the Greek Community of Melbourne's

Language & Culture Schools

greekcommunity.com.au | education@greekcommunity.com.au | 9662 2722

School Charter 2024

Document Control

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School Profile

Brief History

The Greek Orthodox Community of Melbourne and Victoria (GOCMV) not only played an integral role in the provision of religious services for early Greek migrants but was also instrumental in educating children in the Greek language and culture.

Although the GOCMV archival documents prior to the 1920s make no reference to the establishment of Saturday or afternoon Greek Language Schools, anecdotal evidence suggests that the Greek language was taught at the Holy Church of the Annunciation of Our Lady once it was erected in 1901.

It was not until 1929 that the GOCMV established its own Saturday school under the guidance of an independent school committee with Dimitri Mavroidis from Kalovrassi, Samos, as the headmaster. Operating from 343 Bourke St Melbourne, the GOCMV was the sole provider of Greek language classes up until 1957. With post-war migration, the Greek Community expanded its campuses to include nearly all of Melbourne's inner-city suburbs. In the next three decades the Community Schools at times reached annual enrolments that exceeded 2000 pupils. It is now estimated that over 60,000 students have attended the Greek Community's Saturday and Afternoon Greek Schools since they were established.

Currently the GOCMV employs over 60 teachers, and the teaching of the Greek language, culture and history is deemed by the Board of Management as a priority, helping to enrich Melbourne's Greek community with an understanding of its heritage and ethos.

Typical Student/Family Profile

Today the Greek Community provides Greek language classes through 13 main campuses with over 1000 enrolments, making the organization the largest provider of the Greek Language in Victoria. The majority of those students enrolled are 3rd Generation Australian Greek with a high percentage being from mixed marriages.

School Staff

The Greek Community of Melbourne's Schools use robust recruitment processes that help to ensure that the best applicants are employed. Each step (from advertising through to conducting interviews and checking the background of applicants) is done consistently and thoroughly. Unless an exemption applies to a person, a valid Working with Children Check (WWC Check) is the minimum standard for all adults working with children. All registered teachers working at the school (including voluntarilycapacity) must ensure that the school has a copy of their current VIT registration. Staff receives induction and ongoing training. Our staff are committed to promoting the safety and well-being of children by signing *The Greek Community of Melbourne's Schools*' Code of Conduct. Training provided will enhance our employees' and volunteers' skills and knowledgevolunteers and reduce exposure to risks.

School Committee/Board

The following table details the members of the School Committee/Board as elected at the 2023 Annual General Meeting.

Name of Member	Committee Role	WWC Check or VIT registration expiry
Nick Dallas	Board Member Chair of Education Committee	30-09-2024

Name of Member	Committee Role	WWC Check or VIT registration expiry
Tass Sgardelis	Board Member	30-09-2024
Spiridoula Dimitriou	Board Member	18-08-2027
Pam Mahlis	Education Committee Member	30-09-2024
Vivianne Nikou	Education Committee Member	30-09-2024

School Vision and Values

Curriculum and Learning Goals

The school aims to provide progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum F-10, Languages.

Our school curriculum reflects current research on how children best learn and caters for a wide range of needs, abilities and interests in a cooperative and stimulating learning environment that incorporates a flexible and diverse approach to teaching and learning. It provides students with the opportunities to:

- Develop their linguistic capacity in reading, writing, speaking and listening
- Develop awareness and understanding of the Greek culture and tradition.

Apart from the teaching of the Greek language, studies in the Greek Community of Melbourne's (GOCMV) Language and Culture Schools include a series of extra-curricular activities that aim to enhance the knowledge and skills learnt in class and introduce students to further aspects of the Greek culture. Such activities include:

- Introduction to Greek music
- Greek dancing lessons
- Preparation and presentation of plays under the guidance of specialized drama teachers
- Active participation in Greek national days celebrations as well as at the annual parade on the 25th of March
- Also, students are encouraged to participate in extra-curricular activities such as visits to museums and other organizations as well as participation in state and nationwide competitions, with the necessary guidance and support from our teachers.

The school aims to provide progressive and cumulative opportunities for students to develop language and cultural understanding through a program aligned with the Victorian Curriculum F-10, Languages.

School Ethos

The GOCMV Greek Language and Culture Schools focus on the following aims:
- Promoting knowledge of the Greek language, history and culture.
- Providing an adequate and motivating educational environment of co-operation and participation.

Bringing students into contact with the Greek values of freedom, democracy and creative thinking, as well as showing respect towards other peoples and cultures.

School Governance

The school operates according to the following framework:

School Committee/Board

The school acknowledges that it operates within its Constitution and the Department of Education (the Department)'s *Community Language Schools Funding Program* accreditation and funding guidelines. Within these regulations and guidelines, the school has resolved that it will operate with integrity and observe the following principles:

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the school, its Charter, its Administration, and its Staff will be demonstrated

- Members of the Committee, Staff, and Administration will be required to undertake training regarding their responsibilities to current school policies and practices and Department guidelines
- The views of the school community will be sought and considered on key issues
- Decisions of the School Committee will be available to the members of the School Association
- Encourage parents to become involved in the school's programs
- Use the skills and experiences within the community as a valuable resource
- The committee will meet at least once per term in addition to the Annual General Meeting
- Minutes of the meetings will be kept, and business will be conducted according to normal meeting procedures; and
- The Principal will advise all members of the scheduled meeting and ensure that an agenda is prepared in advance of the meeting, minutes are taken, and decisions of the committee are implemented.

Principal

The Principal is responsible for providing effective management of the school in accordance with the School Charter, Department guidelines, expectations and code of practice.

- Manage and monitor the implementation of the school's policies and the Charter
- Ensure the provision of planning, implementing, and evaluating of new school policies and programs
- Establish effective and efficient administrative structures and procedures
- Plan and invoke practices, which provide for the professional development and growth of staff; and
- Ensure the school's website is consistently updated.

In return, the Principal can expect:

- A safe and harassment-free environment; and
- Close cooperation and support from the School Coordinator, the Committee, and the teachers.

Child Safe Officer

The school appoints a Child Safe Officer at each campus. The Child Safe Officer provides advice across the organisation on all policies and procedures that relate to child safety in accordance with the Victorian Child Safe Standards including:

- Perform the role under delegation from the principal, and report to the board of management
- Provide a first point of contact/central point for reporting allegations of abuse
- Implement quality business and practice systems and standards
- Oversee that child protection services that are provided comply with relevant legislation, delegations, policies, and quality standards
- Have a clear process in place to report allegations of child abuse
- Establish enduring productive partnerships with foster and kinship carers, and the community
- Oversee ongoing professional development and management of staff in relation to the Child Safe Standards
- Convene internal child safety meetings regularly.

School Coordinator

The School Coordinator is responsible for ensuring that the school's charter and the codes of practice that apply to the teaching staff and students are implemented. The school coordinator will also:

- Promote and support good relations between the school and its members
- Communicate with parents, teachers, and students
- Ensure a safe and pleasant learning environment
- Ensure the roster for schoolyard duties is implemented
- Select staff and designate tasks
- Monitor the quality of education for all students
- Ensure the implementation of the school policy on assessment and of student progress.

In return, the School Coordinator can expect:

- A safe and harassment-free environment

- Participation in the decision-making process; and
- Support from the Principal and the Committee.

Teaching Staff

The teaching staff will demonstrate a commitment to the school by:

- Implementing the School Charter, Goals, and Priorities
- Presenting a positive role model to students
- Demonstrating a high standard of professional behaviour
- Supporting other staff members; and
- Treating all students equitably and justly.

In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas
- Develop professionally through courses provided through Community Languages Victoria, internal workshops, and professional reading
- Support the school's committee, Principal, coordinator, and the school community generally
- Participate in all school activities
- Provide reports to students and parents in a clear and accurate form; and
- Encourage parental involvement.

In return, all teaching staff can expect:

- A safe and harassment-free environment
- Participation in the decision-making process; and
- Support from the Principal, school coordinator, and the Committee.

Students

The students will demonstrate a commitment to the school by:

- Respecting and following the classroom rules
- Respecting their fellow students and allowing them to learn without interruption
- Caring for their property, other's property, and environment; and
- Acting safely and responsibly for themselves and others.

In return, students can expect to:

- Learn, work, and play in a supportive environment
- Be heard and be able to express their opinions appropriately; and
- Be safe and secure in the school environment.

School Community

The school recognises that the parents/guardians of its students are also integral to the school community. We acknowledge their involvement and contribution to our school and encourage them to support:

- The Committee
- The teachers; and
- The administration.

Opportunities for participation and contribution will be provided through:

- Activities and programs within the school
- Parent/teacher interviews
- Taking an active interest in the school's operation and activities; and
- Attending parental information sessions.

This will be achieved through communication via:

- The school's newsletter
- Committee reports and policy documents
- The Annual General Meeting; and
- The school's website.

Curriculum

Alignment with Victorian Curriculum F-10, Languages

The school's curriculum is developed in line with the Victorian Curriculum F-10, Languages. The languages curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings.

GOALS	IMPLEMENTATION STRATEGIES	ACHIEVEMENT MEASURES
To improve student learning through the provision of a sequential and comprehensive curriculum that integrates language and culture.	• Timetables, records of procedures. • Curriculum documents: programs for LOTE key learning area. • Optional educational enhancement programs, e.g. After-hours dancing, creative drama etc. • Children actively involved in their own learning. • Integration program.	• Surveys to the school community. • Formal and informal assessment. • Parent-student-teacher feedback. • Timetables and courses. • Demonstrating sequential programs. F-10
To provide a range of assessment procedures which measure the effectiveness of learning experiences.	• Assessment and Evaluation policy and programs.	• Personal record folders. • Curriculum profiles. • Formal and informal tests. • Children's work samples. • Teachers' descriptive reports and anecdotal records. • Children's self-assessment.
To put in place a comprehensive reporting package which is informative to parents and helpful to the students as learners.	• Reporting policy program.	• Written reports. • Interviews. • Newsletters. • Assembly. • Open nights. • Parent Information Evenings. • Publicity - local community. • Classroom - school displays.
For the Curriculum to be delivered with expertise, imagination and rigour.	• Staff professional development. • Individual staff and team planning. • Teacher appraisal process. • Parental involvement. • Extra-curricular activities.	• Community surveys. • Quality of student performance and evidence of excellence in presentation of work requirements. • Teacher appraisal data. • Classroom observation.

Alignment with VCE Languages Curriculum

The school is authorised as a VCE Single Study Language Provider by the Victorian Curriculum and Assessment Authority (VCAA) and undertakes an annual accreditation process with the VCAA via Community Languages Victoria, in relation to the VCE languages curriculum and other authorisation requirements.

Assessment and Student Reporting

The school has a policy of assessing student's work and discussing with parents the student's progress throughout the year.

The assessment is based upon various methods and is in accordance with the Victorian Curriculum. The report also varies according to the level of the student.

Reports will be written each semester, outlining a student's progress and the ways in which parents can support their child's learning. It is important that parents acknowledge that absences will have an impact on a student's report.

The school issues a certificate at the end of the year which indicates the advancement of the student to the next level. V.C.E. reports are issued in accordance with V.C.A.A. guidelines

School Policies and Procedures

Child Safe Standards Policy

The purpose of the Child Safe Standards is to prevent abuse of children by making organisations safer for children. So that children at community language schools can feel safe and be safe, responsibility for child safety should be understood and accepted by everyone in the organisation.

The Standards incorporate three principles related to identifying and responding to the needs of Aboriginal and Torres Strait Islander children; children from culturally and linguistically diverse communities; and children with a disability.

The school complies with current Child Safe Standards outlined on **Community Languages Victoria (CLV)'s Child Safety Page** (in accordance with CCYP's Child Safe Standards: CCYP | Child Safe Standards) and all staff, volunteers, and committee members must attend Child Safe Standards training upon commencement and every two years, as well as sign a Child Safety Code of Conduct annually, which establishes clear expectations for appropriate behaviour with children.

The **Child Safety Policy** and **Child Safety Code of Conduct** are kept on file at the school.

For more information, refer to CLV's **CLS Child Safety Policy & Procedures** and **CLS Child Safety Code of Conduct.**

CLS Child Safety Policy & Procedures

CLS Child Safety Code of Conduct

Working with Children (WWC) Checks

Working with Children (WWC) Checks are required by law under the *Worker Screening Act 2020 (Vic)* for people who engage in child-related work. All staff, volunteers, and committee members, regardless of whether they have regular contact with students, must have a valid WCC Check or current Victorian Institute of Teaching registration (VIT) at all times. The school has a process to track and monitor the currency of these checks.

The school maintains a register of everyone who has undertaken the training and keeps copies of the Code of Conduct and WWC Checks /VIT registration on file.

Enrolment and Withdrawal Policy and Procedures

The school's enrolment form can be found on the school's website or can otherwise be obtained by contacting the school.

To withdraw a student/s from the program, parents must advise the school **in writing**.

Behaviour Management Policy

The school promotes positive behaviour and works to prevent behavioural issues by:

- Defining and teaching school-wide expectations for all
- Establishing whole school positive behaviour programs
- Establishing consistent school-wide processes to identify and support students at risk of disengagement from learning.

The school responds to individual students exhibiting challenging behaviour by:

- Assessing the behaviour and its functions, influences, and triggers
- Developing a Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)
- Considering if any environmental changes need to be made
- Teaching replacement behaviours
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours

Corporal punishment is prohibited in the school and will not be used in any circumstance. Suspension is a serious disciplinary measure and the school will consider alternative interventions and support for students before proceeding to suspension as the appropriate action.

Respectful Relationships

The school models respectful relationships and gender equality practices across the entire school community. The school is:

- a workplace where all staff feel equally respected, safe, and valued and have equal opportunities
- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.

Complaints Procedure

The classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility. Some complaints will need the involvement of the Leadership Team or the Principal.

The table below outlines the responsibilities of school staff in relation to grievances.

Who	What for
Teacher	Student learning matters, wellbeing, class discipline, friendship issues, homework, issues outside of school that may impact learning, etc.
School Coordinator	Continuation of issues raised with the teacher; school-wide matters (school policies and procedures, etc), grievances with other parents, etc.
Principal	Continuation of unresolved issues; student protection concerns, serious breaches, etc.
Community Languages Victoria (CLV)	Continuation of unresolved issues

The school adheres to CLV's complaints process in accordance with the Complaints Form.

Anti-Bullying Policy

Bullying is not tolerated at the school. The school acknowledges that school staff owes a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

The school ensures bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints are taken seriously and responded to sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

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

Breaches of school policy will be immediately acted upon by the Principal, and where appropriate, by the School Committee.

For more information see the **Harassment, Victimisation, and Bullying** section of the *CLV Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*: CLV Student Safety and Staff Welfare Manual for CLS.

Cyber Safety Policy

The school understands that it has a duty of care to take reasonable steps to protect its students from any harm that should have reasonably been foreseen, including that which may be encountered within the online learning environment.

Teachers will supervise and support students using digital technologies in the classroom and will respond to an online incident as soon as they are aware of its occurrence.

Students at our school will:

● sign an agreement to abide by the school's cyber safety policy, which aims to prevent bullying and harassment
● ensure that all material being accessed on the internet is appropriate
● seek clarification about accessing websites or other sources of information where they may be unsure of content
● ensure that communications with other students, staff members, and members of the outside community do not harass, vilify, or attack personally other individuals. This includes but is not limited to, written words and the posting of images
● report any communications that are inappropriate to parents/guardians or a teacher.

For more information including the Cyber Safety Use Agreement, see the **Cyber Safety** section of the *CLV Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*: CLV Student Safety and Staff Welfare Manual for CLS

Students with Disability Policy

The school welcomes and accepts all students, including those with disabilities and additional needs, and will ensure that they are accommodated to participate in classes on the same basis as their peers. Discrimination is not acceptable and is illegal under the *Equal Opportunity Act 2010* (Vic).

For this document, "Students with Special Needs" refers to students who have physical conditions, cognitive/neurological conditions, or behaviours that require special educational arrangements or provisions. These students may require some adaptations to the regular school setting, curriculum, and/or instructional style to enable them to learn and develop.

The school strives to ensure:

- each student is valued and the diversity of their abilities, needs, and learning styles is recognised
- particular considerations, specific provisions, and additional support are given to students with special needs
- provision of support is determined by a student's individual learning needs, the type and level of support required, and the school's ability to meet these needs
- provision of the curriculum is developmentally appropriate, with maximum opportunities for meaningful participation, active engagement, and positive learning outcomes
- supporting students with special needs is the responsibility of the whole school.

Hot Weather Policy

Extreme heat or a heatwave is a period of unusual and uncomfortable hot weather that can negatively affect health. Children and young people are more susceptible to heat stress. The school has strategies to recognise and respond to extreme hot weather and heatwaves and will manage risks associated with heat-related illness.

If a student, staff member, or visitor shows any sign of heat exhaustion or heatstroke the school will apply first aid and seek medical assistance immediately.

To minimise the risks associated with extreme hot weather the school will review and where practicable and appropriate implement the following:

- ensure there is adequate shade on the premises
- educate and encourage students and school staff to stay hydrated throughout the school day and allow students to have their personal water bottles with them in their classrooms.
- review first aid kits and consider the inclusion of additional ice packs and hydrolytes.

During a period of **extreme heat**, the school will consider:

- utilising fans and/or ensuring indoor spaces have open doors and windows or air conditioning access during activities, especially during activity rest periods
- rescheduling/moving classes from classrooms with direct sunlight/no cooling
- closing any internal and external blinds
- varying school hours by reducing breaks to no less than 30 minutes and adjusting the dismissal time accordingly
- students being supervised in classrooms during recess times

SunSmart Policy

Sun safety is a shared responsibility and staff, parents and students are encouraged to implement a combination of sun protection measures whenever UV levels reach 3 and above (typically from mid-August to the end of April in Victoria). Information about the daily local sun protection times and sun protection measures is available via the free SunSmart app, or at www.sunsmart.com.au or www.bom.gov.au.

The school has the following measures in place to help reduce the risk of excessive UV sun exposure for staff and students. The school will:

- provide sufficient options for shelter and trees to provide shade on school grounds
- recommend that from mid-August to the end of April, and whenever UV levels reach 3 and above, students come to school wearing sun-protective clothing such as:
  - fabrics with an ultraviolet protection factor (UPF) rating for sun protection
  - loose, cool, closely woven fabric
  - shirts with a collar and/or high necklines
  - tops with elbow-length or long sleeves
  - longer style shorts and skirts

- encourage all staff and students to apply SPF30 (or higher) broad-spectrum, water-resistant sunscreen daily whenever UV levels reach 3 and above. Sunscreen should be applied at least 20 minutes before going outdoors, and reapplied every two hours according to the manufacturer's instructions.
- ensure all students wear a broad-brimmed hat that shades the face, neck, and ears when outside.
- encourage students and staff to wear close-fitting, wrap-around sunglasses that cover as much of the eye area as possible.

The school is aware of the need to manage the risks associated with extreme heat including the need to be SunSmart.

Equal Opportunity Policy

The school operates in accordance with Victorian and Commonwealth equal opportunity legislation which aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached. All employees, students, parents, school council members, contractors, and volunteers are required to act in accordance with equal opportunity, anti-discrimination, harassment, and vilification legislation.

For more information, see the **Equal Opportunity** section of the *CLV Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*: CLV Student Safety and Staff Welfare Manual for CLS.

Privacy Policy

Our school's privacy policy is based on the *Privacy and Data Protection Act 2014* (Vic) (PDP Act) and the Information Privacy Principles (IPP) as passed by the state government. Further information is available at http://www.education.vic.gov.au/Pages/privacypolicy.aspx.

For more information, see the **Privacy Policy** section of the *CLV Student Safety and Staff Welfare Policies and Procedures Manual for Community Language Schools*: CLV Student Safety and Staff Welfare Manual for CLS.

Security of Information Policy

The school collects personal information for a range of purposes, including to:

- process applications for student enrolment
- manage annual enrolments
- record and maintain student details and profile information
- coordinate payment of fees to the school
- provide teachers with adequate information for them to plan their classes
- communicate information about the school to parents/guardians, for example, term schedule and newsletters
- notify families about school events
- provide enrolment data to the Department of Education to determine eligibility for per capita funding.

The school may contact parents/guardians in a variety of ways, including by post, email, SMS or telephone call. In performing our functions and activities, we may need to disclose personal information to third parties. Third parties with whom the school may share personal information include, where appropriate:

- government and regulatory bodies such as Community Languages Victoria (CLV), and the Department of Education for funding purposes
- financial institutions for payment processing.

Schools are to advise parents when collecting their personal information, and how it will be used and handled, such as when information is collected at enrolment. Parents/guardians should contact the school if they have any queries about the personal information that the school holds about them or the way it handles that personal information.

Photographing and Filming Students Policy

The school should not photograph, film, or record students without their parent/guardian's written consent.

The purpose of this policy is to explain to parents/carers how the school will collect, use, and disclose photographs, videos, and recordings of students, how parent/carer consent can be provided, and how it can be withdrawn. Photographs, video, or digital images of a student are considered "personal information" and therefore their use and disclosure are governed by the PDP Act and the IPPs contained within it. Photographs, videos, and digital images of students may also contain copyright, and therefore may also be governed by the *Copyright Act 1968 (Cth)* (Copyright Act).

The school will ensure that parents/carers are notified upon enrolment and at the commencement of each school year of how the school may use images of students. There are many occasions during the school year where staff photograph, film or record students

participating in school activities or events. The school will use student images reasonably, appropriately, and sensitively, consistent with our obligations under the Child Safe Standards and the consent provided by parents. An **Annual Consent Form and Collection Notice** will be distributed to parents/carers on enrolment and also at the beginning of each school year.

The school uses the consent form which is available from the CLV website at: [Photographing and Filming Students Consent Form.](#)

Visitor and Parental Volunteer Policy

It is a legal requirement that all volunteers present in schools must have either a valid Working with Children Check (WWCC) or a valid Victorian Institute of Teaching (VIT) registration. The school maintains a register of all checks to ensure that all staff, volunteers, and teachers' checks are valid.

The school is also responsible for supervising all visitors present on the premises. If they are working with children, the school will check whether they require a WWCC/VIT registration before attending the school. All visitors will report to the school staff when arriving or leaving the premises. Visitors are required to sign a log-in book upon arrival and when leaving, including printing their name, signing, and recording the date, time, and purpose of their visit. All visitors are required to wear a visitor's badge when on school premises. The school keeps a record of all visitors on file.

Student Attendance Policy

Students are required to attend classes regularly. Absences may mean that students miss assessments and may not have the opportunity to demonstrate achievements of the relevant standards. The school maintains accurate, dated records of student attendance each week. Parents should notify the school of student absences in advance, where possible.

Student Collection Policy

The school will ensure parents/guardians are:

- aware of the procedures to collect students during school hours
- advised of the school's supervision times after school while students wait to be collected.

Only parents/guardians and authorised nominees are permitted to collect. The school will record the details of when a student has been collected early from school including:

- date and time
- reason for collection
- person who received the child (including the person's signature)

Where a student is collected after school hours, the school will:

- only allow students to be collected by their parents (subject to any specific court orders) or by a person who has been authorised by the parents to pick up their child
- request and verify the identity of an authorised person who is not known to the school by using suitable photo identification (such as a driver's licence)

If a child has not been collected from the school by closing time and the school is unable to contact parents, the school will contact the authorised nominees listed on the child's enrolment form. In extreme circumstances where schools are unable to contact one of the authorised nominees by closing time, schools will contact the necessary authorities for the safe collection of the child.

The school uses a Student Early Collection Form which is available from the CLV website at [Student Early Collection Form.](#)

Yard Supervision Policy

Yard supervision is an essential element in teachers' duty of care.

Teachers timetabled for duty are to attend the designated area at the time indicated on the timetable.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be definite and occur in the designated duty area. When a relieving teacher does not arrive for duty, the teacher on duty should send a message to the office but not leave the area until replaced.

Changes to the yard duty timetable are to be made with the approval of the Principal or responsible School Leader.

Staff should always be on the move and highly visible.

First Aid and Medical Emergencies Policy

In line with the First Aid Regulation of the Occupational Health and Safety Act, 2004, the school has first aid policies and procedures that include the following components:

First Aid is the immediate treatment or care given to someone suffering from an injury or illness until more advanced care is provided or the person recovers.

First Aid Officers (at least one per campus) who have completed a nationally accredited training course or an equivalent level of training **(HLTAID011 – Provide First Aid and HLTAID009 – Provide cardiopulmonary resuscitation) or HLTAID012** that has given them the competencies required to administer first aid.

First Aid Equipment which includes first aid kits and other equipment used to treat injuries and illnesses which are kept in a prominent, accessible location and be able to be retrieved promptly.

The First Aid Officer is responsible for ensuring that a Register of Injuries and Treatment is maintained up to date. The First Aid Officer is in charge of the Kit and must ensure it is properly maintained.

First Aid Facilities which may include first aid rooms and other facilities needed for administering first aid. The school displays well-recognised, standardised first aid signs to assist in easily locating First Aid Equipment and Facilities.

The school keeps a list of students with allergies and their allergy plan i.e. Individual Anaphylaxis Management Plan.

To minimise the risk of transmission of infectious disease, the school's procedures focus on the quick and effective response to a suspected or identified infectious disease.

In the case of a suspected or confirmed infectious disease, the school will work with families, public health units, and medical practitioners to ensure the safety and well-being of all students, families, and staff. Students diagnosed with an infectious disease will be excluded from the school until medical clearance has been provided. To prevent the spread of infectious diseases,

government policy encourages all families to immunise their children in accordance with the National Immunisation Program Schedule.

The **First Aid and Medical Emergencies Policy** is kept on file at the school.

For more information, see CLV's **First Aid Policy:** First Aid Policy

The school has an **Emergency Management Plan** which it updates regularly. The Plan includes information about roles, procedures, and emergency contacts in case of a series of emergencies.

Risk Management Policy

This policy sets out the requirements for the school to identify and manage risks that might affect its students, staff, or operations. The school has a Risk Management Register that identifies foreseeable risks and existing risk management strategies (controls) and new risk management strategies (treatments) to meet Child Safety and Occupational Health and Safety Requirements.

Risk Management Process for Schools

The Risk Management Process for Schools contains the following steps:

Step 1 — Establish the context

Step 2 — Risk identification

Step 3 — Risk analysis

Step 4 — Evaluation

Step 5 — Risk treatment

Step 6 — Communication and consultation

Step 7 — Monitoring and review

Step 8 — Recording and reporting

For more information, see CLV's **Risk Management Strategy** section in the CLS Child Safety Policy and Procedures.