



Ballarat High School

Staff Handbook

2019



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1. Principal's Message

Leading Ballarat High School is a job that involves both challenges and joys. One of the chief joys is working with our staff. Both our teaching and ES staff bring commitment, energy and expertise to the roles they fill and underpin the success of our school.

We are a large school, a complex school with many different processes, policies and ways of working that enable us to work successfully together. This handbook is a guide to many of these to enable you to participate in our community fully.

While there are certain expectations of staff, there are also many opportunities for both professional growth and collegiality in working at Ballarat High. Our school is an enjoyable workplace in which all staff and their contributions are valued.

I wish all staff the best for your time at Ballarat High and thank you for the contribution you make every day to our students and our school.



A handwritten signature in black ink, appearing to read 'Gary Palmer'. The signature is fluid and cursive, written over a white background.

2. School Vision, Values & Goals

Ballarat High School is a community of learners who value Pride, Respect and Responsibility. We have a shared learning framework which places the learner at the centre. This framework encompasses our shared beliefs and understandings about effective learning in the 21st Century classroom. We are committed to educating the learner for the 21st Century and have most recently been developing strategies to personalise and differentiate learning for all members of our school community. This goal ensures that Ballarat High School remains at the forefront of education in Ballarat and Victoria.

As a community of learners we place significant emphasis on student connectedness and engagement and have developed approaches which allow students and teachers to build positive and enduring relationships. This stems from our innovative approach to teaching and learning and by providing structures to support student learning. In building a 'Learning Community', we have developed a Year 7/8 team structure, Year 9 ARCH program and our pathway program Years 10 to 12 which allow our teachers to model innovative teaching and learning practices.

The small team structures have now been enhanced by the introduction of learning mentors for all students. This ensures that every student in our learning community has a mentor who understands how they learn and helps them to achieve their best. This approach ensures that all students interact in a safe and positive learning environment. Our extensive enrichment programs and exceptional facilities extend their talents beyond the classroom.

Learning Framework

At Ballarat High School we have developed a shared Learning Framework which guides our learning within our community. The framework is reflective of our context and explicitly explores an understanding of how we learn and the conditions required for positive learning to occur.

Our learning culture is sustained and developed by having a number of school-wide priorities which link to learning. We have a Teaching & Learning Team which explores concepts around learning and guides the development of learning in our community. In addition we have a Curriculum Committee which looks at how our pedagogical practices meet the needs of the learner of today. This committee is comprised of faculty leaders who provide a link between pedagogy and curriculum and are the link to supporting the classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

The final and most crucial aspect of our school commitment to learning is our professional learning and growth. As we have a shared Learning Framework and a community that understands that everyone is a learner we have implemented an approach to individual development that is focused on identifying potential opportunities for growth. All staff are members of professional learning and growth teams and have opportunities to develop learning intentions linked to our learning framework. This approach ensures that our professional growth is personalised and focused on the individual learner.

At Ballarat High School we are continually developing approaches to personalise learning. We want to ensure that all learners in our community have the best opportunities to succeed. Our school community has made a strong commitment to develop learning for all.

Ballarat High School's Strategic Plan goals are:

- Maximise learning growth through evidence-based teaching and learning practices for every student, every day.
- Embed a culture of collaborative professional practices.
- Enhance student agency to optimise engagement and self-regulation for all students.



Ballarat High School has a tradition of pursuing and recognising excellence under the motto of 'Duty Always'. Our ethos is supported by the core values of

Pride, Respect, & Responsibility

PRIDE is demonstrated by:

- representing our school community in a positive way at every opportunity
- achievement to the best of our ability
- celebrating and observing our traditions and achievements
- our appearance and attitudes

RESPECT is demonstrated by our:

- speech, actions and manners
- appreciation of our environment (grounds, classrooms, resources, community)
- honesty, teamwork and acceptance of others (opinions and rights)
- care, support, and safety of all members of our school community.
- positive communication and connected relationships

RESPONSIBILITY is demonstrated by our:

- personal learning and growth
- organisation, management, goal setting and achievement
- modelling and encouragement of positive behaviours
- forward thinking, innovation, creativity and flexibility
- informed decision making.

Ballarat High School is an innovative learning community committed to developing all individuals through positive relationships. We provide quality learning and diverse pathways to successful futures.

3. A – Z

Annual Implementation Plan

Each year the school develops an Annual Implementation Plan(AIP). This describes strategies and other significant projects which will be put into operation, monitored and evaluated over the year. The AIP is a detailed plan encompassing goals, targets, actions, roles & responsibilities, and success criteria for the next 12 months. A copy of the AIP and 4 year strategic plan can be found on the school's website. The AIP is endorsed by School Council each year.

Assemblies

We hold whole school assemblies at the end of each term. These are run by the Student Leadership Team and are held in the double gym. The aim of these assemblies is to celebrate achievements throughout the term and also look forward to future events.

Unless participating in the assembly, staff need to sit in the grandstands with students. Assemblies for specific year levels are held throughout the year when necessary. If you are teaching that year level at that time you are expected to attend the assembly with your students and supervise them.

Assets

It is important that we take good care of assets in our school. Staff are asked to make sure all assets have the school name permanently marked on them, preferably engraved.

All items of value are recorded in our Assets Register. It is important our records are accurate and assets well-maintained, with timely reporting of damaged or missing assets. If an item is missing, moved to another location, has been sold, is to be discarded due to breakage, scrap etc – please notify the Finance Manager.

Audio Gear

If you require audio gear (e.g microphone, speakers) for an event please discuss your needs with our Music Director, Damien Woods.

Awards Night

Awards Night is held during the last week of the year. This is a formal event where a variety of academic and extra curricular awards are presented. Staff are invited to attend.

Bell Times

Period	Monday, Tuesday, Thursday & Friday	Wednesday
1	9:00 – 9:50	9:00 – 9:42
2	9:50 – 10:40	9:42 – 10:24
Recess	10:40 – 11:05	10:24 – 10:49
Learning Mentor		10:49 – 11:37
3	11:05 – 11:55	11:37 – 12:19
4	11:55 – 12:45	12:19 – 1:01
Lunch	12:45 – 1 :35 Half time: 1.10	1:01 – 1:51 Half time: 1:26
5	1:35 – 2:25	1:51– 2:33
6	2:25 – 3:15	2:33 – 3:15

Bike Racks

Bike racks are located at the back of the school site behind the maintenance sheds. Students are able to access the racks at the beginning and end of the school day and should have a lock for their bike. Staff bikes should be locked into these bike racks.

Breakages/Damages

Where damage by students occurs, details should be reported to Assistant Principal of School Operations :Michele Kennedy. Students may be charged for repairs proportionate to their negligence. If windows are broken then immediate action should be taken to ensure that there is no likelihood of danger to students from broken glass.

Briefing

Once a week during recess a staff briefing is held – with biscuits - in the staff common room. The aim of briefing is to bring staff together to celebrate achievements across the school and also to provide information about upcoming events and all staff are expected to attend. The day of briefing is marked on the term planners.

Buses

We have a large number of students who travel on buses to school. Country buses arrive at the bus turning circle between High school and the Specialist School – an area included in yard duty areas. City buses drop/pick up from a bus stop on Sturt street at the front of the school and also from a stop on Gillies Street. MYKI is used on city buses. For further instruction on how to book buses for school excursions please refer to the Finance Manager.

Camps

Camps are seen as valuable parts of school curriculum, providing social and practical experiences that are not possible within the classroom. They also provide an opportunity for staff to connect with students and build relations outside the classroom. Parent permission forms must be signed by parents and returned to the School, together with any applicable payment. No student will be permitted to attend a camp unless all required forms have been correctly completed and returned and all payment has been made.

The Year 7 camp occurs early in term 1 and has an orientation/getting to know each other focus. The Year 8 camp occurs later in the year and is focussed on introducing adventure activities in a safe environment. This gives the students an introduction to some activities that the students may undertake in Outdoor Education in later years.

Canteen

The canteen is open at recess and lunchtime and sells a wide range of healthy food. During term one year 7 students will be allowed to attend the canteen a few minutes before the bells at recess and lunchtime.

Staff can pre order lunch by ringing the canteen by 9.30 on the day. If staff need catering for an event they need to provide at least 3 days' notice to the canteen. Staff organising food events that influence student use of the canteen or who are taking large groups of students out of the school need to notify the canteen beforehand.

Staff who are on yard duty on the canteen line should arrive before the beginning of the break they are covering and are required to actively supervise students' access to the canteen – their behavior but also their actions while within the self serve section of the canteen (please see yard duty for more information). One teacher is assigned to supervise the canteen line, the other duty teacher needs to supervise the seating area and actively require students to keep their area clean through actions such as taking a bin around.

Carparking

There are three main areas that staff park in.

1. The main staff car park at the back of the site – accessed through the road next to the Sturt Street oval. This has extensive parking and provides easy access to the central and western areas of the site.
2. Limited off street parking is available through the service road at the Sturt Street front of the school. Pay attention to council parking restrictions as they are policed.
3. Limited off street parking is available in Carlton Street heading towards the lake. This provides easy access to the eastern areas of the site.

CONFLICT OF INTEREST (COI)

COI arises in circumstances where an employee's public duty is influenced, or can be seen to be influenced, by a private interest. While such situations can lead to corruption and fraud, they mostly arise innocently and independently of any fraudulent intent. COI refers to situations where private interests can be seen to unreasonably influence public duties.

COI can be actual, potential or perceived.

An **actual** COI refers to the situation where an employee's private interest is capable of unduly influencing their exercise of a current public duty.

A **potential** COI describes circumstances where an actual conflict of interest may arise in future if a certain condition is fulfilled.

A **perceived** COI occurs where a reasonable person might suspect that an employee is subject to a real COI, whether or not one actually exists.

Private Interests

The term 'private interests' includes not only an employee's own interests, but also the personal, professional or business interests of individuals or groups with whom they are closely associated, such as relatives, friends, or even rivals and enemies.

Pecuniary interests involve an actual, potential or perceived financial gain or loss. Money does not need to change hands for an interest to be pecuniary. People have a pecuniary interest if they (or a relative or close associate) own property, hold shares, have a position in a company bidding for government work, or receive benefits such as concessions, discounts, gifts or hospitality from a particular source.

Non-pecuniary interests include professional or personal affiliations, such as membership of a club or religious or ethnic group. Personal values may also lead to a COI where they are likely to impact on the proper performance of public duty, or be reasonably seen to do so. Both pecuniary and non-pecuniary private interests can conflict with an employee's public duties.

Employee Responsibilities

All employees, including leaders, have a responsibility to avoid any COI that may affect their public duty. Where a conflict is identified, reasonable steps must be taken to address/manage it.

All employees are responsible for:

- Being aware of their obligations under DET COI policy
- Continually assessing their private interests and public duties in order and identify whenever they are subject to a COI
- Reporting identified COI to their manager, or relevant person.
- Assessing the risks related to identified conflicts and taking reasonable steps to address these risks

THE MAIN AREAS OF COI RISK

Risks of COI are typically significant in relation to three types of activity:

- Recruitment and Selection
- Procurement (tendering, purchasing, contracting)
- Funding allocation or licensing.

Other areas of high risk include contractor management, other work (external employment), receiving gifts, benefits or hospitality, complaints management and disciplinary processes, and managing private/public partnerships.

THE MANAGEMENT OF COI RISKS

There are three steps in managing the risks of COI:

Assessment – assessment of whether there is an actual, potential or perceived COI. If staff need to report a COI or are unsure of whether there may be a COI they should discuss the issue with a Principal class (teaching/ES) or Business Manager (ES)

Risk management - the school leader to whom the COI is reported needs to assess the risks to the public interest arising from any COI and determine the best way to manage any risk. They need to take reasonable steps to address the risks of identified COI to protect the public interest.

These steps may include the following:

- **Register** the details of the actual, potential or perceived COI
- **Restrict** the employee's involvement in the duty subject to the conflict
- **Recruit** a disinterested third party to oversee part or all of the duty
- **Remove** the employee from all responsibilities in relation to the duty
- The employee **relinquishes** the private interest
- The employee **resigns** their public office temporarily or permanently

Any decisions in relation to the management of COI including decisions not to take any action in a manner need to be recorded. Decisions may, for example, be recorded on the employee's personnel file. Confidentiality needs to be maintained in managing private information obtained through this process.

Monitoring

The identification and management of COI should be subject to regular review—periodically and in response to any changes in circumstances

BREACHES OF COI REQUIREMENTS

A failure to take reasonable steps to identify, report and/or manage a COI in accordance with Department Policy may constitute a breach of the legislative instruments that govern the conduct of employees. Disciplinary action may include a reprimand, a fine, a reduction in classification, or termination of employment; it must be proportionate with the seriousness of the misconduct.

Principal Requirements

Principals are required to make an annual Declaration of Private Interests through an online process as well as follow all other requirements of the DET COI policy framework. Principals are required to report COIs to their Regional Director.

Gifts, Benefits and Hospitality

All staff need to follow the requirements of the DET GIFTS, BENEFITS AND HOSPITALITY policy. The community expects high standards of integrity and impartiality from Victorian public sector employees and we must not accept gifts, benefits or hospitality that influence, or give the impression they could influence, any decision unfairly. Whenever we accept gifts and hospitality we must always act fairly and objectively and maintain public trust by being honest, open and transparent.

In order to best meet the needs for integrity and transparency in relation to gifts, benefits and hospitality all staff who receive offers of gifts, benefits or hospitality should report the offer to their Manager who will act in accordance with the DET policy to determine whether the gifts, benefit or hospitality should be accepted and in what form. In general offers of gifts, benefits and hospitality to the school that meet the requirements of the DET policy will be utilised to support parent groups, specific programs within the school or be randomly allocated to staff.

Calendar

The school calendar is located on EduMate and is updated regularly. All dates for school events must be emailed to Associate Principal – School Operations: Michele Kennedy as soon as possible. Make the calendar your reference point when organising excursions or activities so that there are no clashes or too many events occurring at once. Permission must be gained for excursions, incursions and special events.

Care of Rooms

Please take good care of the classrooms you work in and instill in students a responsibility for these rooms also. While cleaners come through rooms at the end of each day, it is not their role to pick up papers, tidy furniture, clean whiteboards, close windows – that is the responsibility of the users of rooms. You should aim to leave rooms as you would like to find them yourself. At the end of each term there are usually specific instructions for how the rooms need to be left (i.e chairs stacked)

CCTV

We have a closed circuit television system which views and records footage from our “hot spots”. All of these cameras follow DET guidelines and do not record staff areas or other designated privacy areas. These cameras primarily allow us to keep an eye on areas where damage occurs around the school.

Chaplain

We are fortunate to have a school chaplain . Our chaplain is a key member of our Student Services team and provides support to both students and staff. Staff are able to approach the chaplain for support with any issues.

Chronicles

All teachers are able to order a teacher organiser (chronicle) for the following year. The Library staff organise this process and teachers indicate which format book they want by the end of term 3.

Cleaners

Dolls Cleaners are our contracted cleaners. They provide daily cleaning to the school and also assist with special events. Specific cleaners are allocated for areas of the school – please take the time to get to know the cleaner in your area. In the general office you will find the “Cleaners’ Communication” folder where you can write specific messages – either about areas that need special attention, or special events that require a change in the cleaning schedule.

Daily Organisation

Kate Wemyss is our Daily Organiser and she is located in the Timetable office on the bottom floor of the Administration building – just across from the Photocopy room. Known absences need to be noted in Kate’s diary which she leaves on her desk. Absences for all staff on the day need to be notified to Kate on 5338 9037 by 8.00 at the latest . All teachers need to access EduMate to leave details of work or email them to Kate. Phone messages should only state that an absence is occurring, all other details of work need to be left via EduMate or email.

Daily Organisation—Planned/Unplanned Absences

Unplanned Absences

Teachers who have unplanned absences are requested to log onto Edumate and leave details of work for their classes. It is recognised that in some situations this is not possible but is the preferred option to minimise disruption to student learning. As far as is possible, those work details should be similar to what is left for a planned absence (see below). While staff are able to notify of absences via the staff absence hotline, it is not appropriate to communicate work details due to issues with the clarity of voice recordings and the quality of the phone line at times. Staff who are on planned absences of more than 2 days should set up an auto reply in their email to indicate absence and any other relevant information.

Planned Absences

Teachers are required to leave effective class work and resources for replacement teachers in the case of any planned absences. These include, but are not limited to: camps, excursions, sport, professional development, in school/out of school meetings and personal leave that is notified prior to the day it occurs.

Details of classwork to be completed must be entered onto Edumate. Digital resources for students should also be uploaded to/linked from Edumate. Any hard copy resources such as class sets of photocopies, DVDs etc. should be left with the Daily Organiser by the day before the absence or placed in the pigeon holes.

If you know in advance that your class is to be taken by a member of BHS staff, you may give hard copy resources straight to the teacher involved. As many planned absences are staffed prior to the day, in most cases teachers are able to see who has been allocated their classes – however, that may change on the day if circumstances require it.

- If students are required to use particular digital resources make sure that clear explanations are given as to how to access the resource.
- If a DVD is part of the work set, please include clear explanations about how to operate the technology.
- Details of work set should include what is to be taught, how it is to be taught and the outcomes expected from the class.
- If homework needs to be set, please include details of that work.
- If any work needs to be collected, please include details of what work and where the collected work is to be delivered (i.e daily organiser, your desk/pigeonhole, another staff member).
- If there is specific information about a particular student/s that you want the replacement teacher to be aware of – please let the Daily Organiser know those details so that can be passed onto the replacement teacher.

LSL Replacement

When a teacher takes long service leave, the following arrangements will be put in place

For leave longer than 6 weeks

A replacement teacher will be employed centrally at the same time fraction who will take on the full duties of that teacher (excepting Positions of Leadership – which may decrease the time fraction allocated to the replacement teacher). Prior to the replacement teacher beginning, the teacher going on leave is required to meet with their replacement to ensure that assessment records are discussed and transferred, a general discussion about the classes is undertaken and general directions given re the curriculum to be covered in the term. That meeting is facilitated by the LSL teacher once their replacement has been confirmed. Generally the replacement teacher will work at the desk of the class teacher for the duration of the leave. It is not expected that the teacher going on leave will provide detailed curriculum planning, but may choose to do so. Any formal reporting to parents that occurs during the leave is completed by the replacing teacher.

Daily Organisation—Planned/Unplanned Absences cont.

For leave between 4 and 6 weeks

A CRT will be employed to conduct the classes of the teacher on leave. For each senior class one and a half periods will be allocated to support preparation of class materials, student followup and minimal assessment. Due to the nature of junior allotments preparation time will be allocated on a case by case basis. The teacher going on leave is required to meet with the CRT to ensure that they have a clear understanding of what they are expected to do.

- a. If there is formal reporting due during the leave, it is expected that the teacher going on leave will have completed as much of that formal reporting as possible before their leave – even if that means that their reports are written much earlier than usual. If any input is required from the CRT or other member of BHS staff, that must be clearly communicated and planned for.
- b. The CRT must be given a clear outline of the curriculum to be covered during the period of leave.
- c. While lesson by lesson planning is not required to be left, weekly outlines of what should be covered need to be developed by the teacher going on leave and given to the CRT.
- d. The CRT should also be provided with a printed list (including photos) for each class group and notes on any student related issues that may exist with classes.
- e. In order to ensure a consistent approach to student learning, resources that would normally support that area of the curriculum should be collected and given to the CRT. It is not expected that they would be required to devise resources from scratch but would rely on the resources developed by the teacher or KLA.

Assessment completed by the CRT should consist only of work that has been completed fully within the period of leave. Any SACs must be either fully moderated within the KLA or arrangements must be made for the assessments to be completed by other BHS staff. A consistent process for making assessment judgements and recording those judgements should be put in place – with the CRT's system matching the requirements of the class teacher.

There may be occasions where we are not able to cover the full load of the teacher with one CRT and in fact may cover it through a mix of CRT/BHS staffing. In those instances, the above requirements for curriculum/assessment support remain, but the time allocated to support those may vary. However, the principles underlying the provision of support time still need to be adhered to. Outcomes will be negotiated with the staff involved by the Associate Principal – School Operations and Daily Organiser.

For leave between 1 and 3 weeks

A CRT will be employed to conduct the classes of the teacher on leave. For each senior class one period will be allocated to support preparation of class materials and student followup. Due to the nature of junior allotments preparation time will be allocated on a case by case basis. The teacher going on leave is required to make contact with their replacement to ensure that the CRT has a clear understanding of what they are expected to do.

If there is formal reporting due during the leave, it is expected that the teacher going on leave will have completed that formal reporting before their leave – even if that means that their reports are written much earlier than usual. If any input is required from later assessments (i.e exams, SACs, common assessment tasks), that process will be negotiated with the KLA involved.

The CRT must be provided with

For absences of 1 week

- A printed list (including photos) for each class group
- Lesson plans for each class, including what is to be taught, how it is to be taught and the outcomes expected at the end of the week.
- Details of any homework that is to be set
- Notes on any student related issues that may exist with classes
- Correct number of photocopies of any handouts/resources to be used with classes
- Details of any work/tasks that are to be collected up for you to assess upon your return

Daily Organisation—Planned/Unplanned Absences cont.

For absences of 2/3 weeks

- A printed list (including photos) for each class group
- A day by day outline of what is covered for each class with clear outcomes to be achieved by the end of the absence.
- Details of any homework that is to be set
- Notes on any student related issues that may exist with classes
- Copies of resources that will need to be photocopied.
- Details of any work/tasks that are to be collected up for you to assess upon your return

No assessment of student learning should be undertaken by the CRT. Assessments will be completed by the teacher either prior to the leave or on return. There may be occasions where we are not able to cover the full load of the teacher with one CRT and in fact may cover it through a mix of CRT/BHS staffing. In those instances, the above requirements for curriculum/assessment support remain, but the time allocated to support those may vary. However, the principles underlying the provision of support time still need to be adhered to. Outcomes will be negotiated with the staff involved by the Associate Principal – School Operations and Daily Organiser.

Any concerns about the approach of a CRT or staff member in covering a class should be discussed with the Daily Organiser.

EduMate

EduMate is our learning and absence management system. It is how we mark absences, record work done in class, record assessments and information about students. Parents and students also receive logins to EduMate which makes it also one of our key communication tools Training will be provided to staff on how to use EduMate. EduMate makes it simple to communicate with parents.

Roll Marking on Edumate

Edumate provides our online attendance marking system. It is vital that rolls are marked within class and marked accurately. Edumate will send reminder emails regarding unmarked rolls and it also communicates with parents about absences on a daily basis. Teachers need to mark their rolls in classes at the beginning of the class. Edumate data is the legal record of a student's attendance and it is a vital part of a teacher's professional responsibilities to complete it accurately and in a timely manner. Instruction booklets and training is provided to staff on how to rollmark with Edumate effectively.

Debating/Public Speaking

We have a long successful involvement with both debating and public speaking. We participate in South Street Debating extensively and also in the DAV state competition. Students also participate in many public speaking competitions such as the Legacy competition. We support student involvement in these areas with staff leadership positions.

Displays in Rooms

We encourage staff to display student work and learning materials in classrooms and to ensure that students respect the displays of other classes. Common sense needs to be used in how you decide to attach work to walls and other classroom features.

Food/Drink in Classes

Students are able to have water in class with them to drink at any time. Other items of food and drink may be permitted for special events. The safety aspects of using hot food or drinks must be considered before they are permitted

Fundraising

While the school supports fundraising for both external causes and also internal events, fundraising needs to occur in ways that cause minimal disruption to student learning and which reflect school values. All proposals for fundraising need to be approved by the School Leadership team.

Graduate/First Year Teacher Support

All teachers in their first year of teaching receive a 1 period allowance or equivalent to support their first year. All first year teachers are allocated a Teaching Mentor who works with the graduate to support them through the VIT full registration process and who provide support for their integration into the school. The VIT registration process is overseen by the Learning Specialist - Pedagogical Practice : Sarah Mackenzie.

Induction

New staff are involved in a formal induction program. This program begins at the end of the previous year with a one day program. Another day is held at the beginning of the new year and staff are also involved in a regular program throughout term 1 – organised by the Learning Specialist - Pedagogical Practice : Sarah Mackenzie.

Instrumental Music

Year 7 students are offered the opportunity to learn a wide variety of musical instruments. In a program unique to Ballarat High School, students wishing to learn a band instrument (flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, euphonium and tuba) may enrol in a Band class, in which elementary tuition in their instrument is timetabled. Tuition is also offered in drums (kit and percussion). This can lead to participation in the year 8 band classes, music performance classes in year 9 -12, and participation in one of the extra curricula music groups, such as Intermediate, Senior Concert Band, Bob, Whiz Bang Orchestra and a variety of ensembles. Regular public performances are a key element in the program.

Instrumental music students receive tuition which involves withdrawal from timetabled classes on a rotational basis.

Keys

Each staff member will be issued with the required keys for their classroom, office and other areas upon request to the Personnel Manager. Staff are responsible to report lost keys and organise replacement keys with the Personnel Manager: Tracey Ginn. Staff keys should not be kept on a Ballarat High School lanyard.

Leading Teachers

We have 9 Leading Teachers across our key priority areas:

- Curriculum Leader (Sharon Eppingstall)
- Assessment & Reporting Leader (Steven Pompe)
- Literacy & Numeracy Leader (Tom Arnold)
- VCE/VCAL Leader (Jenni Nicholls)
- Flexible Learning Leader (Anthony Nunan)
- Learning Mentor Leader (Steve White)
- School Operations Leader (Michael Sordello)
- Community Development Leader (Grant Luscombe)
- Information Technologies Leader (Jack Marshall)

A key part of their roles is to support staff in these areas so please approach them for further information/any questions about their areas of leadership.

Learning Mentors

At Ballarat High School we are continually developing approaches to personalise learning. We want to ensure that all learners in our community have the best opportunities to succeed. Our school community has made a strong commitment to develop learning for all.

At Ballarat High School every student has a Learning Mentor. The role of the Learning Mentor is to ensure that students are supported in their learning goals and can achieve to their full potential. Being able to have a continual dialogue with students about how they learn ensures that we understand learning strengths and challenges for each child.

As a school we have high expectations for all our learners and this is reinforced through our Learning Mentor approach by mentors having:

- An understanding of how students learn
- A commitment to building a positive relationship with learners
- A belief that we can all learn and being explicit about our expectations
- A knowledge of the learner's interests
- A knowledge of the learner's supports
- A knowledge of the learner's attendance patterns
- A knowledge of how the learner is going in their classes
- The ability to refer the learner to seek further support if required

Learning Mentors help learners to develop a greater understanding of their learning capacity and provide them with opportunities to build their skills and abilities. Learning Mentors meet with learners once each week and are an important link in the student, parent, and teacher relationship. In addition mentor groups also explore the learning preferences of individuals and regularly celebrate learning achievements both formally and informally.

Learning Specialists

We have appointed 5 Learning Specialists for 2019

- English – Year 7 & 8 : Simon Lasslett
- Maths – Year 7 & 8 : Melissa Pompe
- Pedagogical Practice : Sarah Mackenzie
- VCAL : James Petrie
- STEM : Donna Phillips

The role of Learning Specialists is to support the development of excellence in pedagogy/teaching and learning.

Lateness/Early Departure

If a student is late to school they must sign in at the General Office. If a student is leaving during the day to attend an appointment, the parents should contact their Team Leader / Learning Leader/ Year 9 Core Teacher and provide an explanation. The student should then sign out at the General Office at the appropriate time.

If a student is ill, they should go to sick bay who will contact home if necessary.

Heads of Faculty

We have the following Heads of Faculty:

English: Daniel Kelly

Humanities: Fiona Lindsay

Maths: Deb Hutchinson

Science: Elizabeth Kent

Languages: Simon Coles

Technology: Malcolm Clarke

HAPE: Faith Scholten

Performing Arts: Damien Wood

Visual Arts: Kaitlyn Fry

All Learning Areas have leaders with time allowances to coordinate both the administration of the learning area and also lead curriculum development. They work closely with the Curriculum Leader and represent their Learning Area on the school's Curriculum committee. Learning Area meetings are included on the school meeting schedule and confirmed dates are included on the term planners

Learning Enhancement

Students who qualify for disability funding are coordinated by the Inclusion Coordinator: Karen Lee. She manages the funding for the students, coordinates the program and aide time and oversees the communication with parents. This position also provides support for students who don't qualify for funding but have learning disabilities – usually in the provision of support for the teachers who work with these students.

Leave

As specified in the Victorian Government Schools Agreement 2017 and the BHS Staffing Policy, staff are entitled to a number of types of leave. Generally speaking leave needs to be approved by the Principal, and written applications need to be lodged with the Associate Principal – School Operations: Michele Kennedy.

Lockers

Students should not be at lockers between periods 1 and 2, 3 and 4, 5 and 6. Staff are asked to help enforce this expectation.

Long Term Planning Document

Each year under the enterprise bargaining agreement (EBA) the school through its consultative committee produces a long term planning document for the following year. This sets out development of workforce plans, the planning and organisation of the program of instruction in the school, organisation of work including the face to face teaching requirements, organisation of educational support class work, including time in lieu, organisation of work of teachers in their first twelve months of teaching, organisation of classes including class sizes, and the structure of selection and other panels for the purpose of making recommendations to the Principal. This document is communicated to staff by the last working day in November each year and available also on the Tardis.

Library

The BHS Library plays a vital role in supporting the teaching and learning programs of the school. They provide a wide range of curriculum resources and a supportive environment for both individual and class learning activities. The Library Team collaborate with classroom teachers to develop information literacy skills and to promote a reading culture throughout the school.

Library Bookings:

The following spaces are provided in the BHS Library:

The Library Classroom Space is an ideal venue for an introduction to research. Librarians are available to support teachers in delivering research skills lessons, finding and evaluating resources (print and online), summarizing and note-taking and referencing. There is access to a large screen TV (with HDMI & Apple). Students also have access to 18 desktop computers.

The Reading Space has been established for English classes and their Wide Reading/Growth Potential sessions. The librarians are available to help students select books to read based on their reading level/interests. There is also a wide selection of manga and graphic novels.

Private Study Space is available for our senior students for individual study during private study periods only. Students are required to sign in.

Integration Support area where ES Staff work one on one with our students.

When booking any of these spaces please speak to one of the librarians prior to your visit so they can help you find resources, teach Information literacy skills or provide Book Chats.

Please note : Senior students who require space for group work are to go to the SLC.

Library Resources:

The library has a number of print and online resources available to staff and students.

Reading Space collection: includes fiction, graphic novels, biographies, magazines & picture books.

Classroom Space collection: the Non Fiction collection includes a wide range of NF books as well as a reference section (including class sets of atlases and dictionaries).

Library collection for staff : the main **Teacher Reference (TR) collection** (located in the library workroom) contains Learning Area texts (including all class texts), the ISP collection (for resources to assist with differentiated learning), a wide range of posters and maps and the DVD collection. The class sets are located near the Library Classroom space.

BHS Library Website : The BHS Library website is available from the Tardis and Student Hub. The website provides links to digital resources available to staff and students, including the Oliver library catalogue, relevant databases, research support information and subject pathfinders. The website is available at school and at home. Staff are welcome to request their own page on the Library Website. Please speak with the librarians who are available to assist in curating and creating your subject pathfinder.

ClickView : ClickView is an online video database located on the Tardis and Student Hub. It is accessible to both staff and

students. If you need assistance creating clips, or require any additional programming library staff are happy to assist. We can also run training programs as required.

Catalogue : Our OLIVER catalogue is available from the BHS Website & Tardis.

Library Services:

Information Literacy/Research Skills : BHS Librarians collaborate with classroom teachers to support the development of information literacy skills in students, making use of the library facilities provided in the Library Classroom Space and appropriate online resources. Please speak to the librarians at the beginning of research tasks for support in developing specific research skills lessons and subject pathfinders.

Reading Program : the Library team are available to support teachers in developing engaging reading programs by providing book chats and one-on-one support with students.

Resourcing : the Librarians work closely with Heads of Department to resource the curriculum. If you require additional resources, please speak with both the HOD and librarians.

ClickView : The library staff are able to add free-to-air television content to ClickView. If there are programs that you require, please speak to the library staff to have them added to the collection.

Laminating : the Library Assistant can provide laminating support for resources from small cards, to A4, A3 & poster size.

Binding : of booklets and student work can also be completed in the Library.

Class materials : palm cards and coloured paper can be purchased for class use.

Cataloguing : The library staff catalogue **all** books purchased by Departments, as well as **all** books received as donations acquired from publishers or Professional Development. Please see the library staff when acquiring new resources to have them added to the collection.

Sending students to the library:

Notes in student diary : ALL students are expected to have a note in their student diary outlining the time and activities they will be completing while in the library (this includes when a student is sent to the IT office during class time). Please do not send more than 4 students at a time to the library. Students who are not on task will be asked to return to the classroom and a follow up email sent to the classroom teacher.

Group activities : the Library cannot support group activities due to the shortage of meeting spaces. Please make alternative arrangements.

Library opening hours:

Monday - Thursday 8.30 – 4.30 pm

Friday: 8.30 – 4.00 pm

STAFF BOOK CLUB

If you enjoy reading, or would like to meet colleagues in a casual environment, then why not join the Staff Book Club which meets once a term? Ask library staff for information.

Lost Property

General Lost property is located in the sickbay. Lost gym property is generally held in the sports office.

Literacy/Numeracy Support

Intervention programs at Ballarat High School refer to students receiving specific support to assist in the area of Literacy or Numeracy to help overcome poor literacy and numeracy performance. Students are selected based on prior knowledge from Primary School transition forms, On-Demand testing results and teacher judgement. The Literacy program used is the Corrective Reading program from SRA McGraw-Hill. Written for students who have difficulty reading accurately and fluently, the Decoding programs provide a unique blend of teacher-directed instruction and high-frequency practice to accelerate decoding. The Numeracy program used is University of New England's Quicksmart Numeracy Intervention program. QuickSmart aims to improve the numeracy and literacy development of students who are experiencing learning problems or delays and, hence, not achieving their academic potential. Students are withdrawn from class to participate in these sessions twice per week with the trained tutor.

Maintenance Staff

Ian O'Neill and Wayne Quick are our maintenance staff. Their "office" is in the maintenance shed near the bike racks. In the General Office there is a "Maintenance Issues" folder for staff to record any maintenance requirements. Ian and Wayne can also be emailed.

If there is a maintenance issue that poses a risk to health or safety staff need to ensure that it is immediately noted either with Ian, the General Office or Associate Principal – School Operations: Michele Kennedy. Staff are asked to be vigilant in noting damage/issues around the school and communicating any issues.

Marking Rolls

Keeping accurate attendance rolls is a legal requirement for all staff. Completion of EduMate rolls needs to occur on the day of the class, if not during the class itself – teachers should not be going home with unmarked rolls. In the case of an emergency, you need to also have a paper roll available. At 10.00am each morning an SMS is sent to parents of students who are absent without reason. It is vital that period 1 rolls are marked by that time.

Meeting Schedule

Every Monday all staff are required to attend the meeting as the meeting rotation appears on the term planner. Learning Areas and specific purpose committees are held as required and as specified on the term planner. Further details about meetings are included in this booklet (see Our Team Meetings)

Messages

Messages and voice mail messages are emailed. It is up to staff to check for messages at breaks and at the end of the day.

MIPs

The Managed Individual Pathways (MIPs) program helps all students, aged 15 and over, from compulsory schooling into further education, training and employment. Career advice is available for all students for their pathway planning. The MIPs office is located next to the library in the Sheehan wing and is open 8:30am – 4:30pm daily. Pauline Pipkorn and Andrew Wallace are our MIPS staff. Work experience opportunities are offered to Year 10 to 12 students to assist them with their careers research. In Year 10 students are expected to complete work experience during an allocated week in Term 4. Year 9 to 12 students also undertake a course counselling / subject selection program.

MIPs staff assist with career advice, pathway planning, course counselling, subject selection, university and TAFE applications (VTAC & SEAS), apprenticeships and traineeships, casual employment, scholarships, GAP year and student exchange programs, enhancement studies, resumes and application letters, career testing, alternate pathway options. The MIPs office holds all of the resources that may be required for pathway planning. Staff publish a Job Board each week with details of current employment opportunities including apprenticeships and casual holiday positions. Staff distribute a MIPs and Careers newsletter, via email, to all students each month to which parents may also subscribe.

Music Program

The school has an extensive classroom and extra curricular music program. Students access both instrumental music and classroom music in both years 7 & 8, with students able to be involved in bands and ensembles. At year 9 music becomes part of electives with pathways in the senior years including VCE and VET.

Newsletter

Every fortnight the school newsletter is sent out via email to all families. This is an opportunity to celebrate the achievements of your students, to highlight upcoming events or to share important information with our community. Contributions need to be emailed to the school email address by the Monday prior to the Friday publication date.

Office Procedures

Students are NOT to be sent to the General Office during classtime. Any items required by staff must be obtained at recess or lunchtime. Staff are to refrain from entering the General Office. School related mail may be left at the office for postage via the main office window. Please place a post it note on mail with staff initials included. Stamps are not available from the General Office for private purposes.

Money Transactions : Custody of Money:

Regulations require that all money should be receipted and banked on the day it is collected. Money must be paid into the General Office as early as possible each day.

Because of numerous cases of theft, teachers are asked not to leave money in staffrooms etc. Money lost by a staff member is to be replaced by the staff member. If safe custody is required, arrangements may be made with the General Office to place money in the school safe.

Collection of Money from Students:

There are two methods of collecting money from students:

1. Amounts of \$5.00 and more

Students are directed to pay money to the General Office before School, Recess or Lunchtime. PAYMENT WILL NOT BE ACCEPTED DURING CLASS TIMES. Students will be issued with an official receipt from the General Office when making payments.

Prior to arranging excursions it will be necessary to refer to the TARDIS under Excursions – Checklists and complete all necessary steps in order to produce Permission Slips and Charges on Family Accounts. The General Office must have 5 days notice before you are planning to distribute Permission Slips to students, to enable charges to be entered on to the system and the Permission Slips to be generated.

It is the responsibility of the teacher to check that all students have paid before the activity takes place. If students take part in the activity without paying it is the teacher's responsibility to collect the money due. Under normal circumstances a student who has not paid for an activity should not be allowed to participate. If in doubt seek clarification from a member of the Leadership Team. It would assist if cash was correctly counted prior to handing in and placed in plastic bags, which are available from the General Office.

2. Amounts less than \$5.00

Teachers are responsible for collecting money from students if less than \$5.00. A list of students must be used to record the amount paid by each student. After collecting money you need to fill in a cash slip and then hand it to the General Office who will issue a receipt. The total of cash must balance with the total number of students who attended the excursion.

Handing Money Into The General Office

All money must be handed to the General Office (by 2.00pm each day), with a Cash Slip. The teacher is to notify the General Office of those students who did not attend the activity; this is done by a marked roll before leaving for the excursion, so the charge can be removed from the family statements. This prevents problems when accounts are sent out. The General Office will issue a receipt indicating the account the payment will be allocated to.

Reusable bag–please return to bank

\$50

or

\$20

or

\$10

Two Dollar Coins

One Dollar Coins

Silver – 10¢/20¢/50¢

\$2 coins no more than \$50 worth in a bag.

If your bag is less than \$50 put a piece of paper indicating how much is in the bag.

\$1 coins no more than \$20 worth in a bag.

If your bag is less than \$20 put a piece of paper indicating how much is in the bag.

Do not mix denominations

Purchasing and Ordering Procedures

Use of the Official Order Book

All purchases must have an official School Order completed. Order books are located between the Finance Manager and Business Manager's offices. Orders can be authorised by the Business Manager or any member of the Principal team. The Finance Manager can also authorise small amounts.

The order must include estimated cost, description of goods and services, supplier details and budget code.

Quotes must be obtained for all products:

Less than or equal to \$2,500	1 quote (written or verbal)
Between \$2,500 and \$25,000	1 written quote
Between \$25,000 and \$150,000	3 written quotes
Greater than \$150,000	Public tender process

Order forms:

- * White copy – to the supplier from which goods are ordered.
- * Green copy - leave in book.
- * Pink copy - leave in order book.

Staff Are Asked To Note The Following:

If you are in possession of invoices for goods purchased, PLEASE authorise the invoice and hand to the Finance Manager immediately. Delays in submitting invoices will cause problems with accounting procedures, and will result in delays in the payment of accounts.

Requests for Cheques and/or Direct Deposits

5 days notice must be given to the Finance Manager. Cheque Requisition Forms must be completed to request a cheque to be drawn or direct deposit made.

Petty Cash

Petty cash may be claimed in exceptional circumstances for re-imbusement of purchases of \$50 or less.

A **Tax Invoice** must be provided with the petty cash voucher.

OHS Policy

This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces.

DET Occupational Health and Safety (OHS) Commitment and Principles:

DET values its people and recognises that health and safety is integral to achieving excellent educational and work performance outcomes.

DET is legally and morally committed to providing employees, students, contractors and visitors with a healthy and safe working and learning environment.

DET will so far as is reasonably practicable, take action to improve and promote OHS to prevent workplace injuries and illnesses at all DET workplaces.

Policy Objectives:

DET is committed to:

- consulting with employees and their representatives, so far as reasonably practicable, on OHS decisions and changes that affect their workplace
- reducing OHS risks through a documented process of hazard identification, assessment, implementation and review of controls
- complying with relevant legislation, DET procedures and guidelines relating to OHS
- provision of a clear statement of OHS accountabilities and responsibilities for personnel across the organisation
- strengthening leadership capability and accountability for OHS across DET
- maintaining, monitoring and reviewing the OHS management system to ensure it is consistent with the nature and risk profile of DET operations
- actively supporting the physical and psychological wellbeing of DET employees by providing access to specialist OHS advice and services
- monitoring, reporting and responding to OHS performance outcomes to drive continuous improvement
- allocating adequate resources to maintain healthy, safe and supportive workplaces
- providing appropriate OHS information and training for all DET employees to enable them to perform their roles and responsibilities safely
- reporting and investigating incidents where appropriate and acting to prevent re-occurrence.

DET employees, visitors, volunteers and contractors are required to:

- take reasonable care for their own OHS and act in a manner that does not put others at risk
- actively contribute to identifying, reporting and reducing OHS hazards and risks
- cooperate with DET on OHS matters including following DET procedures and participating in consultation and training.

OHS at BHS

Ballarat High School is committed to providing a healthy and safe environment for all employees, students, contractors, volunteers and visitors and preventing workplace injuries and illnesses. Having effective health and safety practices in the workplace will assist in identifying, eliminating or at the very least mitigating risk factors which can lead to injury, illness or disease.

OHS Committee

The OHS committee meets three times a term and provides a forum for consultation and dissemination of information on matters which are likely to affect the health, safety and welfare of Ballarat High School in accordance with the requirements of the Occupational Health and Safety Act 2004 (OHS Act 2004).

The functions of the OHS Committee are to:

- Review measures taken to ensure the health, safety and welfare of persons at Ballarat High School
- Investigate any matter that may be a risk to the health, safety and welfare of persons at Ballarat High School
- Ensure that information pertaining to the function and role of the Committee is formulated, reviewed and disseminated to all employees of Ballarat High School.

The scope of the OHS Committee involves:

- OHS training and education of employees, OHS Committee members, HSRs and Deputy HSRs;
- Monitoring and review of workplace inspections; workplace hazards, incidents, injuries and investigations;
- Development and review of risk assessments and risk controls;
- Review of safe work procedures (SWP)
- Safety rules and information;
- Emergency procedures and drills;

Decision making procedures:

The Committee has the power to make recommendations to the workplace management relating to any matters listed under Scope above or any other matters set out in the OHS legislation.

The Committee does not have the power to implement those recommendations.

Should a Committee recommendation be rejected by the Workplace Manager the Committee may elect to follow the workplace's agreed OHS Issue Resolution Procedure.

Membership:

The Committee comprises:

A minimum of 3 employee representatives as elected by the work group, and

Two employer representatives as nominated by the Workplace Manager and/or the Management OHS Nominee.

The term of office for employee Committee members is two years.

Communication:

Agendas, minutes and other materials pertaining to OHS are made available to staff through the OHS Noticeboard in the Staff Common Room and also through the OHS folder on the staff intranet (Tardis). The OHS folder on the Tardis contains a wide variety of materials related to OHS at Ballarat HS and wider OHS issues.

Hazard Reporting:

Any hazards need to be reported through one of two methods:

If the hazard does not present immediate danger, it should be reported through the maintenance book that is kept in the general office.

If the hazard does present immediate danger, it should be reported to Associate Principal – School Operations, Maintenance Supervisor or the General Office in order that the hazard can be remediated

Other Employment

Department of Education employees may engage in other employment where the activity does not conflict with their role as a public sector employee or could involve a conflict of interest. Other employment includes a second job, conducting a business, trade or profession, or active involvement with other organisations (paid employment or voluntary work). Full time employees require express permission to engage in any paid employment outside the Department or engage in the conduct of a business, profession or trade. Part time employees may not engage in paid employment outside the Department or in the conduct of a business, profession or trade that conflicts with the proper performance of the employee's duties. Please see the BHS Other Employment Policy for more detail and associated processes.

Out of School

If staff are going out of the school during the school day they need to sign out at the General Office, first ensuring that they have not been allocated extra duties by the Daily Organiser.

PA Announcements

The PA will be used as little as possible. Announcements are made only by the Office Staff, Principal, and Assistant Principals. Staff need to ring the office to request an announcement be made.

Peacock Hall

Peacock Hall on the top floor of the Admin building is the traditional centre of the school and is home to our honour boards and is classed as a war memorial. It now does duty mainly as a test/SAC venue that teachers can book classes into through Edumate. It provides a quiet venue with individual exam tables to provide classes with exam like conditions. It can also be booked for assemblies or special events but organisers need to plan how they will handle the setup and packup required for their event.

Period 5 Yard Duty

Every day at the beginning of period 5 a class is scheduled to participate in approx. 20 minutes yard duty. There is a duty teacher assigned who will collect the class, take them to the yard duty cupboard and assign areas for cleaning. A term roster is distributed at the beginning of each term. Classroom teachers are required to assist with supervision of students and ensuring they do a good job.

Photocopiers

Staff receive a photocopy fob that allows them to access photocopiers. The fob provides you with access to accounts for any learning/school area that you work in and also for Learning Mentors.

Photocopiers are located in:

- Photocopy room in Admin building
- Library
- Art wing
- Staffroom next to room 14 in North Wing
- Robinson Centre
- ALC
- SLC
- TLC

If you find that the account for one area is stopped – please contact the head of that area who will liaise with Tech Support to make further photocopying available.

Photography of Events

On the Tardis we have a number of picture libraries where photos of particular events can be stored. This is handy for the annual school magazine. If you take some photos of students involved in an event, please put copies onto the Tardis.

Pigeonholes

Each staff member is allocated a 'pigeonhole' in the staff common room (arranged alphabetically). Please check this regularly as many people will use this as a means of communicating with you and your mail will be delivered here. As parcels arrive, office staff will let you know where to collect them from.

Positions of Leadership

We have a number of positions of leadership across a variety of areas. These are advertised and staff appointed to them at the end of term 3/beginning of term 4. Appointments are made following processes outlined in our staffing policy.

Privacy Legislation

In the course of running a school that genuinely caters for the needs of individual students, we often need to gather private information.

Most of this is done through the General Office but it is important teachers understand that we are obliged to:

- Only collect personal information which is needed
- Inform parents of why that personal information is needed and how it will be used
- Use the information collected as originally intended.

It is especially important that teachers understand their obligation to :

- Keep private information secure
- Only divulge private information as required to perform your job

Professional Development

All professional development requests are to be approved by appropriate Faculty Head and Associate Principal—School Operations : Michele Kennedy and Associate Principal—Learning: Jessica Sargeant prior to the request being made to our Learning Specialist - Pedagogical Practice : Sarah Mackenzie. PD request forms can be found on the Tardis.

Performance & Development

Performance and Development planning, goal-setting, conversations, and feedback should encompass all elements of a teacher's practice in the context of their school and their Performance and Development Plan (PDP). It should acknowledge that the totality of a teacher's work contributes to improvements in student achievement, engagement and wellbeing, and place strong emphasis on the collective responsibility amongst school-based staff for the learning of all students.

Teachers will use the Australian Standards and the school's priorities to reflect on their practice and inform their PDP. Teachers will set four goals, one in each of the Domains of Teaching from the Australian Standards (Professional Knowledge, Professional Practice and Professional Engagement) and a student outcomes goal, taking into account the Domains of Teaching. Each of the goals may reference elements of the others. This approach acknowledges the holistic nature of teachers' practice.

The PDP plan documentation comprises:

- four Performance and Development goals strategies that will be used to support the achievement of each goal
- evidence that will be collected to demonstrate achievement of each goal
- reference to the Australian Standard(s) that each goal relates to.

Staff complete a plan each year on a calendar cycle culminating in a staff celebration day in December where all performance & development plans are finalised. The PDP documentation also functions as a record of the formal review conversations that will be held between teachers and reviewers at mid-cycle and end-cycle points. Supporting these formal discussions, ongoing Performance and Development conversations across the school staff should continue throughout the cycle.

RACV Energy Breakthrough

The RACV Energy Breakthrough is an annual event for human powered vehicles that the school has been involved with for a number of years. There is a position of leadership for the coordination of the program which culminates in a 24 hour race in Maryborough in November involving a number of students and staff.

Robinson Centre Theatre

The Robinson Centre Theatre is available to host events such as performances, guest speakers , anything that you wish to involve a large audience with (seats 200). However it also serves as a teaching venue for the performing arts area so careful bookings are required. Bookings for the theatre are handled by the Head of Performing Arts – Damien Woods.

Rowing

The school has a proud history of involvement in school rowing for both boys and girls in Ballarat. With our fully maintained boat shed on Lake Wendouree, we are the only government school which competes in the Head of the Lake, and we achieve considerable success in other regattas across the state and at a national level. We have a Rowing Director (Rob Simmonds) who works with the Boat Club (consisting of parents, staff, coaches and crews) to coordinate the program. A number of our staff serve as coaches for the crews.

School Magazine

We have an annual school magazine – the Arch magazine. This is published in term 4 of each year and is an optional item for students to purchase. Staff are asked to record special events or special pieces of work that may be suitable for inclusion throughout the year so that the magazine is a record of the full year at the school.

School Sport

Each student is a member of one of 4 sporting houses: Baird, Brawn, Lawson or Greenfield. These houses compete at Athletics and Swimming carnivals and our Cross Country. There are also a wide range of other sporting opportunities. If you have any questions please contact the Sports Director, Robert Simmonds. Staff are encouraged to assist in the coaching and supervision of sports teams.

As Ballarat High School is a member of the Ballarat Associated Schools (BAS), most sporting functions take place after school or on Saturday mornings. We are also part of the Ballarat Secondary School Sports Association (BSSSA). Wherever possible, if a student shows interest in a particular sport we attempt to include that student in a team. Our main emphasis is on participation and involvement. We encourage students to play on behalf of the school to enable them to become part of the school community and to identify with the traditions of the school. We have a range of summer and winter sports ranging from lawn bowls and croquet to tennis and cricket, just to name a few.

School Values

The school has three values: Pride, Respect, Responsibility. These values underpin all aspects of our school, how it operates and how we work with all members of our community. These values are clearly identified by our students and staff members are expected to model them at all times.

Security

The school has a centrally controlled security system divided into seven areas of operation. Cleaners turn off security systems and open main entry points at around 6am and turn the system back on when they leave at around 6.30 pm.

Access is available outside these hours for school purposes – see Associate Principal – School Operations : Michele Kennedy if you require access outside of school hours.

Sickbay

Sickbay is located in the West end of the Administration building, and is attended by Robyn Creelman from 8.30am – 3.30pm, Monday to Friday for all staff and students.

If a student is injured, has a medical condition or is extremely unwell they are required to attend sickbay where they will be treated or will have their parents contacted to collect them for further medical attention. The protocol for sending students to sickbay is as follows:

- Students MUST have a note in their organiser from their class room teacher stating their reason for attending sickbay and the time they leave class – this will be signed and noted in sickbay also.
- Students should not leave class with minor issues as sickbay is attended during recess/lunch when they can attend.
- Students who have serious medical conditions (such as diabetes, epilepsy, anaphylaxis) or are seriously injured must be accompanied by another student. Otherwise students are to attend sickbay alone.
- If students have a blood nose, please ensure they have tissues, paper towel or a container with them before heading to sickbay to minimise blood spills on the way.

The protocol for excursions/first aid kits is as follows:

When taking students off site a first aid kit MUST be acquired from sickbay. Please book ahead for your first aid kit as camps and pre bookings take priority. All teachers are asked to check the excursion slips and highlight students with medical conditions so they can double check with the team leaders and check Edumate.

Accident, Illness Procedures

The teacher concerned with any accident should note details of the accident, together with action taken, in the “Accident Register” and on the “Accident Report Form” in the Sick Bay. Where a student, or staff member, sustained a serious accident, or where there is any doubt about the seriousness of the accident, the local ambulance should be called immediately and the parents of the student should be notified. Names of any witnesses should be recorded.

NOTE: SICK CHILDREN MUST NEVER BE SENT HOME UNLESS PARENTS/GUARDIANS ARE NOTIFIED

Staff Association

The BHS Staff Association aims to provide the staff with a variety of different social events and also provide gifts and recognition for achievements/significant events throughout the year. Staff are asked to pay \$25 at the start of each year to contribute to these events and achievements.

Staff Attendance

Teaching staff are expected to be in attendance between the hours of 8.50am and 4.26pm. ES Staff hours will vary depending on their roles. When staff return from Personal Leave they are required to sign an Application for Leave form on the day of return to work and provide any supporting documentation to the Personnel Manager. If signing doesn't occur or documents are not presented within 14 calendar days (excluding school holidays), leave will be processed in EduPay as leave without a certificate. If documentation is provided subsequent to that processing, those details will be changed in EduPay to reflect the documentation provided. In order to ensure accurate recording of absences of less than a full day and for OHS compliance, staff need to ensure that correct departure and/or return times for appointments are entered in the staff exit/entry book located at the general office.

Any questions about individual circumstances should be directed to the Personnel Manager.

Staff Conduct

While BHS has no formal staff code of conduct, all staff are governed by the Public Administration Act, Ministerial Order 199 as well as the Australian Professional Standards for Teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS						
KNOWLEDGE		PRACTICE			ENGAGEMENT	
1. Know students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning	4. Create and maintain supportive and safe learning environments.	5. Assess, provide feedback and report on student learning.	6. Engage in professional learning.	7. Engage professionally with colleagues, parents/carers and the community.

Below is an extract of key clauses from Ministerial Order 199.

- 11.1.2 An employee must be civil, courteous and observe fairness and equity in all official dealings with students, the public, other employees at the school and other persons employed by the Department or a School Council.
- 11.1.3 Whilst on duty an employee's dress and appearance should be neat, clean and appropriate to the employee's duties.
- 11.1.4 An employee must not:
- (1) borrow money from his or her subordinates; or
 - (2) engage in any monetary transactions with other employees, whereby any interest or other return in money or kind is charged or paid.
- 11.1.5 An employee must not, without reasonable excuse, contravene or fail to comply with a lawful direction given to the employee by a person with authority to give the direction.
- 11.1.6 An employee must not, without the express permission of the Secretary or as otherwise required by law, use or disclose, for any purpose other than for the discharge of the employee's official duties, any official information or documents acquired in the course of his or her employment. The employee must ensure that, unless otherwise required by law, confidentiality is observed in relation to any official information or documents acquired during the course of his or her employment.
- 11.1.7
- (1) An employee must not
 - (a) behave in any way which would impair the employee's influence over students or standing in the community generally, or
 - (b) during or outside the hours of duty, act in any manner unbecoming his or her position.
 - (2) An employee must avoid any conflict of interest, financial or otherwise, that might affect, or may be seen to

affect, the performance of the employee's official duties;

(3) An employee must not seek, accept or obtain any financial or other advantage (including gifts, rewards or benefits) for himself/herself, his/her family or any other person or organisation if that advantage does or might compromise the employee's integrity.

11.1.9 (1) An employee must not at any time consume alcohol or restricted or dangerous drugs in such a manner as to adversely affect his/her performance of duties or official conduct. An employee must not consume alcohol while on duty except where such consumption is reasonable and in connection with an official school function or activity.

11.1.10 (1) An employee must not use, directly or indirectly, the resources of the Department, school or students of the school for any activity other than for official school purposes or other activities as authorised by the Secretary.
(2) An employee must not use his/her official position, the resources of the Department, school or students of the school to produce and/or distribute material that is not in connection with his/her official duties as an employee of the Teaching Service.

11.1.11 An employee must not –
(1) obstruct the principal of a school in the performance of his/her duties; or
(2) attempt by means of threat or otherwise to prevent or deter the principal of a school from performing any of the duties required of him or her.

Staff Personal Information

Staff can update their personal information on eduPay—Self Service—Personal Information or alternatively see the Personnel Manager Tracey Ginn and complete a staff personal details form and the Personnel Manager can do it on your behalf. It is important that these details are correct particularly in the case of an emergency.

Staff Personal Leave

Personal leave credits are allocated at the start of employment and then annually. Personal leave is available when an employee is absent due to personal illness/injury; or to care for an immediate family or household member who is sick or injured or due to an unexpected emergency requires the employee's care or support.

Employees are credited with 114 hours personal leave on full pay on starting employment and then annually. This is pro rata for part time employees according to the time fraction worked. Applications for personal leave must be supported by a required document—e.g medical certificate or statutory declaration (only if it is impracticable to obtain a medical certificate)

Full time employees are entitled to 38 hours Personal Leave without a required document annually and this is again pro rata for part time staff. Full time employees can take a maximum of 22.8 hours (3 consecutive days) at one time without a document and this is again pro rate for part time staff. Any queries about this should be directed to the Personnel Manager.

Staff Private Property

The private property of teachers is NOT insured and therefore teachers are advised to consider an all risk policy. The school, School Council or DET does not accept liability for theft of or damage to the personal property of teachers, including motor vehicles.

Staff Wellbeing

SUPPORT FOR DET EMPLOYEES (EMPLOYEE HEALTH UNIT)

Employees Assistance Program

Individual, confidential short term counselling (up to 4 sessions per presenting issue) is available to all DET employees. The service is provided by an external provider and can be accessed for work or non work related issues, including

Coping strategies Personal debriefing Conflict resolution

Stress and anxiety Relationship breakdown Depression

Substance abuse Grief and loss Bullying and harassment

Assistance to review career options

Also included is a manager assist telephone advisory service for Principals and workplace managers. This provides support to Principals and workplace managers in the management and support of employees in the workplace. Both services can be accessed by calling **1300 361 008**

Mediation

Where there are issues or an unresolved dispute between 2 or more employees in the workplace, mediation with trained, independent mediators is available. This can only occur if parties are willing to participate on a voluntary basis. The focus is on issues critical to parties rather than parties themselves and solutions are arrived at by the parties themselves.

Staff Workspaces

We have a number of staff workspaces across the school. While we don't have a policy of specialist staff rooms – this has become the default in some of our specialist areas (i.e Art, Robinson Centre, Tech Support, Science Prep, Gym) because of the nature of those areas. Staff placement in staff workspaces is reviewed at the end of each year so that we can ensure that staff are placed in the most effective position for their teaching and professional needs.

Students with Disabilities

We have a small number of students who qualify for the DET Students with Disabilities program. Their funding can provide aide time and other resources and is overseen by the Inclusion coordinator Karen Lee and the Student Services team. Teachers who work with these students will be involved in determining a suitable educational program.

Student Exits

If a student is exiting the school, the Team Leader should meet with the parents to confirm an exit date and destination and reason if applicable. An exit and transfer form must be completed by MIPs if the student is in years 9-12 or the General Office for years 7 and 8.

Student Leadership

Ballarat High School's priority is to develop leadership qualities and capabilities in all students. The school sees leadership and its underpinning attributes as being essential to successful personal outcomes both at school and in the broader community as a citizen and in employment.

Ballarat High School provides students with a range of opportunities to develop their leadership skills including, specific leadership programs, camps and seminars that further build on the generic foundations developed in the classroom learning program. The school's strong traditions and celebrations provide explicit opportunities for students to experience and participate in leadership through student leadership positions that extend from year 7 -12. Each class will elect student leaders to serve as their representatives in the student leadership group. The role of the student leadership group is to represent the students' views with staff, parents and the wider school community.

Student Services

Student Services at Ballarat High School is a team of professional and dedicated staff consisting of:

Youth Counsellors — Holly Blackburn, Shirlene Laurie & Brooke Nester

Chaplain—Margaret Benoit

MIPs/Careers Team – Pauline Pipkorn & Andrew Wallace

Sick Bay Attendant – Robyn Creelman

Inclusion Coordinator—Karen Lee

The team specialises in helping students with their physical, intellectual, emotional and social wellbeing, including pathways and careers advice. Students and families are welcome to approach any member of the team to assist in a variety of issues to ensure that students have support, understanding and direction. The Student Services Team can also refer to outside agencies should more specific assistance be required.

Student Services at Ballarat High School is supported through a number of policies and programs which aim to provide a positive and supportive school environment for all students. Some of these programs include, Resilience Building, Drug Education, Peer Support, Girls Group, Drumbeat, Anger Management and Body Esteem.

Student Teachers

We enjoy receiving pre service teachers as it gives us a chance to share our expertise and keeps us in touch with the latest from universities. This process is managed by our Learning Specialist - Pedagogical Practice : Sarah Mackenzie.

Supervision

Teachers must supervise classes at all times. Do not leave your class unattended. If you need to leave your class, please ensure another teacher is available to take your place. Lock classroom doors when leaving completed classes as students are not permitted to be in classrooms unsupervised.

Tardis

The Tardis is our internal school intranet. It is the page that appears when you log onto Internet Explorer within the school. It is the home of a wide range of information related to the school and its operations, as well as links to important resources.

Team Leaders/ Learning Leaders

Student support is provided via the Team structure. At year 7 and 8 we have 5 teams. Each team is led by a Team Leader who is responsible for 2 year 7 and 2 year 8 classes. They work with the students and teachers of these classes to support their educational needs and offer assistance on behavioural and personal issues. At year 9 two teachers (core teachers) are responsible for 50 students. At Year 10 -12 there are 2 Learning Leaders at each year level who provide support and guidance to the students and their teachers. (see Chart of Leadership roles 2019 for names/teams)

Term Planners

Each term a staff term planner is created and distributed to all staff for the following term. Staff need to communicate any events planned for the following term to the Associate Principal – School Operations : Michele Kennedy for inclusion on the school calendar and into the planner. A similar planner is provided for parents and students.

Toilets

StudentToilets

Student toilets are located in the following places:

Sheehan Wing:	toilets located on each floor
Main toilet block west of canteen:	Male/female/disabled
East canteen block:	Male/female/disabled
ALC – YR 9	Male/female/disabled/ambulant
SLC – Senior	Male/female/disabled/ambulant

Staff should only enter student toilets in the following circumstances:

1. If a student reports an issue is occurring that requires staff intervention. This should be a staff member of the same gender of the specified toilet.
2. If a staff member suspects there is an issue that requires staff intervention. This should be a staff member of the same gender of the specified toilet.
3. Staff are not to enter student toilets of the opposite gender unless in an emergency/critical incident. If this is required - the staff member should clearly announce they are about to enter the toilets to anyone who is inside the toilet area.

Supervision – Yard Duty

Staff who are on yard duty in the Sheehan Wing, canteen area or courtyard should enter the student toilets for supervision purposes only if they believe there is a possible issue, in line with the requirements above.

Supervision - PE Changerooms

The following policy applies:

P.E. teachers should visit the changeroom of students of the same sex as the teacher at least once but not necessarily remain in the changeroom for long periods.

P.E. teachers should inform students that if any disturbance/accident occurs in the changeroom or any other emergency, then this must be reported to the teacher immediately. This is particularly important for students in a changeroom of the opposite gender of the teacher where the teacher would not usually enter.

Robinson Centre toilets: The toilets in the Robinson Centre are not normal student or staff toilets. However they are opened for student, staff and general visitor use during after school events and are also utilised by VET hospitality students. Staff using these toilets need to be aware of this joint use.

Use of toilets during exams in Peacock Hall

During formal exams in Peacock Hall students will use the toilets located opposite Student Services. Under VCE requirements they may be escorted by exam supervisors.

Staff Toilets

Staff toilets are located in the Sheehan Wing ground floor, main Admin Building ground floor and Art/Technology wing ground floor. These toilets are also used by general visitors during specific events in those buildings (i.e parent teacher interviews, information sessions etc). Students are not to use staff toilets.

Underallotted/Replacement Classes

Teachers are notified of underallotted or replacement classes via EduMate (where these classes appear as part of your Diary) and a morning email. Teachers who are underallotted will receive underallotted classes in the week they would have occurred.

When classes are cancelled for any reason teachers are eligible to receive replacement classes on the day of the cancelled class. Further details about this are available in the Staffing Policy.

Uniform

The expectation is that all students will wear the correct uniform at all times to, at, and from school.

ALL students are required to be in full uniform during the School day, including travelling to and from School and on excursions, unless otherwise specified. On rare occasions when an item of uniform is not able to be worn, the parent/guardian must furnish satisfactory written explanation and the student will be issued with a uniform pass, which they must carry throughout the day. Students out of uniform without the required permission and pass will be given a detention.

Ballarat High School uniform has been designed to be both practical and cost effective. Parents who have some difficulties in providing the correct school uniform should contact the Student Service team to discuss support options.

General Appearance:

- T-Shirts, skivvies and singlets, must not be visible under school shirts/blouses.
- Hair must be kept clean and tidy; rinses, tints and extreme fashion styles are not acceptable, and must be avoided.
- Students with hair below collar length must wear it tied securely for practical classes. This is an Occupational Health and Safety requirement.
- Black leather, lace-up shoes (traditional style) must be worn and should be regularly cleaned. Ballet shoes, slip-ons, T bars, sneakers and boots are NOT permitted.
- Students with pierced ears are permitted one small stud per ear. NO other body piercing jewellery is permitted.
- No jewellery is permitted apart from a watch and/or an SOS pendant.
- The only jackets permitted to be worn at School are either a school blazer or jacket.
- Students can wear a brimmed hat or cap in navy blue. The only logo or writing permitted on headwear is the School Logo.
- The wearing of headwear in the buildings or classrooms is not permitted without specific permission.

Upfield Changerooms

Between the two back ovals we have a set of changerooms that can be utilised if you have classes using the ovals. Please see Associate Principal – School Operations: Michele Kennedy if you wish to do so.

Use of Mobile Phones

Staff may choose to mark their Edumate rolls on their mobile phone or utilize phone functionality to support learning. As expected of students, staff personal mobile phones should not be used in class to make or take personal calls or utilize the Internet for personal reasons. In case of emergency, family/close connections should contact the school office and teachers will be immediately notified and support offered to allow the emergency to be dealt with.

Use of Recording Devices – Digital Stills, Audio Recordings Or Visual Footage

Any recording of students or staff without their consent, either through the taking of photos, audio recordings or visual footage, may be a breach of the Privacy and Data Protection Act 2014 (Vic) and should be avoided. The Ballarat High School Photographing, Filming and Recording policy outlines the conditions under which students and staff can be photographed, filmed or recorded. In line with our school values and the DET Public Sector values, covert recording does not support the development of Respectful Relationships within our school community and may also involve breaches under privacy law, the VPS Code of Conduct, Ministerial Order 1038 and the VGSA.

VCAL

We offer the Victorian Certificate of Applied Learning – both the intermediate and senior certificates. These classes involve a small number of teachers working with the groups, with students involved with work placements and a VET subject as part of their program.

VET

Vocational Education & Training. We are a member of the Ballarat VET cluster which gives secondary students from Ballarat and the local area access to a wide range of VET subjects that are hosted across the secondary schools. First year VET classes across the schools are generally held on a Tuesday afternoon until 5pm, with second year VET classes following the same pattern on a Thursday afternoon. As students are required to travel to different schools, some may need to leave class early to catch the bus they need. A separate application process for these classes runs alongside our internal subject selection processes in term 3.

Visitors

Any visitors to the site must wear a lanyard available from the office. If you see anyone not wearing a badge please ask him or her what they are doing on site and advise they leave or sign in and obtain a badge at the office. Contractors will report to Ian O'Neill or Wayne Quick before working on site. If you have visitors, please meet them at the General Office and escort them to your meeting place.

VIT—Victorian Institute of Teaching

It is important that staff ensure they meet all requirements for maintaining their registration. Teachers are recommended to either use MyVIT or some other means of recording their professional learning experiences in order to easily meet VIT requirements but also have a comprehensive record of your professional learning. Each year teachers are required to attest that they have had 20 days teaching, equivalent practice or educational leadership in the previous twelve months; and 20 hours of standards referenced professional development activities that update knowledge about pedagogy, content and/or practice. Monday night professional learning sessions, Learning area meetings and other meetings are able to be counted as professional development activities. Each year a copy of your new VIT card needs to be provided to the Personnel Manager to be filed.

Whole School Sporting Events

We hold three whole school sporting events throughout the year

Swimming Sports. Held early in term 1 this is a whole day House based competition held at the Eureka pool. The whole school travels by bus, each House dressed in their house colours and a great day is had by all. A variety of sporting events are held to accommodate students who swim and those who don't. Teachers are allocated duties for the day with most staff being rostered 'on' for half a day but required at the pool for the day.

Athletics Sports. Held late in term 1 this is a whole day House based competition held at the Llanberris Athletics Complex. The whole school travels by bus to the venue and teachers are allocated duties for the day with most staff being rostered 'on' for half a day but required at the pool for the day.

Cross Country. Held in term 2 this event occurs over a double period and involves years 7 – 10 running a track around our school and into the Prince of Wales sporting complex. Staff are allocated duties to assist.



Yard Duty

Staff will be rostered for duty in various areas of the school as part of their weekly timetable.

The importance of vigilant supervision cannot be overstressed. Staff on duty must be "out and about" as the prevention of undesirable behaviour is more important than catching culprits after they have done the deeds. There is little doubt that teachers on constant patrol can prevent much vandalism, bullying and other misdemeanors.

It is desirable for the efficient functioning of the school that staff consider themselves to be on duty at all times and not only when listed for duty. The "turning of a blind eye" helps create double standards and makes it difficult for those staff who are prepared to act when necessary.

Duty areas are indicated on diagrams posted in all staffrooms. If unable to perform a normal duty session because of some other activity etc. please inform the Daily Organiser: Kate Wemyss so that a substitute can be arranged.

At the start of Period 5 each day, there is a litter duty for 15 minutes, supervised by a classroom teacher and a designated duty teacher.

Points to note:

- On wet and/or cold days the lunch arrangements will be determined by the Team Leaders. Duty staff should check with those Team Leaders in their designated area. Teachers on duty should regularly check corridors as well as the outside areas within their duty area.
- Canteen duty - check the detailed arrangements shown on the diagrams indicating duty areas - these are in each Staffroom.
- Ex-students and others who are not students are not permitted in the school grounds unless they have signed in at the Front Office and have a Visitors Pass. You may ask them to go to the office or to leave the school. Problems should be referred to an Assistant Principal or Principal.
- Smoking is not permitted and students caught smoking should be referred to the Team Leaders. The known smoking areas include the toilets, along the service road to the west of the Gymnasium and also under the pavilion near the far tennis courts. Duty teachers are to ensure that these areas receive adequate supervision.
- The bike compound is out of bounds at recess and lunch time.
- Students are not permitted to climb on to a roof under any circumstances.
- Students are not permitted to visit the shops across Sturt Street. All students including bus travellers cannot leave the school grounds after entering the grounds, without written permission from Team Leaders.
- Students should not be near the cars or bikes.
- Football and soccer are only to be played upfield on the appropriate ovals.
- Out of bounds areas are marked on the yard duty map. Please ensure students are not in these areas.
- If you wish a mobile phone can be borrowed from the General Office prior to the start of duty.

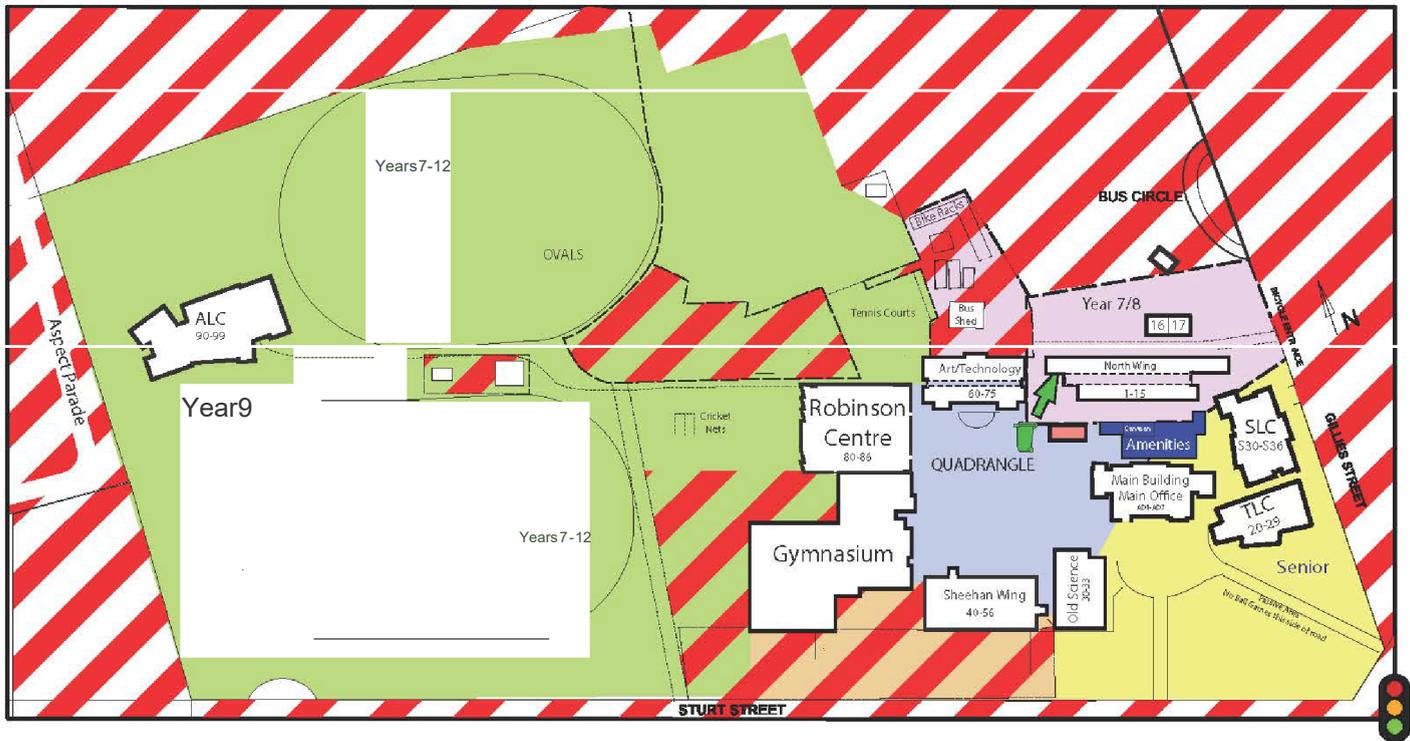
THE YARD DUTY MAP HAS DETAILED INFORMATION ABOUT EACH AREA'S REQUIREMENTS— PLEASE READ IT CAREFULLY

Supervision - PE Changerooms

The following policy applies:

- P.E. teachers should visit the changeroom of students of the same sex as the teacher at least once but not necessarily remain in the changeroom for long periods.
- P.E. teachers should inform students that if any disturbance/accident occurs in the changeroom, then this must be reported to the teacher immediately. This is particularly important for students in a changeroom of the opposite sex of the teacher where the teacher would not usually enter.

Ballarat High School Yard Duty Areas



To be effective on yard duty the teacher is required to be proactive, The teacher must be seen moving around their designated area and importantly be on time, If you are not replaced by a colleague at the second half of lunch time send a student to the GO with the information, A mobile phone can be borrowed from the General Office if you so wish,

- Canteen:**
Arrive Early, before the bell,
Students are to form an orderly queue, Yard Duty staff should supervise this queue by imposing breaks in the flow of students prevent overcrowding at the counter.
Students can not be allowed to wait at the counter for a food item to be made up, Keep an eye open for students stealing product
- Amenities:**
This yard duty area includes the inside of the Amenities Building and the 10-12 Art/Tech locker rooms, On busy days the Canteen duty teacher should be given assistance, Teachers should insist that students not in the queue are seated and that rubbish is placed in the bins provided The smaller Amenities common room is for the exclusive use of Year 12 students,
- 17 Quadrangle:**
Ball games should be limited to handball on the courts provided The ground is a passive area, Students are not permitted in the Technology Building or the North Wing except on wet weather days when given permission by the appropriate Team Leader. On these days yard duty staff should assist with the supervision of students inside,
- 1-7 Ovals:**
The ovals and soccer ground are only for active games and sports, The old tennis courts can be used for ball games such as cricket with a tennis ball II, but not football II (to prevent damage to nearby cars), Students are not permitted to engage in games that involve overt aggression or tackling.
Cricket balls should only be used in the nets and by students wearing protective gear,
If there is a dispute as to territory the soccer pitch is reserved for Year 7 and 8 students, the north oval for Year 9 & 10 and the Sturt St Oval for Year 11 & 12,
- 1 Year 7/8:**
This is a passive recreational area for Year 7 & 8 students only, Students should remain between the bus shelter path and Gillies Street

- Senior:**
Ball games should be limited to the courts provided, The toilet appropriate to the duty teacher's gender should be checked regularly, In particular note the passive area at the front of the school as indicated on the map
- r-1 Sturt St:**
This yard duty should commence with staff ensuring that no student leaves the grounds without a pass, On wet weather days the main area of responsibility for this duty teacher is the supervision of the Year 11 and 12 lunch rooms,
After school supervision should be focused on the bus stop and ensuring that students leaving the school cross Sturt Street at the crossing or the lights,
- Lights:**
Along the school fence at the corner of Sturt and Gillies, Assist the Sturt St Yd teacher in preventing students from leaving the grounds without suitable permission, This yard duty is for the first half of lunch only,
- Litter Duty:**
At the commencement of period 5 ensure that the timetabled class completes their duty, A reminder may be required, With the assistance of the classroom teacher student litter groups should be allocated an area and then closely supervised to ensure areas are cleaned, The duty teacher should collect the cabinet key from the General Office and ensure the equipment is returned and locked up,

If the timetabled class is not available the supervisor should select another class to complete the task, Classes with an extra may be considered
- OutOfBounds:**
All yard duties include the monitoring of Out of Bounds areas, No students should be in these zones, Please redirect them to an appropriate area,

Before and after school supervision should be mainly focused on the bus stop.

Computer/Network Information

Ballarat High School has extensive ICT resources across the school. These are maintained by our Technical Support Team and staff are expected to be vigilant in overseeing student use and management of these resources.

Acceptable Use Policy - eSmart for Schools

Since late 2013 the School has been making progress towards gaining accreditation as an eSmart School. There is the expectation that all teachers develop an understanding and model appropriate usage for safe and responsible use of the internet.

The school encourages exploration of the internet for legitimate school –related or professional activities , but you should avoid ‘browsing the web’ on school time, creating personal “Home pages” or otherwise using school facilities to access internet sites for reasons unrelated to the school’s business and your job responsibilities. Staff should be particularly cautious of the content they upload to social networking sites such as Facebook. Having students linked to your personal social networking site is strongly discouraged.

Bring Your Own Device (BYOD)

Students in years 7—9 are expected to bring their own iPad, Students in years 10—12 are also expected to bring a device but may choose either iPads or Windows/Apple notebooks.

Our ICT Leader, Jack Marshall, will support staff in working within the BYOD program.

Photocopying / Printing

All staff receive a photocopy fob that allows them to access photocopiers, they may also print directly to the photocopiers from their staff laptop. All copying and printing is charged to learning area accounts and subtracted from corresponding learning area budgets, it is important to ensure that you select the correct account for each job. You will only be able to charge against accounts in which you have a teaching or administrative role.

Charges as of 2017 subject to change. Large copier black: A4 5 cents

A3 10 cents Large copier colour: A4 25 cents A3 50 cents

Staff Laptops

Notebooks are provided by the school, on behalf of the Department through the DET Teacher Notebook program, for all eligible teachers at no cost. Teachers need to be aware of the requirements of the program and any questions about the program can be raised with our Technical Support Team.

Tardis

The Tardis is our internal school intranet. It is the page that appears when you log onto Internet Explorer within the school. It is the home of a wide range of information related to the school and its operations, as well as links to important resources.

Use of Email

Information and notification of initiatives are communicated through the use of email where appropriate.

Email is a quick, effective way of communicating information however it does not replace face to face meetings where some discussion is required.

To ensure that each member of staff is using email effectively, the following actions should be taken:

- Consider a quick telephone call

- Do not copy in more individuals than required

- Delete mail regularly or maintain inbox/sent items regularly

- Appropriate language is important in the use of email; emails should be proof read in order to check tone and appropriateness.

- Subject Headings should be used in order to allow emails to be found and filed easily.

- Email time should be blocked into your day if possible rather than allowing the received mail trigger to organise your day.

- Do not use email to avoid face to face contact

- Do not use the BHS DL for personal messages/advertising. The Staff Noticeboard in the Common Room is available for that type of communicating.

Communicating with Parents via EduMate

EduMate offers the ability to quickly and effectively communicate with parents through email but staff need to consider how best to use it and when.

When not to use email

Emails are at their best when they are brief and informative. Issues that require a level of detailed discussion should be dealt with in person or over the phone.

The tone or intent of emails can easily be misunderstood, especially where humour or sarcasm is involved. Staff need to be conscious of this and pick up the phone rather than send an email in that case.

Staff and parents are not expected to respond to emails that are contentious. A face to face meeting should be arranged in this circumstance.

Email should not be used to discuss a sensitive issue.

Emails are legal documents that can be produced in court. If there is any doubt about the wisdom of putting something in an email then it shouldn't be included.

Emails should

Address parents by their salutation and surname (Mr and Mrs Smith) unless a relationship has been established that supports the use of first names.

Begin with "Dear" and end with an appropriate closure "Regards/Best Wishes/Yours Sincerely etc"

Not use derogatory language about the student and their behaviour. Comments about behaviour need

- to be factual statements about what occurred, not judgements.

Include positive comments based on factual statements about behaviours/attitudes – rather than judgemental statements (i.e not "Joan is a really nice girl" but "It is pleasing to see the positive approach that Joan takes to how she relates to other students, taking into account their perspectives and needs, as well as her own")

Always be respectful and constructive. If the email relates to a concern or problem, it needs to be focussed on understanding the problem and finding a solution.

Not be negative or confrontational emails. Email is not to be used to vent. Never say in an email what wouldn't be said to the recipient's face.

Never write about or seek personal information regarding third parties (staff, students or parents).

Not be group emails that don't apply to some people. Group emails have the potential to waste the time of many, so avoid sending emails to anyone for whom it is not relevant.

Make sure the purpose of the email is clear eg. do you require specific action or is the email for information only?

Responding To Email

When an email is received from a parent that requires some time to gather information and reply properly, the staff member should respond acknowledging that the email has been received and indicate when an informed response will be sent. Staff will aim to reply to parent emails within 48 hours.

When on leave, staff will activate an auto-reply message detailing relevant leave dates.

Staff are not to respond to abusive emails and should forward them to the school principal.

Team Leaders are to be cc'ed into email concerning significant student behaviour issues and should be notified of any phone calls concerning the same.

A hard copy of any email complaint sent to a parent or received by staff from a parent should be filed. The same applies to all internal email transmissions concerning student matters.

Bulk Emailing/SMS of Parents/Students via Edumate/CASES

Edumate offers the ability to email/SMS bulk groups of parents/students. However this facility needs to be used carefully to ensure its effectiveness as a communication tool.

A bulk email is an email intended for either student/parent groups larger than a year level

SMS

Emergency SMS messages will be sent through CASES SMS functionality by the Office staff as part of our Emergency Management protocols – not through Edumate

SMS messages should only be used for short messages that it is vital that students or parents receive.

The following areas of the school are able to use SMS functionality in order to communicate with students/parents re appointments – MIPS, Student Services

Principals are able to send SMS messages.

Apart from in an emergency, the AP – School Operations determines the timing of any bulk SMS messages.

SMS messages are limited to 160 characters. If possible within the length of the message, a greeting should be included utilising the mail merge variables.

SMS messages should not contain abbreviations.

Messages should only be SMSed if there is no other communication method that is more appropriate.

EMAIL

Bulk emails should only be used for messages that cannot be communicated through our other parent/student communication channels (ie newsletter)

If staff members feel a bulk email is an appropriate way to communicate with students/parents, they need to contact the AP – School Operations to request a message be sent.

Apart from in an emergency, the AP – School Operations determines the timing and sending of any bulk email messages.

All bulk emails submitted by staff need to be proofed carefully and be formatted in line with the BHS style guide.

Personal Use of Social Networking/Internet tools

As a professional working in a Victorian government school staff are expected to act in a manner that reflects their standing in the community; that of a respectful and responsible citizen. Therefore, it is imperative that staff always reflect on how they conduct themselves online.

When using social media tools staff:

Consider any relevant codes of conduct or employer policies in relation to using social media

For example, the Teaching Service (Employment Conditions, Salaries, Allowances, Selection and Conduct) Order 2009 is made under the Education and Training Reform Act 2006 and applies to the Victorian Government Teaching Service. It contains a section on conduct and duties for the Victorian Government Teaching Service. Clause 11.1.7 (1) provides that an employee must not:

- behave in any way which would impair the employee's influence over students or standing in the community generally;
- or during or outside the hours of duty, act in any manner unbecoming their other position.

The Victorian Teaching Profession Code of Conduct also addresses this issue in Its Principle 2.1: *the personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole*

- Consider the content they upload or view and whether it reflects their professional image and how they wish to be perceived by others.
- Consider whether their friends or others can upload content that may adversely affect their reputation
- Consider whether their personal information could potentially be copied and shared with a wider audience.
- When setting up or subscribing to groups they keep in mind their professional status and how these groups may or may not uphold their professional image.
- Consider how they can protect their professional image by using the privacy and filtering options that are available within the particular social media tool.

Further information about this area and interactive learning modules can be found in the Department of Education's "Using Social Media: Guide for DET Employees" _

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/socialmedia.aspx>

Social Networking Sites/Blogs/ for educational purposes

Specifically staff will not engage in two way communication with parents or students via social networking sites and other internet forums (such as Facebook), or accept them as their "friends" in any online environment. The exception to this rule (with Principal class approval) is one way electronic bulletin boards, networks or blogs used for the purpose of teaching and learning, and communications, etc. Communication needs to be one way only and follow all DET requirements, including the Acceptable Use Policy for ICT Systems.

Further information about acceptable use is available at

<http://www.education.vic.gov.au/school/principals/infrastructure/Pages/acceptableuse.aspx>

OUR TEAM MEETINGS

PROFESSIONAL LEARNING

This meeting focuses on providing professional learning to support our Annual Implementation Plan, especially in sharing leading practice. It can also involve briefings on DET initiatives and national reforms, as well as addressing local school issues. Sessions will also support staff professional growth plans and development. This session should be counted by staff towards their VIT professional learning requirements.

Attendees: All teaching staff

Timing: Weekly on Monday 3.30 – 4.30

Location: To be advised each week

Leader/s: Agenda set by APs – Learning – but generally a variety of presenters

LEADERSHIP

This meeting focuses on school leadership issues across all areas of school operations in support of the delivery of the Strategic Plan and Annual Implementation Plan.

Attendees: All Principal class, School Business Manager

Timing: Weekly

Location: Conference Room/Principal's Office

Leader: Principal

CONSULTATIVE COMMITTEE

This meeting provides formal staff consultation in relation to implementation of the Victorian Government Schools Agreement 2017, including areas such as:

- Development of workforce plans.
- The planning and organisation of the program of instruction in the school.
- organisation of work including the face to face teaching requirements.
- organisation of educational support class work, including time in lieu and time to complete professional learning requirements.
- organisation of work of teachers in their first twelve months of teaching.
- organisation of classes including class sizes.
- The structure of selection and other panels for the purpose of making recommendations to the Principal.

Attendees: Principal, Staff representatives, AEU representatives, ES representative, Business Manager, AP School Operations

Timing: 3-4 times per term, as per term planner – 8.00am start

Location: Conference Room

Leader: Elected Chairperson

TEACHING AND LEARNING

The focus of this meeting is the Annual Implementation Plan and measures taken to achieve the goals of the Strategic Plan. Its prime focus is on the building of teacher capacity and the development of effective practices across the school.

Attendees: Principal, Assistant Principals, All Leading Teachers

Timing: Tuesdays, as per planner 3.30 – 4.30

Location: Conference Room

Leader: Principal

CURRICULUM

This school council sub committee focuses on curriculum design and delivery across the school. This incorporates the integration of state and national curriculum initiatives and assessment and reporting needs.

Attendees: Leading Teacher – Curriculum, Associate Principal– Student Learning, Heads of Faculty, Leading Teacher – Assessment & Reporting, Leading Teacher – Pathways

Timing: Wednesday, 3 times per term, as per planner 3.30 – 4.30

Venue: GLAB

Leader: Leading Teacher – Curriculum

ICT

This meeting focuses on supporting use of Information and Communications Technology across the school.

Attendees: Leading Teacher – ICT, Associate Principal—Operations, Staff Representatives

Timing: Wednesday, 3 times per term as per planner 3.30 – 4.30

Venue: AD2

Leader: Leading Teacher – ICT

ICT PROFESSIONAL LEARNING

This meeting focuses on providing professional learning support to staff in the area of ICT usage, particularly in support of our move towards 1 to 1.

Attendees: All teaching staff

Timing: Wednesday, 3 times per term as per planner, 3.30 – 4.30

Venue: TBC

Leader: Leading Teacher - ICT

FACULTY MEETINGS

These meetings focus on supporting curriculum delivery and pedagogy through Learning Area specific collaboration.

Attendees: All teaching staff should attend the meeting of each Learning Area they are a member of.

Timing: Thursday, 3 times per term as per planner 3.30 – 4.30 (NB: some Learning Areas are unable to meet at this time and schedule alternative times)

Venue: Various

Leader/s: Heads of Faculty

OHS MEETING

This meeting oversees the support of OHS across the worksite of Ballarat High School.

Attendees: AP—School Operations, Health & Safety Rep, Staff representatives

Timing: Three times a term as per planner 8.15

Venue: AP—School Operations office

Leader: AP—School Operations

SCHOOL COUNCIL

This meeting discusses and decides on the direction of the curriculum, allocation of resources and other key school directions. It has a set of standing orders which outline how it operates.

Attendees: Principal, School Councillors (Parent, Staff, Student and Community representatives) Associate Principals, Business Manager

Timing: Every second Wednesday of the month, 7.30 start

Location: Conference Room

Leader: School Council President

SCHOOL COUNCIL SUB COMMITTEES

Capital Works Advisory Committee

This meeting has the dual purpose of providing information to School Council re the Capital Works Project, and also to address masterplanning of the school.

Attendees: Associate Principal – School Operations, Business Manager, Staff, Student and School Council representatives, OHS Staff representative

Timing: Every Tuesday, the week before a scheduled School Council meeting, 5.00 – 6.00

Location: Conference Room

Leader: Associate Principal – School Operations

Finance Committee

This meeting focuses on the management of the financial resources required to support school operations

Attendees: Principal, Associate Principal – School Operations, Business Manager, School Council President, School Council Treasurer, School Councillors

Timing: Every Wednesday on the day of a School Council meeting, 12.00 – 2.00

Location: Conference Room

Leader: School Council Treasurer

Excursions

Excursions are an important part of BHS but there are processes that need to be followed to ensure their smooth planning and implementation. These requirements cover all instances when students are leaving the school site under the supervision of staff, including all sport, music and other extra curricular programs.

There are three types of excursions which need different types of approval:

1. Local excursions—not adventure and not outside of Ballarat area—only need approval of Associate Principal—School Operations: Michele Kennedy
2. Excursions outside of local area, not adventure or overnight —need to be notified to School Council
3. Adventure activities, all camps or anything involving overnight—need to be approved by School Council.

Each excursion needs a designated Teacher in Charge who ensures completion of the appropriate paperwork and has overall responsibility for leading the excursion.

While all students need to have paid before they can attend an excursion, there are options for families experiencing financial hardship which can be discussed with a Principal. In line with our Excursions policy all students need to have finalised payments 24 hours before the excursion takes place to be allowed to attend.

Only students who have displayed sensible, reliable behaviour at school will be invited to participate in school excursions. Parents will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher and the Teacher in Charge.

Full forms for excursions are available on the Tardis. Staff need to be familiar with the requirements for planning excursions, including the need to complete an online notification to DET 3 weeks prior to any excursion out of Ballarat. Excursions that need to be notified/approved by School Council need to have all paperwork completed and to the Assistant Principal – School Operations for the school council meeting prior to the excursion.

On the Tardis in the Excursions library there is a checklist for each type of excursion and all forms that are needed. Please make your first stop is the checklist and then work your way through the steps listed—then you'll have covered everything.

Teachers are also able to have students complete unsupervised excursions in specific circumstances. These still need to follow the approval processes as above but have different forms that parents need to complete.

Timelines

It is important that timelines are considered when organising excursions.

School Council approval/notification: If your excursion needs to be either approved/notified to School Council - this needs to occur at the meeting prior to the excursion. As details of the excursions are circulated to Council members a few days before the meeting, the paperwork should be with the Assistant Principal—School Operations a week before the school council meeting. These meetings are indicated on the term planners but are generally the 2nd Wednesday of the month (excluding school holiday months)

Office notification: Every excursion needs official permission forms. These contain all contact and medical information for the students and need to be taken on the excursion with you. The office need time to generate these forms and put the financial charges on the system for the students involved. This means that paperwork needs to be submitted to the Assistant Principal: School Operations a week before you are looking to handout permission forms to students. This gives enough time for details to

be checked and all office processes to be put in place. Once permission forms are generated they will be emailed to the Teacher in charge for distribution.

Supervision ratios: There are specified ratios for supervision of excursions that need to be checked. For day excursions it is generally 1 teacher to 20 students—although that can be varied for senior students if safety is not compromised. Adventure activities have ratios specific to the type of activity. Different ratios also exist for different types of camps and overseas/interstate travel.

Excursion Supervision

There are also requirements for who and how staff may supervise excursions:

For	The excursion must
most excursions	<ul style="list-style-type: none"> ● be under the direct control of a teacher employed by the Department or the school council ● with at least one other excursion staff member present ● have enough teachers employed by the Department or school council to maintain appropriate control of the excursion and of each activity ● have teachers comprising at least half of the excursion staff.
overnight stays for mixed gender groups	<ul style="list-style-type: none"> ● include excursion staff of at least one person of each sex.
small group excursions in the local area	<ul style="list-style-type: none"> ● with the approval of the principal, be supervised by one or more excursion staff employed by the Department or school council (for example, education support class officers such as integration aides and teacher assistants).
unsupervised excursions	<ul style="list-style-type: none"> ● be approved by the principal only:- in a small number of instances- for secondary-aged students- for activities involving small groups of individual students ● the teacher responsible for the activity must maintain a formal record of:- a description of the activity, including locations- the names and ages of students involved- the time of leaving and returning to school. ● In addition, principals should ensure a risk assessment of the activity is completed.

Excursion Staff

Excursion staff must be approved by the principal or school council and may include:

- teachers employed by the Department or school council
- other adults on a volunteer or paid basis such as:
 - parents or carers
 - education support class officers
 - community members
 - trainee teachers
 - campsite staff
 - specialist instructors for excursion activities.

Important: school students cannot be used as excursion staff.

Excursion staff who will provide supervision of students and who are not registered teachers must have a Working with Children check.

Where approved excursion staff who are not teachers employed by the Department or school council are in attendance they can be included in the staff-student ratio:

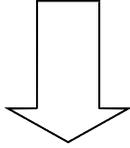
- for the duration of a specific activity for which they have a designated supervisory responsibility; or
- for the overall staff-student for the program, where they are on duty and available on the same basis as other staff (usually a 24 hour basis).

Important: the specific roles and responsibilities of each staff member (teachers, instructors, campsite staff, volunteers, etc) must be clarified and understood by all staff and students prior to the commencement of the excursion.

10. RESPONDING TO UNACCEPTABLE BEHAVIOURS

Classroom agreement developed and managed by teacher-
Appropriate consequences managed by teacher such as
contacting home, lunch detentions

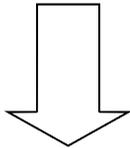
Class teachers are encouraged to seek
advice and support from Team Leaders
whilst still dealing with student issues



With the
exception- of
extreme
circumstances,
students should
not be sent
directly to
Assistant
Principals.

Repeated breaches of classroom agreement or significant
issues – refer to Team Leader

Consequences may involve after
school detentions, parent meetings
or suspension



Team Leaders may seek advice and support from Assistant
Principals for repeated or extreme issues

In extreme circumstances alternative
educational pathways may be
considered in consultation with
parents and assistant principals

Assistant Principals 7-9 & 10–12 are the first point of call for team leader support.

EVACUATION INSTRUCTIONS FOR TEACHERS

Listen for the emergency siren over the PA. Listen carefully to instructions that follow – this is vital. You may also be advised via telephone or in person.

Once you know which Evacuation area you are moving to – quickly decide on your evacuation route. Consult the evacuation map in your classroom. Use your common sense to determine the appropriate route.

Close windows, turn off air conditioners/heaters. Gather a paper roll to take with you – and a pen.

Have students find a buddy to stick to during the evacuation. Students take their books and accompany you to the evacuation zone. Emphasise to students that they need to stay close to you and their buddy. Take a head count before you depart.

Lead your students to the correct evacuation zone. Have them stay calm and move quietly. Once you reach the zone – listen to instructions from the Emergency evacuation Team about where to marshal your students.

Sit your students down, complete your roll to ensure you have all your students. (note any known reasons for absences – i.e toilets, library) and have a student take the roll to the Emergency evacuation Team.

Listen for further instructions from the Emergency evacuation Team

NOTE: If you are not teaching but located in the area that is being evacuated – you should close windows, lock doors and make your way to the Evacuation Area. Once there you should report to the Emergency evacuation Team to be noted and to be allocated a task if required.

LOCKDOWN INSTRUCTIONS FOR TEACHERS

Listen for the emergency siren over the PA. Listen carefully to instructions that follow – this is vital. You may also be advised via telephone or in person.

If a lockdown is called for your building then you need to

Lock all doors and windows

Close curtains/blinds if you have them

Make sure to keep students away from the windows, down low and move them to the safest part of the room.

Do not allow students to use their mobile phones during the Lockdown. You may wish to collect them once everyone is in a safe position.

Lockdown wardens will be checking each building to ensure lockdown is complete. They will also be shepherding any external people into locked down locations.

Any communication about the lockdown will occur through the PA system but if that is not possible, Lockdown Wardens will communicate with you in person.

The end of the lockdown will be announced through the PA system or be notified to you by the Lockdown Wardens.

NOTE: If you are not teaching but located in the area that is being locked down – you should lock down the room you are in. When the Lockdown Warden checks your building they may ask you to assist in ensuring the building is locked down.

EVACUATION INSTRUCTIONS FOR ESO STAFF

Listen for the emergency siren over the PA. Listen carefully to instructions that follow – this is vital. You may also be advised via telephone or in person.

If you are required to support the Emergency Coordinating Team, make your way to the Emergency Command Centre. Otherwise plan on evacuating.

Once you know which evacuation area you are moving to – quickly decide on your evacuation route. Consult the nearest evacuation map. Use your common sense to determine the appropriate route.

Close windows, turn off air conditioners/heaters.

Make your way to the correct evacuation Zone. Report to the Emergency evacuation Team to be noted and to be allocated a task if required.

If you have any students with you, you need to ensure their safe delivery to their classroom teacher if they have also been evacuated to the zone. Otherwise you will need to let the Emergency evacuation Team who you have so that can be noted and maintain your supervision of the students for the duration of the evacuation.

Listen for further instructions from the Emergency evacuation Team

LOCKDOWN INSTRUCTIONS FOR ESO STAFF

Listen for the emergency siren over the PA. Listen carefully to instructions that follow – this is vital. You may also be advised via telephone or in person.

If you are required to support the Emergency Coordinating Team, make your way to the Emergency Command Centre. Otherwise lockdown.

If a lockdown is called for your building then you need to

- Lock all doors and windows in your area
- Close curtains/blinds if you have them
- Stay low and move to the safest part of the room

Lockdown wardens will be checking each building to ensure lockdown is complete. They will also be shepherding any external people into locked down locations.

Lockdown Wardens may request your assistance to ensure your building is locked down.

Any communication about the lockdown will occur through the PA system but if that is not possible, Lockdown Wardens will communicate with you in person.

The end of the lockdown will be announced through the PA system or be notified to you by the Lockdown Wardens.

CHILD SAFETY

Ballarat High School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Ballarat High School has zero tolerance for child abuse.

Ballarat High School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Ballarat High School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Ballarat High School will

- Take a preventative, proactive and participatory approach to child safety;
- Value and empower children to participate in decisions which affect their lives;
- Foster a culture of openness that supports all persons to safely disclose risks of harm to children
- Respect diversity in cultures and child rearing practices while keeping child safety paramount;
- Provide written guidance on appropriate conduct and behaviour towards children;
- Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
- Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
- Value the input of and communicate regularly with families and carers.

REPORTING A CHILD SAFETY CONCERN OR COMPLAINT

Ballarat High School has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns and the reasons for those concerns to a member of the Student Services Team or in the case of volunteers—their School Liaison Person. The school will take action to respond to a concern or complaint and will communicate the progress of the complaint to the complainant.

DEFINITIONS

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

Child abuse includes— any act committed against a child involving: a sexual offence or an offence under section 49B(2) of the Crimes Act 1958 (grooming) the infliction, on a child, of: physical violence or serious emotional or psychological harm serious neglect of a child.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff including:

- an individual working in a school environment who is directly engaged or employed by a school governing authority;
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or a minister of religion.

CHILD SAFETY CODE OF CONDUCT

Ballarat High School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department of Education and Training policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel. The Principal and School Leaders of Ballarat High School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and School Leaders of Ballarat High School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child have been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse; develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts).
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate.
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic/student wellbeing setting.
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.

- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter.
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes.
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances

BALLARAT HIGH SCHOOL

Flowchart: CHILD SAFETY REPORTING PROCESS

(Adapted from COMMISSION FOR CHILDREN AND YOUNG PEOPLE:

<http://www.ccyp.vic.gov.au/>)



Who can report?

Parent

Child

Staff member,
Contractor, or Volunteer

ALL adults in Victoria have a personal obligation to report suspicions of sexual abuse. Failure to report, is not just a failure to follow BHS requirements, but could also be a criminal offence. Complying with obligations under the BHS reporting process can go some way to also fulfilling this personal obligation.

What to report?

Any child safety concerns, including:

- disclosure of abuse or harm
- allegation, suspicion or observation
- breach of Code of Conduct

CALL 000 IF A CHILD IS IN IMMEDIATE DANGER

How do you report?

Face-to-face conversation, email (marked urgent), telephone call.

Who do you report to?

Principal, Assistant Principal, member of Student Services Team, School Contact Person (for volunteers)

What happens next?

The school will:

- offer support to the child, the parents, the person who reports and any accused staff member or volunteer
- initiate internal processes to ensure the safety of the child, clarify the nature of the complaint and commence disciplinary process (if required)
- decide, in accordance with legal requirements and duty of care, whether the matter should/must be reported to the police or Child Protection and make report as soon as possible if required.

Outcome of your report ?

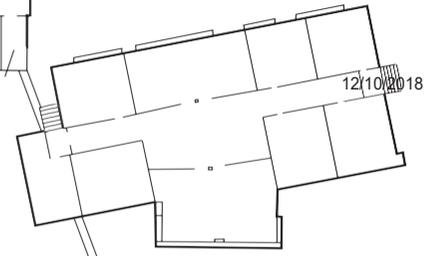
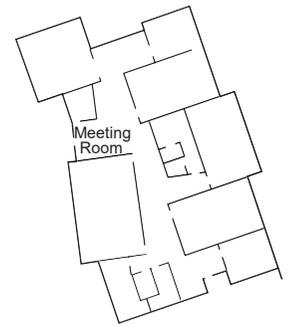
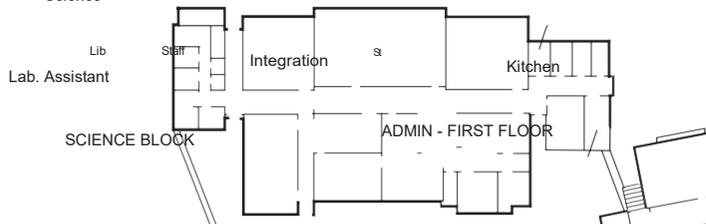
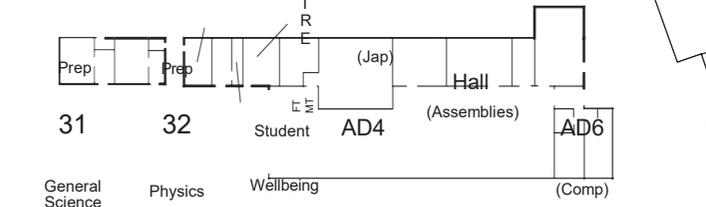
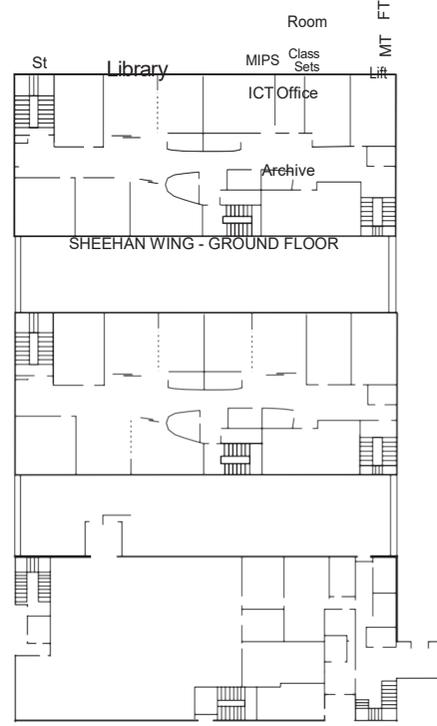
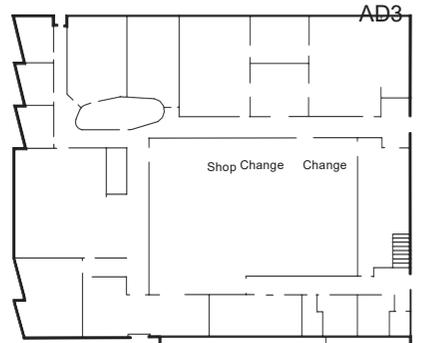
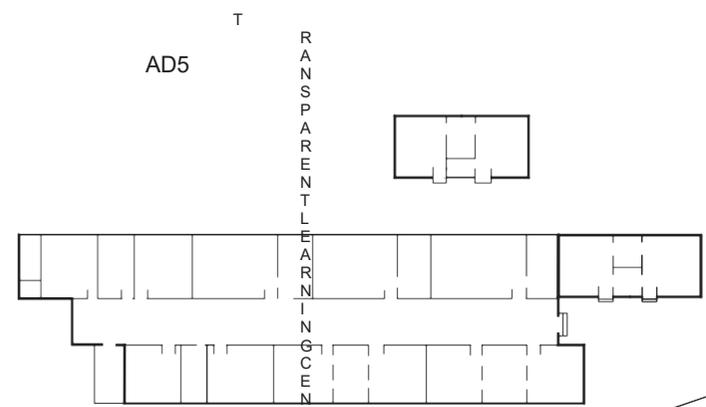
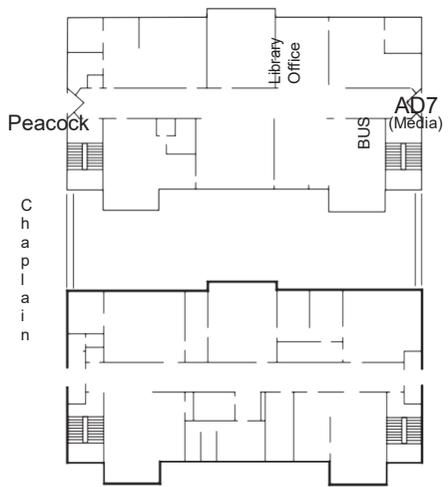
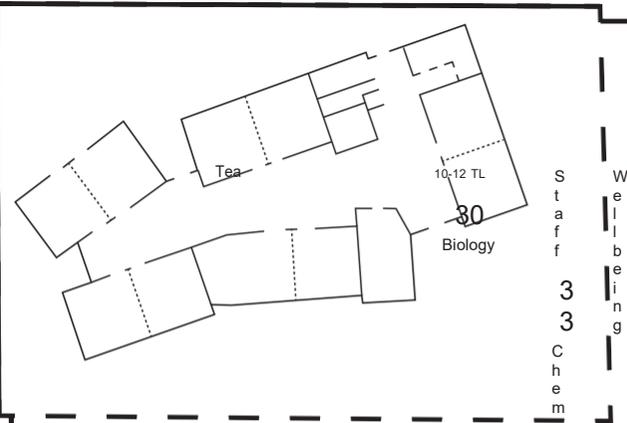
Investigation; outcome decided; relevant staff, volunteers, parents and child notified of outcome of investigation; policies, procedures updated where necessary.

<p>Leadership Team:</p> <p>Principal: Gary Palmer</p> <p>Associate Principal (Student Learning): Jessica Sargeant</p> <p>Associate Principal (Operations): Michele Kennedy</p> <p>Associate Principal (Years 7—9) : Shane Mathison</p> <p>Assistant Principal (Years 10—12): Ian Van Schie</p> <p>Business Manager: Lesley Thorpe</p>	<p>Leading Teachers & Learning Specialists:</p> <p>LT Curriculum: Sharon Eppingstall</p> <p>LT School Operations: Michael Sordello</p> <p>LT Literacy & Numeracy: Tom Arnold</p> <p>LT Assessment & Reporting: Steven Pompe</p> <p>LT Learning Technologies: Jack Marshall</p> <p>LT Learning Advisory: Steve White</p> <p>LT Flexible Learning: Anthony Nunan</p> <p>LT VCE/VCAL : Jenni Nicholls</p> <p>LT Community Development: Grant Luscombe</p> <p>LS Pedagogical Practice: Sarah Mackenzie</p> <p>LS VCAL: James Petrie</p> <p>LS STEM: Donna Phillips</p> <p>LS English Years 7 & 8: Simon Lasslett</p> <p>LS Maths Years 7 & 8: Melissa Pompe</p>
<p>Team Leaders:</p> <p><i>Year 7 & 8</i></p> <p>A/B Team: Matthew Bruton</p> <p>C/D & 7K Team: Neil Rampling</p> <p>E/F Team: Jane Douglass</p> <p>G/H & 8K Team: Dani Bjelanovic</p> <p>I/J Team: Catie Beyen</p>	<p><i>Year 10—12 Learning Leaders</i></p> <p>Year 10: Nattalie Schreenan /Jill Muir</p> <p>Year 11: Dan Devaney/James Warke</p> <p>Year 12: Mark Verberne / Will Leversha</p>
<p>Year 9 Core Teachers:</p> <p>9A Glen Miller</p> <p>9B Belinda Wehl</p> <p>9C Olivia French</p> <p>9D Michele Riethoff</p> <p>9E Miriam Fox</p> <p>9F Justin Bell</p> <p>9G Emily Marshall</p> <p>9H Kelly Wade</p> <p>9I Kamala Burns</p> <p>9J Yvonne Benson</p> <p>9K Peter Tunbridge</p>	<p>Faculty Heads:</p> <p>English: Daniel Kelly</p> <p>Humanities: Matthew Richardson</p> <p>Maths: Deb Hutchinson</p> <p>Science: Elizabeth Kent</p> <p>Languages: Simon Coles</p> <p>Visual Arts: Kaitlyn Fry</p> <p>Technology: Malcolm Clarke</p> <p>Performing Arts: Damien Woods</p> <p>HAPE: Faith Scholten</p>

<p>Other Leadership Positions & Key Personnel:</p> <p><i>Daily Teaching and Learning Organisation:</i> Kate Wemyss <i>VASS Coordination:</i> Sarah Cavanaugh <i>VET Coordination:</i> Barb Walsgott <i>Student Leadership:</i> Ashley Baker <i>Inclusion Coordinator:</i> Karen Lee <i>Instrumental Music:</i> Heather George/Bryn Hills <i>Sport Leader/House Leader:</i> Basketball— Jane Douglass <i>Sport Leader/House Leader:</i> Netball - Kerry Lightfoot <i>Sport Leader/House Leader:</i> Athletics & Cross Country—Ash Rogers <i>Sport Leader/House Leader:</i> Football— Tim Shearer <i>OHS Health and Safety Representative:</i> Leonie Sharpe <i>Canteen:</i> Melissa Cree/ Jenny Kerr/ Deb Davis <i>Chaplain:</i> Margaret Benoit <i>Cleaning Contractors:</i> Dolls Cleaning <i>Home Economics Assistant:</i> Glenda Curtis <i>Integration Aides:</i> Jan Boldiston/Wendy Carr/Brett Mason/Karla Davey/Tim Shearer <i>IT Technicians:</i> Paul Duthie/Aaron O’Connor <i>Laboratory Technicians:</i> Sara Jones/Heather Atkins <i>Library Technician:</i> Janet Burgoyne <i>Literacy Tutor:</i> Marg Frazer <i>Maintenance Staff:</i> Ian O’Neill / Wayne Quick</p>	<p><i>Bus Coordination:</i> Kylie Hayles <i>Energy Breakthrough:</i> Kym Raneberg <i>Debating:</i> tba <i>Public Speaking:</i> tba <i>School Production Director:</i> Jess Quick <i>Magazine:</i> Paul Gerardi <i>Awards Night:</i> Paul Natoli, Glenn Miller, Catie Beyen, Gary Palmer <i>Camps Coordination:</i> tba <i>Rowing/Sports Director:</i> Rob Simmonds <i>Sports Assistant:</i> Ashley Rogers <i>Librarians:</i> Ingrid Perkins, Rosalie Corbett <i>Personnel Manager:</i> Tracey Ginn <i>Finance Manager:</i> Jenny Plews <i>Office Manager:</i> Jenny Wood <i>Office Staff:</i> Biddy Sewell /Kym Simpson /Robyn Papp <i>Sick Bay:</i> Robyn Creelman <i>MIPS:</i> Pauline Pipkorn, Andrew Wallace <i>Uniform Shop:</i> Margie Egan <i>Youth Counsellors:</i> Shirlene Laurie/ Brooke Nester <i>EAL & International Students Leader :</i> tba <i>Sustainability Leader:</i> Jack Marshall <i>Specialist Sport Program Leader:</i> Liam Towell</p>
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<p>Visual Arts:</p> <p>Fran Deutsher Jack Marshall Kaitlyn Fry Mike Cook Nattalie Schreenan Paul Gerardi Samantha Meredith</p>	<p>Performing Arts:</p> <p>Alistair Lethlean Ashley Craven Bryn Hills Damien Woods Danielle Fry Eleanor Jones Heather George Jessica Quick Morgan Colgrave Samantha Smith Simon Marcollo</p>	<p>HAPE:</p> <p>Ash Baker Shane Mathison Grant Luscombe Patrick Lynch Hayley Munro Jane Douglass Heather Kearle James Petrie Jill Muir Liam Towell Kerry Lightfoot Leonie Sharpe Mark Verberne Michael Sordello Mikayla Meyer</p>
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<p>Languages: Anja Tusek Danielle Maggi Daniella Bjelanovic Hwaja Johnston Simon Coles Charlotte Ross-Harris</p>	<p>Technology: Kym Raneberg Fiona Finnegan Fran Deutscher Malcolm Clarke Peter Every Shona Maloney Steve White Tania Maple</p>	<p>English/Humanities: Albie Govan Barb Walsgott Brenda Mawer Daniel Kelly Emily de Leew Emily Marshall Fiona Lindsay Glen Miller Graeme Forsyth Jenni Nicholls John Bourke Kamala Burns Karen Lee Karley Gregor Kristy Gatens Lachlan Marr Letecia Frost Matt Richardson Maxine Harrison</p>
<p style="text-align: center;">Maths/Science:</p> <p>Amanda James Anthony Nunan Bruce Hillgrove Catie Beyen Chris Wines Dawn Robinson Deb Hutchinson Dianne Smith Donna Phillips Elizabeth Kent Fiona Finnegan Jaz Plinius Wiese Justin Bell Karley Darken Kate Wemyss Kelly Wade Matthew Bruton Melissa Pompe Michele Riethoff</p>		<p>Miriam Fox Olivia French Patrick Stewart Peter Tunbridge Sharon Eppingstall Simon Lasslett Tamara Barrett Tom Arnold Wendy Morrell</p>



PROTECT



Spotting the Warning Signs of Child Abuse: For School Staff

A REASONABLE BELIEF

What do I do if I suspect (form a reasonable belief) a child is being abused?

You **MUST** take action as soon as you witness an incident, receive a disclosure or suspect that a child has been, or is at risk of being abused. You **MUST** act whenever you form a reasonable belief which means acting even if you are unsure and have not directly observed the abuse. Failure to act can be a criminal offence.

You **MUST** follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

When should I act?

You **MUST** act even if you are unsure and have not observed the abuse.

You **MUST** follow the [Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse](#). Failure to act can be a criminal offence.

What is child abuse?

Child abuse can include physical abuse, sexual abuse, grooming, emotional or psychological harm, neglect or family violence.

It doesn't have to involve physical contact or force. Child abuse can include:

- talking to a child in a sexually explicit way
- grooming a child for future sexual activity
- forcing a child to watch pornography
- being witness to family violence
- failing to provide a child with an adequate standard of nutrition, supervision or medical care to the extent that the development of the child is placed at serious risk, or is significantly impaired.

Who is most likely to be impacted by child abuse?

Any child can be victim to child abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused.

Abuse is often committed by someone the child knows well such as a family member or someone within the school setting. In fact, child abuse can be committed by any member of the community.

Regardless of who the perpetrator or victim is the trauma of child abuse can have devastating impacts upon a child's wellbeing and development that can last for the rest of their life.

This is why it is critical that we respond immediately to any form of suspected abuse within our school communities.



What are the signs that a child has been abused?

The most common physical and behavioural indicators of child abuse are outlined below. This is not an exhaustive list.

If you feel uncomfortable about a child's physical presentation or behaviour, but have not directly witnessed or been told about abuse, or risk of abuse, you should still act.

You can seek further advice and if you form a reasonable belief that a child has been abused, is being abused, or is at risk of abuse then you **MUST** follow the **Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse**.

Common PHYSICAL indicators of child abuse

- bruises, welts, cuts/grazes or burns (especially those on back, bottom, legs, arms and inner thighs or in unusual configurations and may resemble an object)
- internal injuries and bone fractures not consistent with the explanation offered
- any injury to the genital or rectal area (e.g. bruising, bleeding, infection or anything causing pain to go to the toilet)
- wearing clothes unsuitable for weather conditions to hide injuries
- sexually-transmitted diseases and/or frequent urinary tract infections
- appearing consistently dirty and unwashed and/or inappropriately dressed for weather conditions
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- internal injuries.

Common BEHAVIOURAL indicators of child abuse

- disclosure of abuse and/or drawings or writing which depicts violence and abuse
- habitual absences from school without reasonable explanation
- significant and unexplained delays in emotional, mental or physical development
- regressive or unusual changes to behaviour (e.g. sudden decline in academic performance, nervousness, depression, withdrawal, hyperactivity, aggression, bedwetting)
- drug or alcohol misuse, suicide or self-harm, harm to others or animals
- an inconsistent or unlikely explanation for an injury, or inability to remember the cause
- reluctance to go home and/or a wariness or fear of a parent/carer
- unusual fear of physical contact with adults
- persistent and age-inappropriate sexual activity (e.g. excessive masturbation or rubbing genitals against adults, promiscuity)
- poor self-care or personal hygiene
- an unusually close connection with an older person
- possessing expensive gifts or money (e.g. a new mobile phone given to them by a "friend")
- taking on a caretaker role prematurely, trying to protect other family members.

What are the signs that an adult is perpetrating abuse?

The most common indicators that an adult is abusing a child are outlined below. This is not an exhaustive list.

If you feel uncomfortable in any way about a relationship between an adult and a child (or inappropriate relationships between children such as siblings) you **MUST** still act by following the **Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse**.

Common indicators of adults abusing children

Family members (parents, siblings, extended family)

- attempts by one parent to alienate their child from the other parent
- overprotective or volatile relationships
- reluctance by the child to be alone with one or more of their family members
- a child and a sibling behaving like boyfriend and girlfriend (embarrassment if they are found alone together).

Other adults (e.g. school staff member, volunteers, coaches)

- touching a child inappropriately
- bringing up sexual material or personal disclosures into conversations with a child
- inappropriate contact with the child (e.g. calls, emails, texts, social media)
- obvious or inappropriate preferential treatment of the child (making them feel “special”)
- giving inappropriate/expensive gifts to a child
- having inappropriate social boundaries (e.g. telling the child about their own personal problems)
- offering to drive a child to or from school
- inviting themselves over to their homes, calling them at night
- befriending the parents/carers of the child and making visits to their home
- undermining the child’s reputation (so that the child won’t be believed).

Where to go for further advice?

- Your Principal or a member of the leadership team
- DHHS Child Protection on 131 278
- Your local police station

In addition, Catholic school staff can contact their local diocesan education office:

- Archdiocese of Melbourne: Student Wellbeing Information Line on (03) 9267 0228
- Diocese of Sale: Senior Education Consultant on (03) 5622 6600
- Diocese of Ballarat: Student Wellbeing on (03) 5337 7135
- Diocese of Sandhurst: Team Leader Pastoral Wellbeing on (03) 5443 2377.

Want to know more?

The advice contained within this factsheet is drawn from *Identifying and Responding to All Forms of Abuse in Victorian Schools* which can be found at www.education.vic.gov.au/protect

You must refer to this guidance to ensure you meet your obligations to protect children.

To familiarise yourself with this policy and to consider how it applies in different scenarios, visit www.education.vic.gov.au/protect.

