



Ilim College Policies

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Chapter 1

Introduction to the College

This Chapter contains the following topics:

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Introduction

Welcome to Ilim College of Australia Inc, a Prep to Year 12 Co-educational Islamic School that offers a broad and dynamic curriculum to more than 1500 students over 2 campuses located in Dallas and Glenroy.

College Vision

Our shared vision is of a school that enables individual students to achieve the potential within a learning environment based on Islamic teachings that is safe, positive, caring, inclusive and welcoming.

Ilim College is committed to encouraging the best in its students, staff and community. We aim to nurture a passion for knowledge, creativity and vocational skills.

We endeavour to do this by:

- Creating an Islamic caring working environment for both students and staff
- Providing a personalised student-centred approach to learning
- Building a culture of achievement
- Focusing on continuous improvements and sharing accountabilities
- Promoting equality
- Maintaining a welcoming and friendly environment

- Developing partnership with the community
- Encouraging whole school health and wellbeing

Purpose of this Manual

The Ilim College Policy Manual sets out the school’s policies in various areas, supported by processes, procedures, rules, guidelines and other information that assists in their implementation.

Look for the ‘Policy’ labels and/or headings as you reference the various chapters in the manual.

Who this manual is aimed at

This manual is written for the use of employees of Ilim College of Australia Inc. It is not written specifically for student use, although parts of it may be reproduced in the student handbook.

Applicability of policies

The policies in this manual may apply to all employees of the College, some employees of the College, all students enrolled at the College, some students enrolled at the College, or two or more these groupings.

Applicability may not be pointedly specified to any/all groupings. Where it is not, a commonsense reading of the policy is applied.

Importance of our Policy

It is the responsibility of all staff, teaching and administrative, to ensure the College policies are implemented consistently for and by themselves and for our students.

All staff that are employed at Ilim College are expected to be aware of policies relevant to them. Some policies will be reminded and reinforced at meetings and professional development sessions held throughout the year.

Evaluation/ Review of policies

Formal evaluation review of policies will be undertaken during the annual policy evaluation process. Any concerns with a policy can be discussed and addressed during that process.

Notification of the annual policy evaluation/review process will be sent to all staff at least one month before it begins so written submissions can be lodged.

Any policy changes outside the normal evaluation/review period will be presented as a draft to staff for feedback before being presented to the Board for ratification.

College Policy Statement

The following policy statements are exclusive to Ilim College of Australia and must be read and implemented by all College staff and personnel. The college policies are subject to evaluation and change at the beginning of a new academic year, unless stated otherwise on the policy statement. Each policy states a rationale, guidelines for implementation and an evaluation procedure. The following state the importance of the college policies and the roles and responsibilities of all staff members.

- It is the responsibility of **all** staff to ensure that college policies are implemented
- It is through **consistency and consultation** with the appropriate staff that they will become aware of appropriate expectations and responsibilities based on the College policies

Teachers Code Of Conduct

The teacher's code of conduct has been developed for and by the Victorian Institute of Teaching. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

For further information please refer to the Victorian Teachers Code of Conduct located on the "Official Documents Drive" - Administrative Documents folder.

Administrative Code of Conduct

Introduction

The Administrative Staff Code of Conduct has been developed for all non teaching staff of Ilim College. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of an Ilim College Employee by their colleagues and the school community.

It has been adapted from the Victorian Institute of Teaching' Code of Conduct to ensure all staff present themselves at the highest standard of proper conduct.

Section 1:

Professional conduct

A staff member's conduct is characterised by the quality of the relationships they have with their colleagues, the students of the school, parents (guardians and caregivers), families and the broader community.

Relationships with students

- Work to create an environment which promotes mutual respect
- Model and engage in respectful and impartial language
- Make decisions in students' best interests
- Protect students from intimidation, embarrassment, humiliation or harm
- Enhance student autonomy and sense of self worth and encourage students to develop and reflect on their own values
- Respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate

That is:

- a. If the student has consented to the information being used in a certain way
 - b. to prevent or lessen a serious threat to life, health, safety or welfare of a Person (including the student)
 - c. As part of an investigation into unlawful activity
 - d. If the disclosure is required or mandated by law
 - e. To prevent a crime or enforce the law
- Refrain from discussing students' personal problems in situations where the information will not be treated confidentially
 - Report any discipline matter or any observation of concern to relevant staff without delay

In their professional role at the school, do not behave as a friend or a parent. They:

- a. Interact with students without displaying bias or preference
- b. Do not draw students into their personal agendas
- c. Do not seek recognition at the expense of professional objectivity and goals

Ilim College Staff are always maintaining a professional relationship with its students whether at school or not.

All staff working in a school environment holds a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a staff member:

- Has a sexual relationship with a student
- Uses sexual innuendo or inappropriate language and/or material with students
- Touches without a valid reason
- Holds conversations of a personal nature, or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- Accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents

A professional relationship may be compromised if a staff member:

- Attends gatherings or socializes with students where their parents are not present
- Invites a student or students back to their home, particularly if no-one else is present

Relationships with parents (guardians, caregivers), families and communities

All staff should be respectful of and courteous to parents:

- Communicate and consult with parents in a timely, understandable and sensitive manner
- Take appropriate action when responding to parental concerns.
- Staff recognises that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

Relationships with colleagues

All staff demonstrates collegiality by:

- treating each other with courtesy and respect
- valuing the input of their colleagues
- using appropriate forums for constructive debate on professional matters
- sharing expertise and knowledge in a variety of collaborative contexts
- providing support for each other, particularly those new to the profession

Section 2

Personal conduct

It is expected that all staff will:

- Act with discretion and maintain confidentiality when discussing workplace, colleagues, student and parent issues as stipulated in College Policies
- Be positive role models at school and in the community
- Respect the rule of law and provide a positive example in the performance of civil obligations and Islamic manners
- Not exploit their position for personal or financial gain
- Ensure that their personal or financial interests do not interfere with the performance of their duties issues

Section 3

Professional competence

Staff value their professionalism, set and maintain high standards of competence relevant to their area

Staff:

- Are knowledgeable in their areas of expertise
- Are committed to pursuing their own professional learning
- Complete their duties in a responsible, thorough and timely way

All staff are aware of the legal requirements that pertain to their profession and work at the college. In particular, they are cognisant of their legal responsibilities in relation to:

- Discrimination, harassment and vilification
- Negligence
- Mandatory reporting
- Privacy/Confidentiality
- Occupational health and safety

Introduction

Ilim College Code of Conduct has been developed for and by Ilim College. It identifies set of principles, which describe the professional and personal conduct expected by all staff by their colleagues and the school community. It is based on Islamic values and ethos of the school.

All Staff who work in a school, particularly teachers not only carry the professional responsibilities in undertaking duties - but are also people entrusted with the formation of young people.

As a consequence of this, staff in an Islamic College must adhere to the accepted practice of Islam. Any appearance and manner that does not respect these teachings and practices, places a teacher in conflict with their employment conditions and what Ilim College stands for.

Ilim College School Staff in line with the Islamic ethos will build a school environment in sync with school values based on mutual:

Respect Care Commitment Honesty Integrity

Staff will maintain respectful, cooperative and professional relationships by exhibiting the following attitudes and behaviours.

Appearance

- Observing school dress code policy both on school premises and any school event involving students and parents
- Avoid smoking on school grounds and take precaution to prevent smoke odour during work hours
- Showing extra care for personal hygiene and neat/professional appearance

Interpersonal Relations

- Speaking in a non-degrading manner, avoiding raising of voice towards one another within the school grounds
- Talking positively about each other and remaining loyal to our school family
- Refraining from any conversation or spreading of personal opinions/observations on any matter about a colleague or issue without their consent.
- Directing your concerns about any knowledge or observations to an appropriate staff member.
- Recognising that each staff member brings an educational background, professional experience and life skills that are unique and valuable to our school
- Practising positive decision making through non divisive

strategies, compromise and respect for different points of view

- Modelling forgiveness by letting go of past hurts and working actively to build and maintain healthy relationships
- Demonstrating that each job is important and that every person deserves recognition and respect
- Addressing all staff by the salutations Mr, Mrs, Ms, sister or brother particularly in the presence of students, parents and other staff.

Professional Growth

- Supporting each other's professional growth through such means as mentoring and collaborative planning
- Improving instruction throughout the school by sharing innovative instructional activities, strategies and materials.
- Developing Islamic knowledge and practices as role models for students

Communications

- Increasing communication between individuals and groups of staff through professional and social activities
- Respecting confidentiality in our communications as they pertain to students, parents and staff
- Being professional in our demeanour, actions, verbal and written communications.
- Avoid in engaging in discussion on topics contrary to the teachings of Islam or topics that may cause controversy on moral issues or religious matters.
- Ensuring students and staff are not exposed to acts/images/performances/publications or any such material that has the potential to affect their moral values, modesty and religious susceptibility.
- Refraining from displaying or sharing any personal photos with students and staff of their appearance or events that does not reflect the teaching and practices of Islam.
- Making every effort to avoid any incidental brushing by or any form of coming in physical contact with the opposite gender including handshakes.
- Avoiding being alone in a closed concealed environment with any student or staff member with the opposite gender
- Observing segregated seating as appropriate in meetings or events

Decision Making

- Seeking input from pertinent staff members regarding decisions that affect those members or the school as a whole
- Seeking input from the Head of Faith for any religious matters or queries
- Making every effort to reach acceptable compromises and avoiding decisions that divide the staff by giving ample time for discussion so that consensus can be reached

School Operations

- Avoiding any haram products on school premises such as alcohol, pork
- Avoid logging onto social network sites such as Facebook etc from the College internet other than school/work related purposes is not permitted.
- Frequently attending prayer in congregation with students other than compulsory duties (not relevant to non Muslim staff.
- Ushering students to make their wudhu and attend mosque promptly at the call of the adhaan and not withholding any student for any reason to attend prayer.
- Observing all schedules/deadlines and giving advance notice of schedule changes
- Respecting staff members and school property, informing staff/completing paper work when taking items from office or staff members and returning items in good condition
- Showing consideration for classroom space and noise levels (e.g. keeping audio visuals volume down, refraining from interrupting one another's class time, moving students through halls and shared areas quietly)
- Taking on extras even when given with late notice from Daily Organiser or Administrative Staff due to unexpected circumstances in a responsible, understanding manner as part of duty of care
- Avoiding posting any school related comments and/or photos of students onto any personal facebook/online accounts without principal or parent consent.
- Refraining from concealing any office or classroom windows for safety and protection of false allegations

Staff Dress Code

According to Islamic teachings, modesty in dress is an important tenet of one's faith. All clothes should be loose fitting, non transparent and modest. All students, parents, teachers and staff members are required to obey Islamic teachings regarding dress while on school premises. At all times, dress should be of the highest possible standard. It is expected that staff will present themselves according to school policy and as professionals.

Guidelines to Implementation

Upon signing the Ilim College contract, both male and female staff members have agreed to obey the Islamic Dress Code Policy of the College while on school premises and when attending college functions, camps and meetings outside the school. Also staff must adhere to the dress code when representing the college in functions and events outside the normal school hours.

Refer to the information below for clarity of expected female and male dress standards.

Physical Education Staff

PE staff are expected to wear appropriate PE staff clothing that is loose and non transparent.

Student Free Days

On occasions when staff attends school on student free days a casual appearance may be taken. However, the Islamic dress code must be adhered to at all times.

Excursion and Camp Days

On occasions when staff attend school camps or excursions a casual appearance may be taken if needed i.e. runners may be worn. However, the Islamic dress code must be adhered to at all times.

Males

According to Islamic teachings, a male must cover what is between his navel and knees at all times while in public. During school hours, male staff are expected to wear formal shirts and pants. Wearing of casual clothes is not permitted for teaching and non-teaching staff. Clothing standard (including footwear) is to be suitable to wear in a

corporate office environment. Business shirt and formal trousers must be worn. Jeans and jean style trousers and/or shorts are not permitted. i.e. Suit and ties are encouraged. Jubba style dress and pants are not permitted. Runners/sneakers and slippers/thongs must not be worn. There should be no use of dyes, gels or any other form of product within the hair of the male staff.

Females

According to Islamic teachings, females are expected to cover their whole body except their face, hands, feet and avoid tight fitting transparent clothing. Dress (including footwear) is to be of corporate standard. All pants/trousers must be loose and at ankle length, tights and jean style trousers are not permitted to be worn under tunics, pants are only allowed when worn under long tunics that fall at or below the knees. Casual clothing is not acceptable in a professional environment.

Makeup such as eye shadow, lipstick, nail polish etc. must not be applied.

The hijab (scarf) must be pinned below the chin to ensure the neck is not showing. No hats, beanies or other head wear is permitted.

In areas of concern, interpretation of these standards will be prerogative of the Principal and College Board. The school board has the right to terminate the teacher's contract if he or she does not obey the Ilim College dress policy as clearly outlined.

Chapter 2

School Operations

This Chapter contains the following topics:

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Enrolling students on visas	See page: 30
Full Paying Overseas students	See page: 30
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Archives & Records Management	See page: 32
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Acceptable use of internet, email & computers

Rationale

Internet and Email facilities are part of Ilim College of Australia's information and communications system and are owned by the school. Ilim College of Australia has a right to determine who has access to these systems so as to ensure that they are used properly and efficiently. Ilim College has a responsibility to protect the school, staff and students from potential problems resulting from misuse.

Aims

- To ensure that staff and students observe in good faith the legal, ethical, Islamic and professional expectations that underpin the availability and use of these resources
- Bring clarity to the appropriate use of Email and Internet resources of the College

Guidelines to implementation

Every employee at Ilim College of Australia should be aware of the

following:

Appropriate Communications

The following use of Email and the Internet is appropriate at Ilim College of Australia:

- Curriculum-related and educational information and resources
- Student welfare and pastoral issues (except confidential info)
- Draft documents for discussion
- Request for information
- Copies of documents previously published/distributed
- Committee meeting arrangements
- Non-business use as approved by the school authority
- Reasonable use by the designated union representative
- Professional Development
- Purchase order of educational resources

Inappropriate Communications/Viewing

It would be deemed inappropriate use of Email or the Internet if these communication channels were used for purposes that:

- Are contrary to law or likely to contravene the law. This includes the laws of copyright, defamation, harassment, discrimination, (sex, race, disability) and confidentiality, as well as all other laws, such as contempt of court, creation of contractual obligations, criminal laws and workplace relations law;
- Have the potential to place the school in an embarrassing or compromising position. Such activities might include engaging in commercial activities, product advertisement, political lobbying and the creation of false or misleading information, comments or images that may harm the reputation of the College;
- Download, store, create, send or print files or messages or images/information that are deemed to be profane, obscene, of sexual nature, contrary to Islamic beliefs and practices or the use language that offends or tends to degrade others;
- Engage in activities that might cause congestion of the network. For example, bulk Emails should be sent sparingly as they can impact upon network performance;
- Disclose personal and/or confidential information.

Confidential Information

Confidential information should never be sent or distributed via Email as it is not a secure means of communication. Email can easily be copied, forwarded, saved, intercepted and archived and may be required to be produced as evidence in legal proceedings.

Copyright

The copyright material of third parties, including software, database files, documentation, cartoons, articles, graphic files, text and downloaded information must not be distributed through Email or the Internet without specific authorization to do so.

Defamatory Comments

Email and the Internet must never be used to transmit defamatory, offensive or inappropriate material. Email is neither private nor secret. The audience of an intemperate communication may be unexpected and extremely widespread. Gossip or derogatory personal comments are not acceptable elsewhere in the workplace and will not be acceptable on the network.

Harassment

Email must not be used to convey messages that are harassing, threatening or obscene, nor content that could be construed as being discriminatory, offensive or disruptive.

Messages that deal with material that could be perceived as offensive or provocative on the basis of political or religious beliefs, sex, race, age, national origin, disability or sexual orientation must not be transmitted, downloaded or stored.

Email messages that contain subject matter that would not be put into a school's memoranda must be avoided. Care must be taken with the use of sarcasm and humor. Email messages can easily be misconstrued. Unlike phone or face to face exchanges, the recipient cannot rely on the inflection, tone of voice, gesture or verbal feedback to clarify meaning. Accordingly, words and attached documents should be carefully chosen and expressed clearly.

Illegality

Email and Internet facilities are not to be used in any manner contrary to law or likely to contravene the law. In addition to possible breaches of the laws of copyright, defamation, harassment and discrimination which are outlined in these guidelines, staff should also be aware that Email is subject to all other laws. These include contempt of court, creation of contractual obligations, criminal laws and workplace relations law.

Non-business Use

Email and Internet facilities may only be used for school related communications and purposes.

If you view or download material from the internet or do online personal shopping/browsing other than for Ilim College related purposes you may be disciplined. You will be liable to be dismissed in cases of serious or repeated misuse.

Monitoring

The use of email and internet by staff is intended to facilitate learning and teaching by providing access to resources and people around the world. As it is incumbent on the employing authority to ensure appropriate usage of the electronic communicating systems, Ilim College of Australia has the right to access, view and monitor a staff member's incoming and outgoing messages and site usage. Staff need to be aware that their email and internet usage is not private and maybe monitored. The main reason for implementing a monitoring process is to ensure optimum productivity as a safeguard against misuse and to protect the rights and safety of staff

The following action will be taken where a breach of this policy is detected:

- A request to explain the circumstances surrounding the breach
- If the breach occurred without good reason, an official warning will be issued
- Attendance at appropriate counselling sessions
- Requiring specific approval for all email and internet access
- The right to publicly correct you on any miss information that may have been spread

Disclaimer

It is appropriate for all emails sent externally to have a disclaimer of some type attached. A sample disclaimer is provided below and could be modified to suit a specific school's needs:

This Email and any attachments may be confidential and, if you are not the intended recipient, you must not disclose or use the information in this mail. If received in error, please notify us immediately and delete the Email and all copies. The school does not guarantee that this Email is virus or error free. The attached files are provided and may only be used on the basis that the user assumes all responsibility for any loss, damage or consequence resulting directly or indirectly from the use of the attached files, whether caused by the negligence of the sender or not. The content and opinions in this Email are not necessarily those of the school.

Internet Use for Students

The Internet is a vast network linking computers around the world. It has great potential both for use and abuse. This policy exists to help ensure that students use this resource in a safe and appropriate manner. All Internet access done though Ilim College must be consistent with and in support of

Ilim's curricular guidelines and educational objectives.

The following are guidelines that will help teachers in articulating the rationale of this policy

Internet Filtering Practices

There will be filtering in place to block inappropriate websites. In order to help provide safe Internet access for all students, Ilim College will make all reasonable efforts to monitor the online activities of all students while using the Ilim College Internet access. Monitoring includes, but is not limited to...

- Preventing access by minors to inappropriate content on the Internet and the Worldwide Web by subscribing to an educational filtering service
- Providing for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Preventing unlawful access, including so-called hacking, and other unlawful activities by minors online
- Preventing unauthorized disclosure, use and dissemination of personal information regarding minors

Teacher and student responsibility

Each student is expected to take individual responsibility for his or her appropriate use of the Internet. While all student use of the Internet is to be conducted under teacher supervision, teachers are not expected to monitor student use at every moment. Hence, teachers must exercise their own discretion and be sure that the internet is used when appropriate

Home and parent responsibility

This policy is included in the parent and student yearly handbooks, so students must read the policy with their parents or guardians and, for all students, both must sign the agreement before students can be authorized to access the Internet and World Wide Web. The agreement covers the years that the student spends at Ilim College and is attached at the end of this policy statement

Internet access is a privilege

Internet access through Ilim College is a privilege. The school may revoke a student's privilege if it is abused. Inappropriate conduct via the Ilim College Internet access will be subject to disciplinary action in conformity with Ilim College Policy on Student Conduct and Discipline.

Teacher access at student's internet files

Use of Ilim College Internet access is not private. Teachers and other school

authorities may examine all student computer files and records if deemed necessary. Administrators will cooperate in providing access to law enforcement authorities when required.

Resource limits

Students are expected to follow procedures and guidelines that are issued to protect the security of Ilim College computer system and to respect its resource limits. This includes rules concerning downloading software and files.

Network Etiquette

Students are expected to follow rules of Internet network etiquette. These include acting respectfully towards others and using language that is not offensive in any way

Unacceptable uses

The following uses of the Ilim College Internet access are unacceptable:

- Posting or sending images of self or others contrary to the Islamic ethos
- Accessing, transmitting or receiving obscene, pornographic, or illegal material
- Engaging in cyber cheating or plagiarism, (plagiarism is taking material created by others and presenting it as if it were one's own work. The policy also relates to students.
- Infringing copyrights, (copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright e.g. software protected by copyright may not be copied without the permission of the copyright owner.
- Participating in commercial or political activities that are not directly related to the educational purposes at Ilim College
- Accessing chat rooms, engaging in instant messaging
- Posting or filling out forms with private or personal information about yourself or information about another person
- Attempting to access another person's files
- Receiving or sending emails from personal home accounts or through another person's email account
- Posting chain letters or engaging in "spamming", (spamming means sending annoying or unnecessary messages to large numbers of people)
- Participating in any communications that facilitate the illegal sale or use of drugs or alcohol; that facilitate criminal gang activity; that threatens, intimidates or harasses any other person or that violates any other local or federal law
- Disclosing Ilim College passwords of staff accounts

Parent/Student Internet Consent Forms:

Prior to accessing the Internet, students in years 5-12 and their parents will need to complete the following signature page for the Internet Acceptable Use Policy for Students.

Ilim College Internet Use policy for students

I have read the Ilim College Policy for Internet use. I agree to follow this policy when I use the Internet at school.

Student Name (Print) _____ Date -----

Parent/Guardian Permission

I have read and understand the above information about appropriate Use of the Ilim College computer network and I understand that this Form will be kept on file at the College. I give my child permission to access the network as outline above in the Acceptable Use Policy.

Student Name (Print) _____ Date _____

Parent/Guardian signature _____

**Use of
Resource/
Materials**

Introduction:

As part of the Ilim College’ Islamic school ethos, it is expected that all texts/resources in any format including electronic, visual, audio or hard copy formats are in sync to the values and tenets of Islam. Resources and materials encouraged for student use are those that reflect Islamic values and provide positive messages, provide unique and problem solving methods and are of educational content.

Any message and depiction that is objectionable to the values of Islam must strictly be avoided at Ilim College. Any resources containing such messages or depictions in whole or part must not be catalogued, gifted, donated or used as a resource both in class and as part of co-curricular activities. If unsure, it is important to consult with the school Head of Islamic Education or principals prior to use.

Any difference of opinion is the prerogative of the Head of Islamic Education and will be referred to accordingly.

Purpose:

Staff appointed by the Head of Islamic Education/Principals will review texts and determine suitability to Islamic values and ethos before use.

Procedure:

Staff will be appointed by campus principals for verification.

All teachers and non-teaching staff before they provide any resource for student use must:

- a) Review the resource themselves and check on Parent Previews website (parentpreviews.com) for movie ratings and grades of appropriate content.
- b) Refer resources to appointed staff to review for verification
- c) Report any unintentional occurrences of such material viewed by the students to the Principals immediately.

All librarians before they catalogue or allow borrowing must:

- a) Review resources before purchase.
- b) Ensure verification stamp/sign of suitability is present on inside cover of text before cataloguing.
- c) Report any material found that is not suitable which is already catalogued in the library to the principals/for review or verification.

Any material containing the following must be avoided:

1. Offensive and degrading towards, Allah, the Prophets of Allah or any figures in Islam.
2. Abusive toward any race, culture or religion.
3. Any violent or non-violent extremism which may create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Recording of images/ Events

Rationale

Ilim College has a responsibility to students to provide a supportive, safe and Islamically appropriate environment where students feel safe and their privacy is respected.

Aim

This policy is to ensure the safety and privacy of students at all times while on Ilim College school grounds or during any school curricula or co-curricula activity.

Guidelines to Implementation

Teachers are not to bring their own personal cameras to school to photograph students while having a school activity. If photos are to be taken for the year book or bulletin, on excursion or incursions, teachers are to use a school camera located in the library. Once photos have been taken, the teacher must upload the photos onto the server and then return the camera to the library.

Personal cameras, video cameras, iPhones or mobiles are not permitted and any teacher seen to be using their own personal equipment without prior approval and permission from the Principal and/or Vice Principal or found uploading these images to personal Facebook, own devices will face disciplinary action. No teacher at any time should put student's pictures on the internet including 'Facebook'. Furthermore, no teacher should have a **current** student of Ilim College on their 'Facebook' page, 'Myspace' page etc. Teachers should ensure they maintain a professional relationship with all students at all times.

Office Staff must ensure written parental consent at enrolment is given for any pictures taken. This allows any form of photo/camera to take place. Furthermore, the Principal has the right to hire independent photographers or videographers to take photos/video around the school or on a special event such as graduations, special ceremonies or school photos. Ilim College has the right to publish or use this footage as they deem appropriate.

Social Media

Rationale

Students/Staff at Ilim College enjoy the opportunities and reward that being a member of the School brings. It is subsequently expected that Students/Staff will uphold the ethos of the School within and without and in all Social Media interactions. Students will not act in such a way that the image of the School is brought into disrepute nor in a way that harms members of the School community. Ilim College expects Students/Staff to use Social Media in a respectful and responsible manner. Social Media

should not be used to insult, present offensive or inappropriate content or to misrepresent the School or any member of the School community.

Aim

The purpose of this Policy is to set standards of behaviour for the use of Social Media that are consistent with the broader values and expectations of the Ilim College community.

Social Media – refers to all social networking sites such as Facebook, Instagram, Twitter, LinkedIn, Google+, Formspring, YouTube and MySpace, MSN, Kick, etc and includes email and mobile devices

Guidelines to Implementation

Students/Staff are expected to show respect to others, including members of the School community. Students/Staff are also expected to give due respect to the reputation and good name of the School.

When using Social Media, Students are expected to ensure that they:

- Respect the rights and confidentiality of others;
- Do not impersonate or falsely represent another person;
- Do not bully, intimidate, abuse, harass or threaten others;
- Do not make defamatory comments;
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the Ilim College Community
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of Ilim College or those within its community;
- Do not film, photograph or record members of the School community without express permission of the School or use film, photographs or recordings without express permission of the above;
- Do not post images contrary to the teachings of Islam

A breach of this policy will be considered by the Principal or his/her Delegate, such as Vice Principal or Heads of Campus and will be dealt with on a case by case basis and could result in the following:

- Loss of computer usage
- Detention
- Suspension
- Expulsion

All reports of cyber bullying and other technology misuses will be investigated fully and may result in a notification to Police where the School is obliged to do so. Students and Parents must be aware that in certain

circumstances where a crime has been committed, they may be subject to a criminal investigation by Police over which the School will have no control.

Privacy

Rationale

Ilim College is required by law to protect the personal and health information of all staff and students at the college. The Victorian Privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001, provide for the protection of personal and health information. The Privacy laws do not replace any existing obligations Ilim College of Australia has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

Aim

To ensure all staff and school operations protect the privacy of all students' staff and parents personal information.

Personal information

Is information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings.

Health information

Information relating to a person's physical, mental or psychological health, or disability, which is also, classified personal information. This includes information or opinion about a person's health status and medical history, whether recorded or not.

Sensitive information

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 health information and sensitive information unless otherwise specified.

Parent

Is a relation to a child and 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

Is someone who carries out a duty on behalf of the College, paid or unpaid, or who is contracted to, or directly employed by the College, or job applications are also considered staff information.

Guidelines to implementation

Personal information is collected and used by Ilim College to:

- Provide services or to carry out the College's statutory functions
- Assist the school services and its staff to fulfill its duty of care to students
- Plan, monitor and evaluate College services and functions.
- Comply with Department of Education –Victorian Registration and Qualifications Authority and Victorian Institute of Teaching
- Investigate incidents or defend any legal claims against the College, its services, or its staff, and comply with laws that impose specific obligations regarding the handling of personal information.

Collection of personal information

The school collects and holds personal information about students, parents and staff.

The purpose 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

The purpose for which the school uses personal information of job applicants, staff members and contractors include:

- Assessing suitability for employment
- Administering the individual's employment or contract
- For insurance purposes, such as public liability or Work Cover
- Satisfying the school's legal requirements, and
- Investigating incidents or defending legal claims about the school, its services, or staff

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

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

Consent

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 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.

Ilim College will generally seek the consent of the student's parents and will treat consent given by the parents as consent on behalf of the student.

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 may be 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.

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 Principal, Vice Principal. It is the responsibility of the parent/staff member to ensure their personal address and telephone numbers are updated immediately without delay to prevent risk to safety.

Security

School staff and students have use of information and communication technologies (ICT) provided by the school. This use is directed by the ISV

privacy handling policy.

Complaints under privacy

Should the college receive a complaint about personal information privacy, this will be investigated in accordance with the ISV privacy complaints handling policy.

Enrolment

Rationale

Ilim College is a co-educational Islamic school, which caters for children from Prep to Year 12. We believe that parents are the first educators of their children and have the obligation to ensure an adequate education for their children, consistent with the rights and obligation of their belief and values.

Aim

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

Guidelines for Implementation

The following guidelines must be followed when students from Years Prep to 12 are applying to the College. Parents need to make sure that all required documents are attached and that all application fees are paid. Once a decision has been made regarding the enrolment of a student, it may not be disputed.

Ilim College will **not proceed** with the enrolment process if all of the below requirements are not met.

- Parents wishing to enrol their child will need to fill out the application form.
- **A \$50 non-refundable fee** must also be paid, for an application to be processed. Parents are also
- Expected to cover any additional costs.
- Provide Originals of **birth certificate**, or passport for Australian born applicants or Visa and passport for overseas born applicants.
- Provide an original copy of the applicants **most recent school report** is to be provided. (Excluding PREPS)
- Provide all original copies of **up to date immunization records/certificate**.
- Provide **2 passport sized photos** clearly labelled with child's date of birth, name and surname.
- Applicants whom have currently enrolled siblings and/or have immediate parents as staff members of the College will be prioritized, provided they meet entrance requirements
- Students will need to sit for an entrance exam varying from 1 to 2

- hours (depending on their year level) and
- Achieve an average of at least 60% for Grade 1-6, 70% for 7-10 and 80% for 11-12 to be considered as an applicant. (Excluding PREPS)
 - Sign consent section on application form, agreeing for nominated staff to contact previous school in order to obtain information related to the child
 - Both parents and students may need to sit for an interview
 - Applicants for prep whom have attended kindergarten/registered childcare equivalent programs will be prioritized. In place of a written exam, students will undergo an age appropriate one to one test of their language /speaking and social abilities

Additional Requirements for VCE/VCAL Applicants

- External VCAL enrolments are not accepted at Ilim College.
- Students enrolling in the VCE or Internal VCAL program must fill in the required VASS documents.
- Students joining Ilim College from another school will have their VASS file transferred by the VASS coordinator.
- All students will undertake a careers and unit selection counselling session during the interview, to determine
- A recommendation to VCE or VCAL/Partnership TAFE VET courses.

Once all of the required documents have been provided, a letter of receipt of application together with notification of time/date of the entrance exam will be issued.

All aspects of the enrolment process are taken into consideration when determining acceptance of an applicant's enrolment. The applicant's exam result, information obtained from previous school as well as interviews will be taken into consideration where the Vice Principals will consult with the Principal and discuss student's possible enrolment.

If the applicant or parents do not speak English fluently, interviews can be carried out in both Arabic and Turkish. This is to ensure that the school caters for the student and their families to the best of our ability.

At the completion of the college entrance test and interviews the process will continue depending on the outcomes as follows:

Rejection of applicant

A formal letter of rejection will be sent to the applicants address once the decision has been finalized. This final decision is the college's discretion and cannot be disputed by the parent/applicant. If there were any discrepancies during the process, it should be dealt with before the final result is received. The child's information will be discarded within a year and the child will

not be given another chance until a year lapses and a new application is made.

Waiting List

In such circumstances where the applicant is successful but there is no space available in the required year level, the child may be placed in the school waiting list. Parents will be notified if a space becomes available within that year. Once a year lapses after the application, a new application must be made if parents wish for their child to stay on the waiting list.

Acceptance of Applicant

Should the applicant be considered successful an acceptance letter will be sent home to parents approximately two weeks after the interviews and exam. Parents will then need to contact the school if their child has been accepted and pay the *non-refundable* building fee to confirm and secure their child's enrolment before the indicated date.

Ilim College holds an open day within term 3 to offer the opportunity to parents to observe the school, staff and facilities offered. Late applications will not be accepted after the Ilim Entrance Exam date, but those students may be put on the waiting list. Provided that there is available space in a particular year applicants will be considered throughout the year.

Enrolment Renewal Procedures

An enrolment renewal form will be sent home to current students generally in term 3 or 4 asking parents to indicate whether their child will be attending the school the following year. Parents should read the conditions carefully before signing the enrolment renewal form. A parent, who signs the form, has agreed to all school policies and conditions and will be bound by it. To finalize the enrolments for the following year, parents should return the form by the indicated deadline. If the school does not receive the enrolment renewal form by the set date, then the student will not be considered enrolled for the following year. Therefore students who are on the waiting list will have first preference. Please note that, promotion to the year above is based on academic performance. Therefore enrolment renewal does not guarantee this promotion. Interviews to discuss the enrolment can be arranged through the General Office.

Enrolment Terminating Procedures

A parent who wishes to terminate his/her child's enrolment must inform the school at least **6 weeks** before the start of the term via filling out a school '**Enrolment Termination Form**' which is available from the general office. In default of such notice, the school will charge a **full term's fee**. Once a student has terminated his or her enrolment, the students place will be taken by a new applicant. If the student wants to return to Ilim College they must re apply as a new applicant.

**Non
Muslim
Student
Enrolment**

To reflect the diverse nature of Australian society, Ilim College welcomes the enrolment of non-Muslim students. Such students fully participate in all aspects of the curriculum including Qur'an, Islamic Studies and LOTE. The different knowledge and skill based of non-Muslim students in these subjects will be catered for. Provision will also be made for observance of these students' own religious rituals.

This policy is mutually beneficial. It provides for the personal growth of non-Muslim students who experience a different faith, language and culture. It also promotes acceptance of non-Muslims by Muslim students and broadens their world view.

**Enrolling
Students on
Visas**

Overseas students can be enrolled in non-government schools depending on the visa they are travelling on. A list of eligible visas can be found at https://ssp.deewr.gov.au/ssp/help/html/coi/visa_classes.html.

Ilim College can only enrol students that are listed on the DEEWR visa.

Ilim College can accept students on cultural visits for a period of 3 months only on the approval of the College Principal however; these students should not be entered on the College enrolment records.

**Full Paying
Overseas
Students**

Ilim College cannot enrol Full Fee Paying Overseas Students (FFPOS) international students travelling on a student visa subclass 571 or 570 as the College is not a CRICOS register school.

**Interstate
Data
Transfer
Notes
(ISDTN)**

Rationale

All education authorities (including the non-government sector) have agreed to implement, from 1 January 2006, a national system for the transfer of student information between schools when children move from one state to another.

Aim

This national system will enhance the ability of the student's new school to place and support that student in a timely manner and with the assistance of accurate information from the student's previous school. The national system is based on using a common 'Interstate Student Data Transfer Note' and set of protocols.

Guidelines of Implementation

When a student from another state enrolls or applies for enrolment, the new school will follow a process to request the transfer of information from the student's previous school. This is done through the use of the ISDTN which requests information from three broad areas:

- School information;
- Student progress and support needs; and
- Student behaviour and management issues.

CSEF

Rationale

Ilim College aims to ensure all eligible parents receive the Camps, Sports and Excursions Fund and also ensures the allowance is managed effectively at a school level in compliance with the relevant Department

Aim

Camps, Sports and excursions Fund supports the education of students from eligible families, and therefore needs to be sensitively and effectively managed at a school level and according to the education requirements of the student.

Guidelines of Implementation

Ilim College is responsible for the following:

- Details relating to the CSEF eligibility and due dates for applications are communicated to parents
- CSEF information will be distributed in languages appropriate to the school community so as to ensure all eligible families are aware of application requirements

Non-English CSEF information is available at
[http:// www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

- The school will inform parents that late applications will probably be rejected
- Notifying parents that CSEF is provided once a year

Scholarship

Rationale

To provide students in Year 7 – 12 who have excellent Academic, Quran, and Islamic Behaviour the opportunity to apply for a scholarship to lessen the financial burden on their families.

To attract and retain “high achieving” students in these areas as role models for the College population.

Guidelines to implementation

Academic Scholarship

Ilim College academic scholarship assessments are produced by the

Australian Council for Educational Research (ACER), the majority of private schools in Melbourne utilise ACER for their scholarship programs. The program consists of subject assessment questions, marking of assessments and detailed reporting on applicant’s results. The College offers full (100%) and half (50%) academic scholarships depending on the student’s performance.

The Academic Scholarship criteria are as follows:

- Students that have received 65% and below in the ACER test have not been considered for a scholarship.
- Scholarship is based on 60% ACER and 40% overall Academic performance in all subjects.
- A student who receives 85% - 100% in both ACER and school academic results criteria will be entitled to 100% scholarship which will cover the full school fees
- A student who receives 70% - 84% in both ACER and school academic results criteria will be entitled to 50% scholarship which will cover half of school fees

To apply for the Academic Scholarship families must register online through the ACER scholarship link on Ilim College website www.ilimcollege.vic.edu.au or at the College General Office a fee of \$85.00 applied and applicants must apply within the specified dates no late applications will be taken

There are 3 levels to the scholarship tests:

Level 1

Current Grade 6 applying for Year 7 scholarship 2013

Current Year 7 applying for Year 8 scholarship 2013

Level 2

Current Year 8 applying for Year 9 scholarship 2013

Current Year 9 applying for Year 10 scholarship 2013

Level 3

Current Year 10 applying for Year 11 scholarship 2013

Current Year 11 applying for Year 12 scholarship 2013

Islamic Behaviour Scholarship

The Islamic behaviour is a 50% scholarship and is based on the following criteria:

- One male and one female student per year level will be chosen based on their discipline record first, and on all teachers' ranking of their model Islamic behaviour.
- Student with any detention, suspension, uniform or lateness issue will not be considered.
- This is a conditional Scholarship and any detention, suspension, uniform or punctuality issue that becomes apparent in the year will mean the student will lose his/her scholarship with immediate effect.

Quran Scholarships

The Islamic behaviour is a 50% scholarship and is based on the following criteria:

- One male and one female student will be selected based on the following categories determined by the Quran Competition at the end of 2012. The categories are:
 - a) Recitation
 - b) Juz Amma
 - c) Memorization
- Quran Scholarship is based on 50% Islamic Behaviour and 50% Quran Competition ranking.
- Student with any detention, suspension, and uniform or

	<p>lateness issue will not be considered.</p> <ul style="list-style-type: none"> Any detention, suspension, uniform or punctuality issue that becomes apparent in the year will mean the student will lose his/her scholarship with immediate effect.
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Accidents
& Incidents
Register

Rationale

As part of meeting VRQA minimum standards in relation to schools a accidents and incidents registers and according to the Education and Training Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2007 (Vic.)

A Register will be kept to record all accidents and incidents.

Aim

All staff at Ilim College has a legal duty to take reasonable steps to protect student in their charge from risk of injury that are reasonably foreseeable.

Archives &
Records
Management

Certain records are retained or archived to meet legal and fiscal requirements or future administrative needs, or because of historical significance.

The retention period for some records is determined by legal or system requirements. For other records retention periods are determined by practice, precedent or accountability.

The Crimes (Document Destruction) Act 2005 makes it a criminal offence to knowingly destroy or conceal or authorise or permit another person to destroy or conceal a document or note/record that is, or is reasonably likely to be, required as evidence in a legal proceeding. "Reasonably likely" is not an expression that is defined. It could include where there is a litigious history or student/employee complaints.

Illicit
Drugs/
Alcohol
Usage

Rationale

All staff are obligated as part of their duty of care if they become aware that illicit drug or alcohol use by students is occurring or is likely to take place that they must inform the Principal directly.

The possession, use, distribution or selling of illicit drugs is prohibited under the Drugs, Poisons and Controlled Substances Act 1981 (Vic.)

The possession, use, distribution or selling of alcohol is also prohibited according to the teaching of Islam.

Aim

To ensure the wellbeing, safety and Islamic practice of all students and staff is maintained.

Guidelines of Implementation

Any staff or students who become aware of any illicit drugs or alcohol on the school premises or at any school functions outside of the school must bring this to the immediate attention of the Principal.

For the purpose of protecting the confidentiality of person involved any such allegation must not be shared with the school community without the authorisation of the Principal.

Consequently the Principal will inform parents or guardians of the student as soon as practicable and contact the relevant authorities. While there are implications in civil law it should be noted that a teacher or Principal does not breach any part of the criminal law by failure to notify a parent of use of an illicit drug.

Bus Service

Rationale

To provide transport where required to and from excursions and door to door drop off.

The school engages a registered commercial private bus companies to provide these services.

In Addition the school uses its own staff member who hold a registered bus licence to use available school buses depending on the need.

Aim

To ensure students and staff are transported in a safe and approved form of transport.

Canteen

Rationale

Students are recommended to bring healthy meals and snacks to school from home. In cases where they are unable to, the school canteen is seen as a healthy alternative. The canteen at Ilim College of Australia operates in a way as to promote nutritious foods consistent with the Australian Dietary Guidelines and by example reinforces nutrition and health education in the school. The canteen is an integral part of the school and as such plays an

important role in nutritional education as well as providing a service for students, teachers and parents.

The school canteen offers a variety of lunches each school day, except during Ramadan when the canteen is closed. A canteen list with prices is prepared and distributed to students and parents of the College in the newsletter at the beginning of each academic year.

Aim

To provide efficient service and healthy food that satisfies students and staff needs within regulations

Guidelines to Implementation

In accordance to the guidelines from the Victorian Department of Education

The canteen at Ilim College of Australia is aimed to serve the students and teachers of the College, and while it operates as a subcommittee of the School Board it must adhere to the requirements stated by the Victorian Department of Education. According to the policy on school canteen stipulated by the Department of Education and Training Youth and Family Services Bureau, the school principal, in consultation with school teachers, parents and school board, determine the proposed method of operation of the school canteen. While the school principal is not involved in the day to day operation of the school canteen, it has the power to intervene in its operations if necessary.

The canteen committee is responsible for the conduct of the canteen and for the day to day operation of the canteen. The canteen committee may hire employees, but all wages and expenses must come from canteen revenue, not school funds. Any employees paid to work in the school canteen are not employees of Ilim College of Australia and therefore have no right to claim cover under the Commonwealth Employees' Compensation Act if injuries are sustained. The Canteen association, through its committee, has the responsibility of ensuring that its employees are covered for workers' compensation for accident and loss of wages whilst on duty.

Proposed method of operation of school canteen at Ilim College of Australia

Opening hours

The school canteen is opened to staff and students each recess and lunch time of every school day. During special school events, operating hours can be flexible, for instance students may buy food before attending an

excursion.

Ordering

Student lunch orders must be in by 9:30 am. Staff lunch orders must be in by morning recess. All lunch orders must be in an envelope or paper bag, clearly labeled and with the correct money. Messy and disorganized lunch orders must be reported to the classroom teacher immediately

Prices

All canteen prices must be reasonable. As a general rule, when pricing food products, keep in mind that students bring a limited amount of money to school.

Chapter 3

Student Operations

This Chapter contains the following topics:

Duty of Care	See page: 36
Mandatory Reporting	See page: 39
First Aid	See page: 42
Anaphylaxis	See page: 46
Head Lice	See page: 50
Infectious diseases	See page: 51
Equal Opportunity & Anti discrimination	See page: 53
Racial & Religious Tolerance	See page: 53
Pastoral Care	See page: 54
Home Room	See page: 56
Behaviour Management/Welfare	See page: 58
Cyber Bullying	See page: 67
Prayer & Mosque attendance	See page: 69
Student Photographs	See page: 69
Excursions/Incursions	See page: 70
Camps	See page: 72

Duty of Care

Rationale

All staff members have a legal duty to take reasonable steps to protect students in their supervision from risks of injury that are reasonably foreseeable. Ilim College of Australia aims to establish good order and harmony within the school community and to ensure that the school,

home and total community share in fostering the development of acceptable behaviour of the children. Ilim College of Australia aims to ensure that learning takes place in a safe, happy, positive and caring environment which provides programs and organisational structures which aid the development of self discipline, responsibility and respect for others. The duty of care policy at the school ensures this development by providing a positive and caring environment in which the experience of teaching and learning is enhanced for all.

Guidelines for implementation

The following guidelines come from '**Teachers, students and the Law, a quick reference guide for teachers**', produced by VIEU, 'Negligence' and 'Code of Conduct for teachers' by the VIT.

The school's duty of care is broader than a teacher's and includes:

- Providing adequate supervision in the school or on school activities
- Protecting students from dangerous situations and activities
- Maintaining safe premises and equipment
- Protecting children from bullying, cyber-bullying and excessively rough play by other students (see discipline policy)

A teacher's duty of care is not confined to the geographic area of the college, to college activities, or to activities occurring outside the college where a student is acting on teachers instructions. The duty also applies to situations both before and after school where a teacher be deemed to have "assumed" the teacher pupil relationship.

Teachers Responsibilities

- Be an **active and vigilant teacher**. The courts recognise that accidents happen in schools and a teacher will have breached their duty of care if:
 - The injury was reasonably foreseeable, i.e. not completely unexpected
 - The injury occurred because the teacher did not carry out their responsibilities in a sufficiently careful manner.
- Teachers on yard duty can be implicated if they have failed to do their rostered yard duty and as a result, no teacher was present to stop a student fight
- Providing a course of instruction to students by delivering meaningful lessons using a range of teaching techniques and materials
- Assessing students regularly and fairly and recording each

student's progress

- Diagnosing an individual student's ability and providing an appropriate course of action
- Knowing the theoretical basis for teaching
- Maintaining discipline in the classroom and other school areas
- Maintaining professional knowledge
- Having an interest in extracurricular activities – in the playground, at sporting activities and providing pastoral care
- Being responsible for their own conduct
- Arriving on time to scheduled timetabled duties
- Being on time to supervise the lineup of students when the bell rings (primary)
- Always supervising students and never leaving students unattended in the classroom
- Instructing students who are not wearing school uniform and hats etc
- Always stopping dangerous play and paying attention to students at all times
- Asking for the Principal's approval before leaving the college during time release
- Always providing students with adequate supervision on a school excursion or incursion
- Never giving advice in areas outside their role, where they may lack in expertise
- A teacher owes a duty of care to his or her students to take reasonable steps to protect them from reasonably foreseeable injuries
- Teacher's duty can be summarised by stating that the duty can involve taking reasonable care to:
 - Adequately supervising students
 - Protect students from dangerous situations and activities
 - Maintain safe premises and equipment; and protect students from bullying and violence

Schools and teachers have a duty of care to students whenever the school is **exercising control over the students' actions**. This includes:

- In classrooms, laboratories, computer rooms, library and anywhere where curricula or co-curricular activities are taking place
- In outdoor and indoor play areas
- During sport and physical education activities
- When students are moving around the school
- During excursions, incursions and school camps

Teachers should take extra care to avoid allegations of both sexual and physical abuse. This could be avoided by following the recommendations below. Furthermore teachers should avoid allegations of non physical abuse which can involve psychological abuse

from belittling, embarrassing or giving a student inappropriate punishments.

Scheduling Yard Duty:

The timetabler is required to produce a Yard Duty Schedule to ensure that all areas of the school are monitored by teachers during students' breaks, before and after school. The daily organiser and the Vice Principal has the prime role of ensuring that teachers attend and perform their duties in accordance with the instructions published for each yard duty area.

Procedure for student authorised departure (early leave)

No students are allowed to leave the school grounds without the presence of the parent or an official guardian. The Parent/guardian must sign the student out at the front office. Once the student has been officially signed out the office staff will update the electronic attendance roll. In case the electronic roll is not functioning two early leave receipts will be produced with details including the student's name, the time of departure and the name of the person collecting the student. The receipt will be handed to the classroom teacher and copy kept in General Office.

Actions for Unauthorised Departure

The teachers are required to mark the electronic attendance roll within 5 minutes of the commencement of the class. The classroom teacher will report any students missing from class immediately to the general office staff for follow-up. The attendance application will also trigger an email alert to the relevant personnel. The office staff will follow a set procedure to locate the student. The procedure will involve informing the Vice Principal and appropriate coordinators an announcement over the school PA system a thorough search of the buildings and school grounds. Phone call the parents/guardians to ascertain the next appropriated to involving emergency services.

The College treats truancy very seriously and offending students will be dealt with according to the Students Welfare and Management Policy.

Procedures for communicating with parents

The school has a number of mechanisms in which communication is related to parents, year level parent information evenings are provided annually at the beginning of each school year where updated student policies/procedures and expectations are provided in student/parent handbook.

- 1- Any update on student related policies or procedures is sent via

post to parents and depending on scope of changes information evening are organised accordingly.

- 2- Term College Bulletin is available on College website
- 3- College Website – Information is accessible for parents and students.
- 4- Social media – Facebook page
- 5- Letters - The College sends letter by mail or through the students to notify parents of upcoming events, excursions, incursions, camps, information evenings, assemblies, changes in policies and Procedures, Progress Notifications, Behaviour Notifications etc..
- 6- SMS - SMSs are used to remind parents of events such as Parent/Teacher interviews, Public Holiday, Wishing parents well prior to religious festivals, Lateness of students to school, Absenteeism etc..
- 7- Phone call - All staff members are encouraged to communicate with the parents on regular basis and to make positive phone calls on a regular basis.
- 8- Scheduled Meetings - Regular meetings are held between the staff and the parents
- 9- Parent/Teacher interviews
- 10- Information and Professional Learning evenings/Sessions

The College is aware of the necessity of producing publications in various languages (mainly Turkish and Arabic) and translators are always available to assist parents. The college has bilingual staff and does engage an official translator when required.

Arrangements for arrival and departure by public transport

Using the Public Transport System is encouraged by the College. In ensuring the appropriate use of Public Transport the college provides the students with the following:

- 1- Information on the safe use of the roads
- 2- Stranger Danger
- 3- Concession Cards- Eligibility for concession cards and School ID cards
- 4- Behavioural expectations from students while on using the public transport system
- 5- Supervision at the Bus Stop where required

LAW/LEGAL PROFESSIONALS RECOMMENDATIONS

Make it an absolute rule never to be left alone with a child of either sex no matter what their age is. It is best always to have as many children with you as possible.

In rendering first aid to students, take care to see that another member of the staff and/or senior students are present. If the injured child is female and if there is a woman on the staff, under no circumstances should a male teacher attend to her injury and first aid administered to male children should always be administered in the presence of responsible witness/es.

Never detain a single child if there are no other staff members or children present.

Never allow yourself to be alone with a child or two children in the school building before school or after school.

A habit can grow up of having senior students perform various tasks in the classroom or around the school. It is much safer not to allow children to develop a privileged position as this can result in a dangerous situation for the teacher.

If you have to discuss a personal problem with the student, and this may particularly apply in small schools where students are in various stages of maturity, ensure that a discussion of this kind takes place in a conspicuous situation in the playground, that is, out of hearing but in sight of as many people as possible. (Legal obligations of a teacher.DOC 56/61 by Drew Hopkins)

Avoid at all times conveying children in your own car even where parents have given their consent. This situation can provide an opportunity for allegations of inappropriate conduct. Also, should the child be injured due to your negligence you may be liable for such injuries.

If you are involved in coaching small groups, especially of the opposite sex, always have another adult present and wherever possible conduct the coaching session in a public place.

Procedure for reporting incidents

The College has a designated form on the College server for reporting incidents by staff members. These incidents can be related to students, colleagues, occupational health and safety or any other matter. Once the incident report is lodged online by the staff member an alert is sent to the relevant personnel based on the nature of the report. The staff member is able to see the progress of the incident report online. All incidents reports are tracked by the Principal to ensure that all reports have been dealt with satisfactorily.

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.

Purpose

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (Vic.) for the protection of children from harm due to physical injury and sexual abuse. School personnel mandated under this Act who, in the course of carrying out their duties, forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, must report that belief and the grounds for it as soon as possible.

This policy assists schools to comply with this requirement and fulfill their responsibilities regarding the welfare and protection of children at risk. This policy complements guidelines provided by the Department of Human Services (DHS) to all Victorian schools. Failure to disclose offence relating to sexual abuse under the Crimes Act 1958 mandates non-teaching staff to report sexual abuse.

Aims

- To ensure that children's rights to be safe and maintained and each child is protected against physical and sexual abuse, and neglect.

Implementation

- It is mandatory for registered teachers in Victoria to notify Child Protection if they form a reasonable belief that a child has been physically or sexually abused.
- It is mandatory for all staff employed at the College if they form a reasonable belief that a child has been sexually abused.
- Mandated notifiers are able to share information, without legal or professional consequences, with family services such as Child FIRST and Child Protection to help protect vulnerable children.
- Principals and teachers can make a referral to Child FIRST when they have significant concern for a child's wellbeing, but do not believe that the child needs protection.
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be given professional development on their mandatory responsibilities annually.
- All concerns must be reported immediately to the School/College Principal/Director, or in his/her absence, the designated College Senior staff member.
- The Principal/Director will keep a record of all discussions about a student with whom there is a concern.

- If a belief has been formed by a staff member that sexual or physical abuse has taken place a “Notification of a Report Sheet” available from the School/College Principal/Director must be completed and filed in the Principal/Director’s office.
- The teacher will contact the Department of Human Services by telephone as soon as possible to make an official notification on: (1300 650 172) or after school hours crisis line 131278)
- 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 School/College Principal/Director or his/her nominee.
- All reports, information sheets and subsequent discussions and Information is to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- Teachers are also encouraged to report to the Principal/Director or his/her nominee, incidents of emotional abuse or neglect or if a student discloses a desire to harm themselves or others.
- Non-mandated staff member who believe, on reasonable ground that a child is in need of protection, may also report their concerns to Children Protection.
- Allegation of abuse by a staff member or visitor at a school must be immediately reported directly to Victoria Police for investigation by telephoning the emergency number 000.

Evaluation

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

Resources

- Independent Schools of Victoria
- [http://www.independentschools.vic.edu.au/compliance/students/child protection mand rep.htm](http://www.independentschools.vic.edu.au/compliance/students/child%20protection%20mand%20rep.htm)
- Department of Human Services
- Every child every chance
- Office for Children, Youth and Families (Child Protection)
- Department of Education and Early Childhood Development-Victoria
- <http://www.education.vic.gov.au/management/governance/s pag/safety/proection/childprotection.htm>
- [http://www.eduweb.vic.gov.au/edulibrary/public.stuman/wel lbeing/Flowchart Mandatory Reporting Sep 2010 pdf](http://www.eduweb.vic.gov.au/edulibrary/public.stuman/wel lbeing/Flowchart%20Mandatory%20Reporting%20Sep%202010.pdf)
- Victoria Police
- Sexual Offences and Child Abuse Unit
- Victorian Institute of Teaching
- VIT Code of Conduct

First Aid

Ilim College is committed to provide a safe and healthy environment to students and staff. In addition to responding to the needs of the child if the child is injured or becomes ill, Ilim College is also committed to as far as practicable, to the effective management of work related injuries and to the provision of appropriate support and assistance to ill or injured current students and staff members.

This policy applies to the staff, parents/guardians, volunteers and students involved with Ilim College. Its purpose is to define responsibilities of staff, parents/guardians and outline the procedures to be followed if a child requires first aid treatment.

Legislation

- Children's Service Act 1996.
- Children's Service Regulations 2009.
 - Regulation 31(g) required details of lawful authority to consent medication administration.
 - Regulation 33 requires a child's enrolment include detail of the name, address and telephone number of any person who has lawful authority to request or permit the administration of medication to the child.
 - Regulation 34 requires health details to be kept in child enrolment.
 - Regulation 36(1) and (3) outline the matters to be recorded in the Medication record.
 - Regulation 83(1) (2) and (3) outline the requirements for the authorising person to request medication administration.
 - Regulation 89(1) outlines the importance of parent/guardian notification of infectious disease.
- Health (Infection Diseases) Regulations 2001.
 - Schedule 6 - Exclusions from school for Infectious Diseases.
- Occupational Health and Safety Act 2004.
- Privacy act 1988 (Commonwealth)
- Health Records Acts 2001 (Victoria)
- Information Privacy Act 2000 (Victoria)

Implementation

**Illness spreads quickly in school settings and we are responsible for the well being of all the children in the school. The Principal may require that a doctor's written clearance be presented to assure that the child is not contagious to other students and staff at Ilim College.*

1. The school will maintain a register of students with medical conditions, including individual management plans.
2. Children who are unwell should not be brought to school. However, if the child is brought to school, the school nurse or teacher may decide he/she is not fit to stay at school. Parents /guardians or emergency contact will be notified. In such circumstances the sick child will be required to be collected from school promptly.
3. The 'Administering Medication Policy' must be abided to when medication is brought to school to be dispensed.
4. All injuries or illnesses that occur during school hours will be referred to the first aid room which will be managed by the school nurse or first aid officer on duty.
5. All injuries or illnesses reported to the first aid room will be documented in the Daily Register. All visits to the first aid room requiring medical attention will be also registered. eg. Blood sugar levels (BSL) checks.
6. Minor injuries will be treated by a Level 2 first aid trained staff on duty, while more serious injuries need to be managed by the school nurse. The school nurse or in the absence of her the designated first aid officer will initiate a referral to the local medical officer.
7. Students with action plans and other medical conditions are displayed in the First Aid room, Staffrooms, Library and Gymnasium. Medical Alerts for each class and year level are displayed in class or with homeroom teacher. Medical Conditions of students are updated annually or as per treating doctor's report.
8. During class times all students are required to present with a written pass upon arrival to the first aid room.
9. During recess and lunch times students do not require a pass to attend the first aid room.
10. A supply of medication for teachers will be available in a locked drawer in the school nurses office. It is the responsibility of the school nurse to dispense any medication to staff upon request.
11. No medication including headache tablets will be administered

to children without the express written permission of parents/guardians. Once the parent/guardian completes the 'Authorisation to Administer Medication Form', each administered dose is recorded in the 'Medication book' and the 'Daily register'.

12. The first aid room will not be locked to allow access for designated first aid officers. A comprehensive supply of basic first aid items will be stored in a locked cabinet in the first aid room. The school nurse to have possession of cabinet key.
13. All Primary classrooms have been provided with a first aid kit. During the final week of each term first aid kits are submitted to the first aid room for replenishment. Once these first aid kits are complete each will be returned during the first week back from the term break. It is the responsibility of each teacher to have their packs replenished at the end of each term or as necessary.
14. The first aid packs are to be used by the classroom teacher during minor injuries.
15. The school nurse is responsible for the first aid room. During the absence of the school nurse the first aid officer will resume the first aid room's responsibility.
16. A sufficient number of staff are trained First Aid Level 2 and will maintain a current CPR qualification.
17. A register of qualified and trained Level 2 First Aid staff will be maintained. Date of each qualification and expiry date is recorded.
18. Teachers must collect student Action Plan packs from the general office prior to any excursions organised. Teachers are to have a refresher session with the school nurse a day before the excursion or camps to familiarise themselves with the use of an EpiPEN, Asthma Ventolin pump or any other device that is allocated to the student attending an excursion.
19. Teachers/staff members must collect the first aid back pack from the general office before leaving school grounds to attend an excursion. Upon arrival to school from the excursion teacher/staff member must return the excursion pack to the general office. In the event of using any item from the first aid back pack it must be taken to the first aid room for replenishment.
20. Students who are unwell will be referred to the first aid room for basic assessment. If the child is unable to return to class the parent/guardian will be contacted to collect student. In the event the parent/guardian cannot be contacted the emergency contact will be called. Once the parent/guardian arrives to school an Early Leaving pass will be issued via the General Office. The

form must be signed by parent/guardian prior to leaving school grounds.

21. Any student who is collected from school by parent/ guardian as a result of an injury at school, or who is referred to a doctor/hospital for further assessment and treatment will be registered in the 'Daily Register' and in the 'Accident/Illness Report' for the purpose of a follow up call by Primary VP or Secondary VP. A copy of the Accident/incident report to be given to the Principal. Once a follow up has been conducted the forms are to be returned to the first aid room for filing.
22. Superficial head injuries will also be registered in the Daily Register as well as a letter sent to parent informing about the incident and advising the parent/guardian of the signs and symptoms to be aware of. A follow up courtesy call may also be conducted if concern is raised by staff.
23. First Aid officers undertake the initial care of injuries and illnesses during school hours. This should be consistent with their skills and knowledge acquired from training. If in doubt the first aid officer should refer to the school nurse / family doctor to seek medical advice or arrange for assistance from emergency services. First Aid Officers are not responsible for on-going medical care.
24. For minor injuries, basic first aid will be provided and student or staff will return to their designated area.
25. All staff are expected to be familiar with the guidelines for treating Asthma attacks, Anaphylaxis treatment and Diabetes requirements. Any refresher sessions may be organised with the school nurse upon appointment.
26. Any student who has had lice sighted on their head must be excluded from school and requested not to return until it has been treated.
27. Any student with a contagious condition must be removed from class setting and excluded from school until a clearance letter is provided by the treating doctor, as per Health (Infection Diseases) Regulations 2001-S6 - Exclusions from school for Infectious Diseases.
28. All records relating to an employee's treatment must remain confidential in accordance with the requirements of the Privacy Act 1988.
29. Schools can also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.

Ilim College is steadfast to ensuring safe and appropriate administration of medication in accordance with legislative requirements. In addition to responding to the needs of the child if the child is injured or becomes ill, Ilim College is committed to as far as practicable, to provide a safe and healthy environment for all children enrolled.

This policy applies to the staff, parents/guardians, volunteers and students involved with Ilim College. Its purpose is to define responsibilities of staff, parents/guardians and outline the procedures to be followed if a child requires medication.

Legislation

- Children’s Service Act 1996.
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 - Regulation 36(1) and (3) outline the matters to be recorded in the Medication record.
 - Regulation 83(1) (2) and (3) outline the requirements for the authorising person to request medication administration.
 - Regulation 84 (3) outline the requirements for storage of prescribed Anaphylaxis medication on site.
 - Regulation 89(1) outlines the importance of parent/guardian notification of infectious disease.
- Occupational Health and Safety Act 20

Rationale

Anaphylaxis

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. It involves the major body system, particularly breathing or circulation systems. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g.

cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication. This policy is in accordance to the guidelines of the Ministerial Order 706 effective 22nd April 2014.

A Risk Management checklist is completed annually by the College nurse or another staff member nominated by the Principal and kept on the College server in PDF format.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school.

Adrenaline given through an EpiPen® auto-injector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

Aim:

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about anaphylaxis and the school's anaphylaxis management policy in 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 in responding to an anaphylactic reaction.
- To facilitate communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

Individual Anaphylaxis Management Plans

The Principal / school nurse will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolment and in the case of an anaphylactic reaction will be followed, and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
- Strategies to minimize the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions.
- In addition refer to General School Strategies to avoid allergens (Official documents & templates drive)
- The name of the person/s responsible for implementing the strategies.
- Information on where the student's medication will be stored.
- The student's emergency contact details.
- An emergency procedures plan (ASCIA Action Plan), provided by the parent, that:
 - Sets out the emergency procedures to be taken in the event of an allergic reaction;
 - Is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan: and
 - Includes an up to date photograph of the student.

The student's individual management plan will be reviewed, in consultation with the student's parents/carers:

- Annually and as applicable,
- If the student's condition changes, or
- Immediately after a student has an anaphylactic reaction at school.

It is the responsibility of the parent to:

- Provide the emergency procedures plan (ASCIA Action Plan).
- Inform the school if their child's medical condition changes, and if relevant provide an updated Emergency procedures plan (ASCIA Action Plan)
- Provide an up to date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the school and when it is reviewed.

The College is responsible of purchasing a back up Adrenaline Auto injector for general use. The College Principal requests in writing the purchase of the backup Adrenaline Auto injector from an authorized pharmacy. The backup Adrenaline auto injector is kept in the First Aid Kit in the general office clearly labelled for "General Use". If this injector is used or expires it is immediately replaced with another one.

Correspondence

The principal / school nurse will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parents about anaphylaxis and the school's anaphylaxis management policy.

The management plan will include information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.

Casual relief staff of students at risk of anaphylaxis will be informed by the daily organiser of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care. It is the responsibility of the classroom teacher to indicate students at risk of anaphylaxis and the first aid procedure to any volunteers during their attendance.

Staff training & Emergency Response – Guidelines

All staff will be briefed once each semester by the school nurse who has up to date anaphylaxis management training on:

- the school's anaphylaxis management policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students diagnosed at risk of anaphylaxis and where their medication is located
- how to use an auto-adrenaline injecting device
- the school's first aid and emergency response procedures

Teachers and other school staff who conduct classes with students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis must have up to date training in an anaphylaxis management training course.

At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, the principal must ensure that there is a sufficient number of staff present who has completed an up to date training in an anaphylaxis management training course.

The principal will identify the school staff to be trained based on a risk assessment.

Training will be provided to these staff as soon as practicable after the student enrolls.

Wherever possible, training will take place before the student's first day at school. Where this is not possible, an interim plan will be developed in consultation with the parents.

The school's first aid procedures and students emergency procedures plan (ASCIA Action Plan) will be followed in responding to an anaphylactic reaction

Rationale

Head Lice

As a school we acknowledge that parents and guardians have primary responsibilities for the detection and treatment of head lice but also the school has a role in the management of head lice infections and in providing support and prevention strategies.

Aim

To pre notion the spread and infections of head lice and minimize anxiety by acknowledging that most children may have head lice at any given time.

Guidelines

The school nurse is available for up to date information on the detection, treatment and control of head lice to parents/guardians and staff.

- The nurse will distribute this information to support parent and staff as required
- The school nurse can be contacted at the school for further information and support
- If and when a student of the College is sighted to have head lice/live insects an inspection can only be conducted if the parent/guardian consents to inspection
- Parents/Guardians must refrain from sending their children to school with untreated head lice. One treatment is not sufficient to manage the problem and if a student re attends school with live head lice the school has the right to exclude the student until live insects have been removed
- The school is committed to reducing the stigma and maintaining the confidentiality following head lice detections a letter/information will be given to all student not just those found to have had head lice

Administration Of Medication

Ilim College is steadfast to ensuring safe and appropriate administration of medication in accordance with legislative requirements. In addition to responding to the needs of the child if the child is injured or becomes ill, ilim College is committed to as far as practicable, to provide a safe and healthy environment for all children enrolled.

This policy applies to the staff, parents/guardians, volunteers and students involved with Ilim College. Its purpose is to define responsibilities of staff, parents/guardians and outline the procedures to

be followed if a child requires medication.

Legislation

- Children's Service Act 1996.
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 - Regulation 36(1) and (3) outline the matters to be recorded in the Medication record.
 - Regulation 83(1) (2) and (3) outline the requirements for the authorising person to request medication administration.
 - Regulation 84 (3) outline the requirements for storage of prescribed Anaphylaxis medication on site.
 - Regulation 89(1) outlines the importance of parent/guardian notification of infectious disease.
- Occupational Health and Safety Act 20

Any medication required by a student requires a written request to the school nurse via the general office. All medications must be in its original packaging and appropriately labelled with student's name and route of administration.

Medication submitted to the First Aid Room or General Office must be kept securely and out of children's reach. The refrigerator in the first aid room will be used to store any medication requiring cool storage. Medication cannot be placed or removed without school nurse/senior first aid knowledge.

NOTE: Level 1 & 2 First aid training courses do not teach first aiders to manage illness and injury using medication.

The dispensing of analgesia to staff is to be managed by the School Nurse (Registered Nurse, Div 1), **not** a first aider.

Teaching staff is authorised to dispense medications to students during

the absence of the School Nurses, or during on and off campus events.

ONLY when the following information is provided to the school / teacher:

- Name of student clearly marked on medication
- Parental/guardian written consent or 'Medication Authorisation Form' completed by parent/guardian.
- Medical practitioner's prescription.
- Expiry date on medication clear and visible
- Dose of medication
- Time medication to be dispensed
- Route medication to be taken e.g. oral, inhalation, injection, etc

All medication dispensed must be recorded in the Daily Register and in the Medication Registry folder

It is the responsibility of the college staff to ensure that all required details have been provided by the parents/guardians in accordance with the Children's Service Regulations 2009 prior to administering medication.

It is the responsibility of the supervising teaching staff to dispense medication during school camps or excursions in a manner consistent with the CSR Regulations 2009.

A written consent from parental/guardian is required for dispensing of any analgesia (pain relief medication) to students under the legal age.

Staff meetings will be the chief event where concerned issues regarding medication administering will be addressed and concluded.

Medication policy and procedure will be provided to new personnel, student and parent through various means, e.g. Staff handbook, school policy.

Infectious Diseases

Rationale

To take standard and additional precautions and control the transmission of infectious diseases.

To help prevent and control the transmission of infectious diseases in schools.

The School must take standard and additional precautions to prevent and control the transmission of infectious diseases

- prevent contact with body fluids and have procedures that:
- protect staff and students
- deal with inappropriate student behaviour that could result in exposure to bodily fluids including educating the student about why the behaviour is inappropriate and the potential consequences.
- Principals must ensure the first aid kit is appropriately stocked and contains accompanying advice on handling spills of blood or other bodily fluids.

Prevention and control of infectious diseases

The overall responsibility for the prevention and control of infectious diseases:

- Belongs to **Public Health the authority does not belong to schools.**

Schools:

- can support the prevention and control of transmission of infectious diseases by:
- providing prompt and consistent response to detected or suspected cases of disease being vigilant to students who may have head lice or some other public health pest

should not be expected to:

- treat students, which is the parents' / guardians' responsibility
- give expert advice, which is the role of health authorities

Standard precautions

- Standard precautions are the basic level of infection control to be

used at all times by all people in a school. They include hygiene and bodily fluid precautions.

Hygiene precautions

General precautions include:

- good hygiene practices, particularly washing and drying hands before and after contact with contaminated objects
- the use of protective barriers which can include gloves and masks
- safe handling of 'sharps'
- use of sterile techniques
- bodily fluid precautions
- Interaction between people at schools should not allow contact with bodily fluids, including:
 - blood whether wet or dry
 - secretions
 - excretions other than sweat other body substances
- protect students and staff
- educate students about:
 - why the behaviour is inappropriate
 - the consequences of the behaviour

Staff members should:

- cover broken skin on their hands or lower arms with waterproof dressings at all times
- treat blood or bodily fluid spills as being potentially infectious
- be aware of risks associated with spills
- avoid direct contact with blood or other fluids
- be familiar with recommended hygiene and standard precautions
- deal with spills:
 - using single use gloves, or
 - until it is possible to get someone wearing gloves to take over, then thoroughly wash their hands and any body parts that were in contact with the spill using hot soapy water
- use a resuscitation mask, if available, if mouth-to-mouth resuscitation is required
- **Note:** CPR training should be practiced with the use of a resuscitation mask and disinfected equipment

Equal
Opportunity
&
Anti
Discrimination

Rationale

The College is committed to ensuring all staff and students in accordance with Islamic teachings, Victorian Equal Opportunities Act of 1995 and the Victorian Charter of Human Rights and Responsibilities Act 2006 that all staff and student are not discriminated against directly or indirectly on the grounds of personal characteristics such as age disability, gender, physical features, race.

Aim

To provide an inclusive, safe and harmonious environment for the whole school community.

Guidelines of Implementation

Any staff or students feel they have been subjected to or witnessed any form of discrimination should report this to the Principal or Vice Principals, the Principal or Vice Principal will conduct a thorough investigation and is committed to provide support and counselling. A confidential and non confrontational approach will be taken when addressing with all parties involved. Depending on outcome of investigation the College may take disciplinary action against the staff member who has breached the Code of Conduct policies ranging from written warning to termination of employment.

Racial &
Religious
Intolerance

Rationale

Our school is a multicultural school devoted to tolerance, inclusiveness and multiculturalism. Discrimination or vilification of others on the basis of racial or religious intolerance is in direct opposition to the values of our school, as in an illegal practice, which will not be tolerated.

Aims

- To provide a workplace free of racial or religious vilification.

Guidelines for Implementation

- Our school and community are committed to the values of tolerance, inclusiveness and diversity.
- We do not tolerate vilification on the grounds of race or religious beliefs or practice.
- The Racial and Religious Tolerance Act 2001, prohibits amongst other things, practices such as racist graffiti, speeches or posters in public places, engaging in racist or religious vilification in public places or making offensive racist comments in publications including the internet or email.
- The rights and responsibilities regarding vilification will be set

out in the school's Student Code of Conduct.

- All students will be made aware of their rights and responsibilities and complaints will be handled in a manner consistent with the Student Code of Conduct.
- The rights and responsibilities of staff regarding vilification will be set out in the school's Staff Code of Practice.
- All staff will be made aware of, and provided with access to information relating to the Racial and Religious Tolerance Act 2001. All staff will undertake workplace discrimination and sexual harassment online training.
- The school curriculum will be free of racist content but will discuss and analyze instances of racism, effects of racism, advantages of multiculturalism and inclusiveness, and will assist students to further develop attitudes and skills that denounce, challenge and report racial or religious vilification.
- Multiculturalism and religious diversity will be celebrated in our school community, particularly during Harmony week. Whole school multicultural days will showcase our various community cultures.
- The School Board president will be informed of any reported incidents of racial or religious vilification as a matter of urgency.

Pastoral Care

Rationale

Pastoral care in a scholastic environment is one way to educating which tries to realize the potential in every individual, whilst helping to develop and appreciate the individuality of that person. Pastoral care promotes education at every level and in all aspects. Essentially, it tries to build an environment that can adapt to the students' needs. It is worth to note that students have the right to talk freely to the teacher they believe is in a position to help them the most. Confidentiality is respected at all times; unless the situation necessitates that others get involved.

Roles and Responsibility of Pastoral Care teachers

- To provide full pastoral care for all students in their form by establishing close connections and by being attentive to their needs.
- Students should be involved in productive and meaningful activity; it should not be a time for relaxed socializing.
- Organize social and religious activities
- Maintain discipline in the class by helping students adapt more to life at school.
- Be approachable so that students may ask any question or talk about issues of concern
- Support students through meaningful pastoral care programs. Stimulate the growth of students by promoting discussion and

activities that enable growth in self- esteem, confidence and skills- listening skills, study skills, organizational skills and social interaction.

Pastoral care topics to discuss may include:

- Motivational talks either from people out of school or within school
- Conflicts and resolutions
- Study habits
- Hygiene
- Religious talks
- Religious activities
- Time Management
- Health education

Home Room

Rationale

The responsibility for duty of care extends to the roles and responsibilities of Home Room. Home Room Teachers have a significant role to play in the welfare of students. Home room policy at Ilim College of Australia, ensures that staff duty of care is regularly maintained as is the care of students.

Form Assembly Aims To:

- Provide students with a communal unit that defines their place within the community of the school
- Enable students to experience a sense of belonging and purpose.
- Provide students with a familiar 'home' environment within which they may feel secure and an opportunity to commence each day from this place
- Provide an opportunity for the communication of administrative details to students, including the Student Bulletin, timetable changes.
- Provide a forum for the relaxed exploration of issues and difficulties
- Reinforce school policies and procedures.

Guidelines of implementation

The Home room teacher is the primary contact with students, a mentor for students within their form group and must take on the following responsibilities:

- Mark the roll each day and mark students absent or late in record book
- Read the student bulletin
- Check uniforms, diaries, lockers
- Distribute information - newsletter, notices
- Collect consent forms/ excursion money
- Maintaining the neatness and quality of the form room
- Read and discuss the daily bulletin, inform students of the activities for the week
- Ensure that the expectations of the college are clearly communicated
- Reinforce matters concerning uniform, punctuality and homework
- Remind students of and model proper Islamic manners and behavior
- Support students through meaningful pastoral care programs. Stimulate the growth of students by promoting discussion and activities that enable growth in self- esteem, confidence and skills- listening skills, study skills, organizational skills and social interaction
- Start the day with constructive thinking, using the 'Thought for the Week' poster

Ideas for Form Assembly:

- Make students feel welcomed
- Get to know something about the student - ask question about the students' interest
- Establish an alliance with each student and with the group collectively
- Facilitate a sense of belonging to, identify with, and ownership of the form group for each student
- Help students develop their own self- esteem and contribute to the well being of each other and the group as a whole. (Self- esteem = 'appreciating one's own self worth and importance, and having the character to be accountable for oneself and to act responsibly towards others')
- Create a structure whereby a student can be heard by encouraging discussion of:
 - What students are most proud of?
 - Subjects they like/ dislike and reasons
 - Interest that students have
 - Reporting on weekend activities
 - Decision making, problem solving and providing choices
- Organization of activities - competitions within year level, special lunch, etc...
- Study skills/ organization - developing independence.

Form Assembly at the end of the day

At the end of the day it is the form teachers' job to ensure that:

- The roll is marked
- Rooms are left neat, tidy and locked
- The windows are closed; lights and all appliances are switched off.
- Students are in full uniform.

Behaviour
Management
& Student
Welfare

Rationale

Ilim College takes a restorative approach in Behaviour Management; the College philosophy reflects the love, respect and forgiveness our religion teaches. As students attain high standards of behaviour and achievement they will be encouraged. High standards are expected from students and action is taken if standards are not kept. Parents will be kept informed at appropriate points in the discipline process and the ultimate aim is for the student to become a self disciplined adult. Corporal punishment, derogatory comments and persona; put downs are not permitted under any circumstances.

The College aims to implement fairness and a culture of listening across the College community built on an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning to use lifelong skills of active listening, expressing emotions and problem solving.

We value the purity and well-being of each member of the College. We strive to cultivate genuine relationships. The College also aims to promote good order and harmony within the school community.

Guidelines for Implementation

Teachers must devise their individual classroom management strategies and consequences. These strategies must comply with the guidelines set out within this policy and the framework, of the Department of Education and Training. Subsequently, teachers will be required to fill in a communication slip to initiate the official discipline process involving the homeroom teacher and specialist teachers, level coordinators, Welfare Coordinators, Vice Principal and school counsellors.

The teacher's role is to always be proactive in order to prevent misbehavior, its repetition and escalation. When student behaviour is seriously challenging and detrimental to self, others and learning, it is important to remember that the aim is not to punish but to teach the student to learn to act differently - to behave in a manner that is acceptable within the social environment of the school and classroom. The role of all teachers and coordinators is both consultative and supporting. They are there to assist the teacher not to take over their problem but enable and support them in their management of the problem. At all times teachers must remain calm and collective regardless of the discipline situation they are facing.

When students are found incorrectly behaving, firstly we listen attentively as they explain their actions, secondly we correct the inappropriate behaviour and finally assist them in understanding, taking ownership of one's actions and making amends.

Students at Ilim College have the right to be heard and can contact the Head of Student Services and Wellbeing Coordinator to report any form of bullying or teacher grievances in confidence.

Students Rights & Responsibilities

Rights

- Be treated with dignity, respect and courtesy
- Be valued as individuals, and feel safe at all times
- Express themselves in an Islamic and responsible manner
- Have access to the School Counsellors
- Ask for help from College staff members whenever in doubt
- Be provided effective and positive teaching
- Have reasonable access to their teachers
- Be informed regularly about their progress
- Be provided with all relevant information regarding assessments
- Be informed of school decisions which affect them
- Have access to student representatives who will use correct procedures when discussing student concerns with appropriate staff members
- Have their property respected

Responsibilities

- Treat all members of the school community with dignity, respect and courtesy
- Value the individual differences of others
- Listen and be open to others' points of view
- Utilise the College's services appropriately
- Take advantage of learning opportunities and to allow others to do the same
- Cooperate with the teaching processes of the classroom
- Seek assistance as required
- Listen to and act on progress reports from teachers
- Meet assessment criteria
- Take advantage of decision-making opportunities
- Take pride in their personal grooming and wear school uniform correctly
- Maintain a safe, clean and attractive environment
- Respect all property
- Abide all school rules and protocol

Staff Rights & Responsibilities

Rights

- Be treated with dignity and respect
- Be valued as individuals and professionals

- Express opinions and thoughts in appropriate ways
- Have property respected
- Participate actively in decision making within the College
- Take part in professional development opportunities
- Be informed and updated on Government and College policies
- Be given appropriate support by the College Principal, Leadership Team and Administration
- Work in a professional working environment
- Teach and perform duties in an atmosphere conducive to learning
- Be informed and aware of special needs of students
- Be supported in their provision of pastoral care to students
- Expect parents to work in partnership with them
- Be protected legally by the College
- Have access to appropriate resources and facilities
- Work in a clean, safe, professional work place

Responsibilities

- Treat others with respect and dignity
- Respect and abide by the school's decision
- Behave in a professional manner
- Listen professionally and openly to the opinions of others
- Respect and safeguard property
- Take advantage of the decision making opportunities within the College
- Formulate professional development plans
- Act upon information received regarding Government and College policies
- Publicly support the College Principal and Administration
- Work in partnership with parents
- Respect and follow the College's Staff Professional Code of Practice
- Provide appropriate curriculum and perform duties professionally
- Seek and act upon appropriate information and treat this information with confidentiality
- Provide support to students and encourage them to do their utmost best
- Exercise "due care"
- Maintain a clean and safe environment and report any areas that require attention
- Use the resources available

Parents Rights & Responsibilities

Rights

- Be treated with respect and dignity and be seen as partners in the education of their children
- Know the policies and procedures relating to student welfare and discipline
- Expect the College to provide a safe and secure environment
- Expect that their child is treated as an individual and his or her well-being is nurtured
- Have family matters treated with confidentiality
- Expect a curriculum that can be accessed by their child
- Be informed regularly of their child's progress
- Be informed and have the opportunity to understand curriculum
- Receive regular communication from the College

Responsibilities

- Treat members of the College Community with respect and dignity and work in partnership with them
- Respect the student welfare and discipline policies and procedures of the College
- Support the College in maintaining a safe and secure environment
- Inform the College of their child's specific needs
- Inform the school of matters which could affect their child at the College
- Display an active interest in the academic life of the College, and support the education of their child
- Seek information and attend Parent/Teacher/Student interviews
- Support the curriculum of the College
- Maintain open communication with the College
- Disclaim all information about the medical needs of their children

General Discipline Practice

- Students lining up outside the classroom
- Students treat you and each other with courtesy
- Opposite genders treat one another in an Islamic manner
- Everyone is encouraged to maintain a pleasant working environment and
 - Students are not dismissed until the room is clean and tidy
 - Windows and doors are closed, chairs tucked under tables between lessons and packed away at the end of the day.
- Ask your students to always report any damage, graffiti etc
- Encourage your students to take pride in their work

- Support the uniform policy by asking students who are out of uniform for a uniform pass and by reminding them of their neatness such as shirts tucked in and ties worn properly
- Student awareness and practise of carrying student pass when leaving the classroom
- Any recess or lunch time PD should not exceed half of their break time
- A student should not be asked to stand outside the classroom as a discipline measure
- Teachers may send disruptive students to their buddy classroom for supervision in the event that a formal timeout is required

Outdoor regulations

The students must observe all the discipline rules and regulations whilst participating in outdoor activities such as excursions, incursions, morning, recess and lunch breaks and whilst travelling to and from school. Students must:

- Comply with the dress code of the school
- Interact and play safely
- Respect the rights of others
- Involve teachers when facing an issue
- Dispose rubbish in the bins provided
- Respect each other's personal safety and property

These rules will be reviewed at the beginning of each year by staff.

Behaviour on the school bus (to and from school)

While travelling on School buses, students must respect all road rules such as wearing seat belts, crossing roads safely and using crossings where appropriate. No food or drinks are permitted on the school bus. Students must comply with all the rules related to safety, respect of others and all other discipline expectations stipulated in this policy.

Procedures for Exclusion and Consequences for Inappropriate Behaviour:

Personal Development (PD) Sessions

To allow students to think and reflect on what they have done wrong, Personal Development sessions at half of the lunch break are conducted by the Welfare Coordinators in a structured and consultative manner. These PD Sessions allow students to review what they have done by evaluating and expressing their thoughts and feelings. The objective of the PD sessions is for students to thoroughly analyse their wrong doings.

Buddy Class System

The Buddy Class System is a program implemented across the entire primary department. Each class is given a Buddy Class at the start of the year as a safe supervised room to go to. We emphasise that all teachers adhere to the following guidelines when sending students to their Buddy classroom.

1. The teacher will warn student verbally several times.
2. If behaviour continues the teacher will send the student to the "Think Corner" for 10-15 minutes in their own classroom. When the teacher feels that student is ready, they will have a one on one reflection on their behaviour with the teacher.
3. The last resort is to send the student to their buddy class for 1 period. The student must take a Buddy Class Pass at all times, accompanied by another student. The student is not allowed to talk to anyone during the time spent in the buddy class; they are given this time away from their own class to reflect on their behaviour. After the bell the student must return to their class.

Individual Behaviour Management Plan

Ongoing concerns are discussed with all the teachers involved in a student's education in an Individual Behaviour Management Plan meeting, which is organised by the Vice Principal; with the objective of devising a focus to be followed by the students and teachers for the repetitive behaviour which is of concern. Teachers then allocate protected time to discuss the focus of the Individual Behaviour Plan with the students in concern, during a one to one session and teach/model the desired behaviour. A meeting is to be conducted with parents prior to this arrangement to ensure that the same focus is reinforced and supported at home.

Conduct Card

If despite numerous warnings, Personal Development sessions and/or Individual Behaviour Management Plans the targeted behaviour has not ceased, students may be put on a conduct card by the Discipline and Welfare Coordinators, to avoid a suspension. The conduct card is a period by period and daily record sheet of a student's behaviour, which is commented on and signed by their teachers and parents daily. The Welfare Coordinators will monitor the effectiveness of the conduct card on a weekly basis and depending on the nature of the concerns leading up to the issuance of the conduct card, may make or suggest that the students classroom teacher makes a referral to the school counsellor.

Suspension

A parent will be contacted prior to their child being issued with a Letter of Suspension. A Suspension is issued depending on the nature,

severity and repetition of inappropriate behaviour. A letter of Suspension will be issued by the Discipline and Welfare Coordinators with the approval of the Vice Principal/Principal. A suspension may be either internal or external, depending on the nature, severity and occurrence of the behaviour.

When an internal suspension is issued, the student will spend the day in the Vice Principal's office. At the end of the day, parents are expected to personally collect their child from the Vice Principal's office and discuss the matter of concern together with their child present, to discuss ways of avoiding further suspensions.

When an external suspension is issued, the student will not be allowed to come to school, with the expectation that student reflects and builds up remorse about what they have done. The duration of an external suspension will depend on the severity of the behaviour or repetition of the same behaviour which has not been resolved, despite other preventative measures such as the issuance of a PD, Buddy Class, Individual Behaviour Management Plan and/or Conduct Card.

Student Contract

A student may also be placed on a Student Contract by the Discipline Coordinator on the approval of the Principal/Vice Principal. This may occur after a number of suspensions have been issued, without a modification in the behaviour that is of concern. The aim of the Student Contract is for the student to enter into an agreement, to abide by the school's behaviour management policies and in turn, to avoid a recommendation being made by the Principal for the parent/carer to withdraw the student's enrolment.

Expulsion

When a student has been suspended for a total of eight days within an academic year or for repetitive inappropriate behaviour, parents may be recommended to withdraw the student from school by the school Vice Principal or Principal. In addition, the principal reserves the right to recommend student withdrawal at any time, in the event that a risk to safety is imposed or there is a serious breach of the school's values, which are outlined in the Student Discipline, Welfare and Uniform guide.

Student Wellbeing

Ilim College supports students' wellbeing through implementing Program Achieve (You Can Do It) and circle time activities. These programs provide students with opportunities to raise issues of concern, to build positive social skills and reflect on the school values.

Teachers run a range of activities to model appropriate and expected social behaviour.

Classroom and specialist teachers are encouraged to acknowledge

students achievements regularly. Student's success is acknowledged at fortnightly assemblies.

Students can apply for Leadership roles in the school environment that include, classroom monitors, Student Representative Council, School Captain and Vice Captain.

Appropriate Behaviour

The school promotes, acknowledges and rewards students who behave appropriately according to College values.

- Weekly merit awards – “Student of the Week”
- Academic Awards acknowledging key learning areas
- Behaviour/Mosque Behaviour Award Certificates
- “Attendance Certificates” for perfect attendance at the end of each term
- Achievements are also acknowledge in the Ilim College Bulletin (published 2 times per term) together with samples of students work
- Positive feedback from all members of staff

Inappropriate Behaviour

In cases of inappropriate behaviour the Colleges approach is as follows:

- Appropriate behaviour will be discussed in classrooms regularly and during the You Can Do It sessions and circle time
- Appropriate behaviour is explicitly taught during Islamic Studies sessions
- Lunch time Personal Development sessions with Welfare Coordinators to reflect on the inappropriate behaviour
- Inform parent and organise a meeting (if required)

Ongoing Inappropriate Behaviour

- Discussions with student on the behaviour displayed and the expectations of the correct behaviour
- Work with the Year Level Monitor/Welfare Coordinator to support the child to modify their behaviour
- Follow up students future behaviour
- Obtain regular feedback
- Withdrawal from class and sent to buddy class
- Incursion, excursion and camp withdrawal
- Counselling
- Individual Student Behaviour Management Plan

- Meeting arranged involving Parent, Teacher, Vice Principal and other relevant staff members according to each individual case
- Suspension or Expulsion - serious disciplinary actions will be according to the DEECD guidelines if all previous steps have been unsuccessful.

Communication of Policies

The student Welfare & discipline Policy to be communicated to the school community through the following means;

Whole School Action

- All staff shall be introduced to, or revise the Student Code of Conduct at a Learning Community early in Term 1. This staff meeting will focus on sharing ideas, strategies and experiences with the program and let all staff know how to establish class rules.
- The Student Welfare Coordinator is responsible for induction programs for new staff members
- The Student Welfare Coordinators will review the Student Code of Conduct at a meeting in Term 4. This meeting will look at how the Code of Conduct has been implemented throughout the year, determine its effectiveness and recommend amendments for the following year.
- A teacher may bring an issue about a student's behaviour indicating particular strategies being used, in order to encourage a whole school approach to the management of that student during the Behaviour Focus Meetings/Year Level Meeting.
- Amendments made to the existing Student Code of Conduct will be communicated to all members of the school community.

Individual Teacher Action

- Teachers and students will discuss and implement classroom, playground and mosque rights, responsibilities and consequences.
- Teachers will discuss the Student Code of Conduct Agreement with the class and will be required to send it home for parent/child discussion and signing.
- Teachers may opt to discuss the Student Code of Conduct Agreement with parents at the 'Meet the Teacher/Parent' evening during Term 1.

In addition to the above actions, the Code of Conduct will be regularly re-visited and students will be reminded during; class/yard/mosque/excursion/incursion, assemblies, parent

information evenings, bulletins, posters in classrooms and school website (as of 2013).

Cyber Bullying

Rationale

All schools have a responsibility to students to provide a supportive environment where students feel safe. Due to the rising multimedia technologies, young people commonly interact using online communication devices such as emails, chat rooms and social networks such as Facebook, MySpace and many more. Cyber-bullying is bullying which uses e-technology as a means of victimizing others. It is the use of an internet service or mobile technologies – such as email, chat room discussion groups, instant messaging, SMS (text messaging) with the intention of harming another person. Due to the growing popularity, schools must ensure that messages sent through these devices are appropriate and must educate the students on the repercussions and seriousness of cyber-bullying. Cyber-bullying includes hostile online behavior and harassment of any kind.

If either students or teachers use technology in an inappropriate fashion then they could be committing a crime. All chat rooms, emails and instant messages can be traced even when under a false name. Under the Commonwealth's Criminal Code Act 1995 Section 4. 7. 4. 17 cyber-bullying can be a criminal offence and Ilim College looks upon this very seriously.

Aims

- No cyber bullying is taking place involving the students in or outside of the school
- It is likely that the teachers/staff will observe the impact of this cyber bullying through the student actions and reactions ensure that no student at anytime feels harassed, bullied or unsafe in any way on school grounds
- Therefore, teachers/staff must be alert to signs and evidence of cyber bullying and to know to report it to appropriate staff members whether as an observer of a victim
- To ensure all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and the perpetrators

Guidelines for Implementation

All staff needs to ensure that no cyber-bullying is taking place within their classrooms, more specifically during information technology classes. They should discuss the seriousness of cyber-bullying with other teachers and their students. Students/teachers should be aware of the impact on those being bullied and how this bullying behavior is unacceptable at Ilim College. Teachers will be regularly reminded of their duty of care regarding the protection of students from all forms of bullying. (Please refer to the 'Duty of Care' policy).

Staff should report any incident where they are aware of a student being cyber-bullied to the Vice Principals, Welfare Coordinator and the school counsellor (if needed).

Professional development sessions will be offered for staff relating to all forms of bullying including: cyber-bullying, harassment and various proven counter measures. Furthermore the school community educates students and teachers of the seriousness of cyber-bullying, its impact on those being bullied and how this behavior is unacceptable. Ilim College constantly provides programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. Students are provided with individual and confidential computer and network log-ins and passwords.

The school has filtered the internet and therefore blocked certain websites for both teachers and students to avoid any cyber-bullying. No teacher should have photos of students on the internet including websites such as 'Facebook'. All staff must not have any **current** student on their 'Facebook' page or any other website.

Teachers should also ensure that students are not using websites that are set up as a chat room such as 'Facebook' and 'Myspace' in the classroom. The teachers must ensure that in their classrooms, specifically when using technology there must be:

- Clear view and constant monitoring of their use
- Appropriate online behavior and expectations
- Clear consequences of hostile online behavior
- Methods for redressing inappropriate behavior
- Follow up with appropriate welfare/discipline staff members without delay

Ascertain the severity of bullying and whether it warrants investigation.

Classroom teachers are encouraged to take an active role in the counselling and disciplining of students at any stage. This may include lunchtime detentions, cleaning duties, and additional class work, removal of privileges or responsibility either temporarily or permanently. Teachers should also reward positive behavior within their classroom, allowing students to learn through role modelling and encouraging good behavior.

However in circumstances that maybe severe or where the student does not stop sending even mildly inappropriate messages or does not take the incident seriously ensure appropriate staff are informed via require means outlined in discipline policies.

- parent/teacher or parent/Vice Principal meeting
- Phone calls home
- Suspension (external or internal)
- Expulsion
- Criminal charges by the policy where applicable

In more severe cases the Principal may be involved. In these cases the college Principal reserves the right to deal with as required and appropriate for the welfare of all students/parties involved.

Prayer & Mosque Attendance

Rationale

Prayer five times a day is a duty incumbent on every Muslim male and female and at Ilim College of Australia, Zuhr prayer constitutes a very important part of our school day. Students in **Years 4 to 12** pray Zuhr in congregation and all Muslim staff, male and female is required to attend Zuhr prayer with the students at the mosque.

Guidelines to implementation:

1. Help students to quickly and quietly make their wudu and assemble for prayer.
2. Ensure student take their places in an orderly and quite manner.
3. Avoid raising your voice. The mosque is a quiet place, a place for spiritual activity only.
4. Ensure there are no gaps between students in prayer lines while waiting for Imam to begin prayer.
5. Model to students to engage in prayer and tasbih while waiting for Imam to begin.
6. Once prayer is complete, observe students doing tasbih and model if necessary.
7. Dismiss each year level once at a time. Remind students to observe Islamic etiquette at all times, before, during and after prayer

Student Photographs

Rationale

The students of the College participate in annual school photos as a source of pride memories for families and the College. In addition to annual school photos the school may also photograph or video students for educational promotional school data base and publication purposes.

Guidelines for Implementation

Annual Formal School Photos

Annual school photos can be used for database identification, internal display and school publications.

Additional Photos/DVD

Additional photos/DVD for the use of promotional or educational purposes parent consent will be obtained.

Excursions/ Incursion

Rationale

All staff members have a duty to be actively involved in their classes as well as the departments and year levels they belong to. Ilim College expects all staff members to collaboratively work together with others and organise incursions and excursions for the students. Excursions and incursions are an integral element of a student's learning as it engages students with visual/concrete and hands on experiences. This policy should be read in conjunction with the Duty of care policy.

Guidelines for implementation

Staff organising an incursion/excursion must discuss the plans with Domain Heads/Year Level Monitors unless it is recreational only. Teachers attending incursions/excursions must organise their responsibilities to ensure the activity runs efficiently and smoothly.

Domain Heads/Year Level Monitors can request teachers to organise particular excursions/incursions however, staff must come to a mutual agreement on the activity. In this situation however the classroom teacher must carry out the duties of booking the bus and collecting the money etc.

It is the duty of teachers who organise the excursion/incursion to do the following regardless if you are part time or full time staff.

- Fill out an excursion/incursion proposal
- Permission Notes handed to students after the excursion has been approved
- Collection of Permission Notes
- Book Buses
- Collect Money by filling in a Bus booking form
- Booking of Venue/Premises necessary
- Ensure that students do not miss prayer, include prayer in plan of excursion

The Vice Principal and Curriculum Coordinator will make the judgment if the incursion/excursion is appropriate or an advantage to the students learning and the will approve or disapprove the go ahead. However the Daily Organizer will have the final decision depending on the availability of buses etc.

Additionally, the bus drivers must be informed a minimum of one week in advance and the time of departure/arrival must be noted on the staff bulletin. Students must arrive back at school by 2.45pm at the latest. Excursions for year 7-10 must have a male and female accompaniment from staff members, when mixed gender groups are attending. The legal minimum ratio of adult to children must be followed. 1 adult: 25 pupils (subject to change depending on the venue and level of danger). The first

aid kits and consent forms must be taken on all excursions. This is available from the first aid room.

A checklist has been provided below to follow when organizing an excursion:

- Discuss plans with Domain Heads/Year Level Monitors if educational, religious or recreational (who, when, what, where, why, cost)
- Check term planner in staffroom to avoid clashing with other events. (This must be done before the proposal form is filled out)
- Fill out the excursion/excursion proposal form found under app@ilimcollege.vic.edu.au.
- Refer to book entitled "Guidelines for Approval" - Adventure Activities, Camps and Excursions. This book is available from the office. Check you are operating within these guidelines
- Once the Daily Organizer has approved the excursion please go to the office and book the buses
- Negotiate any staff release with daily organizer at least a week before hand
- Notify parents with excursion consent form
- Publish date and details of excursion in daily notices (**at least a week before hand**)
- Notify Bursar of any costs, student payments and how excursion will be funded and hand any money collected to bursar
- Collect consent forms and check them and ensure they are fully completed and signed
- Publish list of students on 'Excursion Notice Board' participating on excursion and let the Daily Organizer know how many students are going, **at least 3 days before hand**
- Teachers in charge must let Ms. Nese know of the excursion two days prior and pick up the first aid bags the day of the excursion
- Ensure an excursion report is prepared for the school newsletter and Yearly book which includes some photos. A digital camera should be borrowed from the Library to take photos during excursion
- Staff also must get the bus seating arrangement sheet the morning of the excursion. The teachers in charge must fill this out and students must sit in the same position on the way there and back
- Students not attending the excursion need to be placed in other classrooms before leaving school. It is advised students are placed in a class one year level above or below that of the students. A list of students attending and not attending the excursion must be submitted to the relevant Coordinators or Daily Organizers and General Office
- In the case of a bushfire threat, excursions may be cancelled or postponed

Camp

Rationale

All teachers must attend camps when requested by the Principal or also may volunteer. This Policy should be read in conjunction with the Duty of care policy. Schools and teachers owe a duty of care to students for the duration of a camp. Schools often take students to camps operated commercially. Those operators are also under a duty to run the camp safely. Teachers should make sure that camp equipment and activities are safe and should speak to camp operators.

Guidelines for implementation

The key to fulfilling your duty of care is to plan thoroughly and keep records of procedures followed. Planning should include the following:

1. Collect the details required to complete the necessary forms
2. Consider the school planner to avoid clashes
3. The camp coordinator gets the go ahead for the camp from both the Principal and the Vice Principals
4. When approved by both parties, the camp needs to be organised in full by the Camp Coordinator. The daily organiser should be informed as soon as the booking is made
5. Bus bookings should be made as soon as the booking is made with the camp site
6. Bus drivers must be notified at least 2 weeks before the camp
7. Permission camp notices and medical forms must be sent home a minimum of five weeks in advance. This leaves two weeks for the students to return the slip and then three weeks for the camp coordinator to finalise numbers and teachers.
8. Each student must return the permission slip by the set date. If the slip is not returned, the student is not allowed to attend the camp
9. The legal minimum ratio of adult to children must be followed. 1 adult: 10 pupils (subject to change depending on the venue and level of risk)
10. The portable first aid kit must be taken on all camps. This is available from the first aid officers of the College
11. Students that misbehave or do not follow the camp rules will be dealt with. In severe cases may be sent back to school via bus, plane, car, taxi etc. with a teacher who accompanies them. Parents and the Principal must be notified if any students will be sent back home
12. All teachers and students should be aware that College camps may be cancelled or postponed in the case of a bushfire or flood threat.

Below are other considerations when planning a camp:

Know the area

Here, the teacher is not only looking for a safe, clean environment, but also one which will not violate Islamic principles and beliefs. Consult with the Head of Faith and Islamic Studies staff members to make sure the camp

site is Islamically appropriate.

Medical histories and consent

For camps or overnight excursions, each student's parent or guardian should complete a form which:

- Provides all relevant information about the child's health- current medication and ailments, previous illnesses or operations, allergies, disabilities, etc.
- Consents to the student receiving all necessary emergency medical treatment, including administering of anesthetics and use of an ambulance.

Consent form

A parent or guardian must sign a form consenting to the student's participation, based on full knowledge of what the camp or excursion involves. Students are not permitted to go on the camp without a signed consent form. A copy of the consent/medical histories of the student must be taken to camp and given to the camp coordinator. A separate form must be signed for every excursion or camp, rather than having parents sign one form at the start of the year to cover all events.

Planning for an emergency

Where a remote location is involved, devise a plan for dealing with hazards (bush fire, etc) or a medical emergency. (This is usually done by the camp centers). Take a mobile phone which will work in the area and note the location and phone numbers of police, fire, ambulance and other relevant emergency services. Also carry emergency numbers for all students attending.

Health care and first aid

A basic first aid kit is necessary for all camps. An adult with first aid training should accompany a camp.

Use of your own car

Your legal liability for injuries to students travelling in your car is the same as for any other passenger. If you are planning to use your car, clarify with the school before the camp whether it will reimburse you for damage to the car or any damage your driving causes to others' property. If a small number of students are to be transported it is advised to hire a mini-bus.

Chapter 4

Other Operations

This Chapter contains the following topics:

Occupational Health & Safety	See page: 74
Sun Smart	See page: 80
Critical Incident Plan	See page: 81
Bush Fire Emergencies	See page: 83

Occupational Health & Safety Policy

Rationale

Under the Work Health and Safety Act 2011, Work Health & Safety Regulation 2011 and associated legislation there is responsibility for the College to ensure the health and safety of staff , students & visitors by:

- a. Eliminating risks to health and safety so as is reasonably practicable, and
- b. If it is not reasonably practicable to eliminate risks to health and safety, to minimize those risks so far as is reasonable practicable.

The purpose of this policy is to outline the guidelines and procedures to ensure the College's compliance with the Work Health & Safety (WHS) legislation.

This policy applies to all College staff members, students and visitors.

Aim

- To ensure that appropriate standards of workplace safety are maintained at all times
- To raise the profile of occupational health and safety within the college
- To develop a team approach to health and safety issues
- To implement health and safety training programs as appropriate and ensure their effectiveness through evaluation
- To ensure that employees are aware of their responsibilities under the Occupational Health and Safety regulations made there under in the performance of their required duties for the college
- To recognise that all employees must adhere to the responsibilities and requirements placed upon them through this policy

- To prevent accidents, injuries and disease at the college
- To equip staff with knowledge and skills to report unsafe conditions and comply with all other applicable legislated health and safety requirements. Therefore, the head of each faculty department should prepare health and safety rules and reviews them annually. These should be informed and reported to the college principal.

Safety Objectives

- Establish and maintain an OHS management system that facilitates a structured approach to the management of OHS risk
- Provide adequate human, financial and time resources to ensure the effectiveness and sustainability of the system
- Keep up-to-date with relevant health and safety legislative obligations, achieving and maintaining compliance with these obligations
- Promote a safety culture that encourages people to proactively manage health and safety risk through education, instruction, information and supervision
- Clearly define and communicate staff, student and visitor responsibilities in relation to health and safety
- Proactively identify and manage health and safety risk via a documented hazard identification, risk assessment, risk control and monitoring process
- Improve processes to ensure that incidents and hazards are promptly reported, investigated where appropriate, and control measure are put in place to eliminate or minimize the chance of a repeat event
- Maintain building infrastructure, plant and equipment in a safe condition with documented safe systems of work
- Routinely monitor and review OHS performance to achieve continual improvement

Responsibilities

Senior Management

The promotion and maintenance of occupational health and safety is primarily the responsibility of the Principal. Management at all levels is required to contribute to the health and safety of all persons in the workplace. It is the responsibility of Senior Management to develop, implement and update accordingly in consultation with all employees

- The effective implementation of the OHS Policy
- Ensuring that the OHS Policy is continually updated
- Ensuring that a risk management system is developed and adhered to
- Ensuring hazards are indentified, assessed and controlled

- Ensuring staff receive information, training and supervision to ensure work practices are safe and without risk to health
- Investigating all incidents and accidents and ensuring preventative measures are implemented and monitored
- Taking promote remedial action to eliminate any unsafe or unhealthy conditions or behaviour
- Consulting with employees on OHS matters
- Arranging OHS inspections, rectifying deficiencies and maintaining records
- Training of staff in correct OHS procedures
- The development of new and improved procedures

Coordinators

Coordinators are those who allocate tasks to staff (academic or general) and students are responsible for ensuring that work is carried out safely. They should ensure that;

- Staff, students and others are briefed in relevant safety procedures
- The procedures are complied with;
- Unsafe conditions are remedied or reported
- All injuries and accidents are reported

Employees

Each staff member is responsible for ensuring the health and safety of his/her environment. All employees are to comply with the Ilim College Occupational Health & Safety policy generally and site-specific policies and procedures.

In addition, employees must:

- Take all reasonable care for their own health and safety and that of others who may be affected by their conduct at the workplace
- Not willfully or recklessly interfere with or misuse anything provided in the interest of health and safety or welfare
- Cooperate with Ilim College in relation to actions taken by Ilim College to comply with occupational health and safety legislation
- Comply with health and safety instructions
- Attend inductions and training as initiated by the College
- Take action to avoid, eliminate or minimize hazards
- Make proper use of personal protective equipment
- Not willfully place at risk the health and safety of themselves and others
- Seek information and advice where necessary
- Be familiar with reporting, emergency and evacuation procedures

- Cooperating with OHS policy and procedures
- Working in accordance with agreed safe work procedures
- Reporting all incidents and hazards
- In cases of return to work after a workplace injury, workers are required to submit a Workcover medical certificate deeming them fit to resume normal duties, and comply with return to work procedures stipulated by the relevant workers compensation insurer

Students

All students are responsible for adopting safe work and study practices and are to comply with the Ilim College Occupational Health and Safety policy.

In addition, students:

- Must not willfully place at risk the health and safety of any person at Ilim College
- Must not willfully or recklessly interfere with or misuse anything provided in the interests of health and safety or welfare and must cooperate with Ilim College in relation to actions taken to comply with occupational health and safety legislation
- Comply with health and safety instructions
- Attend inductions and training provided by Ilim College
- Take action to avoid, eliminate or minimize hazards
- Make proper use of personal proactive equipment
- Not willfully place at risk the health and safety of themselves and others
- Seek information and advice where necessary
- Be familiar with reporting, emergency and evacuation procedures

Contractors

- Take reasonable care for his or her own health and safety
- Take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
- Comply (as far as reasonably able) with any reasonable instruction that is given by Ilim College to allow the College to comply with its OHS obligations
- Cooperate with any reasonable policy or procedure of the College relating to health or safety on the College premises
- As a measure of security and to ensure the ongoing safety of our students, are required to wear an identification tag at all times while on the College premises
- Follow guidelines of risk assessment policy and procedures

All contractors engaged to perform work on the school's premises and locations are required, as part of their contract, to comply with the occupational health and safety policies, procedures and programs of the organisation and to observe directions on health and safety from designated officer of the organisation. Failure to comply or observe a direction will be considered a breach of the contract and sufficient grounds for termination of the contract.

Visitors

Visitors are required to comply with all instructions given by authorized Ilim College staff for the protection of their health and safety while on the Ilim College premises.

Consultation

Occupational Health and Safety Committees

Ilim College is committed to encouraging consultation and cooperation between management and employees. An Occupational Health and Safety Committee has been established as a Central Administration, which encourages the election of an employee health and safety representative who is consulted and involved in any workplace changes which could affect health and safety. Each College campus shall have an OHS Committee and an employee health and safety representative.

Workplace Health and Safety Representative

The Workplace Health and Safety Act 1995 states that a workplace health and safety representative:

- Is an employee who is elected as a workplace health and safety representative by their co-workers at the workplace
- An employer cannot appoint a workplace health and safety representative
- A worker does not need any experience or qualification to be workplace health and safety representative

Ilim College Senior Management are required to train staff to perform the duties of an accredited Workplace Health and Safety Representative (WHSR). These officers must have completed the required training as specified by the Division of Workplace Health and Safety. The functions of a WHSR are set out in the Workplace Health and Safety Act 1995.

The WHRS should be a member of the Health and Safety Committee within their area of responsibility.

All Health and Safety personal are entitled to time off from their other

work while carrying out functions as Committee Members or Workplace Health and Safety Representatives, but are regarded as being employed in their usual work. They are entitled to attend accredited training courses at the employer's cost.

Guidelines for Implementation

- Occupational Health and Safety is a shared responsibility of the college administration, staff, students and contractors
- For minor OHS issues that are easily resolved employees, students and contractors are encouraged to take action themselves if they possess the relevant skills and it is safe to do so, for example, move an obstacle out of a walkway to prevent potential trip and fall incidents
- The College Staff will elect a HSR (Health Safety Rep)
- The HSR will conduct regular audits inside and outside of the college buildings and report information to the College Principal, Respective Departments and the OHS Committee.
- The required number of first aid trained personnel will be maintained by the College Nurse at all times
- Regulations relating to the correct use of equipment and substances will be communicated to all staff and adhered to
- Issues relating to Occupational Health and Safety, for example, building works being conducted at the college will be communicated to all staff via the daily bulletin, emails, memorandums, public address, announcements etc
- If a student, staff member or any member of the public is injured at school, it must be reported to the school nurse and HSR, it is the responsibility of the School Nurse to document all details of the incident and injury in the **Injury Register Book**. If the School Nurse is absent, the General Office Administration Staff will carry out this duty
- Work cover claims and rehabilitation issues will be dealt with the School's Bursar. In the absence of the College's Bursar, the Principal or the Business Manager will be responsible for this task
- Staff that encounter any minor Occupational Health and Safety issues/risks are to record it in the school's maintenance log which can be found on the Official Documents Drive in the Maintenance Request Folder and notify HSR. The College's Business Manager and HSR will then follow up to ensure the tasks have been carried out by the Maintenance Staff
- Immediate/Emergency Occupational Health and Safety issues and risks are to be reported to the College Principal or HSR immediately.

If a student, staff member or any member of the public is injured in the school's premises and it falls under a notifiable incident, (incidents that result in death or serious injury) which is explained on pages 3 and 4 of WorkSafe Victoria's **"Guide To Incident**

Notification", 3rd Edition, January 2008 document, the College Principal is responsible to contact WorkSafe Victoria immediately on 132 360 and fill in an Incident Notification form within 48 hours online at www.worksafe.vic.gov.au or on a hard copy form and fax it to WorkSafe on 96411091.

In such case, the incident site must be preserved until an inspector arrives or directs otherwise. In the absence of the College Principal, it is the responsibility of the College Vice Principal to carry out this duty. All accidents and incidents that fall under a notifiable incident are to be reported to the College Principal & HRS immediately by the Occupational Health and Safety Committee.

Sun Smart

Rationale

Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection and be protected from over exposure to the sun whilst at school.

Aim

- Educate students as to suitable Sunsmart protection strategies
- Encourage students and staff to protect themselves from the harmful effects of the sun

Implementation

This policy is to be read as part of our student dress code:

- Children will be required to wear Anti-Cancer Council approved Legionnaire hat available from Academy Uniforms during terms 1 and 4 whenever they are outside.
- Staff will act as role models by also wearing broad brimmed hats when outside.
- Children without hats will be restricted play in designated shaded areas.
- Children will be actively encouraged to wear a broad spectrum water resistant sunscreen (SPF30+). Sunscreen will be provided in each classroom, and on excursions, Sunscreen will be applied by students according to the manufacturer's directions, under the supervision of teachers.
- Whenever possible, outside activities on hot days should be scheduled before 11:00am
- On extreme weather days students will remain in classrooms during the recess/lunch or outside sporting activities
- The school board will provide adequate shade structures for students as practicable; particularly over high density play areas such as sand pits and play equipment

- Sunsmart activities and sun protection will form part of the Health and Physical Education curriculum at all year levels

Critical Incident Plan

Rationale

This policy sets out the procedures to be followed to ensure the safety and protection of the whole College community in the event of a critical incident. This is to ensure that all staff and students are safe at all times.

Definition

A critical incident can be a physical incident or psychological trauma that has a severe immediate impact and likely long term effects on the individuals involved. These may include:

1. Incidents that involve staff/student, staff/staff, or other person/staff/student.
2. People-made disasters/emergencies
3. Natural disasters/emergencies

Crisis management and recovery processes involve personal support, crisis intervention and a whole range of practical assistance.

The Principal has responsibility for emergency management, which involves bringing together the arrangements for identifying, minimizing, preventing, preparing for, responding to and recovering from an emergency.

Preparation

- Identify Critical Incident Team - comprising Principal, Vice Principals, Business Manager and Building Services Officer. Other members may be co-opted as necessary.
- The Critical Incident Team has responsibility for ensuring that procedures are properly addressed at times of high emotion and that if the Principal is the subject of the incident then the response mechanism should proceed effectively. If the incident subsequently involves legal action, a precise response to the incident should be known and be able to be verified by more than one person.
- Issue all staff with a Critical Incident Management Plan.
- Display a Flow chart and contact phone numbers in the staff room and unit offices.
- Review the Critical Incident Management Plan at a staff meeting in Term 1 each year

Initial Responses

- Assess that all students are safe. Take all necessary action to establish safety.

- Contact the Principal.
- Ensure the Vice Principals and/or Daily Organisers, teacher is released from class to work with the Principal on Critical Incident Team.
- Build a profile of what happened. Who was most affected by the incident? How might it have affected them? Check for other information to see if any individuals or groups might need immediate attention. Decide on a range of supportive action that can be offered to those affected by the incident.
- Assess immediate practical needs.
- Evaluate what individuals/organizations need to be involved and what potential roles they may play. Take into account the importance of linking students to parents/carers and significant others to re-establish a sense of personal control.
- Contact the relevant emergency services.
- Decide how/what/when to communicate with the school community regarding the incident.

Some further support responses

- The Critical Incident Team should meet with support personnel to finalise a plan of action
- Establish an active Crisis Intervention Team including school personnel and outside agencies if necessary
- Inform staff at a full staff meeting to ensure consistent information
- Inform students in smallest groups possible, depending on decision of management team and nature of incident
- Inform parents/carers of students involved in the incident
- Prepare a letter to school community, if appropriate
- Identify 'at risk' students and staff for counselling
- Provide closure if necessary
- Debrief staff

Principals Crisis Management Checklist

Record and Verify Details

- Location, nature and time of incident
- Details of those involved

Notify

- Appropriate emergency services
- Parents, carers or immediate relatives

Convene

- A meeting of the Crisis Intervention Team (employ extra or

relief staff if appropriate)

Disseminate Information

(As a result of the Crisis Intervention Team meeting)

- Inform staff of composition of the Crisis Intervention Team and procedures that will be followed
- Prepare written statement for School Records Administrator to use when responding to telephone enquiries

Review

- In conjunction with the Crisis Intervention Team review procedures and outcomes and modify plan as necessary

Notes

In the case of telephone bomb threats or related acts, the “Telephone Bomb Threat” Form should be completed during and after the call. Furthermore, the police should be contacted immediately and notified of the threat.

Bush Fire Emergencies

Rationale

Even though Ilim College is not on the bushfire risk register it is important that all staff understand the procedures that need to take place. All Ilim College staff must be aware of the emergency and evacuation procedures. This is to make certain that all staff and students are safe at all times. This policy has been developed to ensure compliance with the VRQA (Victorian Registration and Qualifications Authority) and the schedule 2 of the Education and Training Reform Regulations 2007. This policy and procedure is to ensure a quick, easy and safe evacuation of the school and also to ensure the school is preventing any emergencies by maintaining the school’s fire hydrants, equipment and gutters.

Guidelines for implementation

All teachers must ensure during a drill or an emergency that they depart from the nearest exit within the building. They should not re-enter the building at any time and must make their way to the evacuation area. Ilim College has a full procedure in place where particular teachers have designated areas to check whilst evacuating. Each area has been designated with two teachers to ensure all staff and students have left the area. These emergency evacuation monitor lists, as well as the evacuation maps, have been illustrated throughout the school hallways, classrooms and staffrooms.

The camp coordinator must ensure that he/she provides those teachers that are going to camp with a fire and emergency evacuation plan for the site they are visiting. The teachers going must be aware of the procedure that must take place in the event of a bushfire or emergency.

The Fire Warden on behalf of the OHS & Emergency Planning Committee is in charge of ensuring that he/she will annually review the emergency management plan for bushfire preparedness as well as other emergencies. He/she is also in charge of developing a schedule as well as removal of materials that may be easily ignited. Furthermore he/she must ensure that no exit is obstructed, assembly points are designated and they are appropriately equipped. He/she must ensure there is always access to the school's emergency vehicles.

Off site activities such as camps, excursions, field trips, sporting activities, Professional Development Seminars for staff may be cancelled, postponed or relocated if faced with the threat of a bushfire. Due to bushfire risk and weather conditions the school may be closed. The school however will make this decision twenty four hours before the closure. Students and parents will be notified through a letter, phone call or SMS message.

The office staff have also developed their own procedures to ensure they collect student roles and evacuate to the emergency areas as fast as possible. Within the Principal's, vice principals' and the general office, there are updated contact and emergency numbers. The Fire Warden of Ilim College will annually review all of these procedures and consistently monitor them throughout the year. For further information please refer to the emergency and bushfire evacuation plans.

Chapter 5

Employment Relations

This Chapter contains the following topics:

Staff Absence & Leave	See page: 85
Parental Leave	See page: 88
Hajj Leave	See page: 89
Casual Relief Teacher	See page: 90
Workplace Harassment	See page: 91
Teacher Appraisal	See page: 92
Teachers Registration	See Page: 93
Touching students/being alone with students	See Page: 93
Working with Children Check – employees & volunteers	See Page: 94

Staff Absence & Leave

All teaching staff and college personnel are entitled to leave of absence or leave when deemed necessary. The school's staff absence and leave policy ensures a safe, secure and enjoyable working environment and is in accordance with the conditions outlined in the NES. Furthermore, the College Principal has the responsibility for managing all leave and leave requests, as well as ensuring the smooth and efficient operation of the College.

Aims

To provide guidelines and processes to accommodate the leave requests of staff, with minimum disruption to the daily organization and administration of the College. Furthermore to ensure and provide staff with discretionary leave on a fair, reasonable and equitable basis.

Guidelines to implementation

All College employees are required to request approval through ilim apps online forms prior to the day of absence

- Prior to written application, information about leave entitlements can be obtained from online through ilim apps.
- Staff members must fill out the appropriate leave form located in the staff handbook and give this to the Principal's secretary after discussing this with the appropriate Vice Principals. If the leave is approved, the staff member will receive written confirmation within ten days.
- All College staff are required to inform the College Daily Organizer/s or College office as soon as their leave is approved well before the period of absence. This procedure must be

followed for all types of leave. If any Ilim College Staff do not inform the appropriate people of their absence or leave in a timely manner, and are found to be dishonest with reasons for leave the College Board may terminate their contract

- Teachers are required to leave the term planner, assessment tasks, chronicle and day to day roster of work that students must complete in their absence when it is a planned leave. Admin staff must ensure that all work is up to date or left to another admin staff member for completion.
- All leave that has been granted cannot be extended
- In determining whether leave may be granted, the Principal will consider:
 - Whether the leave is discretionary or mandatory, the impact on granting of the leave will have on the operations of the college
 - The entitlement of the staff member to the leave for which they have applied
 - Previous leave record of the staff members
 - Frequency of leave

Personal/Carers Leave (As per National Employment Standards)

The teachers, school assistants and clerical/administrative employees are entitled to paid leave for absence due to personal illness or injury up to ten (10) days per year of service under the condition outlined in the NES award. In addition to the Award provisions, the following special conditions apply:

- The 10 days of personal / carer's leave specified in the Award can be taken as follows: 5 days carer's leave without a medical certificate **or** 5 days personal leave or any combination of the two up to 5 days
- Any personal leave taken on a Monday, Friday, or day before/after a public holiday or 3 consecutive days require a medical certificate.
- Any personal leave taken before and/or after a term break requires a medical certificate or statutory declaration
- The teachers, school assistants and clerical/administrative employees are also entitled to 2 days paid compassionate leave however, must provide evidence that satisfies the employer that the leave is taken for a permissible occasion. (Death certificate or doctor's certificate for a personal injury or illness). Teachers must give notice to the Principal of the taking of compassionate leave and must advise the Principal of the expected period of the leave.
- The teachers, school assistants and clerical/administrative employees are entitled to 2 days unpaid carer's leave when a member of the immediate family or a member of the teacher's household requires care or support
- Two days paid or unpaid compassionate leave may be taken in a single continuous period, separate of one day each or any separate

periods to which the Principal and teacher agree. However evidence must be provided on each occasion

- If a staff is absent for any period of time they are required to fill out the relevant online forms and submit them to the College Principal immediately on return to the college. Medical certificates must be attached to the forms
- Failure to return the forms will result in loss of pay
- All kinds of late arrivals and early leaving times will be deducted from the staffs leaving loading
- If the employer is absent on two consecutive days without informing the College Principal through the correct procedure his/her employment may be terminated.

If a member of staff is absent for any period of time they are then required to complete absent form found at app@ilimcollege.vic.edu.au.

Some guidelines that teachers should be aware of are:

- Leave may be an entitlement (e.g. Carers leave unpaid leave, compassionate leave, long service leave, pilgrimage leave, maternity leave etc) or awarded at the discretion of the College Principal
- Medical certificates are required when:
 - a. Before and after long weekends
 - b. Before and after term dates
 - c. 3 consecutive days

Statutory declaration or other written evidence may be required when the following leave is taken:

- a. Carers leave
- b. Compassionate leave

Leave without Pay

- Staff seeking leave without pay must apply in writing to the College Principal at least 10 (ten) full weeks in advance. A minimum of 5 years of experience at Ilim College is required to apply for leave without pay.
- Joining end of term week and beginning of term week to extend holidays will not be granted.
- Staff who are entitled to leave and their absence is foreseen for overseas visits are to give notice period to Principal 1 year in advance.
- Applications for Long Service Leave must be in writing to the Principal as early as possible (at least 2 full terms in advance).
- Leave without pay (LWP) is only granted one full term or one week before or after the term 2 break in an academic year.

- Staff member will be granted leave if they are attending to perform Hajj for the first time
- VCE teachers are not granted (LWP) leave without pay for more than one week in an academic year.

Leaving College Ground during working hours

- As part of evacuation and staff attendance/ leave policy all staff are required to swip their names into the Staff Attendance Registrar in the morning and afternoon. Furthermore staff must also swip if leaving and re-entering the college throughout the day by using the staff electronic IPAD.
- Staff are permitted to leave the College grounds during lunch time only, if they do not have duty, for a maximum of 30 minutes. If a staff member wishes to leave at any other time, they must obtain permission from the Principal or Vice Principals and inform the daily organisers via email
- Leave exceeding an hour from the college throughout the day will be considered as a half day absence. All employees must not leave the College grounds without permission from the College Principal or Vice Principals.

Notification of Absence

Unforeseen Absences

In the case of a sudden illness, where absence could not be reported in advance, the person must ring the office or the daily organiser the night before or at least an hour before the start of the day (the day of absence). Notification of absence must be made between **7:00am and 7:45am**. This will give the daily organizer time to arrange for a Casual Relief Teacher. The school phone number is 9302 3770. The daily organizers phone numbers are included in the Staff Handbook.

Foreseen Absences

Foreseen Absences, such as those created by excursions, medical appointments, OPL (other purpose leave) etc., should be given to the daily organizer in writing and well in advance.

Work left for students

In the case of an OPL or foreseen absence, all teachers must leave written work for students. It is the responsibility of the teacher taking the extra class to make sure that this work is collected from the coordinator's office. If there is no work left for students, then it is the responsibility of the teacher taking the extra to organise work. If you are not familiar with the subject, you should consult the relevant

faculty co-ordinator's office.

If a teacher is absent for a number of days (camps, in-service etc), it is essential that sufficient work is left to cover the number of periods missed and is presented to the year level coordinator in chronological order, that is, period, day by day. At the end of the extra all collected work should be returned to the teacher, unless instructed otherwise. All teachers must check the extras list before classes resumes for the day and be aware that this may be called upon during any of their free periods if needed

Parental Leave

All teaching staff and college personnel are entitled to parental leave when necessary. This ensures that all staff are supported by the college and therefore assists in developing a happy, healthy working environment. This policy provides both males and females equal opportunity to accommodate their family lives.

Guidelines to implementation

All staff members are entitled to 12 months unpaid parental leave after working for Ilim College for minimum of 12 months. For this time period their employment with the school will be reserved however for extra time taken, their employment status will be determined by the Principal.

Staff members who intend to take unpaid parental leave must give at least 10 weeks written notice to the Principal. These time periods cannot include term or end of year breaks. An employee must take parental leave in a single, continuous period. For couples where both partners are employed by Ilim College they can only take two weeks leave concurrently. For instance, if one of the employees takes a period of unpaid parental leave, the other employee (spouse) may take a period of two weeks or less simultaneous to their partner's leave.

Furthermore, evidence in the form of a medical certificate stating the pregnancy and approximate due date is required by the school. Your promptness to make the school aware of your circumstances would be highly appreciated, allowing the school to make the required provisions for classes.

If the leave is birth-related leave, for a female employee who is pregnant with, or gives birth to, the child, the period of leave may start up to six weeks before the expected date of birth of the child, but must start no later than the date of birth of the child. Additionally a medical certificate must be provided to the Principal, if the employee leaves work six weeks before the expected date of birth of the child.

Hajj Leave

Staff are entitled to Hajj Leave on the condition it is their first Hajj. Requests must be submitted in writing to the Principal 6 months prior to Leave.

The following applies to Hajj Leave:

- Must not exceed 30 days
- Joining any other country to itinerary is not permitted
- Hajj leave can only be granted once every 7 years
- Accumulated sick leave cannot be used for the purpose of this leave

Casual Relief Teacher

The Casual Relief Teacher policy ensures the smooth running of the school and assists the CRT's to follow the Ilim College procedures. The policy ensures that all students keep up to date with the teacher's allocated tasks, which ensures the smooth running of the curriculum. The policy also ensures that the CRT's fill out the correct forms to enable them to be paid.

Aim

- To ensure all CRT's follow appropriate procedures
- To enable students to keep up to date with the teachers curriculum
- To ensure the day to day classes run smoothly

Guidelines to Implementation

Upon arrival for the CRT's first day of working, they must fill out a new staff registration form, a choice of superannuation fund form, tax file number declaration and also collect an Ilim College Staff information book. The forms must be given into the respective daily organizers to enable the CRT to be paid. CRT's must ensure they sign in and out at the front office before leaving the school grounds.

Ilim College categorizes teacher's absences into two groups: 'unknown' and 'known' absences. An unknown absence is a situation where the absence is unplanned and the teacher cannot attend school for various reasons. A known absence is when a teacher is aware from beforehand of their absence and therefore leaves work for the students.

All casual relief teachers must arrive by 8.30am and may leave at 3.45pm. They must sign in and out of the 'Attendance Register Book', located at the front desk and obtain the relevant classroom keys. The CRT must approach the appropriate daily organizers upon arrival and receive a copy of their daily timetable.

Furthermore all CRT's are required to familiarize themselves with the fire evacuation procedure, timetable and school map prior to commencing the morning. Copies of all information can be obtained in the Staff handbook which is given to the CRT's the first time they work at Ilim College. The Staff handbook should be brought to school at all times whilst working. The CRT Manual Booklet is given to all Casual Relief Teachers before they attend any classes.

If a CRT is expected to mark the roll, the daily organizers are expected to show them how to do this. CRT's are to ensure they understand and follow this procedure. CRT's are to fill out a Casual Relief Teacher form every time they work for the school and give this in to the relevant daily organizer. If the daily organizers are unavailable the forms need to be given into the front office or into the appropriate daily organizers pigeon

hole found in the general staffroom.

Secondary CRT's

If the CRT is replacing a known absence, the teacher should have left work and therefore needs to go to the relevant pigeon hole in the secondary staffroom. At Ilim College each secondary teacher has a file located in the secondary staffroom, where they leave work for their classes in case of unknown absences. This ensures a smooth and normal running of classes even in the situation of an unknown teacher absence. The Daily Organizer will take out work for the relevant classes from the teacher's files and deliver this to the CRT.

Once the lesson is finished the work can be collected and placed in the absent teacher's pigeon hole located in the secondary staffroom. All CRT's are encouraged to write a comment for the teacher they're replacing, about the overall progress and behavior of the students. This should be written on the CRT form with the names of absent students and the name of the CRT teacher.

Primary CRT's

When replacing a primary teacher's position, the CRT must check the primary teachers table for work left. If there is no program or chronicle left on the teacher's desk, the CRT needs to ask the front office for the year level CRT folder. The CRT is to choose appropriate activities from the folder, get a photocopy card from the front office and make copies for their classes. The CRT is expected to deliver the lesson ensuring that the tasks are completed.

Once the lesson is finished the work can be collected and placed on the absence teacher's desk, located in the relevant primary classroom. All CRT's are encouraged to write a comment for the teacher they're replacing about the overall progress and behavior of the students. This should be placed on the teachers desk or pigeon hole.

Workplace Bullying

Rationale

Workplace bullying is defined and characterised as persistent and negative behavior directed at an employee that creates a risk to health and safety.

The College is committed in accordance to the Islamic teachings and Occupational Health & Safety Act 2004 (Vic.) to ensure it eliminates or reduces the risks to health and safety of all staff, so far as reasonably practicable. All staff are also obliged to take reasonable care for their own health and safety and the health and safety of persons who may be affected by their acts or omissions at the workplace and cooperate with the school management's actions taken to comply with the OHS Act.

Aim

To protect the health and safety as well as well being of all staff members.

Guidelines of Implementation

All staff must refer to the General Staff & Islamic Code of Conduct and Admin Staff Code of Conduct as a set out standard of behavior that must be followed by all staff members to prevent all forms of bullying from occurring.

- Any staff that feel they have been subjected to or witnessed any form of workplace bullying should report this to the Principal or Vice Principals
- The Principal or Vice Principal depending on severity of the report may offer the following
 - Advice on how to approach the issue
 - Counselling where appropriate and practicable
 - May conduct a thorough investigation involving reports that cover a period of time, that include threats, or reports against a number of employees
- A confidential and non confrontational approach will be taken when addressing with all parties involved.
- Depending on outcome of investigation or when early intervention approaches cannot address the issue the College may take disciplinary action against the staff member who has breached the Code of Conduct policies ranging from written warning to termination of employment.

Teacher Appraisal

Rationale

As part of Educational Regulation 2013 Act, the school will implement the Australia Teacher Performance and development framework and provide access to ongoing professional development consistent with the Australian Charter for the professional learning for teachers and school leaders.

Aim

Teacher appraisal is part of its commitment to enhancing performance and professional development.

Guidelines of Implementation

Refer to Appraisal Policy Procedures Document on College Server.

- The appraisal will address professional development needs to improve the practices by identifying strengths, weaknesses, needs and interests.
- The teacher appraisal will be conducted every two years
- The expected standards of all teachers will be based on the

Australia Teachers Performance and Development standards as well as all College policies and procedures

- Principal or Principal's delegates will appraise all staff at Ilim College and will be notified at the beginning of each year.

Teachers Registration

All teaching staff must be registered with the Victorian Institute of Teaching. Relevant information can be found at <http://www.vit.vic.edu.au>

All copies of VIT cards and teachers qualifications are kept in soft copy on the College server and also copies are kept in individual staff files. The College maintains a register containing each teacher's full name, VIT number, category of registration, expiry and renewal date of registration, and academic qualifications.

Ilim College requires all teaching staff as per their contract to provide copies of their qualifications and VIT card when submitting their signed employment contract. The College Principal checks the validity of the VIT registration on the Principals portal on the Victorian Institute of Teaching website before signing the employer section of the contract.

Ilim College completes the yearly audit as required by the Victorian Institute of Teaching.

Touching Students/Being Alone with Students

Ilim College follows the VIT Code of Conduct on Touching students and being alone with students, as well as Islamic etiquette in interacting with the opposite gender. The VIT Code of Conduct can be found on the "Official Documents" drive in the Administrative Documents Folder. The below rules apply to all teaching and non teaching staff of the college.

Touching:

- Avoid touching students at all times
- A professional relationship will be violated if a teacher/staff member touches a student without a valid reason and without their consent
- Protecting students from harm, guiding or acknowledging are the only valid reasons for touching a student
- A student may express their non consent or withdraw their consent by even slightly moving away from the teacher/staff member. Therefore staff must be aware of intruding in the physical space of a student
- Teachers must be absolutely sure of why they are touching a student and must not touch any part of the body other than the shoulder of the student and only if the same gender for grade 6 students and above
- A rub or a stroke the student's shoulder is not permitted under

any circumstances as these actions lend a certain intimacy to the touching, which could be seen as having sexual connotations

- Being Alone with Students/Opposite Gender:
- Staff must never be alone with a student or another staff member/visitor of the opposite gender other than their family members behind locked doors, inaccessible spaces or enclosed spaces where there is no view from outside in.
- All classrooms and staff office/working spaces must have an opening to allow passersby's to easily view inside of classrooms/offices at a glance and this view must not be obstructed with any paper or object(s) under any circumstances.
- School counsellors during counselling sessions with students are the only staff members exempt from this ruling

Working with Children's Check

Each staff member, excluding teaching staff, is required by law to complete a Working With Children Check. Forms can be obtained from www.workingwithchildren.vic.gov.au/home/applications/ and must be submitted to the Principal before starting work and updated as necessary. Copies of cards are kept in a register in the Principals Office and recorded on the server.

All volunteers at the College must also provide a copy of their Working with Children Check Card. These copies are kept on file in the General Office together with their completed volunteer agreement forms.

Chapter 6

Teaching & Learning

This Chapter contains the following topics:

Curriculum Development	See page: 95
Professional Learning & Development	See page: 98
Assessment	See page: 101
Reporting	See page: 104
Homework	See page: 106
DVD & Video Viewing	See page: 107

Curriculum Development

The Curriculum development and evaluation process at Ilim College implements practices to improve student learning through the assessment of student achievement in relation to the AusVELS, Victorian Certificate of Education, and Victorian Certificate of Applied Learning. Assessment is an integral part of a planned approach to teaching and learning. As such it is aimed at promoting positive attitudes to learning and to assist in the improvement of student learning.

Aims

Documented Curriculum

What student will learn

Will have clear links to the AusVELS strands for Years Prep to 10 and to the Victorian Certificate of Education and Victorian Certificate of Applied Learning for Years 11 and 12.

Classroom Curriculum

How students will learn

To implement a curriculum that uses a variety of assessment strategies, and provides information and evidence about student achievement.

Assessment of the Curriculum

How students' learning will be assessed

To document students' progress and maintain accurate, reliable records which demonstrate a variety of ways of observing student learning.

Auditing the Curriculum

To review and analyse the curriculum according to student achievement:

- to provide a basis for program evaluation and continual curriculum improvement
- to ensure that curriculum planning and delivery is directed towards College improvement as outlined in the College Strategic Plan.

Implementation

Curriculum is documented according to:

- Years Prep to year 10 AusVELS – Australian Curriculum
- Years 11 and 12 Victorian Certificate of Education study designs Victorian Certificate of Applied Learning competencies.
- Domain Area coordinators will disseminate information to teachers from the Victoria Curriculum Assessment Authority, Department of Education & Early Childhood Development and the College Strategic Plan.

Years Prep to Year 10

Teachers will need to be familiar with assessment methods to ensure that a common understanding of the AusVELS – Australian Curriculum strands and the levels are developed within each Learning Area.

Years 11 and 12

Teachers will need to be familiar with assessment methods as specified in the curriculum materials for VCE and VCAL

The Curriculum documentation includes:

- Assessment procedures in all Domain Learning Areas
- Domain Learning Areas to link course content to learning outcomes
- Domain Learning Areas are required to develop an assessment program which allows students to demonstrate their achievement levels by establishing assessment criteria, graded assessment tasks and student learning plans that supports sequential learning
- Domain Learning Area coordinators will monitor assessment materials
- Teachers will be responsible for implementing the Domain

Classroom Program

All classroom programs

- Include effective Learning and Assessment tasks that recognise the sequential development in the Curriculum
- Ensure that all teachers use a wide range of assessment tasks in order to obtain sufficient evidence about student achievement
- Ensure teachers cater for diversity in learning styles and achievement levels
- Ensure they integrate a variety of assessment methods. Assessment methods may include tests and assignments, projects, portfolios, performance observations, product observations, student/teacher discussions and classroom demonstrations
- Ensure students have the opportunity to demonstrate their achievement of learning outcomes over a period of time and through a variety of assessment methods

Assessment Process

- Each Domain Learning Area is to develop a recording process that supports the AusVELS guidelines and assessment procedures in Years 11 and 12
- Domain Learning Areas to develop a sequential set of learning outcomes in Years P - 10, that prepares students for Years 11 and 12
- Students will receive regular feedback about their achievement, their attitude to learning and ways their learning can be improved
- Teachers will keep records of student achievement and grade at least two assessment tasks per semester.
- At the end of each semester teachers will submit to the Domain Learning Area coordinator a summary of:
 - Years Prep - 10 individual student's level of achievement in specified strands
 - Years 11 - 12 each student's achievement of learning outcomes

Auditing the Curriculum

- The Curriculum Committee will annually review and evaluate the offered curriculum
- The College Charter will establish the focus and priorities for College improvement
- An Annual Report is prepared which:

- a) Includes student achievement outcomes based on NAPLAN in the years 3, 5, 7, and 9
 - b) Other Learning Areas assessment as required by College Strategic Plan
 - c) Based on the Victorian Certificate of Education and VCAL outcomes as required by the College Strategic Plan
 - d) Satisfies the Victorian Registration and Qualifications Authority accountability requirements to evaluate and monitor College improvement
- Professional development will support the implementation and development of curriculum
 - The Disability & Impairment and Teaching & Learning Coordinators will monitor, investigate and implement intervention and special programs for students at risk

Resources

- Domain Learning Area- Curriculum Documents
- AusVELS assessment and reporting support material
- Victorian Certificate of Education Study Design and Administrative Handbook
- Victorian Certificate of Applied Learning Assessment and Administrative Handbook
- VCE and VCAL Policies
- Assessment and Homework Policies
- College Strategic Plan

Evaluation

- Availability of documented curriculum
- Annual/ Triennial Review
- Staff/ Parent Survey
- Curriculum Committee

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

Professional Learning & Development

Professional Learning and Development for staff is essential to improve the learning experiences and outcomes for students. As a learning community, the College is responsible for providing support for teachers and the school community to continually develop their knowledge, skills, leadership capabilities and career opportunities through a comprehensive professional learning and development program.

Goals

- To improve student learning outcomes by planning for staff professional learning.
- To promote and support a Performance and Development Culture.
- To encourage all staff to collaboratively develop knowledge and teaching skills that are aligned to the College Strategic Plan (Business Plan) and continuous school improvement.
- The coordination of professional learning should ensure that the professional growth of staff is developed cooperatively, resources are used effectively and evaluation of the program occurs regularly.
- To provide opportunities for professional learning through mentoring, coaching, feedback and action research.
- Professional learning should include planned participation in individual, team, cross team and whole school learning and improvement activities.
- To provide professional learning and development that supports personal goals, well being and career advancement.
- To support professional learning for leadership and succession planning.
- To support the Victorian Curriculum and Assessment Authority and Victorian Institute of Teaching (V.I.T.) initiatives through professional growth of staff.
- To provide the wider College community with information and training sessions to strengthen home and school partnerships.

Implementation

- Domain heads are responsible for facilitating the development of a planned approach to professional learning within their own domains. The Teaching & Learning Coordinators in both primary and secondary are a guide when needed
- All staff will develop personal Professional Learning Plans

The school Professional Learning Plan is developed and updated regularly for the whole College. The identified priorities and needs for the school are in the following areas:

- Teaching and Learning
- Student Wellbeing
- Staff Wellbeing
- Transitions and Pathways
- Leadership Development
- School management
- Parent Education
- V.I.T. Induction and Graduate Transition
- Driving the College Strategic Plan (Business Plan)

- All staff must get the Principal's approval prior to booking or registering for professional development sessions. If staff do not get the Principal's approval beforehand, they will be expected to pay for the Professional development session and furthermore will be assumed absent for the day.
- Professional Learning will be based on the Principles of Highly Effective Professional Learning

The process will:

- Focus on improving student outcomes.
- Focus on and be embedded in teacher practice.
- Be supported by personnel, research and effective learning and teaching.
- Be collaborative, involving reflection and feedback.
- Be ongoing, supported and fully integrated into the culture and operations of the College.
- Entail both an individual responsibility and a collective responsibility at all levels of the College operation.
- Be data driven to measure improvement and impact on student outcome, teaching practices and welfare.

Operational Organization

- Procedures for approving staff attendance at professional learning activities and team professional learning plans or action research will be developed and maintained.
- Reports on professional learning activities/action research will be communicated to the appropriate staff.
- Professional Learning Teams will be required to report back to staff.
- Regular staff learning within the meeting cycle will be promoted.
- Professional learning that involves feedback and reflection on teaching practice and the sharing of exemplary practices will be encouraged
- Professional Learning records will be maintained by the Professional Learning Coordinator.

Resources

College Strategic Plan (Business Plan)
 Victorian Institute of Teaching
 Independent Schools of Victoria

Evaluation

- Policy and procedures will be evaluated regularly
- Evaluation will be informed through data such as:
 - Surveys of students, staff, parents and the school community
 - Professional plans
 - Annual Reports
 - National Benchmarks

This policy will be reviewed as part of the College's two year review cycle.

Assessment

Assessment is an integral part of teaching and learning. Effective assessment assists student learning and forms the basis for planning future learning activities. At Ilim College of Australia, effective assessment encourages, assists and enhances the learning of all students, and is inclusive of race, culture, class, gender, disability and enhances the relationship between teacher and student and the relationships among students. At Ilim College of Australia, effective assessment is ensured to give feedback to students on their progress, help students monitor and improve their learning, provide information for teachers about the student's strengths and weaknesses as well as provide information to parents.

The assessment procedure at Ilim College of Australia aims to:

- Be linked very closely to effective teaching and learning strategies, with assessment outcomes forming an integral part of individual diagnosis;
- Ensure close linkages with preceding and succeeding phases of learning;
- Include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed;
- Be explicitly and usefully linked to the world of work, at the upper secondary level, through a range of practical learning experiences and competency-based methods;
- Relate directly to students' achievements, based on the learning outcomes across the full range of areas of the curriculum;
- Feature methods which encourage personal growth and cooperative attitudes and allow for balanced judgments of student strengths and limitations;
- Provide increasing opportunities for students to take responsibility for their learning, including peer and self-assessment;
- Provide students with clear levels of achievement which

focus on valuing the actual work done by the student, and reflect judgments on the quality of the work that has been completed;

- Provide justice and fairness for all students by ensuring that the criteria for successful completion of assessment tasks are clearly communicated.

Guidelines for implementation

All staff members are required to use the following 4 types of assessment and in their Curriculum Based Assessment Notebook.

Different types of assessment:

Informal assessment

The ongoing monitoring of student learning behaviours during the everyday classroom program, e.g. anecdotal records, work samples, observation of practical activities, criteria checklists, notes on student's reading, discussions during reading and writing, group work

Formal assessment

The systematic approach planned to occur at different stages of schooling or at specific points in a period of learning. used to identify a student's strengths and areas of needs and will inform the planning of teaching and learning programs, e.g. observation records, oral performances and presentation, writing logs, practical tests running records, word recognition, indicator checklist etc.

Norm-referenced assessment

Comparing the achievement of one student with that of the other students in a particular group, such as the class, year level within a school. It is a comparative assessment method and provides a mechanism for sorting and ranking students according to their performance on given tasks, e.g. graded tests, assignments, Learning Assessment Project (LAP).

Criterion-referenced assessment

Measuring student achievement against the standard of pre-determined criteria or objectives. It begins with detailing the expected outcomes of the course or unit of work. The indicators of these outcomes- the knowledge, skills and attitudes are then set down in some detail and communicated to the students. The assessment process then involves determining whether or not the student has reached these pre-set objectives. Reporting is based on the criteria themselves, e.g. Marie Clay's Observation Survey (Reading Recovery),

Diagnostic Inventory or Basic skills.

Self and peer assessment

Procedures which enable students to develop an understanding of how they learn. By reflecting on their own achievements and those of their classmates, they are able to set realistic learning goals for themselves. Such reflective forms of assessment also contribute to the development of classrooms as collaborative learning communities, e.g. work folios, learning logs, group work notes, journals, personal reports, self assessment sheets, peer assessment proformas, sharing time etc

Maintaining assessment

Creating your Curriculum Based Assessment Notebook

Each teacher is required to maintain a Curriculum Based Assessment (CBA) notebook. A CBA notebook is teacher-constructed and designed to reflect curriculum content. CBA takes into consideration two things:

- The current curriculum
- The strategies used to determine competence in that curriculum.

Each CBA notebook (folder) should contain

Anecdotal records

One anecdotal sheet needs to be completed per student per term. Comments from school reports or ones kept in personal journals can be used. The anecdotal record should look something like this:

Student Name: _____ Teacher Name: _____ Subject: _____ Year: _____

Anecdotal records should comment on the following points:

- Class work
- Student's classroom and or playground behavior
- Attitude to learning and school
- Test marks and results
- Changes in student's work and behavior
- Anything else you think is important to add that will assist you in further planning and even assist next year's teacher.

Checklists for individual students/ whole class

Every department and faculty decides the different types of checklists to be used and for what purpose. This is then given to teachers to use. Teachers can make suggestions and pass onto Domain Heads/Area Coordinators for approval.

Student self assessment and peer assessment

Teachers should provide opportunities, when appropriate, for students to assess themselves and their peers. Include the worksheets in your CBA folder. Students should be involved in this kind of assessment at least twice a term.

Assessment rubrics

Design appropriate assessment rubrics for major assessment tasks in consultation with your department or faculty.

Running records

Primary Staff only use running records.

Written, oral, practical tests

Formal tests and exam papers should also form part of the CBA, if it is relevant to the domain type.

Student portfolios

For both primary and secondary (year 7 and 8), student portfolios should be completed and used as part of the semester assessment.

These teacher documents, assessment tasks and observations are reported back to parents by the way of formal and informal assessment. For further information please refer to the reporting policy.

Reporting

The College Board through the Principal requires the teaching staff to report regularly on student progress and achievement.

The reporting policy outlines the frequency and process adopted by Ilim College in conducting parent/teacher interviews and in completing reports and communicating them to parents and students.

Goals

- To report formally to parents at parent teacher interviews

and provide four written reports at the end of each term. The school distributes interim reports at the end of term 1 and 3 and semester reports at the end of term 2 and 4.

- To provide parents and students with an accurate computer generated summary report of a student's progress in each subject studied.
- To record and communicate information about the manner in which the student has approached learning in each learning area and in each section of the courses studied.
- To record and communicate student success in achieving learning outcomes for each study area to parents
- To provide students and parents accurate information about the future learning needs of the student.

Guidelines for Implementation

Reporting is the communication of clear and comprehensive information regarding student progress and achievement. Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest and accurate feedback with sensitive communication of strengths and weaknesses.

Reporting at Ilim College of Australia ensures that, through its many activities, students will receive an adequate indication of progress regarding:

- The full range of areas of the curriculum undertaken at each phase of schooling;
- The knowledge, skills, attitudes, values, social and personal development associated with the teaching and learning in each area;
- The content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved;
- Requirements for the next stage of learning together with work that may need to be done.

These teacher documents and observations are reported back to parents by the way of formal and informal assessment (Please see assessment policy). Parent teacher interviews are held at the end of terms 1 and 3. However parents may organise any time with a teacher for a meeting. All parents must book prior to coming to school to ensure the teacher is available. The purpose of student reporting to parents is to describe the student's level of progress according to the VELs, the student's attitude towards learning, motivate students, help prepare students for future directions and provide information for parents on the student's strengths and weaknesses. However, whenever teachers are concerned about student performance, interviews with parents and guardians are immediately arranged.

Reporting will take two forms

Printed Summary Reports

1. Printed summary reports will be provided in a computer generated form at the end of Terms 2 and 4. Interim Reports will be distributed at the end of Terms 1 and 3.

Parent Teacher Interviews

2. Interviews with parents and students will occur at the end of Term 1 & 3.

The Vice Principals, the Curriculum Coordinators and the ICT Coordinator(s) in both Primary and Secondary areas will take responsibility for the communication of the reporting process to staff, parents and students.

Each area of the College P-6, 7-10 and VCE will develop a plan of action which addresses staff responsibilities, timeline for preparation and distribution of reports, notification to parents, formatting and content of reports, checking procedures etc.

Resources

Bulletin

Teacher assessment records

Policy: Communication with Parents (*May need to be developed*)

Reporting computer program

Homework

Ilim College of Australia encourages students to take responsibility for their learning, to be very active in their learning and to know the value of homework and study in order to achieve success.

It is therefore expected that teachers set homework as a means of consolidating what is learned in the classroom and as an extension/enrichment of what is taught. The number of homework tasks is consistent within Domain areas at each level.

The College seeks the support of parents in ensuring that their children do homework on a regular basis. They should also make sure that they check and sign their child's diary to see what homework has been set and ensure that it is completed.

Guidelines for Implementation

The following are broad recommendations about the amount of time students should spend on homework each evening:

Prep – 20 minutes
Grade 1 – 25 minutes
Grade 2 – 30 minutes
Grade 3/4 – 40 minutes
Grade 5/6 – 1 hour
Year 7 – 2 ½ hours
Year 8 – 3 hours
Year 9 – 3 ½ hours
Year 10 – 4 hours
Year 11 & 12 – 4½ - 6 hours

However, these stipulated times may vary because students work at different rates.

Parents should contact the appropriate co-ordinator immediately if they think their child is doing too much or too little homework.

When setting assignments, project, essays, other homework tasks and tests, teachers should allot a reasonable amount of time for completion and instruct the students to enter the deadline in their diary. Students should not leave work till the last minute, but begin the task as soon as it is set. Due dates must be adhered to.

When no specific homework is set, students should:

- Revise their work and prepare for tests;
- Read books in connection with wide reading programs; as well as
- Complete long term work in any subject.

DVD & Video Viewing

At Ilim College of Australia, it is integral that we set the best Islamic example for our students and provide them with the best education possible. DVD/Videos are to be for educational purposes and used as a tool to improve student understanding of the content being taught in class. Therefore it is of the utmost priority that all DVD/Videos be approved prior to viewing.

Guidelines for Implementation

Teachers need to make sure that before viewing any DVD/Videos, they follow the procedures below:

- Fill out a DVD/Video “approval form” at least 9 days in advance and pass onto the curriculum coordinator.

- Curriculum coordinator will view the DVD/Video and determine whether content is relevant or islamically acceptable. Curriculum coordinator will sign the DVD/Video approval form and pass it back to you. You are then required to get the approval of the relevant Vice Principal. You may keep the original form but a copy of the DVD/Video approval form must be given to the Teaching F& Learning Coordinator.
- Once approved, you may go ahead and book the TV/Video unit and watch it on the set date.

If a DVD/Video has not been approved, you are not to screen it under any circumstance. DVD/Videos will not be approved if the content is seen to be islamically inappropriate or if it is not related to the curriculum being taught.