and contractors are required to:
  ⋅ report hazards and incidents;
  ⋅ participate in training;
  ⋅ consult and cooperate with DEECD on safety related matters; and
  ⋅ follow safety instructions and observe the wearing of personal protective equipment as required
• All appropriate records will be maintained.

Evaluation
• This policy will be reviewed annually.

When First Approved: 27/03/10

When Reviewed / Modified:

References:
OCCUPATIONAL HEALTH & SAFETY
– Purchasing

Rationale
- DEECD is committed to providing employees, students, contractors and visitors with a healthy and safe environment and will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses at all DEECD workplaces.
- Schools must ensure that prior to any purchase hazards must be identified and assessed. Where a hazard has a been identified as a result of a proposed purchase, any new or additional risks must be controlled when the item is delivered and / or stored in the workplace.

Aim
- To ensure Dallas Primary School & Kindergarten complies with legislation in regard to possible hazards linked to purchases.

Implementation
- The Principal and / or Management OHS Nominee/s will identify potential purchases that may introduce risk or have OHS implications for workplace.
- An approved list of suppliers known to comply with DEECD OHS requirements will be developed and recorded.
- Notwithstanding, a risk assessment for goods and items to identify potential hazards will conducted prior to purchase.
- The school will confirm that purchased goods have appropriate documentation and are appropriate for use once received.
- Staff will be trained prior to use in the workplace.
- DEECD employees requesting goods are responsible for:
  - Only ordering goods with OHS implications from suppliers on the Approved Suppliers List (refer to link below);
  - Completing the Receipt of Purchased Goods Checklist for all goods (that have an OHS implication);
  - Reporting any hazards or non-conformances associated with goods. Where possible this should occur prior to use or operation; and
  - Using goods only as instructed and/or specified.

Evaluation
- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
OCCUPATIONAL HEALTH & SAFETY
– Risk Management

Rationale
- DEECD is committed to providing employees, students, contractors and visitors with a healthy and safe environment and will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses at all DEECD workplaces.
- DEECD uses a risk management approach to manage hazards in the workplace. Risk management principles allow for the identification, assessment, control and monitoring of OHS risks. The approach requires the prioritisation of risks so adequate resources can be allocated to identify and implement required risk controls.
- A risk is a description of the likelihood and consequence of a hazard causing injury or illness.
- Schools and workplaces must understand their own particular OHS risk profile to identify and implement appropriate procedures to control hazards and risks.
- The DEECD OHS Risk Register is the starting point for the identification of risks in the school or workplace. The OHS Risk Register lists the typical hazards which might be found in an education environment. Schools and workplaces are required to adapt the OHS Risk Register by adding and deleting hazards and assessing risks that are specific to their workplace. The OHS Risk Register details a number of risk control activities that should be implemented as a minimum requirement. These are detailed under “Implemented Controls”. Additional controls should be added as required and the residual risk assessed.

Aim
- To ensure Dallas Primary School & Kindergarten complies with legislation in regard to the identification and management of OHS hazards in the workplace.

Implementation
- The Principal and / or Management OHS Nominee/s will
  - identify health and safety hazards in the workplace that persons may be exposed to.
  - assess the hazards to determine the likelihood and consequence of injury and harm to a person resulting from such hazards.
  - control the hazard by considering means by which the risk can be reduced and implement mechanisms to eliminate or control that risk
  - regularly review controls to make sure they remain effective.
- The school will review the OHS Risk Register and ensure it reflects all OHS in the workplace.
- The school will ensure risks with an inherent risk level of high or extreme (e.g., plant and equipment, chemical use, working at height, etc.) have been identified, Safe Work Procedures have been implemented, staff are competent in these and permit/s to work have been obtained.
- The school will maintain the following registers as required by legislation
  - Hazardous Substances & Dangerous Goods Register (if hazardous substances and dangerous goods are present in the workplace)
  - Hazardous Building Materials Register (if materials such as asbestos are present in the workplace)
  - Electrical Equipment Register
- Responsibility for completing the workplace inspections will be allocated to a relevant and competent person / s in the workplace and ensure that inspections are conducted at least once per term.
- Refer also to other OHS policies.
Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:

PARENT PAYMENTS

Rationale

- The *Education and Training Reform Act 2006* ensures the provision of free instruction in the standard curriculum program, and empowers School Councils to charge for goods and services used in the course of instruction as well as to raise funds.
- School Councils are responsible for developing and approving a school-level policy which covers essential education items, optional extras and voluntary financial contributions.
- School Councils can request payments from parents for student materials and services charges and for voluntary financial contributions. These payments fall into three categories:
  - **essential education items** which parents and guardians are required to provide or pay the school to provide for their child (e.g. for stationery, text books and school uniforms where required);
  - **optional extras** which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (e.g. for school magazines or extracurricular programs or activities); and
  - **voluntary financial contributions** which parents and guardians may be invited to donate to the school (e.g. for grounds beautification, additional computers).
- Principals and School Councils have the responsibility of making sure that no student is disadvantaged if parents are unable to make payments.
- Refer also to EMA Policy.

Aims

- To ensure Dallas Primary School & Kindergarten complies with the requirements of the *Education & Training Reform Act 2006*.
- To ensure compliance with DEECD’s Parent Payments in Victorian Government Schools Policy.

Implementation

- This school provides free instruction in the standard curriculum program is provided to all students (as per the free instruction fact sheet).
- A school-level parent payment policy (compliant with DEECD’s parent payment policy) is developed and approved by School Council and provided to all parents at least six weeks prior to the end of the previous year.
- Parent payment requests are fully itemised with payment categories clearly identified for each item.
- Costs are kept to a minimum with no student disadvantaged if parents cannot pay.

Evaluation

- This policy is to be reviewed annually.

When Approved: 28/04/10

When Reviewed / Modified:

Reference:
PE & SE ALLOCATION - Primary

Rationale
- DEECD places a high priority on the teaching of physical education and sport.
- Schools have a responsibility for providing quality physical education programs. They should also ensure that sport is a positive experience for students and that it provides them with opportunities to learn skills and attitudes (such as concentration, teamwork, leadership, striving for excellence, performing under pressure and respect for others) that are transferable to their daily lives.

Aims
- To ensure that Physical Education and Sport Education at Dallas Primary School & Kindergarten is timetabled in accordance with DEECD policy.

Implementation
- Twenty - thirty minutes of daily physical activity will be timetabled for students in Prep – Year 3.
- Three hours per week of physical and sport education with at least 50% being the physical education component for students in Years 4 - 6.

Evaluation
- To be reviewed as part of the school’s review schedule or if guidelines change.

When Approved: 28/04/10
When Reviewed / Modified:

References:
PLAYGROUNDS

Rationale

- Playgrounds are essential pieces of school equipment, providing children with opportunities to develop physical and creative play skills, as well as providing unique experiences for children to develop relationships, friendships and personal awareness.
- A well maintained, functional and aesthetic school site has a positive influence on student values, behaviour and performance. School grounds should provide a safe, manageable, pleasant and ecologically responsible outdoor environment.
- Due to Australia’s high skin cancer rates, sun protection is an important health and safety issue for staff and students alike.
- Only approved playground equipment can be erected in school grounds. In general this includes sandpits, slides, horizontal and vertical ladders, gymnastic combinations, climbing nets and frames, and fixed climbing ropes. Seesaws, swings, maypoles, merry-go-rounds, roundabouts, and flying foxes are not approved.
- Additional information on playground design and construction can be found at the Playgrounds and Recreation Association of Victoria.

Aims

- To provide safe, exciting, challenging and adventurous playgrounds which comply with the Australian Standard AS/NZS 4486.1:1997 - Playgrounds and Playground Equipment. Part 1: Development, Installation, Inspection, Maintenance and Operation.
- To minimise the risk of harm and injury to children.
- To ensure Dallas Primary School & Kindergarten complies with legislation and DEECD policy in regard to school playground development.

Implementation

- This school follows the Guidelines for School Playgrounds: Playground Safety Management.
- The development and maintenance of playgrounds is the responsibility of School Council. Council will identify an appropriately skilled person to ensure that all inspections, maintenance and improvements are carried out in accordance with the Guidelines.
- When new equipment is being installed, fully documented site plans of the proposed playground development will be submitted to the Playgrounds Association of Victoria for comment.
- All our new play equipment will be designed, manufactured, installed and tested by professional playgrounds equipment manufacturers, and will comply with the Australian Standards as above.
- Similarly, soft landing areas that comply with the relevant Standards will be installed and maintained under and around all play equipment.
- The School Maintenance Plan will include regular visual, maintenance and annual inspections as per the guidelines including full documentation and storage of all reports in a Register of Playground Equipment.
- Identified maintenance issues will be prioritised for attention and dated on the relevant inspection report when completed.
- The Principal will ensure that any unsafe equipment is prevented from being used until it is repaired, replaced or removed.
- Students using play equipment during school hours will be supervised at all times.
- The school will report any incident via CASES21. Any serious injuries will be reported immediately to School Emergency Management.
Following an incident or injury, the circumstances will be reviewed to establish whether or not action to improve the safety of the equipment can be taken.

**Evaluation**
- This policy will be reviewed annually.

When First Approved: 28/04/10
When Reviewed / Modified:

Reference:
RECORDS MANAGEMENT

Rationale

- Schools are responsible for the creation, management and disposal of electronic and hardcopy records relating to all aspects of school administration. These records include school student files, student reports, school based personal staff files, financial records, building and facilities records, School Council files, staff selection documents, correspondence, and DEECD circulars and memoranda.
- Most records made or received by schools are temporary records that can be destroyed after a set period of time. Sentences for the destruction of temporary records can vary from destroy immediately to keep for 100 years.
- Schools that properly manage their records aid in the provision of a better and more efficient workplace. By correctly managing its records a school:
  - meets its legislative responsibilities
  - aids its administrative processes
  - ensures that records are stored when needed and destroyed when permissible
  - meets its administrative responsibilities to staff and students.
- Schools that do manage their records are able to store and retrieve valuable information when needed.

Aims

- To ensure that Dallas Primary School & Kindergarten manages school records in accordance with the legislative guidelines.

Implementation

- The school will have a records management system in place.
- The system may be purchased, developed through a consultant or school created.
- At a minimum, the school will keep up to date with the destruction of temporary records.
- The school will destroy records only in accordance with standards issued under the Public Records Act 1973.

Evaluation

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

When First Approved: 13/08/09

When Reviewed / Modified: 28/04/10

References:
REPORTING TO PARENTS

Rationale
- Accurate and comprehensive assessment of school and student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims
- To provide oral and written feedback about students’ progress to students, parents and teachers.
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in regard to reporting to parents.

Implementation
- Two written reports will be provided each year.
- Written reports to be in the format mandated by DEECD.
- The school will conduct at least one face-to-face interview with parents / guardians each year.

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 27/04/07
When Reviewed / Modified: 28/04/10

References:
ROUTINE & OPERATIONAL SUPPORT

Rationale

- Funding provided to schools via their SRP for routine and operational ICT support must be used to purchase any form of additional technical support required by the school. This may include, but is not limited to, maintaining computers, printers and software, delivering professional development sessions, or designing and building local computer networks.
- Schools may choose to hire any combination of local technicians, IT trainees, direct negotiation with companies to purchase additional specialist technician time.
- While schools retain responsibility for their overall technical support, the DEECD assists schools to support their IT environment through the Technical Support to Schools Program (TSSP), formerly known as the Technicians in Schools initiative (TSI).
- The Technical Support to Schools Program provides assistance for:
  - Routine and operational support, which includes local technical requirements such as maintaining desktop computers, printers and software and managing user accounts. This may complement the technical support presently in place in schools.
  - Specialist technical support involves skilled technicians servicing school networks specialist needs for services. Specialist technicians may also assist schools with other ICT requirements such as planning and implementation advice, staff professional development, purchasing advice and other duties requested by the school. Specialist technical support allocations are calculated on a base allocation per school, plus an amount based on student enrolments.
  - Network Administering Schools remunerate contractors and are chosen by Network Committees. The Network Administering Schools document lists the schools that provide this service for each network.

Aims

- To ensure Dallas Primary School & Kindergarten is aware of and complies with its obligations to use funding for technical support in accordance with DEECD policy and guidelines.

Implementation

- The school will use the SRP funds provided by DEECD for routine and operational support in regard to computers and components used by students, teachers and administration staff.
- Where deemed necessary, the school will seek specialist support for services and to provide advice as appropriate.
- As part of its participation in a local network committee, the school will ensure contractors are chosen by the committee and are remunerated accordingly.
- The school will account for expenditure to School Council.

Evaluation

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

When First Approved: 13/08/09

When Reviewed / Modified: 28/04/10

References:

SAFETY FOR EDUCATION OUTDOORS

Rationale
- The Safety Guidelines for Education Outdoors are in place to support the planning and approval of: overnight excursions; camps; interstate and overseas visits; excursions requiring sea or air travel; excursions involving weekends or vacations; and adventure activities.
- These excursions all require the approval of the School Council.

Aims
- To ensure that all school excursions or adventure activities requiring School Council approval, comply with the Safety Guidelines for Education Outdoors.

Implementation
- For an excursion requiring School Council approval, the approval proforma will be completed and submitted to the School Council before the excursion may proceed.
- The teacher-in-charge of an excursion requiring School Council approval will complete the Approval proforma (Word - 179Kb).
- The proforma detailing the minimum requirements for approval will be submitted to the Principal.
- Three weeks prior to the excursion, the teacher in charge also will submit a Notification of School Activity form (edumail password required).

Evaluation
- This policy will be reviewed as part of the school’s review cycle or if guidelines change.

When First Approved: 10/08/09
When Reviewed / Modified: 28/04/10

References:
SCHOOL ANNUAL BUDGET

Rationale
- A key responsibility of School Council is to ensure that all moneys coming into the hands of the Council are used for proper purposes.
- Developing a budget helps the school ensure that its goals are clearly identified and that resources are channelled into activities to enable these goals to be met.
- Proper management means effective budgeting and long-term planning. Key issues that might impact on budgeting and planning include the accuracy of payment schedules, ensuring significant expenditure items are accurately costed, consistent with the Department policy, and that the potential for variance and exceptions is built into the budget.
- Each year the School Council should ensure that an annual master budget statement is prepared and that a statement of receipts and expenditure for the calendar year is audited. It is good practice to have a three-year forward plan budget.

Aims
- To ensure that funds are used as effectively as possible.
- To ensure transparency in the manner in funds are allocated.
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in regard to the development and revision of the School Annual Budget.
- Please refer also to Budget Monitoring policy.

Implementation
- The school will ensure an Annual Budget is developed and approved by School Council (including any revisions made).
- Some funds are required to be spent in certain ways or on specific projects. The remaining funds may be spent at the School Council’s discretion. Budgets will not be based on historical allocations, but will instead be targeted toward areas of greatest need.
- The school’s priority programs will attract a high priority when budgets are being decided.
- In the likely event that budget submissions are greater than the funds available, some submissions will need to be reduced, unfunded or require special funding.

Evaluation
- This policy will be reviewed annually.

When First Approved: 28/04/10
Rationale
- All government schools in Victoria are governed by a School Council which is a legal entity in its own right and a body corporate constituted under Part 2.3 of the Education & Training Reform Act 2006.
- The constituting Order which is an Order of the Minister for Education specifies the School Council membership size and configuration of the particular school council, the objectives, its powers and functions, accountability and the role of the executive officer. Councils are between six and fifteen members in size.

Aims
- To ensure Dallas Primary School & Kindergarten Council is constituted and operates under the requirements of the Education & Training Reform Act 2006, the Education and Training Reform Regulations 2007 and Ministerial Orders.

Implementation
- The composition of the School Council is consistent with the constituting order.
- The School Council undertakes its functions in accordance with the Education & Training Reform Act 2006.
- Ministerial approval is sought if changes to the size, configuration, name or powers are required.
- The School Council is liable for its debts, actions and decisions unless the Minister or Secretary has agreed to accept liability on its behalf.
- It is understood that the crown will indemnify members of the School Council against liability for anything necessarily or reasonably done in good faith.
- Among the functions and powers of the School Council under the Education & Training Reform Act 2006 are
  - Establish the direction and broad vision of the school
  - Arrange for the supply of goods, services, facilities, materials, equipment and other things required for the conduct of the school
  - Exercise general oversight of school buildings and grounds and carry out improvement works
  - Allow use of the buildings and grounds by community groups
  - Provide for cleaning and sanitary services
  - Employ teachers, teacher aides or other staff
  - Ensure all money coming into the hands of the Council is expended for proper purposes
  - Enter into contracts, agreements or arrangements
  - Act as trustee
  - Provide meals and refreshments for staff and students
  - Take into account the views of the school community in regard to decision making
  - Stimulate interest in the school in the wider community
  - Raise funds for school related purposes
  - Determine a dress code
- Operate a child care program
- Accepts gifts
- Form sub-committees
- Sell property

**Evaluation**
- This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 22/08/09
When Reviewed / Modified: 28/04/10

References:
SCHOOL COUNCIL – Contractual Obligations

Rationale
- The School Council is a legally constituted body with obligations under the Education and Training Act 2006.

Aims
- To ensure Dallas Primary School & Kindergarten complies with the requirements in the Education and Training Act 2006 in regard to contractual obligations of School Council.

Implementation
- Dallas Primary School & Kindergarten Council will manage partnerships, contractual and licence agreements appropriately.

Evaluation
- This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 22/08/09

When Reviewed / Modified: 28/04/10

References:
Rationale

• Operations of School Council are governed by legislation. It is the responsibility of the Principal to ensure the Council complies with the legislative requirements.

Aims

• To ensure Dallas Primary School & Kindergarten complies with the requirements of the Education and Training Reform Regulation 2007.

Implementation

• School Council will meet at least eight times per year and at least once per term.
• Generally Council meetings will be open to the public.
• Council members will not receive payment for their services.
• The Principal will preside over the first meeting of Council in order to elect office bearers.
• The Principal as the executive officer of the School Council will ensure that:
  • adequate and appropriate advice is provided to the School Council on educational and other matters the decisions of the school council are implemented
  • adequate support and resources are provided for the conduct of School Council meetings (Section 2.3.7(2) of the Education and Training Reform Act 2006).
• A quorum will exist if not less than half of the Council members holding office are present and if a majority of members present are not DEECD employees.
• Where conflict of interest exists, that member shall not be present when the matter is discussed (unless invited) and/or voted upon.
• The decision of the voting members of Council, including the Principal, shall be binding. If votes are tied, the President shall have the casting vote.
• Decisions of Council will be recorded as Minutes and signed by the President.
• The manner in which correspondence is dealt with will be a matter of negotiation between the Council and the Principal.
• An extraordinary meeting may be held provided members are given sufficient notice.
• A School Council may form a subcommittee to assist the Council consisting of at least one member of the council and any other persons. Such a subcommittee cannot make decisions on behalf of the Council. Working parties may also be formed to expedite the work of Council.
• The school will present required reports at an annual public meeting.

Evaluation

• This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:

SCHOOL COUNCIL ELECTIONS

Rationale
- Operations of School Council are governed by legislation. It is the responsibility of the Principal to ensure legislative requirements are adhered to.

Aims
- To ensure Dallas Primary School & Kindergarten adheres to requirements in the "Education and Training Reform Regulation 2007".

Implementation
- The Principal is the returning officer for School Council elections and is responsible for ensuring that they are conducted according to statewide requirements. To assist the Principal, directions are contained in the Principal's Guide to School Council Elections (downloadable).
- The Principal will ensure that elections are completed on or before March 31 each year.
- If a School Council is required to have community members, the principal must as soon as practicable after the declaration of the poll for an election of members of the School Council and before office bearers are elected, call—and preside at—a special meeting for the purpose of appointing the community members, and call—and preside at—the first meeting of the School Council to elect office bearers.
- If a School Council is not required to have community members appointed to the council, the Principal must call—and preside at—the first council meeting to elect office bearers.
- The Principal will submit its School Council Membership Schedule 7 to the Regional Office before the end of April.

Evaluation
- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

References:
SCHOOL INVESTMENTS

Rationale

- School Councils have full responsibility for managing school funds and deciding if there is opportunity to invest surplus funds to generate revenue for the school.
- The onus is on the School Council, as trustee of school funds, to ensure that money is adequately protected by placing it in secure investments.
- Due to the risk and complexity associated with some investments, schools should aim to minimize their exposure to risk when investing school funds.
- The Schools’ Cash Reserve Benchmark provides for a safety net of available funds that schools are required to keep uncommitted to meet their day to day financial obligations.
- A new methodology has been approved for the calculation of the Schools’ Cash Reserve Benchmark from 2008.
- Advice from an external accounting firm recommended that the benchmark for the School Cash Reserve Benchmark be changed to reflect an average of two months of actual school expenditure for the calendar year adjusted for asset write-downs and buildings and grounds expenditure, or $10,000, whichever is greater.
- This adjustment is made to exclude the effects of non cash (asset write downs) and capital expenditure (buildings and grounds).

Aims

- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in relation to school investments.
- To ensure maximum interest returns on low-risk investments.
- To ensure the cash flow needs of the school are not compromised by the investment of funds into inaccessible accounts.
- To assist in providing for future building works and major asset purchases.
- To assist in meeting the cost of major repairs and maintenance works.
- To provide a steady income stream to assist in the provision of programs.
- To enable the school to make best use of special funding offers.
- To maximise the return on any excess cash that may from time to time be held by the school.

Implementation

- School Council will ensure that funds are available to meet all school financial commitments.
- The cash reserve will be in accordance with the benchmark described above.
- All investment transactions or changes to investments will be appropriately ratified by School Council.
- The school has a formal investment policy covering risk, interest rates, dollar limits, investment periods, authorisation which has been ratified by School Council.
- All investments will be made in the name of the School Council and be reported through CASES.

Evaluation

- This policy will be reviewed before each new investment, as part of the school’s review process or if guidelines change.
SCHOOL STRATEGIC PLAN

Rationale

- The School Strategic Plan sets out the school's strategic directions for the next four years, including the school's purpose, values and environmental context, as well as goals, targets and key improvement strategies in three student outcome areas of Student Learning, Student Engagement & Wellbeing and Student Pathways and Transitions.
- The School Strategic Plan is developed during the year of self evaluation, review and planning. It is informed by the information gathered and directions identified throughout the school self-evaluation and school review processes, and through staff, student and parent consultation and engagement with relevant community agencies.
- A key element of the strategic planning process is the development of an Annual Implementation Plan (AIP) which describes how the key improvement strategies in the School Strategic Plan and other significant projects will be put into operation in each of the four years.
- The Strategic Plan is a living document; if the school’s circumstances change it is possible for it to be updated outside the normal cycle.

Aims

- To ensure Dallas Primary School & Kindergarten completes its four-year School Strategic Plan in accordance with the DEECD policy and guidelines.

Implementation

- The Principal will check for changes to the guidelines on the web reference listed below.
- The Principal will ensure the school and the community as appropriate participate in the school review process.
- Following the presentation of the Verifier’s report to School Council, the Principal will ensure the Strategic Plan is developed, approved by School Council and submitted to Region.
- As described in the relevant policy statement, the Annual Implementation Plan (AIP) will be completed and endorsed by Region by March 31 each year.

Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:
SCHOOL WORKFORCE PLAN

Rationale

• The Student Resource Package (SRP) is designed to
  shift the focus to student outcomes and school improvement by moving from providing inputs to providing the resources needed to improve outcomes
• improve the targeting of resources to achieve better outcomes for all students by aligning resourcing to individual student learning needs
• ensure the fair treatment of schools, with schools with the same mix of student learning needs receiving the same levels of funding
• improve the transparency of student resource allocations by reducing complexity
• provide greater certainty for schools about their ongoing level of resourcing, allowing for more effective forward planning
• provide flexibility to meet increasingly diverse student and community needs and encourage local solutions through innovation
• develop a dynamic model that allows ongoing review and refinement based on evidence

• The staffing of the school is a key component of resource allocation.

Aims

• To ensure Dallas Primary School & Kindergarten has a Workforce Management Plan that
  · supports the management of the Student Resource Package;
  · is sustainable over time and enables the school to avoid or remove any overall SRP deficit;
  · would form the basis for any future workforce bridging discussions with the regional office.

Implementation

• The Principal will develop a medium term Workforce Management Plan as required.
• The Plan will be reviewed annually when the SRP is confirmed after census day in February.

Evaluation

• This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 10/08/09

When Reviewed / Modified: 28/04/10

References:
SOFTWARE LICENSING & COPYRIGHT

Rationale

• Preventing software theft is both a managerial and individual employee responsibility. Both organisations and individuals within them are subject to the provisions of the Copyright Act, 1968 and penalties such as fines or imprisonment can be imposed on both organisations and individual users within them.
• Illegally copied software also carries a high risk of computer virus infection. It can be difficult and time consuming to eradicate a virus and vital or sensitive data may be lost before this can be done.

Aims

• To ensure Dallas Primary School & Kindergarten complies with DEECD Software Licensing & Copyright policy.

Implementation

• The school ensures all users are aware of their responsibilities.
• Unauthorised copying of software is illegal under the Copyright Act 1968 and is strictly forbidden.
• Use of illegal copies of software is illegal under the Copyright Act 1968 and is also strictly forbidden.
• Responsibility for ensuring compliance with (1) and (2) above rests with all users of PC software and specifically managers of local work areas and the Principal.
• Only legitimately acquired software may be used and only in accordance with all applicable licence conditions.
• Only software that has been legally purchased is to operate on DEECD equipment.
• The school will establish and maintain a software register (to include software name, serial number of product, date of purchase and the location of software) to enable verification of software compliance. (This is not necessary in the DEECD central office as the EduAudit system provides this information.)
• Only use software consistent with DEECD’s Standard Operating Environment (SOE) and/or operating guidelines including the Department's Acceptable Use Policy. Please refer also to the school’s Acceptable Use policy.
• Criminal action may be the result of the use of illegal software.

Evaluation

• This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 28/04/10

When Reviewed / Modified:

Reference:
STUDENT ATTENDANCE

Rationale
- The *Education Act 1958* requires that children of school age (six - fifteen years) resident in Victoria be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional General Manager.
- DEECT's focus on improved attendance reflects international research on the correlation between student learning, longer-term life outcomes and appropriate participation in education programs.
- It is crucial that children develop habits of regular attendance at an early age; even from pre-school years.

Aims
- To ensure Dallas Primary School & Kindergarten complies with legislation in relation to school attendance.
- To ensure the school has an effective, whole-school attendance program which is supported by procedures to record, monitor and respond to absence and truancy incidents.
- To increase school attendance in line with the student engagement guidelines.

Implementation
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- The school will develop and regularly review / revise its whole-school attendance policy.
- Please refer also to the Student Engagement policy.

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

When First Approved: 23/04/09
When Reviewed / Modified: 28/04/10

Reference:
STUDENT ENGAGEMENT POLICY

Rationale

- Engaging Schools are Effective Schools - Student Engagement Policy Guidelines promote student engagement, attendance and positive behaviours in Victorian government schools. These Guidelines replace the Student Attendance Guidelines, 1997 and the Guidelines for Developing the Student Code of Conduct, 1994, and aim to assist schools in developing their Student Engagement Policy.
- All Victorian government schools are required to develop a Student Engagement Policy which articulates the school community’s shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.
- The DEECD is committed to providing safe, secure and stimulating learning environments in all Victorian government schools. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and schools should aim to promote an understanding of this link in both the school environment and in the classroom. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students.
- Bullying (including Cyber Bullying) and Anti-Bullying strategies are components of student engagement.

Aims

- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in relation to student engagement.

Implementation

- In consultation with school staff, parents and students, the school will develop a Student Engagement Policy.
- This policy will be consistent with the Engaging Schools are Effective Schools - Student Engagement Policy Guidelines.
- The policy will be in line with the Safe Schools are Effective Schools anti-bullying policy.
- It will include rights, responsibilities, appropriate behaviour and the school’s response to cyber bullying and safety.
- It will be reviewed annually.
- Please refer also to the Student Attendance policy.

Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

References:

TERMITE CONTROL

Rationale

- Principals and School Councils are responsible for the proper maintenance of all facilities and buildings that make up their school. It is therefore their responsibility to take all precautions to minimise termite infestation.
- Prevention and/or reduction of termite infestation is the priority.

Aims

- To ensure Dallas Primary School & Kindergarten complies with legislation and DEECD termite control protocol.

Implementation

- Before embarking on termite prevention/eradication, School Council will be directed to the Protocol for Use of Termiticides in Schools 2006 (refer to website below).
- Whenever an application is to be considered for any termite treatment, the Principal will ensure that all staff and School Councillors have been informed about any proposed treatment, have been given the opportunity to examine all methods including alternative methods of treatment and approve the final decision.
- The school will adopt a risk management approach when selecting chemical product and method of application in treating termites. This will include obtaining from the pest control operator a Job Safety Analysis of their proposed method and a copy of the Material Safety Data Sheet PRIOR to the job starting.
- The school will consider the following:
  - Check if the chemical product is hazardous and/or dangerous.
  - Check the active ingredient of the chemical product.
  - Identify areas within the school where termiticides are to be applied.
  - Check if there are waterways that could be potentially affected by the treatment.
  - Check if areas to be treated are accessible to students, visitors and staff; how many are exposed and for how long.
- When selecting a pesticide, the least hazardous chemical suitable for the purpose will be chosen. The Australian Pesticides and Veterinary Medicines Authority has currently given approval for the use of Chlorpyrifos, and also for Bifenthrin, Imidacloprid and Fipronil in the treatment of termites. It is recommended that only Bifenthrin, Imidacloprid or Fipronil be used in and around schools.
- The school will consult with a licensed pest control operator who can advise on all options available to them.
- It is expected that in accordance with Australian Standard AS 3660.2, the pest control operator will provide the school with a detailed itinerary of what work has been carried out in the form of a Certificate of Termite Treatment.
- The school will ensure that all persons unconnected with the actual chemical application are kept away from any building during the application process, and until the area has been checked by the pest control operator and declared to be free from leaks, spillages, etc. As well, children and animals will be prevented from playing in the soil immediately surrounding the treated building, for at least a week after the application, so that the chemical has time to dry out.
- Ideally, termite treatment will occur during school holidays with appropriate signage displayed for the following week notifying of pesticide use.
Evaluation

- This policy will be reviewed annually.

When First Approved: 28/04/10

When Reviewed/ Modified:

Reference:
WEBSITE DOMAIN REGISTRATION

Rationale
- Each school can have what is referred to as a Domain name – that is a web address (URL) where there website lives.
- Domain names / web addresses generally present as http://www.yourschoolps.vic.edu.au. Established and new schools have a domain name registered and paid for by DEECD.
- Vic.edu.au is the part of the domain name which identifies the website being owned and maintained by a school or education /training organisation within Victoria.
- When a school establishes a website, it is usually their Internet Service Provider (ISP) who will 'Host' their Website. This has generally been included in the price of supplying the schools internet services.

Aims
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy in regard to website domain registration.

Implementation
- The school will use their VicSmart Internet Service Provider to host their website if not hosting it at the school
- Before developing a website, the school will determine exactly what the ISP recommends as their standards. This is to ensure that software supports the website.
- The school will also ascertain from the ISP the address/ method by which webpages can be uploaded.
- The school will keep a back up of the website and also instructions/ password for its update somewhere safe.
- Links will be carefully chosen so that regular updates to pages within the website can be done by relevant personnel.
- The school will be conscious that the website faces the world and the names and images of students and teachers will be subject to privacy and cybersafety considerations.
- The school will register their website with an edu.au domain name.

Evaluation
- This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 13/08/09
When Reviewed / Modified: 28/04/10

References:
http://www.domainname.edu.au
WEBSITE STANDARDS

Rationale

• Quality Assurance requirements within DEECD are determined from a number of sources, which include the Whole of Victorian Government Web Site Guidelines, the World Wide Web Consortium (W3C), and State and Federal legislation such as the Information Privacy Act 2000 and the Equal Opportunity Act 1995.

• All DEECD online communications must adhere to these policies, legislation and guidelines. The Developer's Resource Kit amalgamates, interprets and presents these in one centralised location and has been designed as a knowledge bank of Quality Assurance (QA) requirements, recommendations, checking tools, examples, and source references.

• The Developer's Resource Kit will make it easier for external and internal technical developers and clients to find the answers to their questions about Quality Assurance and website requirements in a single repository.

Aims

• To ensure the Dallas Primary School & Kindergarten website is built to standards conforming to
  o Whole of Government Website Standards
  o World Wide Web Consortium (W3C) Standards
  o Information Privacy Act 2000
  o Equal Opportunity Act 1995

Implementation

• The school will ensure that all content and services are appropriately authorised and provide timely and accurate information (including regular reviews)

• The school will ensure that website content, services and processes are aligned with wider DEECD legal compliance practices, in order to manage operational risks.

• The school will ensure that website content, services and processes conform to privacy legislation and principles.

• The website will be accessible for people with disabilities, people using older technology and people with poor telecommunications infrastructure, often in regional and remote areas.

Evaluation

• This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 13/08/09

When Reviewed / Modified: 28/04/10

References:


http://www.w3.org/

http://www.privacy.vic.gov.au/dir100/priweb.nsf/content/AAF32B312EE48E7BCA255C4D000EF235


WIDE AREA NETWORK CONNECTIONS

Rationale
- VicSmart is an $89.3 million initiative which is providing a fibre optic broadband network to all Victorian Government schools.
- The VicSmart Broadband Network will dramatically increase the speed of Internet access and provide new capabilities for information sharing across the school system.
- Victoria is leading Australia in the introduction of this technology by ensuring all Victorian government schools have access to high-speed broadband services.
- VicSmart is part of the Victorian Government’s commitment to making broadband happen and is supported by network partner, Telstra.

Aims
- To ensure Dallas Primary School & Kindergarten complies with DEECD policy by using VicSmart Wide Area Network for all internet or wide-area network services

Implementation
- This school will use VicSmart Wide Area Network for all internet or wide-area network services

Evaluation
- This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 13/08/09
When Reviewed / Modified: 28/04/10

References:
WIRELESS NETWORKS IN SCHOOLS

Rationale

- A Local Area Network (LAN) is the term for linking a number of computers that are distributed between classrooms or school buildings to enable sharing of equipment such as printers, access to data that is held in common storage areas, or to access the Internet.
- All schools have LANs connected to DEECD’s Wide Area Network (WAN) called VicSmart. This joins all schools and offices of the Department of Education and Early Childhood Development, facilitating the delivery of programs such as EduMail, HRMS, CASES/CASES21 and access to DEECD websites.
- The WiNS program (wireless networks for schools) enables all school wireless networks to meet the DEECD wireless security policy and add flexibility and mobility to the schools computer network.
- Schools may need to employ companies to extend, update or improve their LANs. It is the school’s responsibility to ensure that technicians they employ are licensed / registered.
- All cabling services installed in schools are required to meet the current cabling standard for the DEECD. As at August 2009 the standard to be used is a minimum of Category 5E (enhanced) (AS/NZS 11801).
- It is required by legislation that all cabling in Australia be installed by a registered Cabler. This includes the creation of fly and patch leads.

Aims

- To ensure Dallas Primary School & Kindergarten complies with DEECD Wireless Network policy and guidelines.

Implementation

- Wireless Access Points will be installed in accordance with “best practice”.
- Wireless Access Points will be installed only on the curriculum LAN.
- Wired Equivalent Privacy (WEP) will be used as the first line of defence to deter the casual intruder.
- The wireless network will be password managed.
- If the value of the data warrants it, more advanced security measures will be deployed.
- The school will perform a monthly assessment of confidentiality requirements for WLAN applications.
- The school will perform a network audit to locate all rogue access points.

Evaluation

- This policy will be reviewed as part of the school’s review process or if guidelines change.

When First Approved: 13/08/09

When Reviewed / Modified: 28/04/10

References:

WORKCOVER MANAGEMENT

Rationale
- WorkCover management is governed by legislation.

Aims
- To ensure Dallas Primary School & Kindergarten complies with WorkCover requirements.

Implementation
- This school has a WorkCover management procedure that has been developed in accordance with the Workcover Policy Guide.
- The school has developed and displays a Risk Management & Occupational Rehabilitation Program statement.
- All WorkCover claims are forwarded to the insurer together with an incident report within ten working days of an employee lodging a claim.
- All injuries are reported through CASES21.
- A Return to Work Plan is completed for employees off work 20 days or longer.
- The school will refer to the WorkCover Management Kit in managing all WorkCover claims.

Evaluation
- This policy will be reviewed as part of the school’s review processes or if guidelines change.

When First Approved: 13/08/09
When Reviewed / Modified: 28/04/10

Reference: