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Upwey Primary School Policy Manual 1
Administration
INTERNET AND E-MAIL ACCEPTABLE USE POLICY

PURPOSE
Internet and e-mail facilities within Upwey Primary School are to be used for curricular and administrative purposes and in a manner consistent with the Code of Conduct for the Victorian Public Sector, April 1995. Any misuse of Internet and e-mail privileges may result in the revoking of any right to use the services and may lead to other disciplinary action.

GUIDELINES
The use of Internet and e-mail resources at Upwey Primary School is a privilege, and, like any other privilege, carries with it responsibilities.

The Internet is by far the largest and highest profile network providing public information services. There are many local, national and international Internet sites which provide information relevant to the Department of Education's core business. Education Network Australia (EDNA) has established a national website directory of education and training information and resources with links to many other national and international sites. Many schools and TAFE institutions have already established web sites.

E-mail provides students and staff with the opportunity to rapidly communicate, acquire and exchange information with others on a global scale. The facility exists for the attachment, despatch and receipt of computer files as e-mail attachments.

It is essential that use of this valuable resource be controlled to:
- maximise the benefit to the students, staff and the wider school community,
- manage the risks associated with its use, and
- ensure that it is used in an appropriate manner.

The process by which the Upwey Primary School seeks to manage staff and student use of the Internet is through the adoption of this Acceptable Use Policy.

IMPLEMENTATION
- It is the responsibility of the Learning Technologies Co-ordinator to ensure that the students, their parents and the staff are aware of this policy and to provide each of them with a copy as required. It is the responsibility of individual users to abide by the policy.
- Before being given access to Internet and e-mail resources all students will be required to sign an “Internet and E-mail Access Guidelines and Consent” form. This form will contain a simplified list of rules reflecting the content of this policy statement. A signature from a parent or guardian will also be required to indicate that they consent to their child making use of the resources. Each student will be provided with a copy of the completed Agreement form.
- Internet and e-mail facilities are not to be used in any illegal manner, such as contravening copyright, defamation, censorship or criminal laws.
- Internet facilities are not to be used to achieve unauthorised access to systems, software or data.
- Only material relating to the Department of Education’s business is to be issued via the Internet. The transmission of material must be in accordance with the authorisation, release and distribution mechanism approved for that material.
- The Internet and e-mail must not be used to conduct a private business or to carry out research into non-work related topics.
- The Internet and e-mail must not be used to send harassing, obscene or other threatening messages, nor may they contain content that may be considered offensive or disruptive. This includes sexually oriented messages or images and sexual harassment material. See Rights and responsibilities under the Victorian Equal Opportunity Act 1 995: Training for principals, staff and school councils, Department of Education and Victorian Equal Opportunity Commission, 1996. All use of internet and e-mail facilities must only be for legitimate educational purposes or business related to the operation of the school.
- On-line conferences or discussion groups must be relevant and used for legitimate purposes or professional development activities. Such interaction requires that Internet etiquette should be observed along with current societal standards for respect - and fairness.
- Large downloads should be minimised to ensure the Internet for other users is not adversely affected.
- All data, programs and files which have been downloaded from the Internet must be run through a virus scan program before being launched or opened. Material must not be downloaded from game sites, hobby sites or illicit sites. These sites are not relevant to the Department of Education’s business and provide the greatest risk of importing viruses.
- Subscribing to list servers newsgroups and mailing lists must be for legitimate purposes or professional development reasons only.
- The Learning Technologies Co-ordinator and or the Principal may withdraw Internet and e-mail privileges for any student or staff member who breaches these guidelines.
- The school reserves and will exercise the right monitor student internet activity and the content of e-mails sent and received.

Evaluation:
- This policy will be reviewed as part of the school’s cyclical review process. Last Reviewed 2011
PURPOSE:
Bullying is when someone, or a group of people, upset or create a risk to another person’s health and safety - either psychologically or physically – or their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. People who use the internet, email, intranets, phones or similar technologies to bully others are cyber bullies.

GUIDELINES:
• Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, internet, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for students who choose to bully others.

Aims:
• To reinforce within the school community what bullying is (including cyber bullying), and that it is unacceptable.
• Everyone within the school community to be alert to signs and evidence of cyber bullying and to have a responsibility to report it to staff whether as observer or victim.
• To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.
• To seek parental and peer-group support and co-operation at all times.

IMPLEMENTATION:
• Parents, teachers, students and the community will be aware of the school’s position on cyber bullying.

A. Primary Prevention:
• Professional development for staff relating to all forms of bullying including cyber bullying. Harassment and proven counter measures.
• Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.
• Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the schools’ programs and response.
• Provide programs that promote resilience, life and social skill, assertiveness, conflict resolution and problem solving.
• A students bullying survey will be administered and acted upon twice annually.
• Each classroom teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
• All students to be provided with individual and confidential computer and network logins and passwords.
• Processes to be put in place to ensure tracking of student activity on the school’s computer equipment and network. Firewalls to be installed to restrict outside traffic into the school’s network and intranet.
• The use of mobile phones by students will be limited with mobile phones handed to the school office during school hours.
• The curriculum will include anti-bullying messages and strategies e.g.: “Healthy Relationships”, “You Can Do It”, “Play Is the Way” and “Restorative Practices” to address bullying issues.
• Junior School Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’
• A vigilant and accountable yard duty roster for teachers will be put in place.

B. Early Intervention:
• Encourage children and staff to report bullying incidents involving themselves or others.
• Classroom teachers and principal to remind students and staff to report incidents of bullying.
• Regular monitoring of student traffic on school’s computer networks to identify potential problems.
• Parents encouraged to contact school if they become aware of a problem.
• Faraway Tree Room – a designated safe/quiet place for children to access at recess and lunch times.
• Public recognition and reward for positive behaviour and resolution of problems

C. Intervention:
• Once identified each bully, victim and witness(es) will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
• Parents to be contacted as required.
• Students and staff identified by others as bullies will be informed of allegations.
• Both bullies and victims will be offered counselling and support.
• Removal of cyber bullies from access to the school’s network and computers for a period of time. Loss of privilege to bring a mobile phone to school for student’s who bully via SMS or similar telephone functions.
• If student bullying persists parents will be contacted and consequences implemented consistent with the school’s “Student Engagement & Well-being Policy” including the Student Code of Conduct.

D. Post Violation:
• Consequences for students will be individually based and may involve:-
School Policy Manual

* exclusion from class/ exclusion from yard/ withdrawal of privileges.
* school suspension. (internal and external)
* ongoing counselling from appropriate agency for both victim
  And bully.
- Reinforcement of positive behaviours.
- Support Structures
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour

**EVALUATION:**
This policy will be reviewed with whole staff, student, parent and community input as part of the school’s
three-year review cycle. Last Reviewed 2014
LEAVE POLICY

PURPOSE:
• The school principal has the responsibility for managing all leave and leave requests, as well as ensuring the smooth and efficient operation of the school.

GUIDELINES:
• To provide guidelines and processes to accommodate the leave requests of staff with minimum disruption to the daily organisation and administration of the school.
• To ensure discretionary leave is granted on a fair, reasonable and equitable basis.

IMPLEMENTATION:
• Leave may be an entitlement (e.g., maternity leave), or may be awarded at the discretion of the principal (e.g., bereavement leave). Leave may be paid or unpaid.
• The principal is responsible for managing a wide range of leave matters, whilst ensuring the smooth and efficient operation of the school as well as budgetary constraints.
• Each form of leave is granted/denied subject to a variety of legislative requirements or school based matters.
• Information about leave entitlements can be obtained by staff through verbal requests to the principal, or through the web address displayed at the bottom of this policy.
• Staff seeking planned leave must apply using the EduPay system, print their application and seek approval by discussing the matter with the Assistant Principal as early as possible to assist with forward planning.
• Staff seeking approval for unplanned leave they have already taken (typically sick leave) are required to apply for the leave using the EduPay system on the day that they have returned to work and provide the HR officer with medical certificate etc on the same day.
• Staff members who do not comply with this requirement will generally have their leave entered as ‘Sick Leave Without a Certificate’ which may result in the loss of a day’s pay.
• Staff taking unplanned leave (typically sick leave or carer’s leave) are to notify the school as early as practicable via the Absent Hotline (0427 648 727) or in person to the Acting Assistant Principal, so as to maximise the chances of employing suitable replacement staff.
• Staff members should not consider periods of non-face to face teaching as periods of leave. Non-face to face teaching is an entitlement to carry out teaching and administrative responsibilities without student supervision. It is not time that staff members should consider available to carry out personal business, unless previously approved by the Principal.
• Time in lieu refers to periods of time when staff may work outside their normal working hours in compensation for time during their normal working hours that were (or are to be) taken as leave. All time in lieu arrangements must be approved by the Assistant Principal prior to any implementation.
• Staff members who are attending professional development must have the activity approved by the Assistant Principal well in advance, irrespective of whether or not a replacement staff member is required.
• Applications for planned extended (greater than 2 weeks) Long Service Leave or Leave Without Pay or similar discretionary leave must be entered on the EduPay system and the matter discussed with the Principal at least 2 full terms in advance, or by 31st October of the previous year – whichever occurs later.
• The Acting Assistant Principal will make provision for replacement of staff and higher duties.
• In determining whether leave may be granted, the Principal will consider:
  • Whether the leave is discretionary or an entitlement.
  • Whether or not exceptional circumstances exist.
  • The impact the granting of the leave will have the operations of the school.
  • The financial impact of the leave and the school’s budgetary situation.
  • The entitlement of the staff member to the leave for which they have applied.
  • The order of leave applications.
  • Availability of replacement staff.
  • The staff member’s previous leave record.
  • It is likely that teachers seeking extended leave will not be appointed to teach a Preparatory class or Year 6 during the year of leave.

EVALUATION:
• This policy will be reviewed as part of the school’s cyclical review process.

Last Reviewed 2011
MOBILE PHONES POLICY

PURPOSE
Mobile phones are important modern day communication tools, essential in providing a safe and effective school environment. However, they can easily be improperly used, lost or damaged, or interfere with student learning, and must therefore be effectively managed.

GUIDELINES
We need to utilise the benefits of mobile phones whilst managing the problems they can potentially cause.

IMPLEMENTATION
1. The school will purchase and maintain enough mobile telephones and service contracts to satisfy its needs.
2. Teachers in charge of all excursions and trips involving students must ensure that a mobile phone is taken on each trip.
3. Staff will be kept informed of Department of Education and Training information relating to health effects of using mobile phones.
4. Teachers’ mobile phones must be on a silent setting (ie. not producing an audible signal of an incoming call or text message) during instruction time unless previously arranged with the principal. It is strongly recommended to staff that they advise any party that may need to contact them to do so through the school phone number.
5. Students are not permitted to take mobile phones on school camps or excursions.
6. As a general rule, students are not permitted to bring mobile phones to school.
   If, for some extenuating circumstance, a student needs to bring a mobile phone to school, the following rules will apply:
   A note is to be written to the principal stating the reason why a mobile phone needs to be brought by the student.
   Mobile phones (clearly named) are to be handed to the school office for storage throughout the day and collected at the end of the day.
   Under no circumstances are mobile phones to be used while at school. Any emergency contact with parents can be arranged with a staff member.
   The school reserves the right for staff members to confiscate mobile phones that are brought to school without permission, or are not left at the office as required. In such cases parents will be informed and they will be required to collect the phone.
   Neither Upwey Primary School, nor the Department of Education and Training, accept any responsibility for loss or damage to personal property, including mobile phones.

Evaluation:
This policy will be evaluated as a part of the school’s cyclic review process.

Last Reviewed 2005
POLICY PROCEDURES

PURPOSE
Policies and programs are essential to facilitate a co-ordinated and effective curriculum delivery and school management process and should reflect the stated goals of the school.

GUIDELINES
1. Policy writing and the review process is the responsibility of school council.
2. Implementation of the policy and program evaluation is the responsibility of the Principal and staff.
3. Policies should be brief. (2 page max.).
4. A cross section of the school community should have an input to the writing and reviewing of policies.
5. All policy statements will be available to the school community.

IMPLEMENTATION
1. To write policies.
   The Education Committee will co-ordinate the process of policy writing and review (major evaluation).
   A working party will be appointed to draw up a draft policy. The working party should consist of people with a stake, interest and/or expertise in the area.
   Each policy should be limited to 1 or 2 pages and follow the agreed format for policy writing:
   * Purpose
   * Guidelines
   * Implementation
   The draft policy will be presented to the Education Committee and staff for examination.
   If alterations are necessary, the draft will be returned to the working party and re-drafted.
   After Education Committee and staff approval, the policy will be tabled at School Council for ratification.
   All policies approved by School Council will be placed in the Upwey P.S. Policy Document.

2. Major Evaluations
   a. Policy will be evaluated on a cyclical basis (regular cycle)
   b. A working party will be formed to conduct a major evaluation.
   c. A major evaluation will make recommendations in the following areas (where applicable).
      - policy & documentation
      - resources and implementation, including teaching and learning strategies
      - professional development and community
   d. Upon recommendation by the Education Committee, School Council may amend the approved cycle of major evaluation to cater for urgent and changing needs.

3. Minor Evaluation
   a. All Key Learning Areas (with the exception of those undergoing Major Evaluation) will undergo an annual minor evaluation.
   b. Minor evaluations will be conducted regularly and then collated by the curriculum committee.
   c. Minor evaluations will lead into the Program Budget submission process. Program Budget submissions will be based on these recommendations.
   d. Minor evaluations will be conducted within the following format:
      * Areas of Success
      * Areas for Development
      * Forward Action Recommended

Last Reviewed 2004
PRIVACY POLICY

PURPOSE
To ensure that personal information provided to the school will be stored and accessed in appropriate ways.

GUIDELINES
The Privacy Policy aims to provide a framework by which personal and sensitive information required by the school can be stored and used in a secure manner.

IMPLEMENTATION
1. Upwey Primary School collects personal information including sensitive information about students and parents or guardians before and during the course of the student's enrolment at the school. The primary purpose of collecting this information is to enable our school to provide schooling for its students.
2. Some of the information collected is to satisfy the school's legal obligations, particularly to enable the school to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public Health and Child Protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Act. Parents/Guardians may be asked to provide medical reports about students from time to time.
5. The school from time to time discloses personal and sensitive/critical information to others for administrative and educational purposes. This includes other schools, government departments, medical practitioners and people providing services to the school including specialist visiting teachers and volunteers, as appropriate. If parents/guardians do not agree to this they will be required to advise the school.
6. Personal information collected from students is regularly disclosed to their parents or guardians.
7. On occasions information such as academic or sporting achievements, student activities and other news is published in school newsletters, magazines and on the school website.
8. Parents/Guardians may seek access to personal information collected about them and their son/daughter by the school. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have been an unreasonable impact on the privacy of others, where access may result in a breach of the school's duty of care to the student, or where students have provided information in confidence.
9. When the school engages in fundraising activities, information received from parents/guardians may be used to make an appeal to them. However the school will not disclose personal information to third parties without parent/guardian consent.
10. The school may include parent/guardian contact details in a class list for authorised school use.
11. Personal information provided by parents/guardians that relates to others, such as doctors or emergency contacts, needs to receive their permission and understanding of why the information is being disclosed to the school. They will be able to access that information if they wish and the information is not usually disclosed to third parties.
12. All confidential and critical information will be kept on a password protected computer system with a hard copy of confidential student information kept in a file in a secure location in the supervised office.

Last reviewed 2005
# RISK MANAGEMENT

## PURPOSE

The school must address and manage all risks to ensure a safe environment for students, teachers and parents. Risk management is about identifying and minimising the exposure to unacceptable risks, as follows:

- Minimising injuries (This is the first priority of our school)
- Minimising damage or loss of assets

## GUIDELINES

1. Basic principles of risk management are:
   - Identify risk exposures
   - Control or manage the risks identified.
   - Monitor the effectiveness of risk management procedures.
   - Review past incidents and investigate appropriate remedial action.
   - Examine data for trends (e.g. school accident data) to establish preventative measures.

## IMPLEMENTATION (AREAS OF RISK/RISK MANAGEMENT STRATEGIES)

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<th>STRATEGIES FOR RISK MINIMISATION</th>
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<td>Pupil Behaviour</td>
<td>Pupil Welfare &amp; Discipline Policy, First Aid policy</td>
</tr>
<tr>
<td></td>
<td>Injuries/Accidents</td>
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<td>Finance</td>
<td>Financial Policy and Procedures, stipulating measures of internal control</td>
</tr>
</tbody>
</table>

Last Reviewed 1998
PURPOSE
The school has a responsibility to establish and maintain close liaison with the local pre-school centres and crèches/child care centres.

GUIDELINES
To foster and develop effective communication channels with all prospective parents and pre-school institutions so that all relevant information is readily available to them.
Prep teachers should liaise closely with the local pre-schools and crèches/child care centres, and establish a program of familiarisation activities.

IMPLEMENTATION
The Prep Year Co-ordinator will be responsible for planning the year's activities that should include the following:
1. Observation visits by Upwey P.S. teachers to the pre-school.
2. Formal liaison between the co-ordinator and pre-school personnel to determine aspects of readiness of prospective prep enrolments. A transition form compiled by the UDEC group of schools will be given to the kindergarten director prior to November.
3. Visits to the school by groups of pre-school students to become familiar with the buildings, facilities and programs.
4. An evening information session will be arranged so that all parents may attend.
5. The pre-school teacher, in consultation with the school's prep teachers, will informally assess the students’ readiness for school.

Last Reviewed 2006
SCHOOL UNIFORM

PURPOSE
Upwey Primary School has adopted a compulsory school uniform to:
- Promote school tone and a sense of belonging.
- Develop school pride and school identity.
- Minimise peer group pressure in the fashion stakes.
- Provide a practical alternative to casual clothing at affordable prices.

GUIDELINES
1. The school will offer a uniform that meets the following requirements.
   - Practical, durable and attractive.
   - Flexible (mix and match).
   - Reasonably priced and readily available.
2. The school will organise the ordering and purchasing of selected uniform items on a regular basis.
3. All children will be expected to wear the approved school uniform at school and on excursions; and on appropriate occasions, the approved sports clothing.
4. The policy on school uniform will not discriminate either directly or indirectly against students on the basis of their sex, race, ethnic group, nationality, religious belief, colour or disability.
5. The wearing of broad rim hats during Terms 1 & 4 will be compulsory.
6. Uniform should comply with Health and Safety recommendations:
   6.1 Only earring studs be worn at school as other types of earrings (loops, sleepers, pendant earrings etc) should not be worn for safety reasons.
   6.2 Long hair on all students is to be tied back at school to assist in avoidance of head lice infestations.
   6.3 It is recommended that boys and girls wear track shoes or black shoes (THONGS & HIGH HEELED SHOES will not be permitted).

IMPLEMENTATION
1. 1.1 The school council will determine items of clothing that constitute the school uniform.
   - Details of school uniform
   - General school uniform: see appendix 1 (uniform list)
   - Sports clothing.
   1.2 The Parents Auxiliary will also sell second hand uniforms.
2. 2.1 The school council will enter into a legal agreement with the chosen supplier of school uniform.
   2.2 The Parents Auxiliary will organise the ordering and purchase of selected items.
3. 3.1 Parents/Guardians are responsible for ensuring that their children (unless exempted) wear the school uniform.
   3.1 Parents/Guardians are requested to send along an explanatory note if children attend school out of uniform.
   3.2 Teachers and ultimately the Principal are responsible for enforcing the wearing of school uniform.
   3.3 Where a student consistently attends school out of school uniform, the Principal will bring the requirements of this policy to the attention of the parents, ensuring that they are aware of the exemption process.
   3.4 A student habitually attending out of school uniform (3.4) will be subject to normal disciplinary measures.
4. 4.1 To ensure that the school council complies with its obligations under equal opportunity laws, parents may seek exemption from compliance with the uniform policy on the following grounds.
   - An aspect of the code offends a religious belief held by a student and/or parents.
   - An aspect of the code prevents the student from complying with a requirement of his or her ethnic or cultural background.
   - An aspect of the code prevents the student with disabilities from being able to attend school or participate in school activities on the same terms as other students.
   - The student has a health condition or demonstrated economic hardship that prevents the wearing of school uniform (Adherence to school colours is encouraged).
   4.2 Parents/Guardians who wish to seek exemption from their children wearing school uniform (as set out in 4.1) must make written application to the Principal.
School Policy Manual

5.  5.1 Hats must be worn during recess times and on all school excursions (including sporting activities, where appropriate). The wearing of school hats is recommended throughout the year.

5.2 If a child attends school without a hat during Term 1 and Term 4, he/she will be required to play during recess/lunch time in a designated, restricted but shaded area of the playground. The duty teacher will supervise this area. For continual attendance without a hat, points 3.1 to 3.5 apply.

6.  6.1 All jewellery should be removed or covered during sporting activities.

6.2 The newsletter will carry an annual reminder about the recommendation for earring studs.

Last Reviewed 2010
ANTI-BULLYING POLICY

DEFINITION
A person is bullied when they are deliberately and repeatedly exposed to negative actions on the part of one or more persons. Bullying can be carried out physically, emotionally or verbally. Bullies are people who deliberately set out to intimidate, exclude, threaten or hurt others. They can operate alone or in a group.

PURPOSE
The school will provide a positive culture where bullying is not accepted. In doing so, all will have the right to be respected by others, the right to learn, the right to teach and the right to feel safe and secure in the school environment.

GUIDELINES
The Anti-bullying Policy aims to develop an environment in which all members of the school community feel safe, supported and valued. Such an environment will:

• Reinforce within the school community that no form of bullying is acceptable.
• Encourage everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to encourage students to report bullying incidents to staff whether they are an observer of victim.
• Ensure that all reported incidents of bullying are followed up and that support is given to both the victim and the bully.
• Enhance well-being by using prevention, identification and intervention strategies.
• Seek parental and peer-group support and cooperation at all times.

IMPLEMENTATION
1. Parents, teachers and the school community will be made aware of the school’s position on bullying. An anti-bullying brochure titled “Bullying Busting At Upwey P.S.” will be produced and made available to the school community.
2. The school will continue with existing structures to address anti-bullying and introduce others as seen appropriate.
3. The school will provide programs that promote resilience, life skills and protective factors.
4. The school will conduct annual bullying surveys.
5. The school policy on anti-bullying will be clarified at the beginning of each year within each classroom.
6. Staff and students are to promote an environment of mutual respect.
7. Students will be encouraged to report bullying incidents occurring against themselves or others.
8. Parents will be encouraged to report bullying behaviour that they may become aware of.
9. Staff will remind students that reporting bullying incidents is responsible behaviour.
10. Those identified through bullying surveys will be counselled.
11. All bullying incidents will be investigated and documented with victim, bully and witnesses being interviewed.
12. Both victim and bully may be offered counselling and support.
13. Continual bullying incidents will result in parent contact.
14. Monitoring of identified bullies will occur.

EVALUATION
1. This policy will be reviewed within a three year cycle

Last reviewed 2002
ASSESSMENT, RECORDING & REPORTING

PURPOSE
1. To support the learning and teaching programs of Upwey Primary School with appropriate assessment, recording and reporting procedures and document.
2. To develop and monitor assessment, recording and reporting procedures and documents which reflect the needs of students, parents and staff of Upwey Primary School as well as acknowledging Directorate of Education (DOE) and Board of Studies (BOS) guidelines.

GUIDELINES
1. Teachers will use a variety of tasks and strategies to assess pupil progress.
2. Teachers will use a variety of recording procedures appropriate to the task.
3. Teachers will formally report to parents, providing at least one parent interview, two written reports regarding student achievement and any other form of report required by D.O.E. Teachers will report informally as the need arises.
4. Student progress will be reported in the Upwey Primary School Annual Report as required.

IMPLEMENTATION
1. Assessment, recording and reporting should be seen as an integrated process.
2. Assessment activities should form part of the planning process, relate directly to units of work being undertaken and form a part of normal classroom activities.
3. Recording should be appropriate to the nature of the skills and tasks being assessed.
4. Written reports to parents will be provided in June and December and should include course content, teacher comments and student achievement against C.S.F. levels and outcomes. Parent interviews will be held in conjunction with the June reports and at any other time during the year if deemed necessary by either teachers or parents.
5. Teachers will provide student progress to the Administration to be included in the Upwey Primary School Annual Report.

Last reviewed 1998
BIKE EDUCATION

PURPOSE
As many of our students travel independently to school, it is important that they have a strong understanding of correct road usage, both as pedestrians and cyclists, as well as being knowledgeable of the dangers coming from motorists.

GUIDELINES
1. To ensure that Upwey's students when travelling to school are knowledgeable of and observe road safety and traffic laws.
2. To ensure that Upwey's students who ride bicycles to school wear an ASA approved bicycle helmet at all times.
3. To allow our students the opportunity to develop safe bicycle riding techniques.
4. To develop a basic knowledge of bicycle mechanics to allow students to keep their bicycles in roadworthy condition.

IMPLEMENTATION
1. School rules will be in line with current road laws that stipulate that a student must be wearing an ASA approved bicycle helmet whenever they are cycling.
2. The Roads Work Kit be used in the Infant School area as preparation for further studies in Bike Ed.
3. That Grade 3 consider an excursion to the Road Traffic School at Kew or Dandenong each year.
4. Grade 4 undertake mainly studies from the Bike Ed program which utilise mapping activities, games, projects, observations of traffic situations and videos.
5. Grades 5 and 6 will undertake progressively more practical and experiential learning in the Bike Ed program including bicycle maintenance, bicycle fitness and safe bicycle riding techniques. This will culminate in on road assessments of skill levels and the possibility of a bike hike.
6. Staff and parents are to be encouraged to attend Bike Ed training courses to participate in and assist in the conduct of the Bike Ed program at Upwey.
7. Only those students who have access to a roadworthy bicycle of appropriate size will be able to participate in the practical riding activities, but it is expected that all students will participate in the theoretical studies of road usage and road safety. To maximise participation, bicycle pooling and the hire of the Bike Ed trailer should be considered.

EVALUATION
Positive outcomes will be identified with the students' knowledge, confidence and skills gained in road usage.
Last Reviewed 1992
COMPUTERS

PURPOSE
1. To develop computer awareness and familiarisation within all sections of the school community.
2. Children will develop their knowledge of computer related techniques such as research, analysis, inquiry, information storage and retrieval.
3. To improve the existing curriculum in the key learning areas through the inclusion of computer assisted learning experiences.
4. To improve the learning outcomes of the children.
5. To improve the school’s administration procedures and practices.

GUIDELINES
1. There will be a computer co-ordinator.
2. Teachers will develop competence in using computers for classroom and administration purposes.
3. Ensure equal access for all the children to the computers using appropriate software for each grade level.
4. Provision will be made for long term implementation and replacement of computer hardware.
5. The computer program will be funded through the annual school budget.
6. Users must develop an understanding of the care and safe operation of computers.

IMPLEMENTATION
1. The computer co-ordinator will maintain the computer hardware and update the software as required.
2. Training will be provided in the use of software programs for all staff.
3. Provision will be made for staff to attend appropriate professional development, e.g. Computers in the Classroom course. This will be achieved through the professional development budget.
4. Parents will be informed of computer usage in classrooms.
5. Identify parent expertise and encourage support in programs.
6. Children’s progress in skill development will be monitored using check lists related to the CSF guidelines.
7. Each year an allocation of funds shall be provided for by way of the annual program budget, to enable ongoing addition to and maintenance of, the computer program.
8. Computers shall be provided for specific children with special needs as required.
9. Computers will be provided for each classroom with a printer.
10. Regular evaluation of existing software should take place as part of the stocktake through the library.
11. A descriptive data bank of software to be updated each year.
12. A sequential program will be designed for skill acquisition from Prep - Year 6. Software purchases will complement this.
13. The annual program budget should cover:
   - Hardware- replacement and additions
   - Software - additions
   - Expendables - for desktop publishing

Last Reviewed 1997
PURPOSE:
• Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

GUIDELINES:
The English program aims to develop in students:
• the ability to speak, listen, read, view, and write effectively with confidence, purpose and enjoyment
• a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
• a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
• a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
• the capacity to discuss and analyse texts and language critically
• a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

IMPLEMENTATION:
• All students at our school will study a sequential English course based upon the outcomes contained within the VELs.
• All teachers will be provided with a personal copy of the Upwey Primary School English Course Content document based on VELS at levels appropriate to their students.
• The Early Years Literacy Program/methodology will be utilised throughout Years Prep to 4.
• Middle Years strategies will be implemented in Years 5 and 6.
• Student’s individual abilities will be monitored using formal measurements including School Entry Assessment (SEA) tests, running records etc, and learning opportunities will be provided that cater for the identified needs of each student.
• Literacy intervention will be available for all students who require it.
• Student progress in all strands of English will be reported in half and end of year written reports, as well as being reported in the school’s annual report.
• English study for each student will be not less than 10 hours per week, consisting on 5 x 2 hour uninterrupted literacy blocks time-tabled for the first 2 hours of each school day.
• Staff members will be allocated the responsibilities for coordinating English and Early Years Literacy across the school as well as implementing the budgets developed by staff and approved by school council.

EVALUATION:
• This policy will be reviewed as part of the school’s four-year review cycle, and linked with the School Strategic Plan.

Last Reviewed 2012
EXCURSION/INCURSION

PURPOSE
To support the learning and teaching program of Upwey Primary School by providing a stimulating and enriched educational experience not normally available to students within the context or resources of the normal school program.
To widen the range of learning experiences available to students.
To increase the exposure of students to first hand learning experiences and associated skills of observation, recording and reporting.

GUIDELINES
1. “Excursions” refers to outings of a single day’s duration or less, outside the school boundaries, normally held within school hours, organised and conducted by school staff and with Principal’s knowledge and approval.
2. “Incursions” refers to activities or productions staged at school by personnel from outside the school’s context and where a charge may be levied for attendance.
3. For each grade/class there should be a maximum of one excursion and one incursion per term unless special circumstances apply and are authorised by the Principal.
4. Swimming programs and interschool sports will be considered as special programs and not come under guideline 2.3.
5. Parental involvement is seen to be desirable and actively encouraged.
6. All excursions/incursions must comply with Department of Education regulations and guidelines as specified in the Schools of the Future manual.
7. Name tags are to be worn by all children participating in excursions.

IMPLEMENTATION

Excursions
1. Should be planned at sub school level and approved by sub school leader.
2. The teacher in charge should determine costs and seek approval of the Principal using the Excursion approval form.
3. All school camps and excursions should use seat belted buses if available.
4. Parents should be notified of the purpose of the excursion, travel arrangements and associated costs.
5. Parents must return a consent form by the due date to enable their child to participate.
6. Parents are to be encouraged to participate and assist with supervision but must be ratified by School Council or the Principal to fulfill this function.
7. The teacher in charge is to ensure that children not participating are adequately catered for at school.
8. The teacher in charge is to ensure attendance lists and venue contact numbers are lodged at the office on the day of the excursion and that the first aid kit and mobile phone are taken on the excursion.
9. Associated paper work is to be lodged with the Principal at the appropriate stage.
10. Following the excursion the teacher in charge is to complete an Excursion/Incursion Reconciliation Statement.

Incursions
1. Incursions should be planned at the Sub school level.
2. Parents should be notified of the purpose of the incursion and its associated cost.
3. The teacher in charge is to ensure that children not participating in the incursion are adequately catered for.
4. Following the incursion the teacher in charge is to complete an Excursion/Incursion Reconciliation Statement.

Last Reviewed 1999
FIRST AID

PURPOSE
To ensure that children receive efficient and appropriate assistance when unwell or injured at school.
To ensure that appropriate procedures and resources exist to cater for the needs of ill/injured children.
To ensure that parents are notified appropriately of illness or injury and treatment received at school.

GUIDELINES
1. All staff has a duty of care in relation to first aid. Available staff will be allocated First Aid duty equitably to cover recess and lunch breaks and to ensure adequate First Aid requirements.
2. The school will develop suitable procedures to deal with cases of illness or injury.
3. Parents will be notified of injury or treatment received in the first aid room. In the case of serious injury parents will be contacted immediately; however in extremely urgent circumstances staff may contact medical assistance first.

IMPLEMENTATION
1. Parents/Guardians will be asked to complete a new medical form for every child annually, and the school will maintain current pupil emergency information with up to date contact telephone numbers, as provided by parent/guardian.
2. All staff will be notified of any serious medical conditions and new staff briefed on children with serious conditions.
3. Children who are unwell should be kept at home.
4. Children with any infectious disease will be sent home and excluded under the conditions set out in the Schools Operation Manual.
5. No medication from home will be administered to any child without written permission from a parent/guardian. Medicines must be fully labelled with the child’s name and type of medicine. Note should be taken of the quantity and expiry date of any medication. Instructions must include DOSAGE and TIME TO BE GIVEN. Medicine must be handed to a staff member for the day’s duration.
6. Sickness or injury will be reported to the class or yard duty teacher.
7. The teacher on yard duty will carry a ‘burn bag’ with supplies to attend to minor ailments.
8. For children requiring further first aid treatment, the yard duty teacher will provide the child with a token admitting him/her to the sick bay where the buzzer will be used to draw the attention of the duty person. Class teachers will contact the office regarding any child being sent to the sick bay during class times.
9. If illness and injuries are treated by the rostered first aider, they must be recorded in the first aid book and a first aid slip sent home to parents.
10. A periodic review of first aid records should be undertaken.
11. Serious injuries will be recorded on the Directorate of School Education Injury Report Form.
12. No child will be kept in the sick bay for longer than necessary. Office personnel will be made aware of the placement of any child in the sick bay.
13. Children going home must be signed out in the ‘Early Dismissal Register’, kept in the general office.
14. All head injuries will be discussed with a trained first aider if possible, and parents will be contacted immediately. This includes damage to teeth, eyes and ears.
15. If a child is badly injured, or too ill to resume normal class activities, the parent/s or nominated guardian/emergency contact will be asked to collect the child from school. Seriously injured children will be supervised AT ALL TIMES. In the event of parents or nominated carers being unable to be notified, the relevant staff will use their discretion in seeking appropriate medical treatment.
16. IN EXTREMELY URGENT CASES AN AMBULANCE WILL BE CALLED and parents notified. The associated costs will be covered by the parents.
17. Teachers with First Aid qualifications will be identified and available for consultation on specific cases.
18. Staff will be given the opportunity to acquire and/or maintain currently recognised first aid qualification.
19. First aid materials will be provided for classroom, sick bay and portable kits for excursions and camps. Such kits will be equipped with sufficient appropriate materials to cover the range of predictable contingencies and will be maintained and monitored by a nominated staff member.
20. The Principal is to be notified in all cases of serious injury or illness.
21. Reference for specific treatment advice is to be gained from the Schools Operation Manual. Last Reviewed 1999
HEALTH & PERSONAL DEVELOPMENT

PURPOSE
Health Education is a life long process. It values critical thinking about personal and community well being and active interaction between school, home and the community. Our program is designed to contribute to this growth process.

GUIDELINES
1. To promote attitudes and behaviours which contribute to personal and community well being.
2. To develop in students the ability to make decisions about personal and community health matters and to encourage students to take responsibility for such decisions.
3. To provide accurate information about health and health related matters.
4. To develop a critical approach towards personal and social factors which influence the quality of life enjoyed by an individual or a community.

IMPLEMENTATION
1. The Health program is designed so that it can be integrated into other areas of the curriculum.
2. The nine topic areas, i.e. Being Myself, Caring About Myself, Association with Others, Sexuality, Physical Growth and Development, Food & Nutrition, Consumer Health, Safe Practices, and Community Health need not be taken in order or in isolation from one another.
3. The class teacher should implement the appropriate year level of the School Health & Personal Development Course.
4. A Health co-ordinator will be appointed each year to overview and co-ordinate the whole program.
5. Where possible team teaching for the areas of Sexuality and Physical Growth & Development is recommended.
6. Parents need to be informed of the scope of the new school health program.
7. Professional Development courses should be available for all staff members on an ongoing basis.

EVALUATION
Evidence of positive changes in students' behaviour and attitudes in the classroom, playground and home environment.

Last Reviewed
HOMEWORK

PURPOSE:
• Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to take responsibility for their own learning.

GUIDELINES:
• To support and extend classroom learning.
• To develop positive study habits.
• To develop a responsibility for self-learning.

IMPLEMENTATION:
• The school’s homework policy will be provided to parents at the commencement of each school year as well as included in the School Handbook for new families.
• All students will be provided with homework books.
• Classroom teachers will set weekly homework appropriate to each child’s educational needs.
• Homework activities should be purposeful, interesting, challenging and where appropriate, open-ended. Teachers will determine appropriate time lines for completion of these activities.
• Set tasks must be meaningful and relevant to the current classroom curriculum.
• All homework activities must be acknowledged with feedback and support provided by teachers.
• The school’s website will include resources that are appropriate to students of a variety of ages.
• Guidelines for parental involvement will be given at parent/teacher information evenings early in the year, a grade information booklet or written communication such as diary or notice.
• It is acceptable for teachers to assign unfinished classroom activities as homework tasks.
• Homework will generally not exceed 30 minutes per day.

Prep – (Foundation Level)
Homework will consist mainly of:
• Reading activities to, with and by parents.
• Word Work
• Oral Counting

Year 1 to Year 4 – (Level 1 to Level 4)
Homework will consist mainly of:
• Reading activities to, with and by parents as well as independent reading
• Word work
• Mathematics tasks
• Tasks associated with classroom activities and gathering of additional information or materials

Year 5 & 6 – (Level 5 & 6)
Homework will consist mainly of:
• Independent reading on a daily basis
• Word work
• Mathematics tasks
• Tasks such as projects/assignments, written work, puzzles, problem solving and research

EVALUATION:
• This policy will be reviewed as part of the school’s four-year review cycle.

Last Reviewed 2014
INFORMATION TECHNOLOGY

PURPOSE
To develop computer awareness and familiarization within all sections of the school community.
Children will develop their knowledge of computer related techniques such as research, inquiry, information storage and retrieval.
To improve the existing curriculum in the key learning areas through the inclusion of computer assisted learning experiences.
To improve the learning outcomes of the children.
To improve the school's administration procedures and practices.

GUIDELINES
1. There will be a computer co-ordinator.
2. Teachers will develop competence through professional development in using computers for classroom and administration purposes.
3. Access for all the children to the computers using appropriate software for each grade level is to be equitable.
4. Users must develop an understanding of the care and safe operation of computers.
5. Provision will be made for the updating and replacement of computer hardware and software.
6. The computer program will be funded through the annual school budget. Additional funding through available grants should be sought.

IMPLEMENTATION
1. The computer co-ordinator will be responsible for the selection of a suitable technician to maintain the computer hardware and to assist in the update of software.
2. The computer co-ordinator/Principal to attend meetings with high school computer staff.

Last Reviewed 1999
INTEGRATION

PURPOSE
Upwey Primary School believes that all children are equal in the social and educational life of our school, regardless of ability, race, religion or socio-economic background, and that parents in our community have the right to enrol their children at this school and contribute to their education.

GUIDELINES
1. Develop a sense of belonging to the school community in each child.
2. Provide the opportunity for children to relate to peers residing in the community.
3. To promote a greater understanding and appreciation of individual differences (physical, social, emotional, intellectual) between each other.
4. Provide a structured process for integration, to facilitate admittance and where applicable, support and monitor progress of those who require additional assistance, i.e. I.S.G.
5. Provide a curriculum that caters for individual differences in the areas of social, emotional, physical and intellectual development - “Integration is a curriculum issue”.
7. Ensure maximum access and success in regard to the school curriculum for all children.

IMPLEMENTATION
1. Inclusive Schooling - Integration is a collaborative decision making process which will involve the school community.
2. Integration is a curriculum issue and benefits all children, so curriculum must be accessible to all, and be adapted to meet the social, emotional, intellectual and physical needs of all children.
3. All Inclusive curriculum will encourage the use of learning experiences and teaching approaches that;
   - work from students’ strengths, abilities and needs;
   - relate to interests and experiences;
   - ensure active participation of students in learning experiences;
   - ensure success through the setting of realistic, achievable goals
4. Where educational Programs offered to students need to be adapted to cater for specific needs, an I.S.G. will be established as part of the collaborative decision-making process (I.S.G. - Integration Support Group).
5. Resources and services to the greatest extent will be short based.
6. The classroom teacher has the responsibility to cater for and meet the individual needs of all the children in their care, but will have access to any support required to aid in the integration of students with differences who are on the Integration Program.
7. Organizational structures for learning will ensure the maximum possible interaction of students with a board range of abilities and competencies.
8. Evaluation will be individually based.
9. The Integration Teacher will support the school community in its responsibility for the implementation of the Integration Policy through the development and implementation of curriculum that is inclusive of all students.
10. Integration Aides will have responsibilities in areas of mobility, personal hygiene, communication, teacher support through class involvement, para-medical, physical education sessions and general supervision.
11. An Integration Support Group will be established to facilitate admittance and support and monitor progress.
12. School Council is responsible for the implementation of Government policy on Integration and therefore is accountable to both the local community and to the Minister for its enactment. Therefore School Council has the responsibility of facilitating the enrolment process for children with impairments, disabilities and/or problems with schooling.
13. The Integration Sub Committee will assist Council to fulfil its responsibilities and offer advice.

Last Reviewed
ISSE EXCHANGE PROGRAM

PURPOSE
To develop an understanding within the Upwey Primary School community of, Australia as a nation within an international context, fulfilling the ISSE motto: “One Family - Mankind, One Home - The Earth”
To foster within our students, a better knowledge and understanding of our local area, our state, other states and our country, as we communicate this to visiting delegations.
To develop understanding and tolerance within our students for others whose background, life experiences, racial groupings or nationality may differ from our own.

GUIDELINES
1. Each year the school will host a group of children from another state or country in accordance with the procedures and arrangements reflective of ISSE Australia.
2. Each year the school will send a group of children either interstate or to another country in accordance with the procedures and arrangements reflective of ISSE Australia.
3. Parents will receive adequate information about each travelling and visiting delegation.
4. The committee (and convenor) will be responsible for all arrangements for the travelling and the visiting delegation.
5. The chaperone (delegation leader) will have primary responsibility for the preparation of the travelling delegation and the effective management and duty of care/safety and welfare of the group at all times during the exchange visit.
6. The committee and teaching staff will facilitate greater co-operation and interaction within our own school, as the school community combines to share the experiences offered through both travelling and visiting delegations.
7. The committee will be actively represented on the ISSE Australia committee and will be responsible for following procedures and guidelines set down by ISSE Australia and ISSE International.

IMPLEMENTATION
1. The committee will conduct an information evening to inform parents of forthcoming exchanges.
2. The committee will prepare hosting/travelling guidelines.
3. The committee will prepare an itinerary for the visiting delegation and following application, select families to host members of the visiting delegation (billet arrangements).
4. Families wishing to host a delegate will be subject to a screening check, which will include a check by the school and a police check.
5. The whole school and school community will be given the opportunity of being involved in as many exchange activities as possible in an attempt to share the benefits of the program across the whole community.
6. Children wishing to be part of the travelling delegation will be required to make written applications and to face a selection panel. (See school information book for selection criteria and panel composition).
7. The selection of the chaperone for the travelling delegation will be conducted by the Principal in conjunction with the ISSE committee and approved by School Council. (See school information book for role of chaperone/delegation leader.)
8. The committee will ensure that the:
   - international affiliation fee is paid annually
   - committee is represented at ISSE Australia meetings
   - reports on current exchanges are delivered to ISSE Australia
   - future exchanges are arranged well in advance
   - appropriate reports are sent to ISSE International following completion of exchanges.

Last Reviewed 1997
JUNIOR SCHOOL COUNCIL

PURPOSE

The Junior School Council provides a forum for students to communicate their ideas to parents, teachers and the wider educational community. It thereby enables the students at Upwey Primary School to contribute to decisions affecting their learning environment and to share in the responsibility for implementing those decisions.

GUIDELINES

1. To provide genuine opportunities for students to learn of and participate in the government and decision-making processes at Upwey Primary School.
2. To allow the student councillors at Upwey to take responsibility for a program budget, both its preparation and expenditure.
3. To provide an opportunity for students to learn meeting procedures and appropriate record keeping within a meaningful context.

IMPLEMENTATION

1. Junior School Council should encourage students to be more responsible and accountable to their peers for their actions and behaviours.
2. Each class shall elect a representative to the Student Council with Prep and Grade 1 students having the Grade 5 and 6 students acting in a mentor role. Representative responsibility is to communicate class requests and actions taken.
3. Two senior members of the Junior School Council will be regularly provided with opportunities to report to and liaise with staff and School Council.
4. One or two staff members should be responsible for assisting the principal in helping the Junior School Council to achieve its goals.
5. Members of the Junior School Council should have the opportunity to conduct the school assembly at least once a term.
6. Junior School Council members are to utilise appropriate meeting procedures and maintain appropriate records as part of the process.

EVALUATION

It will be apparent that students feel part of the decision making process in the school, and that their needs and desires are being responded to.

Last Reviewed 1992
LANGUAGES OTHER THAN ENGLISH (LOTE)

PURPOSE
Learning languages other than English broadens our understanding of our multi-cultural society and of other cultures throughout the world. The program will seek to value the linguistic structure as well as the cultural, traditional and contemporary background of the language under study at Upwey. In support of the school's language policy that is based on the wholistic language approach, it is believed that effective language learning occurs when the students are actively involved in meaningful communication. Therefore, in order to ensure significant educational and social advantages, instruction will typically through an immersion process.

GUIDELINES
1. To develop confidence and skill in speaking, listening, reading and writing in the language other than English.
2. To broaden children’s awareness and understanding in our multi cultural society, and consequently to give an insight into another culture.
3. To involve both the school and broader community in the language other than English program.
4. To promote with in the children, respect and understanding of another culture’s attitudes, beliefs and values.
5. To enhance the children’s learning strategies.

IMPLEMENTATION
1. The language other than English will be spoken at all times by the bilingual staff.
2. Signs, books and other material will be available in LOTE.
3. Compulsory participation of all students in the LOTE program as instruction becomes available.
4. Various curriculum areas to be taught will be taught bi-lingually as appropriate. This will be achieved through practical, activity based learning.
5. The wider community will be used as a resource to enhance and extend student learning.
6. Integrated units through a number of curriculum areas will be planned by the LOTE teacher in conjunction with the class teachers.
7. Participation of the LOTE teacher within the school will be across all activities including camps, excursions and special events.

EVALUATION
Two forms of assessment will be used to evaluate the LOTE program.
1. FORMATIVE; which will be carried out regularly throughout the year, used to make continual alterations, improvement and upgrading of the program.
2. SUMMATIVE; which will be carried out on a quarterly basis during the first few years, and well appropriate, annually.

Last Reviewed 1993
School Policy Manual

LIBRARY

PURPOSE
To support the educational policy and curriculum of the school with provision of up to date and efficiently organised resources.
The library collection should reflect: the curriculum; catering for professional reading and provision of teaching aids; recreational pursuits; interests and the individual needs of the school community.
To encourage the school community to use the school library’s facilities and to recognise the library as a valuable resource.
To promote reading as a leisure pursuit.
To foster the desire to question, research, discover and evaluate topics of interest.
To give students the skills and training to use library resources and procedures, and to develop and expand their learning and leisure activities.

GUIDELINES
1. Adequate facilities should be provided for the librarian to process, repair, shelve and display materials.
2. Each child’s development in library skills should be recorded and communicated to parents.
3. The program should allow for the extensive enjoyment of reading materials of many types to cater for individual needs and enrich the school's educational objectives.
4. Students should be trained and encouraged to become independent, self-reliant and skilled library users through a formal sequential library program.
5. Class teachers should have access to quality literature, teaching aids, research and professional materials.
6. Funding for the library program will be by means of an annual budget submission.

IMPLEMENTATION
1. Each class shall be timetabled for one library session each week.
2. Provision shall exist for individual and group research and borrowing during school hours, lunch time or before school at the Library Technician’s discretion.
3. The Library Technician’s responsibilities should allow for efficient organisation of clerical and administrative time.
4. Assistance may be sought from the community and timetabled for the best results.
5. The growth and development of the student’s skills will be recorded through the Written Report.
6. Budget provision will be made to update library resources and computer facilities.

Last Reviewed 2006
MATHEMATICS

PURPOSE
To ensure that all students be given every opportunity to develop mathematical skills and knowledge appropriate to their age and development. Effective mathematical functioning is the ability to apply mathematical skills and knowledge in everyday situations, choosing from a variety of strategies.

GUIDELINES
1. To develop the child’s skills and interests in gaining an understanding from all mathematical encounters.
2. To develop an understanding of mathematics that will allow the child to adapt knowledge to suit varying situations.
3. To foster an understanding of mathematics and its applications in today’s society.
4. To provide an inclusive maths program.
5. The content should be appropriate to the age and development stage of each child.

IMPLEMENTATION
1. The program will be based on the Mathematics CSF document using a variety of resources including CSF Course Advice, commercial publications and teacher devised materials and activities.
2. The children will be involved in a variety of situations that will encourage the development and sharing of mathematical concepts and ideas.
3. The children will be exposed to a balance of theory and practice within the curriculum.
4. The students’ interests and experiences will be used as a basis for developing mathematical understanding.
5. Assessment should be through formal and informal tasks. Informal assessment could include observations, samples of student’s work and self assessment by the student.
6. The Mathematics co-ordinator will be appointed at the beginning of each year and will overview the whole program and provide support as required.
7. The co-ordinator will be responsible for the purchase and maintenance of resources and equipment.

Last Reviewed 1997
OUTDOOR EDUCATION

PURPOSE
Outdoor education focuses on personal development through responsible interaction with others and responsible use of the natural environment. It involves the acquisition of knowledge, values, and skills that enhance safe access to the outdoors and understanding and aesthetic appreciation of the outdoors, often through adventure activities. In these settings, students take part in challenging activities that call for decisions, action and reflection on the consequences, both for themselves and others. Personal qualities such as resourcefulness, leadership, judgement, tolerance and determination - qualities generally supported by society - are fostered under these conditions.

Outdoor education provides the opportunity for students to learn about themselves and others in natural environments. The settings and choice of activities lend a sense of adventure, challenge and purpose to learning. Learning under these conditions can be an adventure that has the potential to be a dynamic learning experience.

GUIDELINES
1. To introduce Upwey’s students to a graduated range of outdoor experiences.
2. To ensure that Upwey’s students are aware through their outdoor experiences of the beauty and vulnerability of the environment.
3. To allow our students the opportunity to develop a sense of personal independence within a caring context, but apart from the shelter of their families.
4. To develop a sense of pleasure in and a recognition of the capacity of the outdoors to provide a venue for recreation.
5. To become knowledgeable in aspects of safety whilst in the outdoors.

IMPLEMENTATION
1. Outdoor education is to be administered by a school co-ordinator. The co-ordinator is responsible for ensuring that the program is integrated into the school curriculum, and that it balances school-based instruction with well planned outings.
2. Years P-2: “Awareness of the Outdoors” - Activities may include: visiting or attending a Year 2 overnight “sleep-in” at school, walking, path finding, care of the outdoors. Venues may include visits to local parks, gardens, the zoo, creeks and ponds such as at Birdsland.
3. Years 3 and 4: “Exploring the Outdoors” - Activities may include: walking, commuting, navigating, basic bushcraft, Year 3 overnight “sleep-in” at school or city camp, Year 3 one day familiarisation visit to the Year 4 base camp, and the base camp for Year 4. Possible venues include the beach, regional parks and gardens, Healesville Sanctuary.
4. Year 5 and 6: “Adventure in the Outdoors” - Activities may include such things as a five-day camp, navigation, mapping, orienteering, rope skills, basic survival, a snow experience, bicycle riding (see Bike Ed policy) bush cooking and living under canvas. Venues to be utilised may include school grounds, local parks, regional parks and forests. Base camp for Grade 5 to have an Australian historical context such as Bendigo, Ballarat, Swan Hill or Beechworth, for Grade 6 an environment camp such as the Grampians or the Prom.

EVALUATION
Positive results will be indicated by a growing sense of confidence in the students, both in their knowledge of the outdoors and within themselves.

Last reviewed 1992
PROFESSIONAL DEVELOPMENT

PURPOSE
To develop the knowledge, attitudes and skills of staff, parents and the school community in order to enhance students’ learning.
To meet changes taking place in technology, strategies need to be implemented to involve the school community in adapting to new technologies.
To ensure that the range of professional development activities involving the school community meet both the needs of individuals and those of the school.

GUIDELINES
1. There will be a professional development co-ordinator.
2. A positive professional climate should be established and maintained.
3. Information relevant to all sections of the school community will be disseminated.
4. Professional development should be arranged to further the goals and priorities of the school whilst also responding to identified needs within all sections of the school.
5. Equity of staff access to training and development activities will occur in accordance with equal employment opportunity principles.
6. Effective networks that can be utilised for professional development growth should be fostered.
7. Curriculum convenors and the curriculum co-ordinator should monitor progress in their particular area and consider needs-related professional development opportunities.
8. Staff professional development will be funded through the Annual School Budget.
9. Staff will be required to evaluate and report back to staff on professional development activities.

IMPLEMENTATION
1. The professional development co-ordinator will fulfil the requirements of the job description.
2. School/Cluster/District curriculum days or activities will be arranged to address system and school professional development needs. Utilisation of the rich learning resources within the school community should be encouraged.
3. Information on professional development opportunities will be publicised through e-mail, bulletins, staff meetings and the school newsletter.
4. Staff will draw up an annual personal professional development plan to address school and individual needs. As part of personal professional development planning, implementation and evaluation, teachers will be encouraged to work with a mentor. Individual needs will include career planning.
5. To ensure equity of access staff will be required to apply to the professional development co-ordinator or the principal to attend professional development activities funded through the professional development budget. This includes funding to employ a casual relief teacher to enable staff to attend the professional development activity.
6. The professional development co-ordinator will liaise with other professionals through cluster meetings, regional personnel and organisations offering professional development activities.
7. The program budget will cater for the following:
   * School charter priorities
   * Personal professional development
   * Whole school curriculum days
   * DE&T priorities
8. Staff will be given the opportunity of reporting back to other staff members at staff and sub-school meetings to enable the sharing of learning.

Last Reviewed 2006
SCIENCE

PURPOSE
Coming to terms with a rapidly changing world is a challenge facing all children in today’s society and they need to understand that their actions affect the world. Science assists people to investigate and seek an understanding of many aspects of the environment. Children are naturally curious and should be encouraged to predict, observe, experiment and explain. Science offers them a satisfying and valuable technique for exploring and understanding their world, and prepares them to take an informed role in caring for the Earth’s resources and resolving environment problems.

GUIDELINES
1. To develop in students an understanding that Science and Technology relate directly to the world around them.
2. To arouse the child’s natural curiosity.
3. To foster and develop positive attitudes towards investigation and application of this knowledge for personal and community benefit.
4. To develop an appreciation of the value and limitations of scientific enquiry and theory.
5. To develop the skills of observation, measurement, classification, questioning, experimentation, planning, recording, concluding, testing, predictions and communication.

IMPLEMENTATION
1. Science may be part of integrated studies or taken separately.
2. Where possible areas will be set aside for the housing and display of science equipment.
3. Science should be taught in the classes at all levels of the school.
4. The main concept areas as outlined in the C.S.F. should be explored.
5. Science lessons should be activity based, and where appropriate utilise outside resources (e.g. links to the High School, Science Incursions - Science Show, Planetarium).
6. The program should show a sequential development of concept skills and language from P-6.
7. The school grounds and the immediate environment will be utilised as a natural resource.
8. A budget will be allocated each year for the maintenance and continued development of the Science Program.

Last Reviewed 2000
SPECIAL NEEDS

PURPOSE
To provide a Special Needs program that supports both students and staff.
To identify students requiring assistance in remediation, extension and counselling.
To provide staff with support and relevant professional development to assist children with special needs.

GUIDELINES
1. A Special Needs co-ordinator will oversee the implementation of the inclusive Special Needs program and to encourage a positive framework in which children have the opportunity to reach their full potential.
2. Classroom teachers will liaise with the co-ordinator in identifying children requiring assistance in remediation, extension and counselling.
3. As primary responsibility for the child remains with the classroom teacher, the co-ordinator will provide support and direct staff relevant professional development.

IMPLEMENTATION
1. The Special Needs co-ordinator will be appointed annually.
2. Referral of children identified as requiring assistance in remediation, extension and counselling to the Special Needs co-ordinator and/or school support agencies.
3. The Special Needs co-ordinator will liaise closely with the classroom teachers in providing programs for the children. Staff to access professional development where relevant.

Last Reviewed 1997
STUDENT TEACHERS

PURPOSE
As a training school for Deakin University, Upwey Primary School acknowledges its responsibility to
the educational process of ensuring that future teachers are given experiences of a high quality
which will fit them for their future profession.

We also acknowledge the benefits to our current students of having young enthusiastic
teachers, willing to put considerable time into the lessons they present whilst working with
us.

GUIDELINES
1. To provide a broad range of practical teaching experiences for students from Deakin
   University allocated to Upwey Primary School throughout the year.

IMPLEMENTATION
2. At the commencement of the school year a senior staff member shall be designated as the
teacher responsible for the co-ordination of the Student Teacher Program.
3. For teachers to be eligible for selection in the Teacher Training Program, they will typically
   occupy the positions of AST 1, 2 or 3. In exceptional circumstances additional teachers,
   with prior agreement from Deakin University’s appropriate staff, will be allocated this
   responsibility by the Principal.
4. The final allocation of student teachers to various staff will be made by the Principal in
   consultation with the Student Teacher Program co-ordinator.
5. Each student teacher on arrival at Upwey Primary School will be briefed by either the
   Principal or allocated senior staff member as to appropriate school policies, resources and
   general operation of the school.
6. Student teachers will be bound by Upwey Primary School policy and Department of
   Education, Employment and Training regulations and operating procedures whilst on
   teaching rounds at Upwey.
7. It is the responsibility of the student teacher to comply with Deakin University directives
   regarding the completion of assignments. They should liaise carefully with the supervising
   teacher to ensure that adequate time is made available to complete assigned teaching
   tasks.
8. The format and contact of the student teacher’s should remain open to negotiation between
   school staff and the tertiary institution.
9. The student teacher is to be made to feel welcome at Upwey and accorded the same
   professional courtesies as is due to all staff members.

EVALUATION
The supervising teacher, in consultation with the Principal, is responsible for the completion of the
student teacher’s assessment reports and the quality of the student teaching experience.
STUDENT WELFARE & DISCIPLINE

PURPOSE
To develop respect for the rights and responsibilities of all members of the school community.
To encourage students to be confident, courteous, friendly, reliable and tolerant.
To develop in students a sense of responsibility for their own actions.
To create a safe environment and build a climate where all are treated fairly.

GUIDELINES
1. Self discipline should be progressively developed through self confidence, willingness to accept tasks and responsibilities and to accept consequences for actions.
2. The development of appropriate social skills will be evident through the children exhibiting: positive interaction with others, empathy, respect for property, punctuality, and courteous behaviour including the use of acceptable language.
3. Teachers should present a caring attitude and should be seen as positive role models.
4. Students, staff and parents should be courteous towards each other.
5. In class, students should behave in such a manner as to promote learning opportunities for themselves and others acknowledging that everyone has the right to an uninterrupted learning environment.
6. To protect the rights of students to a safe and uninterrupted learning environment, there should be rules for the classroom and the yard, which are known by parents, staff and students. The consequences of ignoring these rules must be consistent and also understood.
7. Parents should be informed of breaches of behaviour associated with their students. Such information should be reported honestly and regularly.
8. Where possible, the encouragement of positive aspects of behaviour should be stressed.
9. Teachers should be consistent and constructive when in consultation with students and parents.
10. Counselling facilities will be available to teachers, students and parents at all stages of pupil management.
11. Assertive Discipline procedures will operate throughout the school.
12. The school based Anti-bullying brochure “Bully Busting at Upwey P.S.” will be referred to when incidents of bullying occur.

IMPLEMENTATION
1. All teachers will assume responsibility for all students.
2. Classroom management will be positive rather than negative, with rewards and recognition being an integral part of classroom procedures.
3. School rules will be circulated to all parents, students and staff.
4. Class rules will be formulated by each class early in the year and displayed prominently in each classroom.
5. For breaches of classroom rules teachers will employ a series of graduated consequences, culminating with detention or removal from the classroom and parents notified. (See Pupil Welfare & Discipline Procedures 1999).
6. For persistent cases of misbehaviour, “drop down” procedures apply as detailed in “Pupil Welfare & Discipline Procedures 1999”.
7. Due to the shorter lesson time span, specialist teachers will operate on this “drop down” model.
8. Students who have received 3 detentions in a two-week period will receive an after-school detention after contact with parent(s). A Behaviour Improvement Plan may be developed and activated as a result of persistent breaches of school/class rules.
9. For serious cases of misbehaviour the child will be immediately withdrawn from the classroom or playground and parents notified. (Detention, Suspension or Expulsion may be applied in accordance with DE&T Procedures).
10. Detention records will be kept.
11. Teachers will report and act upon cases of bullying/harassment.
12. Counselling and guidance services may be sought by referral through our Special Needs co-ordinator.

Last Reviewed 2006
School Policy Manual

SUSTAINABILITY POLICY

1. PURPOSE:
Upwey Primary School aims to be a Sustainable School by reducing our ecological footprint through adopting sustainable practises in our everyday lives. We will achieve this by integrating sustainability into the curriculum and instilling a sense of ownership and pride in improving the school environment. We will lead the community by demonstrating exemplary practices in waste management, water and energy usage, and the development of the school grounds to promote biodiversity. The school will endeavour to purchase ‘green products’ in order to reduce its environmental impact.

2. GUIDELINES:
The key areas of focus for sustainability will be:

Energy
• To reduce the use of energy consumption within the school.
• To use resources and equipment as efficiently as possible.
• To include students in the process of developing and maintaining an Energy Efficient school.

Waste
• To minimise rubbish and recycle our waste throughout the school, as much as possible, on a daily basis.
• To include the school community in the process of developing a Waste Wise school.
• To ensure that students take responsibility for disposing of food scraps, paper and rubbish in the appropriate manner.
• To promote rubbish free lunches and (reward those who participate regularly).
• To maintain the compost program.

Biodiversity
• To plant indigenous plants with the exception of the school vegetable garden.
• To involve community members in maintenance of school grounds.

Water
• To reduce the water consumption within the school.
• To use resources and equipment as efficiently as possible.
• To involve students and staff in the planning of water conservation initiatives.
• To assign students to monitor water usage and report wastage.
• To encourage students to appreciate the value of water.

3. IMPLEMENTATION:
• The School will review annually, a School Sustainability Plan
• The School will ensure that Sustainability will be a Concept as part of the two-year rotation of integrated units across all levels.
• Professional development will be provided to the staff to help support the incorporation of sustainability into the classroom.
• Continue to work towards and maintain a five star rating in the Resource Smart AuSSSI Vic program
• Continue to enter and review the school’s utility usage into the online School Environment Tracking System (SETS).
• Maintain a sustainability committee with members of staff, students and parents.
• The School will encourage community participation in environmental projects undertaken. We will also promote sustainable living through educating the school community through our students, newsletters and school website.

4. EVALUATION:
This policy will be reviewed by the Sustainability Committee in 2016 as part of the 3 year review cycle. School Council will be responsible for the ratification of this policy. This policy was last ratified by School Council in 2013.
PURPOSE
To develop “best practice” in teaching and learning so that all students are engaged in the educational process which supports their learning styles.

GUIDELINES
The aims of the policy are to:
1. Encourage best educational practice.
2. Encourage students’ confidence and self esteem through the involvement in activities related to their own learning styles.
3. Develop in students and staff an awareness of a wide range of learning styles.
4. Encourage all students to achieve their potential: academically, creatively, physically and socially.
5. Develop and use strategic interventions to better address the developmental needs of individual learners.

IMPLEMENTATION
1. Investigations will be completed into the recognition of each student’s learning styles.
2. All individuals will be given the opportunity to complete activities particular to their own individual learning styles.
3. To develop teaching and learning styles as detailed from resources such as Bloom’s Taxonomy, Gardiner’s Multiple Intelligences and De Bono’s Six Thinking Hats.
4. Integrated units will be developed and used at each CSF level.
5. Individual Learning Plans will be developed as required to cater for students requiring remedial or extension activities.
6. Incorporation of Learning Technologies will be encouraged in all facets of the curriculum.
7. Assessment in all Key Learning Areas (KLAs) will be through formal and informal tasks catering for learning differences.
8. A Teaching and Learning Coordinator will be responsible for purchase and maintenance of resources and equipment.
9. All staff members will be informed about, and become familiar with, a variety of learning styles.

Last Reviewed 2002
TECHNOLOGY

PURPOSE
As technology is such an important part of everyday life, students need to integrate theory and practice. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

GUIDELINES
1. Technology education aims to develop in students:
   - a systematic and creative approach to generating technological solutions
   - the knowledge and skills to use a variety of equipment and resources
   - an understanding of the principles for safely operating equipment
   - the ability to explore and assess the past and potential consequences of using technology
   - a sense of self confidence and self sufficiency in dealing with technology.

2. Students will experience the technology process
   - investigating
   - devising
   - producing
   - evaluating

IMPLEMENTATION
1. A number of approaches will be used:
   - specific classroom activities
   - integrated/thematic approach
   - activities in the art and craft and science programmes.

Last Reviewed 2000
Financial
FINANCIAL PROCEDURES

PURPOSE
To ensure financial accountability to the D.S.E., School Council and community.
To ensure information regarding financial procedures is communicated effectively.
To ensure that financial procedures effectively allocate resources to areas in order of priority.

GUIDELINES
1. The Finance Committee will meet each month prior to the scheduled School Council meeting or as required by budget demands.
2. The Finance Committee will examine and make recommendations to School Council on payments for the previous and next month, ensuring that these expenditures are in line with budget guidelines, and that the current bank reconciliation is accurate.
3. The Finance Committee will prepare the annual school budget for School Council approval.
4. The Principal will ensure adequate internal procedures to ensure the financial accountability of program convenors.
5. The Bursar and the Finance Committee will oversee the end of year financial operations (as required).
6. The Principal will oversee the accountability of fixed assets.

IMPLEMENTATION
1. Each month the Finance Committee will examine the following financial documents:
   * Statement of receipts and payments
   * Bank reconciliation
   * Summary of bank accounts
   * Annual program budget summary
   * Cash receipts and payments journal
2. The Finance Committee will present the following financial information to School Council:
   * Statement of receipts and payments
   * Bank reconciliation
   * Summary of bank accounts
   * Annual program budget summary
3. As a guide, the Annual School Budget Process will commence in August, ratified in November and confirmed by School Council in February of the new school year.
4. Program convenors are responsible for budget submissions based on an evaluation process.
5. The Finance Committee will allocate funds to programs based on the Annual School Development Plan (Priorities) drawn up by the Education Committee and approved by School Council. This Annual Plan will include Charter goals and priorities.
6. Program Convenors will be notified of the proposed funding level for the following year.
7. An appeal process is available to program convenors.
8. Program convenors are responsible for the financial management of the program budget allocated by School Council.
9. The program convenor, after verifying that funds are available, has power to authorise expenditure from their own particular program budget, using school order forms in accordance with government guidelines.
10. Delivery invoices are to be checked by the program convenor to ensure delivery of items ordered.
11. Following point 2, the program convenor authorises payment of the relevant invoice and completes the relevant assets register form.
12. Each month, the program convenor will ‘examine’ the program to ensure the accuracy of the ‘Program Budget Transaction Report’.
13. Program expenditure will cease at the end of October in each year to allow time for accounts to be finalised.
14. An audit of fixed assets and major equipment will be conducted in November/December each year.

Last Reviewed 2014
Due for review: March 2015
Rationale:
Internet banking provides the school with the opportunity to undertake various banking functions online which realise savings in banking fees and administration costs as well as providing improved service to staff and suppliers.

Aims:
To utilise the benefits of Internet banking whilst ensuring the school’s procedures and internal controls meet the Department’s requirements in accordance with ‘Education Training and Reform Regulations 2007’

Implementation:
- Payments through Internet banking software must be authorised by the Principal and a member of the School Council nominated to authorise payments.
- The school Business Manager cannot be nominated as an authoriser even if He/She is a member of School Council
- Internet Banking may be used for payment of Invoices and Local Payroll including ‘Bulk Payments’ and ‘Pay Anyone’ transactions and staff reimbursement transactions.
- Setting up of initial transaction details and any changes will be the responsibility of the Business Manager or Office Manager. An authorised officer will verify accuracy of all details.
- Changes to creditor and payee details will be in writing and authorised by an approving officer
- All documentation required for electronic payments will be obtained, completed, checked and authorised by approving officers as per Department guidelines.
- ‘Pay anyone’ transactions will be checked and authorised by the Principal and a second authorised signatory. The Business Manager or delegate will be responsible for inputting payment details from CASES 21 processing.
- The finance committee is to be provided with and approve the list of personnel/suppliers/creditors that are paid by ‘Pay Anyone’ including additions/alterations to the list if they occur.

The Principal must sign all paperwork and a copy of the internet transaction and supporting documentation must be attached. This includes print of payment screen showing creditor name, address, account number
The original invoice must be attached.
The Principal should also sign the internet voucher and it must be attached to the payment voucher

For local payroll processing, the screen for payment should be printed and signed by the Business Manager (or Principal where the Business Manager is processing the payment) PRIOR to authorising final payment. The Principal must sign the final payment authorisation once completed. All transactions must be properly authorised and stored securely.
A daily limit of $5000 to be set.

Resources:
- Provision of up to date secure banking software.

Evaluation:
Procedures should be reviewed annually to confirm/enhance internal control.
Regular revision of associated costs should be undertaken by the finance committee

Responsibility:
Principal and School Council

Ratified at School Council: March 2014

Due for review: March 2015
INVESTMENT POLICY

Rationale:
• School Council has a responsibility to manage school funds and in doing so, has a responsibility to invest funds in a manner that generates the maximum interest revenue with institutions that represent low risk.

Aims:
• To ensure maximum interest returns on low-risk investments.
• To ensure the cash flow needs of the school are not compromised by the investment of funds into inaccessible accounts.
• All invested funds must be targeted for specific purposes.

Implementation:
• All grants and other payments from the Department of Education are paid into our school’s individual ‘at call’ High Yield Investment Account.
• These funds, plus locally raised funds, are then transferred into the school’s Official Account on a needs basis.
• School Council must consider whether or not it should leave excess funds in the High Yield Investment Account, or seek other investment opportunities. The Finance sub-committee of school council will monitor and make recommendations regarding investment of targeted funds to school council.
• School Council must maintain a manual Investment Register for all investments other than the High Yield Investment Account. The register will detail date of lodgement, investment institution, account number, amount invested, and terms of investment including interest rate, maturity date and interest earned.
• When considering investment opportunities, school council apply the ‘prudent investor test’ and ensure that funds are only invested with institutions that are prudentially sound and secure, professionally managed, and have strong financial status in reserves, liquidity and profitability.
• All investment and changes to investments, including the ‘roll over’ of existing investments, must be approved and minuted by school council, and authorised by the principal and a school council delegate.
• All investments will be made in the name of school council and be reported through CASES21.
• The cash-flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments.
• School Council must not deposit money directly into, or make payments directly from an investment account. All receipts and payments must be made via the Official Account with the exception of interest earned and paid directly into an investment account, funds deposited by Department directly into the High Yield Investment Account, and schools with ATO endorsement to operate a gift deductible trust fund (e.g. school library or building fund).

Evaluation:
• This policy, plus investment levels, investment terms and types of investments are required to be formally minuted and reviewed by school council regularly.

Ratified at School Council: March 2014
Due for review: March 2015