Winters Flat Primary School

Every child needs space

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POLICY STATEMENTS 2010

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Winters Flat Primary School  Anti-Sexual Harassment Policy  (Students)

Definition:
Sexual Harassment is:
- an **unwelcome** sexual advance,
- an **unwelcome** request for sexual favours, or
- any other **unwelcome conduct of a sexual nature**, in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.

Sexual harassment can be physical, verbal or written. It can include words, statements or graphics, which are transmitted by telephone, facsimile, video or e-mail.

Purposes:
In keeping with the school’s responsibilities under the Victorian Equal Opportunity Act 1995 (see below) and the belief that our school should provide a safe and supportive learning environment, Winters Flat Primary School aims to:

1. Promote the right of every student to a school environment that is free from sexual harassment,
2. Eliminate sexual harassment,
3. Provide redress for students who have been sexually harassed.

Guidelines:
It is unlawful for any student or group of students, any member of staff or any other worker or visitor to the school to sexually harass:
- any student or group of students
- to request, instruct, induce, encourage, authorise or assist in any of the above group to harass students.

Implementation:
1. The Student Wellbeing coordinator will be appointed annually and will be identified in the staff Roles and Responsibilities list.
2. When necessary, an action plan will be developed addressing:
   - appropriate procedures to provide redress for students who have been sexually harassed,
   - awareness raising programs for staff, parents and students,
   - Professional Development for staff, School Council and parents, and
   - Curriculum Program Development.
3. Current surveys of staff, students and parents, which address a range of issues, will be conducted annually.

Assessment & Evaluation:
1. Evaluation will be conducted within the ongoing policy review process.
2. Written records of any incident will be kept with Student/Staff Wellbeing records.

Resources:
** Equal Opportunity Act 1995 – Sect 91**
91. Harassment in educational institutions
   (1) An employee of an educational institution must not sexually harass
       a) a person seeking admission to that institution as a student;
       b) a student at that institution
   (2) A student at an educational institution must not sexually harass;
       a) another student at that institution
       b) an employee of that institution
       c) a member of the educational authority administering that institution
   (3) A member of an educational authority must not sexually harass
       a) a person seeking admission to the institution administered by the authority as a student
       b) a student at that institution.

This policy was last ratified by School Council in .......... December 2009
Winters Flat Primary School  Cobbers Policy

**Purposes:**
1. To encourage the students to take responsibility for part of another student’s learning.
2. To develop decision-making, creative thinking and the understanding of different age Levels in students.
3. To help maintain a high level of co-operation and understanding between students in the playground.
4. To support the transition process.

**Guidelines:**
1. Lessons and timetabling should be negotiated between teachers involved in the program.
2. A variety of learning strategies should be utilised.
3. The matching of students should be the responsibility of the class teachers, and should encourage students in developing new relationships as well as building on others.

**Implementation:**
1. The Cobbers program will involve Prep, Grade 1, Grade 5 and Grade 6 students.
2. One session per week will be spent on a specific program, although the program will be utilised at other times, such as swimming sessions.
3. Class teachers will keep a record of activities and will observe and record strategies used by the students.
4. Co-operative learning strategies will be encouraged.

**Assessment & Evaluation:**
1. Annual evaluation of the program, by the program co-ordinator.
2. Observation of students, and discussions with students.

**Resources:**
1. Classroom materials.

This policy was last ratified by School Council in ........................
Definition:
Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Successful communication requires students to be familiar with the forms, language and conventions used in different contexts and employ them to communicate effectively. The Communication domain is organised in two dimensions:
- Listening, viewing and reporting
- Presenting

Purposes:
1. To develop students who communicate clearly and confidently in a range of contexts both within and beyond the school.
2. To assist students to develop awareness that language and discourse differ across the curriculum and theatre is a need to learn literacy’s involved in each subject.
3. For students to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms.
4. For students to also develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.

Guidelines:
1. Students should be presented with opportunities for them to develop the ability to listen, view and respond to communication forms with respect to content and context.
2. Curriculum programs should teach students to develop an understanding of communication conventions, strategies to make meaning of communication forms and the ability to deconstruct and respond to a diversity of forms.
3. Students should learn to present information and their learning in a coherent and appropriate manner.
4. When making presentations, students should be assisted to:
   * gain the knowledge, skills and behaviours to understand context, purpose and audience,
   * select and use appropriate structure and organisation to convey meaning,
   * reflect on the style and content of their presentation.

Implementation:
Throughout their Primary School experience, students will:
* practise expected communication conventions in the classroom and playground
* respond in both informal and formal settings, to a variety of stimuli eg aural, written and visual texts
* make presentations to others
By the end of Year Six, students will:
* communicate effectively with peers and respond appropriately when part of an audience
* listen attentively to identify and communicate main points to others
* understand verbal and non-verbal language and practise sending consistent messages during interactions
* have experienced a variety of aural, written and visual communication forms, interpret these forms, and begin to understand that their interpretation may be influenced by personal experience, emotive language or other opinions
* recognise and use specialised language across the curriculum
* have developed skills in organising ideas and information logically and clearly to suit the needs of their audience
* select appropriate forms, such as adding sound to software
* use criteria to evaluate and reflect on the effectiveness of their communication and to provide feedback to others.

Assessment and Evaluation:
At level 4, students will be assessed according to the Victorian Essential Learning Standards (VELS).
At other levels, students will be assessed according to the learning focus of each level.
Assessment will be made across curriculum areas.

Ratified by School Council Feb 07
Winters Flat Primary School  Consultative Committee Policy

**Purposes:**
1. To establish a workplace consultative framework that enables staff to have input into decisions that affect their working life.
2. To enhance morale and job satisfaction.
3. To assist in forward planning and the operation of the school.

**Guidelines:**
1. Meetings should be held at least once a fortnight with a minimum of four per term.
2. The Principal should chair the meetings.
3. Outcomes should be recorded in writing.
4. Committee members should hold office for a period of twelve months, from the beginning of Term 4.
5. Meetings should be held at a time suitable for all members.
6. Decisions should be formed as a recommendation to the Principal for action.

**Implementation:**
1. The Consultative Committee, consisting of Principal, the Principal’s nominee, two staff representatives and two AEU representatives, will be convened according to procedures set out in the Teachers’ Agreement (2004) and will meet fortnightly at an agreed time.
2. Agenda items will be given to the Principal at the start of the meeting.
3. Recommendations will be given to the Principal in writing and action taken discussed at the next meeting.
4. Planning and operational discussions may include:
   - Programs and time allocations
   - Grade allocations and sizes
   - Duties for graduate teachers in their first twelve months of teaching
   - Staff roles, responsibilities and duties
   - Annual review processes
   - Vacancies and the composition of selection panels.

**Assessment & Evaluation:**
1. An ongoing evaluative process will be inherent in each Committee meeting.
2. Committee members will canvass the views of staff regularly.
3. Reports will be given to staff in the appropriate forum.

Ratified by School Council Feb 07
Winters Flat Primary School

Dress Code/Uniform Sales – 870
Uniform 87

Purpose:
Winters Flat Primary School believes that a school uniform fosters a sense of belonging and neatness of dress. The wearing of a uniform helps to generate a positive tone within the school community by promoting equality of opportunity and circumventing peer pressure with regard to clothing. Pupils are easily identifiable when taking part in a school excursion, adding to their safety.

Implementation:
1. A school uniform top will be required to be worn by all students. Shorts, pants, and skirts should be navy blue or denim.
2. All dress/uniform requirements must enable both sexes to participate fully, actively and safely in school life.
3. The principal will have the power of granting exemption in special circumstances where parents indicate health, safety or religious reasons.
4. Information about the student dress code, including any changes in dress requirements, will be communicated widely throughout the school community. All prospective students and parents will be notified of the dress code requirements prior to enrolment at school.
5. When changes are proposed to the dress code, School Council will:
   - make prior contact with any suppliers with whom the school has a contract
   - conduct consultation on the proposed details of the change with parents, teachers and students
   - publish details of the implementation strategy and timeline when a new or amended dress code is to be implemented
   - devise means of acknowledging any significant financial costs to parents
6. Consideration will be given to the lasting quality, practicality and cost of items of uniform.
7. Uniform orders and sales are to be the responsibility of the School Council’s uniform shop, with second-hand uniform to be available for purposes of convenience and economy.
8. As stated in the SunSmart Policy, the wearing of school hats from the 1st of September to the 1st of May is compulsory.
9. Footwear is to be suitable for all school activities, as Physical Education forms an integral part of the daily school program. Loose sandals and scuffs are not appropriate.
10. An alternative t-shirt for Year 6 students will be acceptable.
11. Naming of articles of clothing is essential.
12. There will be a flexible choice of available items for school uniform, including a top for sporting events.

Resources:
New, and where possible second-hand, uniforms for sale through Uniform Shop.

This policy was last ratified by School Council in ...............
Winters Flat Primary School

Fraud Prevention

Rationale:
This policy covers the prevention, detection and management of fraud and corruption. Its purpose is to raise the awareness of fraud and its prevention in the Winters Flat environment, including strategies and procedures that address the issue of accountability, efficient and effective administration that focus on improving systems and procedures, changing the attitudes of staff and improving the overall integrity and performance of Winters Flat. It aims to give guidance to both the reporting of suspected fraud and for fair dealing of the investigation of such reported fraud or corruption.

Definitions:
Fraud and corruption involves monetary and material benefits as well as intangibles such as status and information. This definition is taken from Australian Standards 2001-2003 “Fraud and Corruption Control”

Fraud – Dishonest activity causing actual or potential financial loss to any person or entity including theft of moneys or other property by employees or persons external to the entity and whether or not deception is used at the time, immediately before or immediately following the activity. This also includes the deliberate falsification, concealment, destruction or use of falsified documentation used or intended for the use for a normal business purpose or the improper use of information and position.

Corruption – Dishonest activity in which a director, executive, manager, employee or contractor of an entity acts contrary to the interests of the entity and abuses his/her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity.

Aims:
1. To ensure that Principal Class Officers are aware of their responsibilities for identifying exposures to fraudulent and corrupt activities and for establishing controls and procedures for preventing such activity and/or detecting such activity when it occurs;
2. To provide guidance to staff on action where they suspect any fraudulent or corrupt activity;
3. To provide a clear statement to staff forbidding any illegal activity;
4. To provide assurance that all suspected fraudulent and corrupt activity will be fully investigated;
5. To provide guidance as to responsibilities for conducting investigations into such activities;
6. To provide a suitable environment for staff to report matters that they suspect may involve fraudulent or corrupt activity, or serious improper conduct;
7. To provide adequate protection to staff in circumstances where they are victimised as a consequence of reporting, investigating or being a witness to, any such activities.

Implementation:
1. The Principal is responsible for the prevention, detection and investigation of fraud and corrupt activities and is also responsible for ensuring that appropriate and effective internal control systems are in place.
2. The Principal will delegate responsibility to designated staff for specific areas such as budget management and custodianship of assets.
3. Principals, Curriculum Leaders, Business Managers, and IT Technicians will ensure that there are mechanisms in place within their area of control to:
   • assess the risk of fraudulent and corrupt activities;
   • to promote staff awareness of ethical principles, honest dealings, understandings as to the role all play as custodians of this educational facility and all its assets and reputation;
   • educate staff about fraud and corruption prevention and detection
4. Staff will be trained to understand:
   • that internal controls are designed and intended to prevent and detect fraudulent and corrupt activities;
   • that a report of suspected fraud should be made directly to those responsible for investigation without fear of disclosure or retribution;
   • all staff should follow the systems and procedures established by Winters Flat Primary School.
5. All staff share responsibility for the prevention and detection of fraud and corruption, and for the implementation of this Policy.
6. All staff are required to abide by the terms of this policy and are responsible for reporting suspected fraudulent and corrupt activities to the Principal. Any staff who report fraudulent or corrupt activities will be accorded appropriate confidentiality, recognising that in certain circumstances, the law may require some form of disclosure (refer to the Department of Education Whistleblower Protection Act 2001 Guidelines).
7. Winters Flat Primary School will comply with the Department of Education Audit Policy for the conducting of an annual audit of financial management to ensure that appropriate and effective internal control systems are in place and will act on any recommendations from such audit.
Resources:
- www.education.vic.gov.au
- Schools Reference Guide
- Department of Education & Training - Internal Control for Schools February, 2006
- Asset Management Policy
- Financial Reporting for Schools
- CASES21 Finance Process Guide
- Risk Assessment Policy
- SRP Guide 2007

Evaluation:
- This policy will be reviewed regularly by the Finance Sub-Committee for endorsement by School Council.

Ratified by School Council July 07
Winters Flat Primary School
Healthy Eating Policy

Rationale:
- Healthy nutritional habits are essential to the growth and development of students and school communities can help students develop healthy habits to live, learn, grown and play.

Purposes:
- To develop within students an informed appreciation of healthy eating habits.
- To work towards ensuring any foods provided at the school are consistent with a healthy eating philosophy.

Implementation:
- The development of an appreciation of healthy foods and healthy eating habits form part of our Health Promoting School philosophy.
- Lessons relating healthy foods and healthy eating, which reflect the Victorian Essential Learning Standards, will form part of each child’s annual Health & Physical Education curriculum studies.
- At least twice per year the whole school will have a key focus on healthy foods.
- Teachers and students are encouraged to bring fresh fruit and vegetables in their lunch boxes every day.
- The school will involve itself in local strategies designed to raise awareness of, or to promote healthy foods eg: local fruit growing, access to Fruit and Vegetable Officers and local Dietitian.
- The school has a strategy in place to encourage all students to drink water throughout the school day, especially during physical activity. Only water is permitted for drinking during class sessions. Students have access to their own water bottle at any time during class time (no sweet drinks are permitted).
- Water fountains are accessible to all students, at all grade levels, during playtimes.
- All students will be coached in the importance of not sharing food or water bottles, and of not eating others food.
- Staff members are encouraged to model healthy eating habits whilst at school.
- Daily fruit and vegetable breaks are allocated at all levels in which students are allowed to eat fruit and vegetables only.
- The school out-sources a lunch order service 3 days per week.
- The lunch order menu complies with the DEECD policies and the ‘Kid’s Go For Your Life’ Healthy Canteen kit. No foods are supplied from the “Occasional/Red” category of the Canteen kit.
- Chips, fried foods, confectionary and high sugar drinks such as soft drinks, energy drinks and flavoured mineral waters, are excluded from the Lunch Order system and are not to be brought to school by students for eating at play/lunch time. School community members are also encouraged not to bring these items to school through the promotion of healthy food and drink choices (e.g. display, newsletter inserts, workshops, healthy events and Winters Flat Handbook.
- School community members (staff and families), including new families to the school, are informed of the healthy eating policy and are provided with regular information (display, newsletter inserts, workshops) to assist them to meet this policy requirement.
- Fundraising activities will not focus on the promotion of unhealthy foods that do not complement our healthy food philosophy e.g. chocolate bars or lamingtons. The only exception could be the Easter raffle with the donation of Easter eggs.
- The school encourages ‘Healthy Eating Days’ and ‘Luscious Lunch Days’, when students are strongly encouraged to bring only healthy food.
- Staff are to inform the Co Principals of students who appear to be consistently provided with inadequate lunches.
- Healthy Eating practices to include:
  - Daily 10 o’clock Healthy Snack/’Munch & Crunch’ (fruit and vegetables only) for all classes.
  - Promoting that fresh fruit and vegetables be included in students lunch boxes every day.
  - Free Fruit Friday for all P-2 students.
  - Cultivating, harvesting and cooking school produce.
  - Class rewards to exclude lollies.
  - Class fruit platter rewards to encourage students to experience new fruit and vegetables.
- A whole school curriculum approach that reflects the Victorian Essential Learning Standards encourage healthy eating during and after school hours.
- Resources required for Healthy Eating will be sourced from the Health Budget.

Evaluation:
- This policy will be reviewed as part of our review cycle process.

This policy was last ratified by School Council in .................. December 2009
Winters Flat Primary School  Homework Policy

Rationale:
- Members of a child’s family are very influential in developing skills and understanding.
- Home learning is a valuable source of learning throughout a child’s school life.
- Homework supports the school curriculum, provides challenges and develops study habits for independent learning.

Purposes:
- To cater for the learning needs of individual students.
- To foster and develop an effective partnership between home and school.
- To develop in students’ independence and the ability to take responsibility for their own learning.
- To provide opportunities for extension and revision in all Key Learning Areas.

Guidelines:
1. Homework should be an integral part of the teaching and learning programs.
2. Homework should include a range of stimulating and challenging activities that enable students to practise skills that reinforce classroom learning.
3. Staff of Grade 6 students should be aware of and prepare students for Secondary School.
4. Homework should not be given as a disciplinary action.
5. Teachers should communicate regularly with students about their homework.
6. Tasks set should be appropriate for the individual child, and be consistent across year Levels.
7. The school’s homework policy should be included in the information booklet, and distributed to every family.

Implementation:
1. Homework will be required at all Levels.
   Students and parents will be clearly informed of homework expectations at the beginning of the year.
   Homework will consist of work that is familiar to the student and at a level, which promotes success.
   There will be communication between teachers and parents regarding homework.
   Homework instructions will be clear and easy to understand.
   Homework tasks will be both formal and informal activities.
   Students will be responsible for the care of materials and the gathering of information and equipment.
   Recommended average weekly time for homework will be as follows:
      Prep/1/2: 1 hour
      Grades 3 & 4: 1½ hours
      Grades 5 & 6: 2 hours
   Homework will include regular reading from a variety of texts at all year Levels.
   Teachers will respond to all homework as soon as possible after the time of completion, keeping records of each student’s work.
   Communication diaries will be implemented in the Senior Department.

Resources:
School resources:
- activity sheets, tasks, books, diaries, etc.
- photocopying costs included in class/learning area budgets.
- costs of information materials/sessions included in other budget areas.
Home resources:
- suitable study area.
- appropriate materials to undertake the homework tasks.

Evaluation/Review:
Evaluation will take place through the Parent Survey.
Policy will be reviewed annually, and will include parents, students and teachers.
Reporting to School Council and Parents through Annual Report.
Discussion at Department meetings.

This policy was last ratified by School Council in December 2009.
Definition:
Interpersonal development refers to supporting students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts.

Purposes:
1. For our students to learn how to develop positive social relationships, to develop a sense of belonging and to learn to live and work with others.
2. To develop the ability in our students to participate co-operatively in groups with others from diverse backgrounds.
3. To develop skills and strategies to manage and resolve conflict in a sensible, fair and effective manner.

Guidelines:
1. Building effective social relationships and relating to others should assist students:
   - to be empathetic
   - to be able to deal effectively with their own emotions and inner moods
   - to be aware of social conventions and responsibilities that underpin the formation of relationships.
2. Working co-operatively in a team should also assist students:
   - to be able to balance the commitment to the team with their own needs
   - to be able to collaborate and co-operate, sharing resources and completing agreed tasks
   - to present ideas, listen to others, approach topics from different viewpoints, and understand their specific role and responsibilities in relation to those of others and the overall team goal.
3. Adults at the school should reinforce student learning by providing positive role models.
4. Interactions between members of the school community should be positive, fair, respectful and friendly and be supported by a classroom culture that is open, honest and accepting.

Implementation:
1. The Victorian Essential Learning Standards domain of Interpersonal Learning, divided from level 2 into two domains (Building Social Relationships and Working In Teams), will be the keystone for all year levels.
2. Planning for program delivery will occur at whole school department and classroom level.
3. Support for the students to develop skills in initiating, maintaining and managing positive social relationships will begin from the first days of schooling and continue throughout all years at Winters Flat Primary School.
4. Students will gradually learn to interact with increasingly wider members of the school community, developing appropriate relationships, and working co-operatively with each other.
5. Development of skills in listening and speaking will play a major part in the development of interpersonal learning.
6. A wide variety of activities, across all areas of the curriculum, and in all aspects of classroom programs, will be utilized to enhance skill development.
7. Appropriate language will be used at all times, but particularly when explaining feelings, experiences, conflict and when exploring links between students’ feelings and their behaviour, and the consequences of this.
8. The development of working collaboratively and co-operatively in teams will begin in Preps with play and role-modelling situations, and become increasingly complex, adding structured activities, time-lines, assessment criteria and tasks of varying length and complexity as the students’ progress to Year 6.
9. At all times, students will be encouraged to accept and display empathy, and to act in socially responsible ways appropriate to their age.
10. Our weekly Social Skills will help to reflect the journey of interpersonal learning.

Assessment and Evaluation:
1. Evaluation of policy will occur in line with cyclical policy evaluation.
2. Assessment of student achievement will be against the Victorian Essential Learning Standards.
Purposes:
To allow outside agencies to conduct entrepreneurial activities, which are beneficial, to them as well as being appropriate learning experiences for Winters Flat students.

Guidelines:
A complete program of the activity should be submitted to the Principal for approval.
Information to be communicated to the school community should be produced on the appropriate stationery of the organisation and must include –
- Name of organising committee
- Type of activity
- Time of activity
- Location of activity
- Cost of activity
Agency should take sole responsibility for materials associated with the event.
There should be a limit of one activity per event.
All profits should be distributed to the charity nominated by the agency.

Implementation:
Approval for the activity will be sought at least seven days before the event.
The preparation, distribution and collection of materials will be organised and delivered by the agency.
The number of items and the cost of items being sold will be kept to a minimum.
The Principal will be the decision maker with regard to the guidelines above.
All costs will be incurred by agency.

Assessment & Evaluation:
Ongoing evaluation is the responsibility of individual agencies.
Overall evaluation is the collective responsibility of staff and School Council.

Ratified by School Council July 2007
Winters Flat Primary School  Personal Learning Policy

Definition:
Personal Learning refers to learners being most successful when they are mindful of themselves as learners and thinkers within a learning community.

Purposes:
1. To provide our students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives.
2. To develop skills in our students for planning, monitoring and revising their work and reflecting on and modifying their learning practices.
3. To encourage and support our students to take greater responsibility for their own learning.
4. To encourage our students to seek and use feedback from their teachers, peers and other community members.

Guidelines:
All learners should be provided with the knowledge, skills and behaviours to:
1. Develop an understanding of their strengths and potential
2. Seek and respond appropriately to feedback from their teachers, peers and other members of the community
3. Develop skills of goal setting and time and resource management
4. Increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
5. Learn to understand and manage their own emotions to develop resilience and dispositions which support learning
6. Recognise and enact learning principles within and beyond the school to prepare for lifelong learning

Implementation:
1. The Victorian Essential Learning Standards domain of Personal Learning, divided into two dimensions (The Individual Learner and Managing Personal Learning), will be the keystone for all year Levels
2. Planning for program delivery will occur at whole school, department and classroom level
3. Support for students to develop the skills to be learners and thinkers will begin in Prep and continue throughout all years at Winters Flat Primary School.
4. A wide variety of activities, across all areas of the curriculum and in all aspects of classroom programs will be utilized to enhance skill development
5. Appropriate language for skill development in Personal Learning will be used at all times
6. Our Social Skill, Program Achieve and Values programs will be used to develop skills in Personal Learning

Assessment and Evaluation:
1. Evaluation of policy will occur in line with cyclical policy evaluation
2. Assessment of student achievement will be against the VELS

This policy was last ratified by School Council in …………….. December 2009
Winters Flat Primary School

Privacy Policy

1. **Scope**
   This policy applies to members of school staff and the school council at Winters Flat Primary School. This policy will be made available on request, and discussed annually at a staff meeting. This policy will be attached to employment contracts at Winters Flat Primary School.

2. **Authorisation**
   This policy was adopted at Winters Flat Primary School’s School Council meeting on 18/12/2006.

3. **Review Date**
   This policy shall be reviewed in October 2008 and updated if required.

4. **Background**
   All staff of Winters Flat Primary School are required by law to protect the personal and health information the School collects and holds.
   The Victorian privacy laws, the **Information Privacy Act 2000** and **Health Records Act 2001**, provide for the protection of personal and health information.
   The privacy laws do not replace any existing obligations Winters Flat has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

5. **Definitions**
   **Personal information** means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonable be determined from the information or opinion. For example this includes all paper and electronic records, photographs and video recordings.
   **Health information** is defined as including information or opinion about a person’s physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person’s health status and medical history, whether recorded or not.
   **Sensitive information** is defined as information relating to a person’s racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.
   In this policy **personal information** refers to personal information, health information and sensitive information unless otherwise specified.
   
   **Parent** in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.
   **Staff** in this policy is defined as someone who carries out a duty on behalf of the School, paid or unpaid, or who is contracted to, or directly employed by the School or the Department of Education and Training (DE&T). Information provided to a School through job applications is also considered staff information.

6. **Policy Context**
   **Personal Information is collected and used by** Winters Flat Primary School to:
   - provide services or to carry out the School statutory functions,
   - assist the School services and its staff to fulfil its duty of care to students,
   - plan, resource, monitor and evaluate School services and functions,
   - comply with DE&T reporting requirements,
   - comply with statutory and or other legal obligations in respect of staff,
   - investigate incidents or defend any legal claims against the School, its services or its staff, and
   - comply with laws that impose specific obligations regarding the handling of personal information.

7. **Collection of Personal Information**
   The School collects and holds personal information about students, parents and staff.

8. **Use and disclosure of the personal information provided Students and Parents:**
   **8.1 The purposes for which the School uses personal information of students and parents include:**
   - keeping parents informed about matters related to their child’s schooling,
   - looking after students’ educational, social and health needs,
   - celebrating the efforts and achievements of students,
day-to-day administration,
satisfying the School’s legal obligations, and
allowing the School to discharge its duty of care.

Staff

8.2 The purposes for which the School uses personal information of job applicants, staff members and contractors include:
- assessing the suitability for employment,
- administering the individual’s employment or contract,
- for insurance purposes, such as public liability or WorkCover,
- satisfying the School’s legal requirements, and
- investigating incidents or defending legal claims about the School, its services or staff.

8.3 The School will use and disclose personal information about a student, parent and staff when:
- it is required for general administration duties and statutory functions,
- it relates to the purposes for which it was collected, and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

8.4 The School can disclose personal information for another purpose when:
- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety or
- is required by law or for law enforcement purposes.

9. Where consent for the use and disclosure of personal information is required, the school will seek consent from the appropriate person. In the case of a student’s personal information, the school will seek the consent from the student and/ or parent depending on the circumstances and the student’s mental ability and maturity to understand the consequences of the proposed use and disclosure.

9.1 Winters Flat Primary School will generally seek the consent of the student’s parents and will treat consent given by the parent as consent given on behalf of the student.

10. Accessing personal information
A parent, student or staff member may seek access to their personal information, provided by them, that is held by the School. Access to other information maybe restricted according to the requirements of laws that cover the management of school records. These include the Public Records Act and the Freedom of Information Act.

11. Updating personal information
The School aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the Principals or the School Bursar.

12. Security
12.1 School staff and students have use of information communication technologies (ICT) provided by the School. This use is directed by:
- DEECD Acceptable Use policy for Internet, email, and other electronic communications.
- DEECD IT Security Policy

12.2 Web Sites
Information Collected:
Winters Flat Primary School’s web and web server makes a record of entire internet addresses for statistical purposes. This includes:
- the Internet Protocol (IP) address of the machine from connecting to the website
- the top level domain name (for example .com, .gov, .au, .uk etc)

13. Complaints under Privacy
Should the school receive a complaint about personal information privacy this will be investigated in accordance with DEECD Privacy Complaints Handling Policy.
WINTERS FLAT PRIMARY SCHOOL
PRIVACY NOTICE

Information about the Enrolment Form.
Please Read This Notice Before Completing The Enrolment Form.

This confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that Winters Flat can register your child and allocate staff and resources to provide for their educational and support needs. All staff at Winters Flat and the Department of Education & Early Childhood Development are required by law to protect the information provided by this enrolment form.

Health information is asked for so that staff at Winters Flat can properly care for your child. This includes information about any medical condition or disability your child may have, medication your child may rely on while at school, any known allergies and contact details of your child’s doctor. We depend on you to provide all relevant health information because withholding some health information may put your child’s health at risk.

Winters Flat requires information about all parents, guardians or carers so that we can take account of family arrangements. Family Court Orders setting out any access restrictions and parenting plans should be made available to Winters Flat. Please tell us as soon as possible about any changes to these arrangements. Please do not hesitate to contact the Principals, Kevin Brown or Liz Grainger if you would like to discuss, in strict confidence, any matters relating to family arrangements.

**Emergency Contacts**
These are people that Winters Flat may need to contact in an emergency. Please ensure that the people named are aware that they have been nominated as emergency contacts and agree to their details being provided to the school.

**Student Background Information**
This includes information about a person’s country of birth, aboriginality, language spoken at home and parent occupation. This information is collected so that Winters Flat receives appropriate resource allocations for their students. It is also used by the Department to plan for future educational needs in Victoria. Some information is sent to Commonwealth government agencies for monitoring, planning and resource allocation. All of this information is kept strictly confidential and the Department will not otherwise disclose the information to others without your consent or as required by law.

**Religious Affiliation**
If you want your child to receive religious instruction while at Winters Flat please complete this section. The Department of Education & Early Childhood Development needs to know what type of religious instruction is sought so the Department can, where possible, provide appropriate religious instruction at our school.

**Immunisation status**
This assists Winters Flat in managing health risks for students. This information may also be passed to the Department of Human Services to assess immunisation rates in Victoria. Information sent to the Department of Human Services is aggregate data so no individual is identified.

**Visa status**
This information is required to enable Winters Flat to process your child’s enrolment.

**UPDATING YOUR CHILD’S RECORDS**
Please let Winters Flat know if any information needs to be changed by sending updated information to the school office. During your child’s time at our school we will also send you copies of enrolment information held by us. Please use this opportunity to let us know of any changes.

**ACCESS TO YOUR CHILD’S RECORD HELD BY SCHOOL**
In most circumstances you can access your child’s records. Please contact the Principal to arrange this. Sometimes access to certain information, such as information provided by someone else, may require a Freedom of Information request. We will advise you if this is required and tell you how you can do this.

If you have any concerns about the confidentiality of this information please contact the Principal. We can also provide you with more detailed information about privacy policies that govern the collection and use of information requested on this form. This form is available on request.

Ratified by School Council  Dec 2006
Winters Flat Primary School  Professional Review Policy

Purposes:
To ensure that Level 1 teachers receive their increment on the due date.
To develop agreed personal Professional Development Plans for teachers.
To support the Winters Flat Primary School staff appraisal process.

Guidelines:
The Annual Review:
should be a positive and supportive experience for all
should contribute to the professional development of those taking part
process should be as brief as possible, involving minimal additional work for those being reviewed and
their reviewers
should have transparent and agreed procedures, that have been developed in a collaborative way
should ensure that the principles of equity and equal opportunity operate
should provide participants with full and timely information about its purposes, processes and outcomes
should be based upon criteria that are clearly articulated, fair, have confidence of participants and are
publicly known
acceleration.

Implementation:
(Level 1, Annual Review Teachers)
1. The Principal will hold an annual meeting of all Level 1 teachers at the commencement of the school year.
2. At the annual meeting:-
   2.1 the Principal will indicate those teachers participating in an Annual Review
   2.2 the Principal and Level 1 teachers will establish the Commencement, Mid-Review and End-of-Review
dates
   2.3 the Principal will provide each Level 1 teacher with a description in writing of the procedures for the
Annual Review, together with all relevant Annual Review documents and materials.
3. Prior to the Commencement date, agreement will be reached about the meaning of each professional standard
and the evidence, which teachers can provide to show that they are meeting it.
4. Teachers will indicate on the Mid-Review section of the Annual Review form, the evidence they are able to
provide to show they are meeting each professional standard.
5. Mid-Review interviews will be held only for purposes of clarification, deferral or acceleration.
6. At the end of the Review, teachers will indicate, on the End-of-Review section of the Annual Review form, the
evidence they are able to provide to show they are meeting each professional standard.
7. Once the Principal is satisfied that the professional standards have been met, she/he will authorise the payment
of an increment.
8. End-of-Review interviews, for those Level 1 teachers not part of a process for deferral or acceleration, will be
held only for purposes of clarification or the recognition of achievement.
9. The procedures for the deferral of an increment are set down in the Teachers’ (Victorian Government Schools)
Conditions of Employment Award, Section 9.2 (6), and will be carried out to the letter. A teacher will receive a
minimum of three months notice of any intention to defer an increment. Support processes will be set in place
to enable the teacher to achieve their increment on the due date.
10. A Level 1 teacher, whose increment may be deferred, may have a colleague attend any Annual Review
interview with the Principal.
11. Panels for deferral or acceleration will consist of the Principal, a Merit and Equity trained teacher, and an
elected staff representative.

(Level 1, Sub-division 12 Teachers)
1. Level 1, sub-division 12, teachers will be encouraged to participate in the Winters Flat teacher appraisal
process, for the development of individual professional development plans.
2. The Professional Development Plans will emphasise aspects of the eight teacher standards for Level 1 teachers,
or the Leading Teacher competencies as outlined in Professional Recognition Program for Teachers Guidelines
(DOE July 1996).
**Assessment & Evaluation:**
1. A minor evaluation will be conducted by the Principal and Level 1 teachers, at the end of Term 3 each year, to monitor strengths and concerns, and to suggest recommendations for improvement.

**Resources:**
1. Documents:
   1.1 Teachers (Victorian Government Schools) Conditions of Employment Award, 1995
   * Order, 5 July 1996
   * Decision, 1 March 1996
   1.2 Professional Recognition Program for Teachers Guidelines (DOE JULY 1996)
   1.3 Professional Recognition Program: Applying the Professional Standards in Annual Reviews and Probation – Level 1 (DOE March 1996)
2. Folders for individual professional development plans.

Ratified by School Council August 2007
Winters Flat Primary School

Religious Education Policy

Note: This program is attended by all students except those who have brought a written note from their parents requesting exemption.

Purposes:
To encourage the students’s personal quest for meaning, at their level of experience and understanding.
To develop an understanding of religious faith, in an open plural and democratic society.
To develop those values and attitudes which are common to religious faiths.

Guidelines:
1. This program is run in Victorian Primary Schools by the Council for Religious Education in Schools. In Castlemaine the trained instructors are provided by, and supervised by the local Ministers’ Fraternal. The curriculum followed is called Religion-In-Life. This is a life centred, Bible-based program. The allotment is one 30-minute session per week.

Implementation:
1. Class teachers will remain in the classroom for the session.
2. Students not attending will be given appropriate material for the session and will be supervised according to arrangements made by each teacher.

Assessment & Evaluation:
1. Input from classroom teacher, students and interested parents.
2. Informal discussion annually or whenever necessary.

Resources:
1. An annual fee for Religious Education shall be determined by those responsible for its implementation.
2. The fee shall be collected by the School and passed on to the Religious Education teachers.

This policy was last ratified by School Council in ...............
Winters Flat Primary School  Reporting Journals Policy

Purposes:
1. To provide for parents a cumulative record of the child’s progress throughout the school year.
2. To collect samples of work in all Key Learning Areas, as part of the Reporting to Parents program.

Guidelines:
1. Reporting Journals should include samples of work items of assessment and half-yearly written reports.
2. Reporting Journals should be an assessment tool for teachers, and an important resource for parent-teacher interviews.
3. Work samples should show progress and achievement, should represent the real tasks of everyday classroom activities and be process-related (including drafts and finished pieces of work).
4. Reporting Journals should be a means of communicating with parents about the educational reasons for tasks and activities. Samples should not be “glossy show-pieces”, but demonstrate the student’s level of achievement.
5. Reporting Journals should promote pride and ownership from the students about their own work. “Magic Moments” where an individual student produces something special may be included in their Reporting Journal.
6. Team planning of tasks, and moderation to ensure consistency should take place at planning meetings.
7. Comments on individual samples should be written at the discretion of the teacher.

Implementation:
1. An introductory letter of explanation to parents will be at the beginning of the Reporting Journal. At the beginning of each term, a summary of the Learning Focus Statements will be included for each area of study for that term.
2. Reporting Journals will be sent home each term, and include written reports at the end of Terms 2 and 4. At the end of the year, the Reporting Journal becomes the property of the student.
3. Parents will be requested to write comments to their child about their work each term, and return the Journal to school by the end of the second week of term.
4. A statement of expected outcomes in user-friendly language (descriptor) will accompany each piece of work.
5. An aspect of English and Maths will be included twice per term.
6. The remaining Key Learning Areas will be represented twice during the year.
7. Specialist areas not appearing on the report format, should include a journal entry with a comment.
8. Specialist teachers will include two samples during the year. [One for Library]
9. Each work sample will be dated.
10. Students will usually know that a piece of work is to be included in the Reporting Journal.
11. If a student is absent on the day an assessment takes place, a note will be placed in the book explaining that the child missed the task, together with task if possible.
12. An explanation of incomplete work will be attached if necessary. Extra time will not normally be offered for incomplete work.

Evaluation:
1. Reporting Journals will be evaluated at the end of each year, and changes made to improve the implementation.
2. Parents will be invited to comment on the Reporting to Parents Program, which includes Reporting Journals.

Ratified by School Council October 2006
Winters Flat Primary School    Riding at School

Purpose:
- To provide a safe school environment, which is practical, and balances the rights of individuals with the school’s duty of care toward all staff and students.

Rationale:
1. Students travelling to and from school, as well as at school need to be safe. Bicycles, scooters and skateboards are a means of transport for students, but require regulation and management.
2. Bicycles, scooters and skateboards are a means of transport for students, but are also often involved in serious accidents.
3. It is well recognised that young children have underdeveloped motor skills, peripheral vision and judgement.

Implementation:
1. The school will provide storage for bicycles ridden to school by students under the following conditions:
   - Students wear helmets
   - Equipment is in a road worthy condition
   - Equipment brought to school is the responsibility of the student and their family.
2. All parents will be made aware of these school rules, and the safety reasons supporting them.
3. Students who contravene these requirements but ride bicycles to school, cannot bring their bicycles onto school property or store their bicycles at school.
4. Bicycle education, road rules and safety will form part of the school curriculum.
5. Scooters may be ridden to school by students wearing helmets, but must be clearly named, folded and stored appropriately.
6. Skateboards or rip-stiks may be ridden to school by students wearing helmets, but must be clearly named and also be stored appropriately.
7. Bicycles, scooters or skateboards cannot be ridden inside the school grounds. Clear and unambiguous signs will be prominently erected informing all visitors of this requirement. The exception to this is the use of our purpose-built track around the oval.
8. Students will be awarded a Riding Licence to enable them to use the riding track. The licence will be removed if rules for use are not followed.
9. The school will provide some scooters and ripstiks for student use, but students must provide their own helmet.
10. Students who break school rules regarding the use of riding equipment will be managed in a manner consistent with the student discipline policy.
11. The Student Representative Council will provide awards to students who demonstrate safe riding practices.

Evaluation:
- The use of the bike track, and supervision of such, will be reviewed as often as needed, but at least annually.
- This policy will be reviewed as part of the school’s three-year review cycle.

This policy was last ratified by School Council in ……………..
Winters Flat Primary School  Student Mentor Program Policy

**Purposes:**
1. To assist every student in reaching their potential.
2. To ensure that professional guidance and support has been provided for both student and classroom teacher, and that documentation of any such support is available.

**Guidelines:**
1. All students should be challenged intellectually at an appropriate level.
2. Students, who are experiencing social, emotional, academic or behavioural difficulty, should be supported.

**Implementation:**
1. Initial support will take the form of a pastoral care system. Teachers will be placed as mentors with individual students, who have been perceived by teachers to be in need of support – socially, academically or behaviourally.
2. Teachers will have no more than two students, who are allotted by the choice of the mentor. If difficulties occur with the child – mentor relationship, alternatives will be considered.
3. All staff members will be involved in the program.
4. Support groups for individual students will be formed when necessary.
5. Regular progress reports will be made at staff meetings at the instigation of the Pupil Welfare Co-ordinator.

**Assessment & Evaluation:**
1. As well as all members of the Winters Flat school community, secondary schools to which our students transfer will be invited to comment on students’ preparedness for secondary education.
2. To be reviewed at first Staff Meeting of each term.

**Resources:**
The teacher responsible for Student Welfare within the school will be responsible for setting up and overseeing this program.
Funding needed for files, paper etc. necessary to set up the program will be provided from the Administration Budget.

Ratified by School Council Dec 06
SunSmart Policy

**Purposes:**
1. To educate the students about the dangers of prolonged exposure to the sun.
2. To ensure that students take adequate precautions to protect themselves from the sun when at school.

**Guidelines:**
1. The SunSmart Program should be an ongoing commitment each year throughout the school.
2. The SunSmart Policy should be enforced during all school related activities.
3. Games that can be played in shady areas should be encouraged during summer.
4. The school should work towards ensuring that all students have access to shaded areas for outside recreation.
5. Times of high risk are, according to the Cancer Council Victoria, from the beginning of September to the end of April.
6. In accordance with Cancer Council Victoria policy, sunscreen used should be UV30+.

**Implementation:**
1. The SunSmart Program will become part of the health course every year at all grade Levels. It will be targeted in first term and revisited in fourth term, and reinforced and promoted to the whole school community regularly.
2. School broad-brimmed hats will be worn by all students, and by staff on yard duty and during Physical and Sport Education lessons, from September 1st until April 30th, and on days of high risk during other terms. Students who do not have a hat will play in the allocated shade area. Families and visitors will be asked to respect our SunSmart policy.
3. Parents will be asked to reinforce the importance of being SunSmart at home, and to provide sunscreen for their child/ren at school. Appropriate time will be give to students for application of sunscreen.
4. During the school swimming program, at swimming fun days and when appropriate on camps, all students will wear sunscreen, a t-shirt or UV protective swimwear and a hat.
5. School excursions and activities, such as recesses, camps, excursions, sporting events, swimming and physical education programs, will be planned according to SunSmart guidelines. Particular care should be taken between 10 am and 2pm (11am and 3pm daylight saving time).
6. The school will maintain its SunSmart status, confirmed by the SunSmart Schools Program.
7. Students will wear a school uniform top, and sensible footwear. Students wearing inappropriate clothing will play in the allocated shade area. Wrap-around sunglasses that are suitable for students, will be encouraged.
8. The School Council will consider possibilities for increasing shade areas in the playground.
9. A copy of this will be included in the school’s Information Booklet, and will be forwarded annually to each family via Flat Chat.

**Assessment & Evaluation:**
Yearly.

**Resources:**
Cancer Council Victoria
Health Education material

Ratified by School Council Dec 06
Winters Flat Primary School

Thinking Policy

Definition:
Thinking is about -
Learning about: using all senses to develop their thinking, asking thoughtful questions, the reasons we reflect, the variety of thinking processes.
Learning how to: Think and reason about the world using tools and processes to support their thinking. Students also develop the ability to think about their thinking, self assess and give and take feedback.
Developing skills of: Reasoning, processing, inquiring, (questioning), creative thinking, reflection and metacognition
Develop values of: thoughtfulness, diversity, responsible risk taking, creativity, and reflection

Purposes:
4. For our students to learn how to understand the importance of thinking.
5. To develop reasoning, processing and self-directed questioning and inquiry.
6. To encourage our students to seek multiple solutions, become innovative and thoughtful thinkers, be able to select thinking tools to help them resolve problem and find answers to difficult questions.
7. To teach them to self assess against set criteria that they have helped to develop.

Guidelines:
1. Reasoning, processing and inquiry - The Reasoning, processing and inquiry dimension encompasses the knowledge, skills and behaviours required to enable students to inquire into the world around them, and to use critical thinking to analyse and evaluate information they encounter. Students learn to assemble and question information and develop opinions based on informed judgments. They also develop the capacity to transform information into coherent knowledge structures.
2. Creativity - The capacity to think creatively is a central component of being able to solve problems and be innovative. In the Creativity dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.
3. Reflection, evaluation and metacognition - Learning is enhanced when individuals develop the capacity to reflect on, and refine their existing ideas and beliefs. In the Reflection, evaluation and metacognition dimension, students learn to reflect on what they know and develop awareness that there is more to know. They learn to question their perspectives and those of others. They evaluate the validity of their own and others’ ideas. They also develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies.

Implementation:
1. Opportunities will be provided where students will collect information from a range of sources to answer their own and other’s questions. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities.
2. Students will be given the opportunity to apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.
3. Students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.
4. Staff, within departments will develop a developmental plan of development within the Thinking Skills area providing a rubric of strategies to ensure common language, hierarchy and understanding of processes and strategies chosen to enhance Thinking.

Assessment and Evaluation:
3. Evaluation of policy will occur in line with cyclical policy evaluation.
4. Assessment of student achievement will be against the Victorian Essential Learning Standards.

Reviewed November 2006
Purposes:
1. To recognise and utilise the strong and valued partnerships between schools, parents and families, and communities in students’s development and learning.
2. To seek new opportunities to advance students’ learning, increasing their appreciation and experience of the cultural and social features of the school community and the wider community.
3. To create strong partnerships between schools and community groups, agencies and services, business and philanthropic organisations.

Guidelines:
1. Programs and material presented by visitors should be consistent with Ministerial policies outlined in the ‘Visitors to School’ section of the Victorian Government Schools’ Reference Guide.
2. Visitors include parent and community volunteers, invited speakers, sessional instructors, representatives of community, business and service groups, prospective parents and employees, local members of Parliaments, employees of relevant students’s service agencies, trades people, talent scouts, official school photographers, commercial salespeople.
3. In the organisation of an activity involving visitors, primary consideration should be given to the safety and privacy of students, its anticipated value to student learning and its relevance to curriculum objectives and the values of public education.
4. Appropriate consultation should occur where disruptions to regular programs with other staff are likely.
5. Organisers should take reasonable steps to ensure that teachers are kept informed of likely changes to regular programs.

Implementation:
1. Visiting speakers will be invited on the basis that they will make a positive contribution to the development of students’ knowledge and understandings.
2. In most circumstances any costs will be met from the excursion levy, relevant program budget or by parent contribution.
3. The requirements of the Working With Students Act 2005 will be satisfied.
4. During school hours, all visitors should register their arrival and departure at the front Office, using a Visitor’s book, and including date, times, and purpose of visit.
5. Where talent scouts are concerned, the ‘Visitors to schools’ recommendations will be followed.
6. The value of an activity additional to normal routine will be explained in advance to parents via Flat Chat.
7. Teachers will be responsible for their grade at all times.
8. Appropriate follow-up work will be the responsibility of the class or specialist teacher.

DEECD Resources:
- Victorian Government Schools Reference Guide
- Blueprint for Education and early Childhood Development
- Emergency and Security Management
- Information Privacy
- Legal Liability and associated matters
- Relationships with the media
- Risk management
- School-Community Relationships, including sponsorship
- Community and Stakeholders Relations Branch

Assessment & Evaluation:
1. Overall evaluation should be the collective responsibility of the whole staff.
2. The evaluation process should be concerned with the effectiveness of being met.
3. Community expectations.

This policy was last ratified by School Council in ……………..
Winters Flat Primary School Working with Students Check

**Purposes:**

1. To protect students from harm by checking a person’s criminal history for serious offences from certain professional bodies such as the Victorian Institute of Teaching.
2. To provide ongoing monitoring of those who hold a Working With Students (WWC) check.
3. To review a person’s suitability to hold a WWC Check card.
4. To create a mandatory minimum suitability standard for people who work or volunteer with students.

**Guidelines:**

1. Checks are required for non-teaching school-based employees.
2. There may be circumstances where a Principal considers that a Criminal Record Check conducted through the Department of Education and Early Childhood development is required in addition to a WWC Check.
3. An application is free for volunteers and has a fee for paid workers (currently $71.70).
4. A volunteer WWC Check cannot be used for paid child-related work, but an Employee WWC Check can be used for both paid and volunteer work.
5. Exemptions are made for:
   - those under 18 years of age,
   - a parent who volunteers in the activity in which your own child ordinarily participates
   - a sworn police officer who is not suspended from duty
   - a teacher who has current registration with the Victorian Institute of Teaching
   - those closely related to each child you have contact with
   - students aged 18 or 19 working as a volunteer in an educational institution
   - a visitor to Victoria who does not ordinarily reside and perform child-related work in Victoria

**Implementation:**

9. Principals are responsible for ensuring that all current and new non-teaching employees apply for the check by 30th December 2007.
10. The school will have application forms available at school and will provide information where necessary to volunteer workers needing a WWC Check.
11. All adults attending our school camps need both a WWC Check and a Criminal Records Check.
12. Religious Education instructors are supervised at all times and so do not require a WWC check.
13. A copy of all Checks will be filed at school.

**Resources:**

- Working with Students website
  Email: [Workingwithstudents@justice.vic.gov.au](mailto:Workingwithstudents@justice.vic.gov.au)
- Australia Post online application lodgement
- DEECD Suitability for Employment policy
- Australia Post
- The Working with Students Application Guide and Form

Ratified by School Council Nov 07