## AQTF 2010 STANDARDS

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<th>AQTF</th>
<th>Description</th>
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<tr>
<td><strong>1.1</strong></td>
<td>The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.</td>
<td>VCASS: Continuous Improvement procedure&lt;br&gt;See (1) below&lt;br&gt;VCASS: Risk Matrix&lt;br&gt;VCASS: Risk Management policy&lt;br&gt;VCASS: Internal Audits policy</td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td>Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders.</td>
<td>VCAA: Assessment Guide Dance&lt;br&gt;VCAA: Assessment Plan Dance&lt;br&gt;VCAA: Assessment Guide Music Industry&lt;br&gt;VCAA: Assessment Plan Music Industry&lt;br&gt;VCASS: Learning and Assessment Plan (Dance and Music) – RTO folder</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td>Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO’s own training and assessment strategies.</td>
<td>VCASS: Equipment List Dance&lt;br&gt;VCASS: Equipment List Music Industry&lt;br&gt;VCASS: Version Control Policy&lt;br&gt;VCASS: Version Control List (all in RTO Folder)</td>
</tr>
<tr>
<td><strong>1.4</strong></td>
<td>Training and assessment are conducted by trainers and assessors who:</td>
<td>See Qualifications of Relevant staff members (TS and MJK).&lt;br&gt;VCASS: Supervision Log (RTO Folder)&lt;br&gt;VCASS: Qualification Mapping&lt;br&gt;VCASS: Supervision Process (See VCA RTO Folder – Supervision Records sub folder)</td>
</tr>
<tr>
<td><strong>1.4 (a)</strong></td>
<td>Have the necessary training and assessment competencies as determined by the National Quality Council or its successors.</td>
<td>VCASS: Staff Qualifications (Copy of certified certificates)</td>
</tr>
<tr>
<td><strong>1.4 (b)</strong></td>
<td>Have the relevant vocational competencies at least to the level being delivered or assessed.</td>
<td>VCASS: Staff Qualifications (Copy of certified certificates)</td>
</tr>
<tr>
<td><strong>1.4 (c)</strong></td>
<td>Can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</td>
<td>VCASS: Staff Qualifications (Copy of certified certificates)</td>
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<tr>
<td><strong>1.4 (d)</strong></td>
<td>Continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.</td>
<td>VCASS: Staff induction process&lt;br&gt;VCASS: Professional Development policy</td>
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<td><strong>1.5</strong></td>
<td>Assessment, including Recognition of Prior Learning (RPL):</td>
<td>VCASS: Recognition of Prior Learning and Current Competencies policy&lt;br&gt;VCASS: Assessment policy</td>
</tr>
<tr>
<td><strong>1.5 (a)</strong></td>
<td>meets the requirements of the relevant Training Package or accredited course.</td>
<td>VCASS: Recognition of Prior Learning and Current Competencies policy</td>
</tr>
<tr>
<td><strong>1.5 (b)</strong></td>
<td>Is conducted in accordance with the principles of assessment and the rules of evidence.</td>
<td>VCASS: Assessment policy</td>
</tr>
<tr>
<td><strong>1.5 (c)</strong></td>
<td>Meets workplace and, where relevant, regulatory requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>1.5 (d)</strong></td>
<td>Is systematically validated</td>
<td></td>
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(1) Yearly School Surveys are conducted and sent home to parents of students. Surveys are conducted in various classes on a yearly basis.
## STANDARD 2
The Registered Training organisation adheres to principles of access and equity and maximises outcomes for its clients.

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<td>2.1</td>
<td>The RTO establishes the needs of clients, and delivers services to meet these needs.</td>
<td>VCASS: Mission and Vision</td>
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<tr>
<td>2.2</td>
<td>The RTO continuously improves client services by collecting, analysing and acting on relevant data.</td>
<td>VCASS: Continuous Improvement procedure</td>
</tr>
<tr>
<td>2.3</td>
<td>Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.</td>
<td>VCASS Website <a href="http://www.vcass.vic.edu.au">www.vcass.vic.edu.au</a>, VCASS: Audition package, VCASS: Student Work Planner</td>
</tr>
<tr>
<td>2.4</td>
<td>Employers and other parties who contribute to each learner’s training and assessment are engaged in the development, delivery, and monitoring of training and assessment.</td>
<td>VCASS: Staff Handbook</td>
</tr>
<tr>
<td>2.5</td>
<td>Learners receive training, assessment and support services that meet their individual needs.</td>
<td>VCASS: Student Work Planner, VCASS: Equal Opportunity policy</td>
</tr>
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<td>2.6</td>
<td>Learners have timely access to current and accurate records of their participation and progress.</td>
<td>VCASS: Student Assessment Booklet (Dance) (in RTO Folder), VCASS: Student Assessment Booklet (Music) (in RTO Folder)</td>
</tr>
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<td>2.7</td>
<td>The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.</td>
<td>VCASS: Customer Complaints and Appeals policy</td>
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## STANDARD 3
Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the Registered Training Organisation operates.

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<td>3.1</td>
<td>The RTO’s management of its operations ensures clients receive the services detailed in their agreement with the RTO.</td>
<td>VCAA: Assessment Guide Dance, VCAA: Assessment Plan Dance, VCAA: Assessment Guide Music Industry, VCAA: Assessment Plan Music Industry, VCASS: Learning and Assessment Plan (Dance and Music)</td>
</tr>
<tr>
<td>3.2</td>
<td>The RTO uses a systematic and continuous improvement approach to the management of operations.</td>
<td>VCASS: Continuous Improvement procedure, VCASS: Internal Audits policy, VCASS: Policy Making/School Council, VCASS: Risk Matrix, VCASS: Risk Management policy</td>
</tr>
<tr>
<td>3.3</td>
<td>The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the AQTF Essential Standards for Continuing Registration.</td>
<td>VCAA: Assessment Guide Dance, VCAA: Assessment Plan Dance, VCAA: Assessment Guide Music Industry, VCAA: Assessment Plan Music Industry, VCASS: Learning and Assessment Plan (Dance and Music), VCASS: Partnership Agreements with Other Organisations policy</td>
</tr>
<tr>
<td>3.4</td>
<td>The RTO manages records to ensure their accuracy and integrity.</td>
<td>VCASS: Student Assessment Booklet (Dance) (in RTO Folder), VCASS: Student Assessment Booklet (Music) (in RTO Folder), VCASS: School Council Minutes (School Financial Statement)</td>
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## CONDITIONS FOR REGISTRATION

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<tr>
<td><strong>1</strong></td>
<td><strong>Governance</strong></td>
<td>The RTO’s chief executive must ensure that the RTO complies with the AQTF Essential Standards for Continuing Registration and any national guidelines approved by the National Quality Council. This applies to all of the operations within the RTO’s scope of registration, as listed on the National Training Information Service.</td>
</tr>
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<td><strong>2</strong></td>
<td><strong>Interactions with the registering body</strong></td>
<td>The RTO’s chief executive must ensure that the RTO cooperates with its registering body: • in the conduct of audits and monitoring of its operations • by providing accurate and timely data relevant to measures of its performance • by providing information about significant changes to its operations • in the retention, archiving, retrieval and transfer of records consistent with its registering body’s requirements.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Compliance with legislation</strong></td>
<td>The RTO must comply with relevant Commonwealth, State or Territory legislation and regulatory requirements that are relevant to its operations and its scope of registration. It must ensure that its staff and clients are fully informed of requirements that affect their duties or participation in vocational education and training.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Insurance</strong></td>
<td>The RTO must hold insurance for public liability throughout its registration period.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Financial management</strong></td>
<td>The RTO must protect fees paid in advance and have a fair and reasonable refund policy. The RTO must have its accounts certified by a qualified accountant to Australian Accounting Standards at least annually, and must provide the certificate of accounts to its registering body on request. If the registering body reasonably deems it necessary, the chief executive must provide a full audit report on the RTO’s financial accounts from a qualified and independent accountant.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>Certification and issuing of qualifications and statements of attainment</strong></td>
<td>The RTO must issue to persons whom it has assessed as competent in accordance with the requirements of the Training Package or accredited course, a qualification or statement of attainment (as appropriate) that: • meets the Australian Qualifications Framework (AQF) requirements • identifies the RTO by its national provider number from the National Training Information Service • includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use. The RTO must retain learners’ records of attainment of units of competence and qualifications for a period of 30 years.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Recognition of qualifications issued by other RTOs</strong></td>
<td>The RTO must recognise the AQF qualifications and statements of attainment issued by any other RTO.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Accuracy and integrity of marketing</strong></td>
<td>The RTO must ensure that its marketing and advertising of AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration. The NRT logo must be employed only in accordance with its conditions of use.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td><strong>Transition to Training Packages/expiry of accredited courses</strong></td>
<td>The RTO must manage the transition from superseded Training Packages within 12 months of their publication on the National Training Information Service. The RTO must also manage the transition from superseded accredited courses so that it delivers only currently endorsed Training Packages or currently accredited courses.</td>
</tr>
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The arrangement of Policies and Procedures is alphabetical. The Policies and Procedures integrate DET and School documents as well as unique AQTF requirements not covered by DET or VCASS. Documents that relate to the Policies and Procedures are indicated at the end of the Procedures where appropriate.

**Abbreviations:**
VCAA = Victorian Curriculum Authority
VCASS = Victorian College of the Arts Secondary School
VCASSC = Victorian College of the Arts Secondary School Council
Policy Development and Management

School Policies and Procedures, when well defined, understood and implemented are a key part of school improvement and development.

These policies and procedures have been developed by the staff of the Victorian College of the Arts Secondary School over many years and approved by the VCA Secondary School Council and reviewed by the Education Policy Sub-committee as required.

Acknowledgements

Particular acknowledgement needs to be made to former Principal Mrs Sylvia Kolarik, former Assistant Principal Alistair Gunn, former Teaching and Learning Managers Shayne Lakey and Cath Temple and former Student Manager Brock Riley. The current individuals in these roles, Assistant Principal Hilary Bland, School Counsellor Neil Adam need to be acknowledged for their work on and management of these policies. Longstanding staff member Heather Leviston has also contributed to these policies as part of her membership of the Education Policy Sub-committee of School Council.

All enquires about this document should be directed to the Principal.

Context of Policies and Procedures

The Victorian College of the Arts Secondary School is a public school and in the first instance subject to Policies and Procedures established by the Department of Education and Training (see below).

The VET program delivered by the school is fully integrated into the overall teaching program of the school. VET is mandatory for all students in one of the two programs the school offers, Dance and Music.

The school has been in a relationship with both Ausmusic and Ausdance in regard to the delivery and assessment of the qualifications that will be delivered by VCASS from January 2007. The agreements with both of the above organizations were terminated at the end of 2006.

Department of Education and Training


“This website has been developed to provide information in a readily accessible form to government schools in Victoria to enable them to carry out their tasks of providing excellent and innovative programs to enhance student learning. The online Victorian Government Schools Reference Guide updates the hard copy Schools of the Future Reference Guide, published in 1996. The guide aggregates relevant information, legislation, regulations and policies that will assist in the governance, management, administration and operation of government schools in Victoria. The web-based format of the guide ensures that schools will always have up-to-date information on policy and directions from the Department of Education.”

Disclaimer

The Victorian College of the Arts Secondary School makes every effort to ensure the accuracy of the information provided in its documents. However as school and Department of Education regulations, policies, procedures, fees, and course information are continually changing, VCASS reserves the right to change at any time without notice any information contained in any document or the school web page subject to the Version Control Policy.

The user must understand that information is provided with no express or implied warranty and that VCASS accepts no liability for damage as a result of relying on information contained within.

Anti-Discrimination Act

These policies were edited in December 2014 after advice from DET Legal Branch to ensure our compliance with changes to the Anti- Discrimination Act.
SCHOOL GOVERNANCE

The school has and uses a School Structure and Decision Making Teams Manual.

**The Victorian College of the Arts Secondary School believes in the following democratic principles**

The programs of, and teaching in, the Victorian College of the Arts Secondary School support and promote the principles and practice of Australian democracy, including the commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Adopted by School Council on Tuesday 10 June, 2014, Passed unanimously

**Draft artistic principles**

**The Victorian College of the Arts Secondary School believes in the following artistic values**

The programs of, and teaching in, the Victorian College of the Arts Secondary School support and promote our commitment to the arts, a school of academic, dance, music and visual arts excellence and a culture of learning through:

- The importance of, and promise to, our Philosophy* as expressed through the ‘Mission, Vision and Guiding Principles’
- The way we value the arts and the expression of this through our commitments, organisation, planning and priorities
- Our guarantee to the principles of education and training within our heritage programs of dance and music and how this may influence all other programs in the school now and in the future

Adopted by School Council on, in discussion

* A theory or attitude that acts as a guiding principle for behaviour
MISSION, VISION AND GUIDING PRINCIPLES

MISSION
The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians and visual artists. Integral to this program is the provision of a high quality academic education that is also offered to other elite training organizations. Within our school community, students will be encouraged to develop a passion for learning and a sense of respect for themselves and others.

The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students.

The school is also committed to providing state of the art facilities and resources designed to meet its specific responsibilities as a significant institution for the education and training of young dancers, musicians and visual artists.

VISION
The Victorian College of the Arts Secondary School aspires to be one of the finest schools for talented young dancers, musicians and visual artists internationally, through the provision of innovative, creative and excellent programs.

Students from the Victorian College of the Arts Secondary School will be resilient, self-confident, creative, passionate and compassionate individuals, who will have developed beyond their expectations. They will be significant contributors to the artistic and cultural life of Australia, as well as at an international level.

GUIDING PRINCIPLES FOR DANCE, MUSIC AND THE VISUAL ARTS
The Victorian College of the Arts Secondary School identifies the potential of young musicians and dancers seeking entry to the school into years 7 – 12 through an audition process. These auditions are open to all students, including those from regional Victoria, interstate and overseas.

For entry into performance careers, the serious study of music or dance requires:
• a thorough technical training which begins at an early age
• daily classes and many hours of practice
• the nurturing of creativity
• specialist teaching by highly skilled and experienced dance and music teachers, with Master Classes by visiting national and international artists
• high quality performance opportunities
• provision of appropriate facilities and resources

For entry into visual arts careers, the serious study of art requires (draft):
• technical training and development from a variety of sources
• daily arts practice including the nurturing of creativity and ideas, particularly in contemporary arts practice
• specialist teaching by highly skilled and experienced visual arts teachers, with mentoring by practicing artists
• engagement with gallery, exhibitions and visual arts performances and installations
• high quality exhibition opportunities

Of equal importance to the development of the individual is:
• the provision of a high quality comprehensive education suitable for young artists, which comprises a core curriculum covering the Key Learning Areas
• a well-planned program focusing on individual student needs, delivered using diverse teaching strategies
• a safe and purposeful school environment
• the active promotion of cooperative and supportive relationships between all members of the school community.

As a school of educational leadership we will also:
• provide our academic program to other elite specialist training institutions
• provide appropriate access to the school’s facilities to the educational and arts communities in Victoria
• participate in wider community activities
At the Victorian College of the Arts Secondary School we use the e5 Instructional Model. This model is a Victorian Government initiative and is well regarded internationally.


The e5 Instructional Model was launched in 2009. Developed and tested over 18 months, it is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom. This model has been used widely and staff at our school have undertaken professional development in its use and application. Teachers as professionals engage in continuous inquiry about their teaching in order to assess the impact it has on the students they teach. However, to develop greater expertise, teachers need to understand what it looks like to improve in different domains of learning, and as importantly, believe they are capable of improving their practice. They must also be effectively supported within their schools where the work of teach and learning resides.

The e5 Instructional Model is not a recipe for teacher practice but rather a framework to inform conversations and guide the observation, critique and reflection of classroom practice. There are many different ways that teachers can vary in their approach and their behaviour and still be highly effective in the classroom. All teachers use their professional judgement to adapt their practice to the specific context they work in and to the particular cohort of students they teach. However, within this zone of discretion there are common practices that draw on a professional knowledge base in the classroom we can develop a great understanding of the nature of the professional learning teachers require to improve their practice. Research agreement about what constitutes high quality instruction in the classroom to engage students in intellectually demanding work is central to the professional conversations that occur in educational settings. The e5 domain of engage, explore, explain, elaborate and evaluate can be used as a common lens for understanding and improving teaching in all educational settings. This approach can facilitate a more planned and structured collaboration through a commonly understood language and framework.

1. Engage
   - Develops shared norms, Determines readiness for learning, Establishes learning goals, Develops metacognitive capacity
2. Explore
   - Prompts inquiry, Structures inquiry, Maintains session momentum
3. Explain.
   - Presents new content, Develops language and literacy, Strengthens connections
4. Elaborate.
   - Facilitates substantive conversation, Cultivates higher order thinking, Monitors progress
5. Evaluate.
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ACCIDENTS AND INCIDENTS REPORTING POLICY

Rationale:
The Victorian College of the Arts Secondary School administration of accidents and incidents is central to the duty of care of our students.

Guidelines:
1. At all times the school will adhere to the DET guidelines. Refer to the most up to date material online.
2. When an accident / incident occurs the following is to be undertaken by staff on hand
   2.1. First aid action is to be taken as required.
   2.2. Seek support from other staff if necessary.
   2.3. Any serious accident or incident is to be reported immediately to the principal.
3. All accidents and Incidents are to be reported as soon as possible to the school office and required documentation completed.
4. All Accidents and Incidents involving injury are also to be entered online in the injury management system on CASES/CASES21
5. Incidents to staff may also be notifiable on relevant government websites to record this information. All incidents involving staff must be reported to the principal.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
ANAPHYLAXIS MANAGEMENT POLICY - MINISTERIAL ORDER 706

**Rationale:**
The Victorian College of the Arts Secondary School is committed to assist and support students with Anaphylaxis Management Plans. The school will fully comply with Ministerial Order 706 and the associated Guidelines published and amended by the Department.

**Guidelines:**
1. Individual Anaphylaxis Management Plans
   1.1. The school will have Individual Anaphylaxis Management Plans
   1.1.1. A template of an Individual Anaphylaxis Management Plan can be found in Appendix 3 of the Anaphylaxis Guidelines for Victorian Schools or the Department’s website: http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx
   1.2. The Principal will ensure that an Individual Anaphylaxis Management Plan is developed, in consultation with the student’s Parents, for any student who has been diagnosed by a Medical Practitioner as being at risk of anaphylaxis.
   1.3. The Individual Anaphylaxis Management Plan will be in place as soon as practicable after the student enrols, and where possible before their first day of school.
   1.4. The Individual Anaphylaxis Management Plan will set out the following:
      1.4.1. information about the student’s medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a Medical Practitioner);
      1.4.2. strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of School Staff, for in-school and out-of-school settings, at camps and excursions, or at special events conducted, organised or attended by the School;
      1.4.3. the name of the person(s) responsible for implementing the strategies;
      1.4.4. information on where the student’s medication will be stored;
      1.4.5. the student’s emergency contact details; and
      1.4.6. an ASCIA Action Plan.
      1.4.6.1. The red and blue ‘ASCIA Action Plan for Anaphylaxis’ is the recognised form for emergency procedure plans that is provided by Medical Practitioners to Parents when a child is diagnosed as being at risk of anaphylaxis. An example can be downloaded from http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx
   1.5. School Staff will then implement and monitor the student’s Individual Anaphylaxis Management Plan.
   1.6. The student’s Individual Anaphylaxis Management Plan will be reviewed, in consultation with the student’s Parents in all of the following circumstances:
      1.6.1. annually;
      1.6.2. if the student’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes;
      1.6.3. as soon as practicable after the student has an anaphylactic reaction at School; and
      1.6.4. when the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School (e.g. class parties, elective subjects, cultural days, fetes, excursions).
   1.7. The School’s Anaphylaxis Management Policy must state that it is the responsibility of the Parents to:
      1.7.1. provide the ASCIA Action Plan;
      1.7.2. inform the School in writing if their child’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
      1.7.3. provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
      1.7.4. provide the School with an Adrenaline Auto injector that is current and not expired for their child.
2. The school will be aware of Prevention Strategies
   2.1. Chapter 8 of the Anaphylaxis Guidelines for Victorian Schools contains advice about a range of Prevention Strategies that can be put in place.
   2.2. This section should detail the Risk Minimisation and Prevention Strategies that your School will put in place for all relevant in-school and out-of-school settings which include (but are not limited to) the following:
      2.2.1. during classroom activities (including class rotations, specialist and elective classes);
      2.2.2. between classes and other breaks;
      2.2.3. in the cafeteria;
      2.2.4. during recess and lunchtimes;
      2.2.5. before and after school; and
      2.2.6. special events including incursions, sports, cultural days, fetes or class parties, excursions and camps.
3. **School Management and Emergency Response**
   
   
   3.2. The School’s Anaphylaxis Management Policy must include procedures for emergency response to anaphylactic reactions. The procedures should include the following:
      
      3.2.1. a complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction;
      
      3.2.2. details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these can be located:
         3.2.2.1. in a classroom;
         3.2.2.2. in the school yard;
         3.2.2.3. in all school buildings and sites including gymnasiums and halls;
         3.2.2.4. on school excursions;
         3.2.2.5. on school camps; and
         3.2.2.6. at special events conducted, organised or attended by the school.
      
      3.2.3. Information about the storage and accessibility of Adrenaline Auto injectors;
      
      3.2.4. how communication with School Staff, students and Parents is to occur in accordance with a communications plan.
   
   4. **Adrenaline Auto injectors for General Use**
   
   4.1. The Principal will purchase Adrenaline Auto injector(s) for General Use (purchased by the School) and as a back up to those supplied by Parents.
   
   4.2. The Principal will determine the number of additional Adrenaline Auto injector(s) required. In doing so, the Principal will take into account the following relevant considerations:
      
      4.2.1. the number of students enrolled at the School who have been diagnosed as being at risk of anaphylaxis;
      
      4.2.2. the accessibility of Adrenaline Auto injectors that have been provided by Parents of students who have been diagnosed as being at risk of anaphylaxis;
      
      4.2.3. the availability and sufficient supply of Adrenaline Auto injectors for General Use in specified locations at the School, including
      
      4.2.4. in the school yard, and at excursions, camps and special events conducted or organised by the School; and
      
      4.2.5. the Adrenaline Auto injectors for General Use have a limited life, usually expiring within 12-18 months, and will need to be replaced at the School’s expense, either at the time of use or expiry, whichever is first.
      
      4.2.5.1. Note: Adrenaline Auto injectors for General Use are available for purchase at any chemist. No prescriptions are necessary.
   
   5. **Communication Plan**
   
   5.1. Chapter 11 of the Anaphylaxis Guidelines for Victorian government Schools has advice about strategies to raise staff and student awareness, working with Parents and engaging the broader school community.
   
   5.2. This section should set out a Communication Plan to provide information to all School Staff, students and Parents about anaphylaxis and the School’s Anaphylaxis Management Policy.
   
   5.3. The Communication Plan must include strategies for advising School Staff, students and Parents about how to respond to an anaphylactic reaction by a student in various environments including:
      
      5.3.1. during normal school activities including in the classroom, in the school yard, in all school buildings and sites including gymnasiums and halls; and
      
      5.3.2. during off-site or out of school activities, including on excursions, school camps and at special events conducted or organised by the School.
   
   5.4. The Communication Plan must include procedures to inform volunteers and casual relief staff of students with a medical condition that relates to allergy and the potential for anaphylactic reaction and their role in responding to an anaphylactic reaction by a student in their care.
   
   5.5. It is the responsibility of the Principal of the School to ensure that relevant School Staff are:
      
      5.5.1. trained; and
      
      5.5.2. briefed at least twice per calendar year.
   
   6. **Staff Training**
   
   6.1. Staff will be appropriately trained:
   
   6.2. Staff who conduct classes that students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and
   
   6.3. Any further Staff that are determined by the Principal.
   
   6.4. The identified Staff will undertake the following training:
      
      6.4.1. an Anaphylaxis Management Training Course in the three years prior; and
      
      6.4.2. participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
      
      6.4.2.1. the School’s Anaphylaxis Management Policy;
6.4.2.2. the causes, symptoms and treatment of anaphylaxis;
6.4.2.3. the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
6.4.2.4. how to use an Adrenaline Auto injector, including hands on practise with a trainer Adrenaline Auto injector device;
6.4.2.5. the School’s general first aid and emergency response procedures; and
6.4.2.6. the location of, and access to, Adrenaline Auto injector that have been provided by Parents or purchased by the School for general use.

6.5. The briefing must be conducted by a member of Staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months.

6.6. In the event that the relevant training and briefing has not occurred, the Principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant Staff as soon as practicable after the student enrolls, and preferably before the student’s first day at School.

6.7. The Principal will ensure that while the student is under the care or supervision of the School, including excursions, yard duty, camps and special event days, there is a sufficient number of School Staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.

6.7.1. Note: A video has been developed and can be viewed from http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx

7. Annual Risk Management Checklist

7.1. The Principal will complete an annual Risk Management Checklist as published by the Department of Education and Training to monitor compliance with their obligations.

7.2. Note: A template of the Risk Management Checklist can be found at Appendix 4 of the Anaphylaxis Guidelines for Victorian Schools or the Department’s website:
ANTI BULLYING POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to creating an environment in which all members of the school community feel safe and secure, free from bullying or harassment. Schools are the most important setting for the socialisation of young people after the home, and the values and attitudes gained during secondary education are crucial for the wellbeing of the adolescent as he or she moves towards adulthood. VCASS has a zero tolerance policy towards bullying which all staff are expected to implement.

Definition: What are bullying, cyber bullying and harassment?
- Bullying is persistent and repeated negative behaviour directed at a person that’s creates a risk or physical or psychological health and safety.
- Cyber-bullying bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, online chat or experience rooms. It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Acts of bullying include:
1. Verbal: being teased, sworn at, taunted, threats, name calling, offensive language, picking on people because of their race, gender, religious beliefs, age, physical characteristics or family background.
2. Physical: unwanted pain, being hit, kicked, punched, pushed, hair pulled or spat on, equipment being taken and other unwanted action.
3. Social: being excluded from games or activities, ganging up on an individual.
4. Psychological: being made to feel uncomfortable, standover tactics used.
5. Bullying can occur face to face, by innuendo and gossip, online on web pages and social networking opportunities, in text messages and other contemporary technologies.
6. The school is aware of the diverse and insidious potential of bullying in the cyber world.
7. The school is aware that the nature and potential of bullying changes and can be sophisticated.

Guidelines:
1. The school will regularly communicate to its whole community that it has a zero tolerance policy towards bullying.
2. All staff will respond immediately when matters of bullying are brought to their attention.
3. Students should be encouraged and empowered to play a support role in the mediation process for their peers involved in conflict and bullying.
4. The school will promote the positive values of tolerance, mutual respect and equality to the broader community as well as students.
5. Everyone in the school community has the right to feel safe and secure and to be able to learn or teach, grow, socialise and improve their self-esteem in a happy, healthy environment.
   5.1. All students will be taught appropriate behaviours and assisted to recognise those which are not acceptable.
   5.2. All members of the school community will seek to stop bullying by indicating to bullies that certain behaviour is unacceptable.
   5.3. Individuals who bully or harass other people will be made to accept the appropriate consequences of that unlawful behaviour.
   5.4. All members of the school community (students, staff and parents) will be expected to implement the strategies introduced to reduce and ultimately eliminate bullying.
6. This policy supports the school’s Student Management policy.
7. Curriculum content and teaching styles should at all times reflect the anti-bullying policy.
8. The Department of Education and Training has a comprehensive policy on bullying called Bully Stoppers which can be accessed on http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx
9. See also our processes on Bullying, Cyber Bullying and Harassment (page 110)

Status: Ratified Council
Date: 21 November 2000, updated 2009, updated 2014 (Anti-discrimination act)
Review date:
Responsibility: Head of Student Services
ASSESSMENT POLICY

Rationale:
Assessment is a process concerned with judgement about student competencies and the use of this information to enhance and develop learning. The Victorian College of the Arts Secondary School believes that the way students are assessed has a profound influence on their learning. Assessment focuses on what students achieve, how they have gone about learning and the promotion of further learning. Assessment should be carried out in the belief that all students have the ability to learn and to improve their learning outcomes. In our school assessment is also guided by our high expectations of students.

Guidelines:
Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
1. Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
2. Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
3. Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

The primary purpose of assessment is to improve student performance
1. Assessment should be based on an understanding of how students learn
2. Assessment should be an integral component of course design
3. Good assessment provides useful information to report credibly to parents on student achievement
4. Good assessment requires clarity of purpose and focussed criteria that requires a variety of measures
5. Assessment methods used should be valid, reliable and consistent
6. Assessment requires attention to outcomes and processes
7. Assessment works best when it is ongoing rather than episodic
8. Assessment for improved performance involves feedback and reflection

Victorian Certificate of Education
For Units 1 and 2, assessment of satisfactory completion and levels of achievement are determined by schools. For Units 3 and 4, satisfactory completion is decided by the school while the level of achievement is determined by a combination of school assessment and external examination. In unit 3 and 4 units the assessment advice to students will be expressed as High, Medium or Low responses.

Assessment in our school should:
1. Promote confidence in, and positive attitudes towards, learning
2. Encourage the pursuit of excellence
3. Ensure that all students have access to a range of learning experiences
4. Provide opportunities for all students to experience success
5. Carefully monitor student progress

Assessment practices should:
1. Be clearly understood by students and parents
2. Encourage students to reach challenging goals that are achievable
3. Allow for different performance levels
4. Assist in the diagnosis of student strengths and weakness
5. Develop over time an ongoing record of student progress and levels of achievement
6. Prepare students for a smooth transition into VCE programs through the use of school assessed schoolwork
7. Be appropriately resourced

VET Assessment:
1. Music
   1.1. The assessment requirements for Music are detailed in school curriculum documentation
2. Dance
   2.1. The assessment requirements for Dance are detailed in school curriculum documentation

Status: Ratified Council
Date: 20 June 2000, modified 2009/2010
Review date:
Responsibility: Head of Academic
ATTENDANCE/AUTHENTICATION POLICY

Rationale:
It is important to assist students to gain a clear understanding of their responsibilities and rights with regard to satisfactory completion of work requirements and assessment tasks. It is therefore essential that the Victorian College of the Arts Secondary School develops clear and consistent policy and procedures for authentication purposes.

Guidelines:
The VCAA (Victorian Curriculum and Assessment Authority) requires teachers to be able to authenticate the work of students. In order to do this satisfactorily teachers must be in a position to have seen the student work in class. Regular attendance is therefore essential to this process:

1. The Victorian College of the Arts Secondary School requires students to attend a minimum of 85% of classes.
   1.1. Students are expected to attend all timetabled classes
   1.2. Students may seek special consideration for absences due to genuine illness or environmental factors. Students will not be penalised for attending approved performances, provided that their work can be authenticated and that practical work requirements have been met.
2. All students who do not meet the minimum attendance requirement may be required to attend an interview with the Head of Student Services and the principal in order to present a case for why they should not be awarded an N.
3. Students have the right of appeal against an N to a panel comprising the principal or principal’s nominee and Head of Student Services.

Status: Ratified Council
Date: 16 March 1999, Reviewed 2013
Review date:
Responsibility: Head of Student Services
CARE ARRANGEMENTS FOR ILL STUDENTS

Rationale:
All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid. Parents have some key requirements of school of which this is a key one.

Guidelines:
1.1. The Victorian College of the Arts Secondary School will
   1.1.1. Administer first aid to children when in need in a competent and timely manner.
   1.1.2. Communicate children’s health problems to parents when considered necessary.
   1.1.3. Provide supplies and facilities to cater for the administering of first aid.
   1.1.4. Maintain a sufficient number of staff members trained with a level 2 first aid certificate.
1.2. Implementation - School:
   1.2.1. A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, with up-to-date CPR qualifications, and use of the defibrillator
   1.2.2. A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
   1.2.3. First aid kits will also be available around the school in well signed locations
   1.2.4. Any children in the first aid room will be supervised
   1.2.5. All injuries or illnesses that occur during class time will be referred to a teacher
   1.2.6. A major group of staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
   1.2.7. Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified and treatment by a doctor
   1.2.8. Any children with injuries involving blood must have the wound covered at all times.
   1.3.1. No medication including headache tablets will be administered to children
   1.3.2. All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
   1.3.3. All school camps will have at least 1 Level 2 first aid trained staff member at all times.
   1.3.4. A comprehensive first aid kit will accompany all camps
   1.3.5. All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
   1.3.6. All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
   1.3.7. A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
   1.3.8. At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
   1.3.9. General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
1.4 Implementation – Parents:
   1.4.1. Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported on Department of Education Accident/Injury form LE375, and entered onto CASES.
   1.4.2. Parents of ill children will be contacted to take the children home.
   1.4.3. Parents who collect children from school for any reason (other than emergency) must sign the child out of the school
   1.4.4. It is recommended that all students have personal accident insurance and ambulance cover.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date: 
Responsibility: Head of Student Services
CAFETERIA POLICY

Rationale
The school’s cafeteria reflects the value the Victorian College of the Arts Secondary School puts on healthy eating practices to students and the wider school community. In addition to providing nutritious foods, the cafeteria has an important health promoting and educational role within the school.

For students that use the cafeteria regularly, the foods purchased there make a significant contribution to total food intake and nutrition for dancers, musicians and sports people. Nutrition is important to health through life.

The provision of food services in the school will be managed by school council or a sub-committee of school council.

Guidelines
1. The school cafeteria will:
   1.1 Provide enjoyable and nutritious selection of foods and drinks at reasonable prices
   1.2 Promote and encourage healthy food choices
   1.3 Function as an efficient business enterprise which is aware of certified food handling and safety that have completed relevant food hygiene and safety training
   1.4 Comply with the current Occupational Health and Safety (OH &S) regulations
   1.5 Encourage courtesy and consideration among all personnel using cafeteria facilities
   1.6 Offer suitable cafeteria operating hours
   1.7 Provide snacks at recess
   1.8 Offer a lunch service
   1.9 Comply with the current food safety and hygiene regulations

2. The school follows and supports the Department of Education and Training Nutrition policy which:
   2.1 Provides foods consistent with the Dietary Guidelines for Children and Adolescents in Australia and the Department’s School Cafeterias and Other School Food Services Policy
   2.2 Links to classroom and other school activities to complement and reinforce healthy eating messages

3. The company that achieves the school cafeteria tender will be responsible for the following matters:
   3.1 Staffing
   3.2 Volunteers
   3.3 Staff training
   3.4 Financial management
   3.5 Pricing and income. Note: While it is important for the canteen to be managed as an efficient business, it must be recognised that the main purpose of the canteen is to provide a healthy food service to the school community.
   3.6 Stock management

Status: Ratified Council
Date: 2009
Review date:
Responsibility: Business Manager
CAMPS & EXCURSIONS POLICY

Rationale:
Excursions are an important component of the learning process in that they provide for enhancement and extension of the curriculum. They provide an opportunity for practical applications of the student’s studies, which often cannot be accomplished in the classroom.

In addition to the above, camps can also provide an opportunity for students to be challenged personally and physically in ways not normally encountered. Camps also enable students to further develop co-operation skills, respect, care and the understanding of themselves and others in a context of being away from home for an extended period. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. A camp is defined as any activity that involves at least one night’s accommodation.

Guidelines:
Victorian College of the Arts Secondary School will endeavour to provide a variety of camps and excursions for students in the Years 7 to 12 programs, within the limits of specialist programs and resources.

Camps & Excursions should:
1. Enhance interest in learning.
2. Enable students to apply learning.
3. Widen students’ experience and provide:
   3.1. Inspiration and enjoyment
   3.2. Enrichment & extension of learning
   3.3. Appropriate challenges
4. Enable students to interact with the community to facilitate a greater understanding of the society and environment
5. Enable students to learn and experience appropriate behaviour and etiquette in a wide variety of situations.
6. Maximise use of community resources.
7. Ensure that the safety of students is maintained by using buses that have seatbelts.

In addition Camps should enable students to further develop:
2. Positive interaction with staff.
3. Independence and living skills.
4. Cooperation skills, respect, care and understanding of others.

Status: Ratified Council
Date: 19 March 2002, Revised 2009 and 2011
Review date:
Responsibility: Junior School Camp Coordinator/Consultative Committee
CECCHETTI BALLET PROGRAM POLICY

Rationale:
The Victorian College of the Arts Secondary School Council manages a Cecchetti Ballet program which offers training in the Cecchetti method and major examination syllabi.

The syllabus offers a methodical approach to training the dancer as a total instrument both physically and artistically. It offers exercises designed to work specific muscles and dance techniques, development of beautiful line and sustained balance, emphasis of port de bras and its development in all dance movements and proven training that produces well-coordinated dancers with strength of technique who can adapt to many styles of dance and choreography.

Guidelines:
1. The VCASS Cecchetti Ballet program is open to VCASS students and external students
2. The program is run at VCASS after school hours as an extra curricula activity and, although it is not compulsory, all VCASS students are advised to participate in one of the programs on offer.
   1. VCASS dance students are not to attend tuition for Cecchetti with tutors at other dance schools
   2. The recommended year level for the VCASS students on the Cecchetti are Years 7 & 8 – Intermediate Level and Dance Spectrum 1 (choreographic stream), Year 9 & 10 – Advanced 1 and Dance Spectrum 2, Year 11 & 12 – Advanced 2 and Diploma.
3. Although examinations are usually held mid-year in the first examination session so that VCASS student’s commitment to dance performances is not compromised, students who require additional preparation time may take their exam during the second session in late August – September.
4. Students entering any Cecchetti competition must do so in consultation with the Cecchetti coordinator and the Head of Dance.
5. An ’End of Year’ performance is held in December to demonstrate the student’s progress in the syllabi
6. Students wishing to attend the program must complete an enrolment form each year and pay the term’s fees before commencing any classes each term.
7. No refunds for missed lessons will be provided
8. If a student is injured they must provide a doctor’s certificate and letter from parents to the Business Manager stating classes missed. A credit will be entered on the student’s account.
9. One term’s notice in writing from the parent or guardian is required if the student does not wish to complete the following term or year
10. Attendance rolls are taken at each class
11. As teachers have a duty of care after hours, parents are expected to inform of any evening or Saturday absences.
12. Parents are reminded to ensure that their child is collected promptly after class each evening. These classes conclude no later than 7.15 pm. There will be no teacher available after 7.30 pm.
13. Students attending this program are bound by the VCASS Student Engagement Policy.

Status: Ratified by School Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Head of Dance
COMPLETION OF SCHOOL WORK POLICY

Rationale:
It is important to assist students to gain a clear understanding of their responsibilities and rights with regard to satisfactory completion of school-assessed coursework and tasks. It is therefore essential that the school develop clear and consistent policy and procedures that will support students and clarify their understanding of their responsibility with regard to this matter.

Guidelines: Junior Students Years 7 – 9
1. Junior students in Years 7 – 9 will be strongly encouraged to adopt sound time management practices, but will not be subject to the same stringent requirements as set out in the senior students guidelines.
2. It is expected that teachers will support junior students in gaining an understanding of these requirements and that by the end of year 9 students will have a clear understanding of the requirements of a senior student of the school.

Guidelines: Senior Students Years 10 – 12:
1. Students will be given support with their time management and organisation skills.
2. All work which is submitted on time, may be resubmitted if found to be unsatisfactory.
   2.1. All work must be resubmitted within two weeks of being returned.
   2.2. Only one resubmission is allowed.
3. Extensions to work submission dates must be applied for prior to the date on which the work is due.
4. Where the work does not meet a deadline and no extension has been applied for,
   4.1. A pro forma letter will be sent home immediately.
   4.2. The work will be accepted up to a negotiated date.
   4.3. An N will be awarded with no chance of redemption if the new deadline is not met.
   4.4. An extension will be recorded for this new negotiated date.
5. Where work forms part of a larger body of work (writing folio, skills practice exercises in maths, Laboratory reports, etc.), and has not been submitted by the due date:
   5.1. A detention to complete the task will be held and conducted by the class teacher.
   5.2. A time for the detention will be negotiated with the class teacher.
   5.3. It will not be recorded as an extension.
   5.4. There will be no chance of resubmission for this work.
   5.5. Students who fail to attend the detention and successfully complete the work will have an extension recorded and guidelines as outlined in 4. Will then be followed.
6. Assessment tasks that do not meet a deadline will be awarded an NA. Extensions to assessment task deadlines will only be given under special consideration guidelines.
7. Students have the right of appeal against an N to a panel comprising the Principal or Principal’s nominee, Head of Student Services.

Status: Ratified Council
Date: 16 March 1999, updated 2007
Review date:
Responsibility: Head of Student Services
COMMUNICATION OF SCHOOL POLICIES, PROCEDURES AND SCHEDULE POLICY

Rationale:
The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process. The overall management responsibility is the School Council. To ensure that the Victorian College of the Arts Secondary School policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

Implementation:
1. The policies describe the rational and guidelines for each policy which impact implementation of the operations and directions of the school as a whole. These are described in this Policy and Procedures Manual of the Staff Handbook. All School Manuals should be read to understand the operations of our complex school.
2. The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.
3. New policies will be added and modified to reflect the growth and evolution of the new school and new programs.
4. All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period, which is normally every three years.
5. When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
6. Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
7. A manual of policies and a schedule for reviews on a three-year basis is to be maintained.
8. When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
9. Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents using Compass.
10. Staff will be given opportunity to provide input into the policy development or review process.
11. The focus of all school policies must remain the needs of students and school operations.
12. Any concerns relating to the structure of the school should be directed to the principal or School Council president.
13. Relevant policies will also be loaded onto the school website for community observation and comment.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
COMMITMENT TO DANCE STUDY POLICY

Rationale:
The Victorian College of the Arts Secondary School dance program is a specialist course for young people who wish to engage with the possibility of a career pathway in the dance industry. Dance training requires many hours of hard physical exertion well beyond the hours normally demanded of a school program, but is typical of what is found in our international benchmarking with like schools worldwide.

Guidelines:
It is recognised that progress in training is not usually linear but happens in platforms as new concepts are adopted and applied, taking into account adolescent physical and mental development.

Within this paradigm dance students at VCASS must make significant progress in mastery of the physical skills, understanding and application of concepts over time, within their own physiological limitations, if they are to be successful in a dance pathway. To this end:
1. Students should attend all classes – or when injured undertake remedial work
2. Students should approach all dance training with commitment and motivation. Significant or ongoing demonstrated lack of motivation or interest will engage a school response including counselling and welfare support
3. Each year at the school is probationary; a student’s continuation in the school and suitability to train is determined by their commitment and development. This is reviewed each year and communicated with parents as required
4. Students should engage actively in their own fitness through cross training, warm up preparation and stretching/strengthening programs
5. Students are obliged to seek appropriate medical support when injured, preferably with practitioners with expertise in dance medicine.
6. Students should inform the Head of Dance of any outside activity that could impact upon their fitness or training
7. A Special Event Form must be completed before permission is given for students to participate in any external dance activity.
8. Students who are not making significant ongoing progress will be counselled by the Head of Dance and Head of Student Services. At all times families will be involved in this process

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: Head of Dance
CREDIT TRANSFER POLICY

Rationale
The Victorian College of the Arts Secondary School undertakes to recognise AQF qualifications and Statements of Attainment issued by another RTO upon receipt of validated evidence that the qualifications or Statements of Attainment have been issued by any RTO. The qualifications and Statements of Attainment to be recognised must be identical to those being delivered by the School.

The School undertakes to provide advice to clients on its obligations.

The School undertakes to provide staff with information about the requirements for recognition of AQF qualifications and Statements of Attainment issued by another RTO.

Guidelines
1. Students in courses run by the School are required to advise the RTO Manager at the start of the course or before if possible that they hold relevant Statements of Attainment or Certificates from another RTO.
2. For students transferring from another school this information will be recorded on VASS. This information will automatically be accepted by VCASS.
3. For students who are not transferring from another school the copies of the relevant documentation provided by the student will be checked by the RTO Manager to ascertain if the competencies completed by the participant are identical to those being delivered by the school. If they are, then the RTO Manager creates a file note using the Credit Transfer Form indicating that Credit Transfer has been granted.
4. If Credit Transfer is not granted the Credit Transfer Form is completed indicating this situation and indicating as a reason for non-acceptance as Not Identical. A copy of this form is retained on the student file; the original is delivered to the participant.
5. This meets the AQTF Standard 5.2

Credit Transfer
1. Informing Clients about Credit Transfer

2. Informing Staff about Credit Transfer
   2.1. This requirement is explicitly stated in the Staff Handbook.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
CRITICAL INCIDENT PLAN POLICY

Rationale:
The Victorian College of the Arts Secondary School may become directly or indirectly involved in a tragic or traumatic event. The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school.

Guidelines:
1. RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT IN WHICH THE SCHOOL IS INVOLVED
   1.1. Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved. The school may be in a position to help grieving families at difficult times, e.g. through the school’s participation in the funeral service.
   1.2. While school should operate as normally as possible, some degree of flexibility should exist.
   1.3. It is essential that people be given clear, accurate information at all times. It is essential that a Critical Incident Recovery Team be formed to manage the short and long term effects.
2. ACTION TO BE TAKEN AS A RESULT OF A TRAGIC/TRAUMATIC EVENT WHICH INVOLVES THE SCHOOL
   2.1. Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.
   2.2. However, the following 4 principles must be followed:
      2.2.1. provide clear, accurate information
      2.2.2. describe the actions to be followed
      2.2.3. provide help for all affected
      2.2.4. maintain a normal school program as close as possible
   2.3. Obtain accurate information. Deal only with substantiated facts.
   2.4. As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.
   2.5. Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DET personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.
   2.6. As soon as possible provide information to the community as to what has happened, and what is being done.
   2.7. Appoint a skilled Critical Incident Recovery Team member to respond to media enquiries. A written press release may be useful. If necessary, protect others from contact with the media. Advice regarding this may be obtained from the DET Emergency Communications Centre and the DET Media Unit.
   2.8. Establish an open line of contact with the family or families directly involved.
   2.9. Provide out of school hours contact if necessary. This could be as simple as circulating the Principal’s telephone number. In more complex situations it may mean maintaining telephone contact at the school.
   2.10. Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
   2.11. Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.
   2.12. Ensure that counselling help is available. Contact the Regional Office and/or DET if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department’s 24 hour Emergency and Security Management Branch on (03) 9589 6266.
   2.13. Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.
   2.14. As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
   2.15. Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.
   2.16. The class teacher may be the person to whom students first turn for help.
   2.17. Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.
2.18. Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.

2.19. Maintain links with the family.

2.20. Be sensitive to staff and student’s needs over this period of time.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: The principal
CURRICULUM FRAMEWORK POLICY

Rationale:
The Victorian College of the Arts Secondary School is rightfully proud of its education and training package. Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Each year the school will map out its curriculum offerings in the form of an Academic, Dance, Music and Visual Arts Curriculum Handbook.

Guidelines:
1. The Victorian College of the Arts Secondary School remains focussed on our Vision, Mission and Guiding Principles as a Specialist School in the arts, outsourcing its academic program to other like-minded trainers. Our heritage programs of dance and music remain central to our work, while the Visual Arts Program in year 11 and 12 enables us to round out this work.
2. Our school will provide programs that will address the specific needs of students in relation to gender, special learning requirements, and any challenge students have. Giftedness and students from language backgrounds other than English will also be catered for.
3. Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan, while also be mindful in our role as a Specialist School.
4. Our school will comply with DET guidelines about the length of student instruction time required in Victorian schools as appropriate to our Specialisms.
5. There will be a broad offering of programs to meet the demands of students. The AusVELS will be implemented from Years 7 to 10 at our school. The Victorian Certificate of Education and Vocational Education and Training courses will be offered to our senior students.
6. School curriculum programs are designed to enhance effective learning and the goals of our Specialist Programs.
7. Preparing young people for the transition from school into further education and training and careers is a critical element in our programs.
8. Teaching and learning programs will be resourced through Program Budgets, Subject Levies will be collected from parents.
9. Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
10. The Consultative Committee will determine the curriculum program for the following year, based on student demand and the needs of the school’s Curriculum Plan to maintain balance and a broad provision of subject choices.
11. The AusVELS will be used as a framework for curriculum development and delivery at years 7 to 10 in accordance with DET policy and guidelines.
12. The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
13. Middle Years of schooling approaches will continue to be developed and implemented and is best seen in our year 9 Integrated Program.
14. Curriculum leaders will be required to prepare an annual non-recurrent budget and submit these to the principal.
15. School budgets will be determined by enrolment links in terms of;
   15.1. Total students
   15.2. Each student enrolled in a subject
16. The School Program Teams will meet to track whole school data and identify potential areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Track, Post Compulsory Completion and Achievement Information, VCE Data Service and VCE Examination Results Service, school based testing, teacher judgments based on learning outcomes in AusVELS.
17. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: The principal
CUSTOMER COMPLAINTS AND APPEALS POLICY

Rationale
The Victorian College of the Arts Secondary School is committed to the principles of negotiation and mediation in dealing with any complaints or appeals by students or parents and welcomes the open resolution of complaints and concerns.

The process for dealing with complaints relates to:
- Assessment
- Curriculum
- Other matters as they arise
- Placements
- Trainers
- Treatment of students by other students

Guidelines
1. Initially a complaint or appeal is to be managed between the parties in order to attempt to resolve the issue.
2. Should a satisfactory outcome not result, the student should then place their complaint or appeal in writing to the Assistant Principal.
3. The Assistant Principal will arrange a meeting, where further attempts to resolve the issue will be made and at which the complainant can put their case.
4. If a satisfactory outcome has still not been reached the Assistant Principal will arrange a meeting with the Principal.
5. If resolution is not achieved the Principal will refer the issue to an independent mediator who will be the Regional Director of the Western Metropolitan Region of the Department of Education.
6. The School will attempt to resolve any complaints fairly and equitably within five working days
7. All outcomes arising from complaints will be reported in writing to the complainant. The report will contain reasons for the decision that has been made.
8. All forms associated with the process will be filed on the student’s file
9. Any complaints that are found to be substantiated will be recorded as such and dealt with by the Principal through the relevant team meetings.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
DANCE PERFORMANCE AND REHEARSAL POLICY

Rationale:
The Victorian College of the Arts Secondary School provides a specialist dance program where performance is the ultimate goal of the training and education and a reward for all the hard work students undertake.

Performances and rehearsals at the VCA Secondary School are organized and operated as near as possible to replicate the structure and ethos of professional dance practice.

Guidelines:
1. Students are expected to behave professionally during rehearsals:
   1.1. Sitting is discouraged
   1.2. Active participation is encouraged
   1.3. Socialising is not permitted
   1.4. Practice is encouraged
2. Students may not participate in rehearsal without having attended training class on the day of rehearsal. This is a safety issue
3. Missing any rehearsals in the final production weeks may result in withdrawal from the performances – in this case the decision of the Head of Dance is final. This date will be set each year depending on the complexity of the works being produced.
4. Any extended absence from the rehearsal process may result in withdrawal from performances – in this case the decision of the Head of Dance is final.
5. Choreographers are often industry people with industry expectations who have been hired to give our students key industry experience. They are typically not teachers. It is expected that students in rehearsals will actively support the choreographer or rehearsal director with full focus, attention and commitment. Any unprofessional behaviour during rehearsals may result in withdrawal from the process
6. Casting for performances offers equality of opportunity to the students in any given group, there is no equality of outcome – the choreographer decides which students are most suitable for the parts
7. Negotiations will not be entered into concerning casting decisions by choreographers with either students or parents. The Head of Dance is pleased to discuss the way any individual student is working at any time or at the formal Parent Teacher Interviews.
8. Casting decisions from one work do not influence casting in another work or in subsequent seasons
9. During performance seasons students must be in the theatre for the start of class, warm-up or the half hour call – whichever comes first. Failure to attend may result in withdrawal from the season. It is strongly advised to call and report any delays as soon as possible
10. During performance seasons all training classes are compulsory – later than normal finish times do not give individuals the right to make decisions about the next day. During performance seasons it is vital that all cast members are available from first class in case of additional rehearsals
11. Any unprofessional behaviour backstage during performance seasons may result in students being exited from the venue or other sanctions being taken – VCA Secondary students must exhibit student behaviour in line with the professional expectations of the course when in performance and rehearsal mode
12. During performances students may not mingle with the audience in the front of house in stage make up or costume; this is a normal professional theatre rule and will be strictly enforced
13. Meeting with family and friends during interval while still engaged in the performance is not allowed
14. The schools expectations about theatre etiquette and other typical theatre expectations will be communicated to families who are asked to support the school

Status: Ratified by School Council
Date: 29 November, 2011, edited 2014 to reflect changes to departmental policy
Review date:
Responsibility: Head of Dance
DUTY OF CARE POLICY

Rationale:
In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

Definition:
1. Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

2. School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.

3. Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

Guidelines:
1. Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

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

3. Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

4. The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

5. Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:
   5.1. arriving late to class or leaving a class early
   5.2. arriving late to scheduled timetabled duty responsibilities
   5.3. failing to act appropriately to protect a student who claims to be bullied
   5.4. believing that a child is being abused but failing to report the matter appropriately
   5.5. inadequate supervision on a school excursion

6. Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher’s own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.

7. Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

8. Risks to students outside the school environment
   8.1. Legal cases establish that a teacher’s duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher’s duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took reasonable steps to protect the student from the risk.
8.2. Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

8.3. There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school’s control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. For example, fights at a local train or bus stop between students from rival schools may involve informing the police, contacting the other school to implement preventative measures, and noticing to parents and students.

9. At our school students enjoy an open plan, adult learning environment and considerably more “freedom” than in a mainstream school.

9.1. While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times.

9.2. Staff are responsible for their students at all times.

10. Classroom Supervision

10.1. Staff should not leave the classroom unattended at any time during a lesson, except where clear and explicit instructions are given and the normal site lines of supervision are available in our open plan and easy sight line school

10.2. It is not appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the duty of care cannot be delegated)

10.3. It is not appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)

10.4. In an emergency situation use the phone for the Principal or Assistant Principal or contact the teacher in the next room. (If appropriate – send another student for assistance)

10.5. No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague’s classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal is to be contacted first to alert them that the student is on their way.

11. Movement of Students

11.1. Care needs to be taken in allowing students to leave the room to work in other areas of the school.

11.2. Discretion is to be used when allowing students to visit the toilet or the library during class time.

12. Building supervision

13. Yard supervision is an essential element in teachers’ duty of care. It is now clearly established that in supervising students, teacher’s duty of care is one of positive action.

14. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

15. Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities.

16. Teachers rostered for duty are to attend the designated area at the time indicated on the roster.

17. Teachers on duty are to remain in the designated area until the end of the allocated time

17.1. No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Assistant Principal.

17.2. Be alert and vigilant - intervene immediately if potentially dangerous behaviour is observed in the school - enforce behaviour standards and logical consequences for breaches of safety rules.

17.3. You should always be on the move and highly visible.

18. Excursions, Incursions and Camps

18.1. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

18.2. Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

18.3. Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
18.4. Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines.

18.5. Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

18.6. The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

18.7. Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

18.8. The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

18.9. If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

18.10. If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

18.11. All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.

19. Informing Staff of the legislative liability of Duty of Care

20. All staff will be informed of their legal requirement via:

20.1. A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.

20.2. New staff will be informed of their Duty of Care as part of the school’s Induction Program

21. Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.

22. Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
DRUG POLICY

Rationale:
The Victorian College of the Arts Secondary School aims to create an environment where students are educated about drugs and drug issues in order to ensure that they understand the implications of drug use and that they possess the ability to minimise the possibility of harm to themselves and others. This school accepts the need for a comprehensive and coordinated approach to drug education across the whole school community. This school acknowledges that it is only one part of a community response to drug issues.

Our school discourages all drug use which is detrimental to the health and wellbeing of students, or which is not sanctioned by the law and medical authorities. This school aims to develop and maintain a health-promoting environment. The possession, use, selling and distribution of substances such as tobacco, alcohol, inhalants, inappropriately used prescription drugs and all illicit drugs at school constitute a health and safety risk and breach of school rules.

This policy is in line with DET Policies and Procedures and action plan and current practice. These identify four levels of activities – primary prevention, early intervention, intervention and Schools believe all students have the right to feel safe and supported in their school community. Issues such as alcohol and other drug use and misuse will impact on the school and community.

Guidelines:
1. Primary Prevention and Early Intervention – Drug issues will be addressed at all year levels, both through the curriculum and through internal and external counselling support as appropriate.
   1.1. The school leadership team will have a key responsibility in these matters and will take any allegations or information of drug use within our school seriously.
   1.2. Primary Prevention and Early Intervention involves a shared responsibility between school and home. The school is limited in its ability to control alleged drug use outside of school and on weekends. We will offer general support and advice to parents when requested and speak to students as required.
2. Sanctioned Drug Use – prescription or medicinal drug use.
   2.1. Students who need to use prescribed or medicinal drugs within school jurisdiction must have written approval of a parent/guardian and inform an appropriate staff member. The school will provide supervision for the student if required.
   2.2. Permission to serve alcohol at a school function or within the school must be gained from the principal. Any use of alcohol is subject to the laws and regulations regarding the serving and consumption of alcohol.
3. Unsanctioned Drug Use – Apart from the circumstances of 2.1, students are not permitted, within the school’s jurisdiction, to use, or to be under the influence of any drug or substance. The following substances are prohibited:
   3.1. Tobacco – The school is a smoke free establishment and students are not permitted to possess or use tobacco products.
   3.2. Alcohol – Students are not permitted to possess, consume, or be under the influence of alcohol.
   3.3. Inhalants – Students are not permitted to inhale or otherwise ingest a solvent or any other industrial product.
   3.4. Illegal Drugs – Students are not permitted to possess, supply or consume an illegal drug. The possession, supply, or use of an illegal drug is an offence against the law. In the case of a student supplying or being found in possession of or under the influence of an illegal drug, the Principal will be informed and will then contact the student’s parents and the police.
4. Intervention – Please see VCASS Procedure on Dealing with Drug Related Incidents. In general, the VCASS response to a drug-related incident will take into account the nature and circumstance of the particular event. The physical, mental and emotional health and wellbeing of all our students is the priority.
   4.1. Supportive strategies available to VCASS include informing and consulting parents, providing counselling and support, use of outside agencies to support students, families and staff as necessary.
   4.2. Sanctions available to VCASS include loss of privileges, suspension from school and referral to an external agency.
5. Media Enquiries – All enquiries regarding any drug issue must be referred to the Principal.
6. Post intervention – students, families and staff will be helped to deal with drug related issues and VCASS is committed to providing counselling in house or outside to any members of the school community who may need help dealing with a drug related issue.

Status: Ratified Council
Date: 2004/Revised to reflect current DET Polices 2015
Review date:
Responsibility: Head of Student Services
EFTPOS POLICY

Rationale
To provide the community with an alternative payment method to cash or cheque and to improve security by reducing the amount of cash handled and kept on school premises.

Guidelines
1. The school will only process transactions to accept school invoice payments i.e. family charges, sundry debtors, trading operation payments etc. The school will not undertake transactions which provide ‘cash’ to the customer.
2. The maximum amount of a credit/debit card transaction is determined by the cardholder’s limit.
3. The customer has the option of using a ‘Pen’ or ‘PIN’ to authorise transactions
4. When processing a credit card transaction that requires a signature for authorisation the school will ensure that the signature obtained on the merchant receipt matches the signature on the card and that the signature panel has not been altered in any way.
5. When processing a credit card transaction that requires the entry of a PIN, the customer is able to enter their PIN without risk of disclosure.
6. The school will ensure that the card number that is embossed on the card is free from alteration and the card has not expired.
7. Receipts will be entered onto CASES21 at the time the EFTPOS transaction is processed and both original receipts (EFTPOS and CASES21) issued.
8. The school will always print both the merchant and customer copies of the receipt and retain the merchant copy for audit purposes.
9. If it is determined at the time of the transaction and prior to entering the receipt on CASES21, that an error has occurred, the school will void or refund the transaction via the EFTPOS terminal. This must occur on the same day as the original transaction. The void transaction must be signed by the cardholder. The school copy will be signed by the authorised officer and recorded in an EFTPOS void transaction register. All documentation retained for audit purposes.
10. If an EFTPOS transaction has been processed and the receipt entered on CASES21 the following refund guidelines apply

10.1 Before processing a refund the original receipt is to be produced and the refund must be approved by an authorised officer
10.2 The school will complete pro forma with the name of the cardholder, card number, transaction details, date, name of staff member processing the transaction and signature of cardholder and Principal
10.3 If the refund is not performed on the same day as the receipt, the school will not process the refund until they have confirmed the funds have been credited to the official account.
10.4 Refund is to be made by cheque following normal processes and recorded in the EFTPOS register.
11. The school will use a separate receipt batch for EFTPOS receipts and perform a settlement on the terminal each day.

Status: Ratified Council
Review date:
Responsibility: Principal and School Council
ELECTRONIC FUNDS MANAGEMENT POLICY

Rational:
Electronic (internet) banking offers an online facility (via a website) which provides schools with the ability to undertake various banking functions, such as checking account balances, transferring funds between accounts, Direct Debit/Credit and BPAY. The latest bank statement is available when required for reconciliation or to view transactions.

Guidelines
1. In order to minimise risks, all payments made by direct credit are authorised by the principal and a member of the school council nominated by the school council for that purpose.
2. The school will maintain a list of all personnel/suppliers/creditors (with accompanying BSB and payroll/account number) who have been paid via the 'Pay Anyone' facility.
3. The school will maintain a register of existing bank-imposed restrictions or security measures, such as daily withdrawal limits, personal identification number (PIN) information and a list of personnel with administrative/authorisation.
4. CASES21 direct credit payroll and creditor files will be imported into the banking software to ensure accuracy of data
5. The business manager will process the final payment screen.
6. The printed payment receipt that confirms payment details will be retained with creditor payment vouchers or payroll records.
7. Alternative arrangements will be made during the Principal or Business Manager’s absence on leave.
8. All documentation will be retained for audit purposes.

Status: Ratified Council
Date: 2009
Review date:
Responsibility: Principal and School Council
EXTERNAL DANCE ACTIVITIES POLICY

Rationale:
The Victorian College of the Arts Secondary School presents to the student of dance a comprehensive program of education and dance training between the hours of 8:30 and 5:30 five days a week. The program has been carefully composed to address the needs of aspiring dancers. There is an emphasis on balance within the programme, with all areas harmonised and integrated. In some cases, there may be a need for extra tuition in a programme, which cannot be offered within the school's hours.

The student entering the VCA Secondary School makes a commitment to that school and in return the student is rewarded with the dedication of the School's staff, and the quality of the programme. In this way, the student is fully integrated into the school's activities, with a sense of belonging to the school's community.

Modern dance medicine reveals the danger of 'over training'. This is an instance when the body spends an inappropriate amount of time in training in relation to rest and relaxation. It is now known that the body's mechanics are strengthened only with the appropriate work/rest ratio in place. Students who take on extra work without the guidance of the dance staff run the risk of 'over work'. We believe to produce a healthy dancer; both in mind and body, an appropriate time should be spent each day in rest and non-dance activities.

Incorrect body mechanics can only be re-patterned through careful work over a long period. Many students enter the school with problems in posture, weight placement and transference, and other problems of alignment. The school undertakes a programme to correct these faults. If the student studies with other teachers outside the school's programme there is a danger that this re-patterning will either be undone, or made less effective.

It is international practice that students accepted into a training institution of the calibre of the Victorian College of the Arts Secondary School, train solely and wholly with that school. This is proven to provide the student with clear aims and intended outcomes. Studying within one system of training has proven to produce higher standards and results.

Guidelines:
1. Extra ballet training is available through the Royal Academy of Dance and the Cechetti Society.
2. Students wishing to enrol in these extension courses do so in consultation with the Head of School. These extension programmes are presented under the school's auspices, and on the School's premises.
3. Body strengthening programmes are available as a course extension. These are advised by the staff and Head of Dance of the Secondary School.
4. Entry in competitions and eisteddfods can only be done with permission of the Head of Dance.
5. Guest appearances in performances outside the school can only be done with permission of the Head of Dance.
6. Any other ballet or contemporary dance training, outside of the school or its extension programmes is not permitted. Other forms of dance training not presently offered by the School may be permitted after an application is made to the Head of Dance.
7. When students enrol parents sign an agreement to this policy.
8. Families that do not adhere to this policy will:
   8.1. Have a letter written that clarifies the policy and request they comply.
   8.2. Be requested to attend for an interview with the Principal, Head of Student Services and Head of VCASS Dance to discuss reasons for our policy
   8.3. If unsupported dance activities continue those families will be warned that because of the safety reasons present that enrolment in our program is at risk (Beginning Term 3).
   8.4. If these activities continue enrolment will be withdrawn for the following year (Beginning of Term 4)

Status: Ratified Council September
Date: 2005
Review date: 
Responsibility: Principal and Head of Dance
EXTERNAL ACADEMIC STUDIES POLICY

Rationale:
While students attending the Victorian College of the Arts Secondary School are expected to study the subjects offered at the school, it is recognised that in some circumstances the school is unable to offer all of the subjects students may wish to study. External studies like those provided by the Victorian School of Languages, Council of Adult Education and Distance Education Victoria may provide the opportunity for the school to meet the individual needs of students wishing to study Foreign Languages and subjects which are specific prerequisites for university entry.

Guidelines:
1. The Victorian College of the Arts Secondary School is a school that encourages students to study Foreign Languages:
   1.1. A career in the performing arts often necessitates working and living in countries where English is not the first language.
   1.2. All Foreign Language requests will be supported.
   1.3. A language mentor will be appointed in the school where possible.
2. The school recognises that studying External Studies is more challenging than if those subjects are studied in the school and as general rule only Foreign Languages will be supported except as defined in Guidelines 5, 6, and 8.
3. The inability to choose subjects of choice from the official school blocks will not be accepted as a rationale for requesting to do a subject by External Studies, typically in schools students need to make alternate choices.
4. Parents and students must articulate a well thought through plan when requesting non Foreign Language External Studies and any subject offered within the school must be studied with us unless:
   4.1. The student wishes to study a Foreign Language not offered by the school.
   4.2. Where a subject must be studied as a prerequisite for a tertiary course of study as mapped out in the students Managed Individual Pathway Plan.
   4.3. A student is in Level 6 or 7 at the Australian Ballet School who meets our enrolment criteria (see Guideline 8).
5. Students will be permitted to undertake Victorian Certificate of Education studies by the Victorian School of Languages, Council of Adult Education or Distance Education Victoria when:
   5.1. They have successfully completed a Foreign Language study at VCASS or another school and wish to continue with it.
   5.2. A subject, which cannot be offered due to small numbers, is a prerequisite for a relevant tertiary course.
6. The school will be responsible for managing all applications for students to complete Victorian School of Languages and Distance Education Victoria subjects. Approval to use the Council of Adult Education must also be given. Each application will be decided on a case-by-case basis.
   6.1. In general, a student may take no more than one Victorian Certificate of Education subject by Victorian School of Languages, Council of Adult Education or Distance Education Victoria in any one semester.
   6.2. Any student applying to take External Studies must be counselled on the challenge of independent study as part of their Managed Individual Pathway Planning.
7. Permission to take a subject will not be automatic, and will depend on factors such as:
   7.1. An assessment by teachers and parents that the student is committed and capable of independent study.
   7.2. The consistency and coherence of the student’s overall planned study program.
8. The Victorian College of the Arts Secondary School Australian Ballet School students are not permitted to enrol in any Distance Education subjects in Level 6 and 7 if they are on a full Australian Ballet School load. This is due to the demanding workload at these levels and the expectation from the ABS that they focus on their dance training.
   8.1. Australian Ballet School students in Level 6 and 7 are permitted to apply for one Distance Education subject if they are not on a full Australian Ballet School load, but must satisfy a selection process agreed between VCASS and the ABS.
   8.2. Australian Ballet School students in Level 4 and 5 are able to access External Studies as outlined in this policy.

Status: Ratified Council
Date: 18 June 2002, amended 30 June 2012
Review date:
Responsibility: External Studies Coordinator
EQUAL OPPORTUNITY POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to proving a non-discriminatory educational program and to eliminate unlawful discrimination in the school community.

Guidelines:
1. Audition as a means of ascertaining a student’s ability or potential will remain the means of gaining entry into the school. This is the central and overriding guideline.
2. A student’s ability to continue to develop and to take advantage of the opportunities offered in a specialist environment will remain the means of maintaining a place in the school.
3. At the Victorian College of the Arts Secondary School it is unacceptable and unlawful to directly or indirectly discriminate against a student and/or groups of students on the basis of: age, industrial activity, disability, lawful sexual activity/sexual orientation, marital status, parental status, carer status, political beliefs and/or activity, race, religious beliefs and personal association with a person or persons identified by reference to any of the above attributes.
4. The Equal Opportunity Act 2010 (‘the Act’) makes it unlawful to discriminate against a person in areas of public life, including, education and employment on the basis of a protected attribute.
5. Protected attributes include: age, impairment/disability, industrial activity, pregnancy, sex, religious belief or activity, lawful sexual activity, sexual orientation, gender identity, marital, parental or carer status, breastfeeding, physical features, political belief or activity, race and personal association with a person who is identified by reference to any of the above attributes.
6. Discrimination may be direct or indirect.
   6.1. Direct discrimination means treating a person with a protected attribute less favourably than a person who does not have the protected attribute in the same or similar circumstances.
   6.2. Indirect discrimination occurs when a requirement, condition or practice is imposed, which may appear to be neutral, but in fact has a disproportionately negative impact on a person with a protected attribute and is unreasonable.
7. In general terms an educational authority must not unlawfully discriminate against a person:
   7.1. In deciding who should be admitted as a student
   7.2. By refusing or failing to accept the person’s application for admission as a student
   7.3. In terms on which the authority admits the person as a student
   7.4. By denying or limiting access to any benefit
   7.5. By expelling the student
   7.6. By subjecting the student to any other detriment
8. There are a number of exceptions to discrimination in the area of education.
   8.1. An educational authority may impose reasonable standards of dress, appearance and behaviour for students.
   8.2. An educational authority may discriminate on the basis of disability/impairment if a student requires special services and facilities and it is not reasonable for those special services and facilities to be provided, or the student could not derive substantial benefit from the educational program even after the provision of special services or facilities

Status: Ratified Council
Date: 18 September 2007, Amended in 2014 to meet the requirements of the Equal Opportunity Act 2010
Review date:
Responsibility: The Principal
FIRST AID POLICY

Rationale:
At any one time, a student can have a health condition or care need that could impact on their attendance and participation within school. This can require short or long-term first aid planning, supervision for safety, routine health and personal care support and occasionally complex medical care needs.

The Victorian College of the Arts Secondary School has a responsibility to provide equitable access to education and respond to diverse student needs, including health care needs. This policy has been developed to assist supporting student health within a school environment in a pro-active manner. To be read in conjunction with the Anaphylaxis Policy

Guidelines:
1. Generally, schools are unable to provide for ill and recuperating students. Teachers require students to have relatively stable health and clear care plans. For example, teachers can generally safely supervise a child with a chronic health condition such as asthma or diabetes where the individual’s health is relatively stable and predictable and care recommendations have been documented and agreed to by the school.
   1.1. If, however, a student has recently contracted an illness, is infectious and/or needs rest and recuperation, his or her care generally should be the responsibility of the family.
2. The school principal will ensure that families understand the school’s support procedures.
3. Through enrolment processes we will identify a child or student has any individual emergency or routine health and personal care support needs, such as: predictable emergency first aid associated with, for example, anaphylaxis (severe, life threatening allergy), seizure management or diabetes routine supervision for health care safety, such as supervision of medication personal care, including assistance with personal hygiene, continence care, eating and drinking transfers and positioning, and use of health related equipment.
4. Parents/carers are primarily responsible for the health and wellbeing of their children.
5. First Aid support in the school will be provided in response to unpredictable illness or injury.
6. The Victorian College of the Arts Secondary School has procedures for supporting student health for students with identified health needs and will provide a basic first aid response to ill or injured students due to unforeseen circumstances and requiring emergency assistance.
7. The first-aider will seek emergency assistance in situations where his or her training is not sufficient to keep the student safe. First aid trained staff should not have to wait for parent or guardian approval to take this emergency action. Delays could compromise safety. The first-aider should, however, notify the child’s or student’s emergency contact person as a matter of priority to inform him or her of the action taken.
8. It is the principal’s responsibility to:
   8.1. alert families to the need for health care plans if children or students need individual support
   8.2. develop, monitor and review the school’s health support procedures manage health support planning
   8.3. involve relevant teachers in health support planning
   8.4. manage confidentiality
   8.5. ensure staff training requirements are fulfilled ensure facility standards are met
   8.6. be aware of health care services which visit the school manage archives of documented information
9. If there is an indication that individual health care may be needed by a student, the parent/carer should be asked to provide a health care plan, written by a relevant health professional. The care plan should document recommended emergency and routine health and personal care support for the child or student. Information about medical conditions (such as asthma, epilepsy and incontinence) must be provided by a doctor or, in some cases, a clinical nurse consultant working under the direction of a doctor. A therapist (for example, a physiotherapist or a speech pathologist) will usually document information about therapeutic such as transfers and positioning, and mealtime assistance.
10. Some students will have a health care need identified after enrolment. The same steps should be followed. An interim health support plan might be needed.
11. It is the responsibility of teachers to:
   11.1. provide relevant health care information to the school
   11.2. liaise with health professionals to provide care plans which create minimum disruption to learning programs
   11.3. assist children or students for whom they are responsible to self-manage, as much as is safe and practical, their health and personal care needs
12. It is the responsibility of parents/carers to:
   12.1. administer first aid for unpredictable illness or injury or organise someone who can
12.2. coordinate provision of first aid, including monitoring of equipment and facilities administer additional individual first aid support as negotiated (for example, administration of adrenalin via Epi-Pen for anaphylaxis)

13. The school will have a number of teachers and educational support staff trained in first aid able to treat unpredictable illness or injury.

14. One member of staff will be delegated the task of coordinating first aid procedures, supervising the first aid facility and maintaining and securing the contents of the school’s first aid kit. A relief staff member will be nominated in the event of the absence of the first aid coordinator. Other staff with first aid qualifications will be identified and available to assist.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Assistant Principal
FLEXIBLE WORK OPTIONS POLICY

Rationale:
The provision of flexible work options at the Victorian College of the Arts Secondary School acknowledges the following:

As a member of our workforce:
- Staff at the Victorian College of the Arts Secondary School typically put in a lot of extra time over and above normal school hours and the school cannot achieve its goals if they do not
- Staff are encouraged to and do attend many professional development activities outside school hours as well as school events, performances, exhibitions or concerts to benefit the students and the school
- Staff attendance at performances, exhibitions or concerts is integral to their understanding of the type of student who attends the school

As an individual:
- The staff have a commitment to staff welfare and well-being and believe that these have a direct benefit to our school culture and tone and student learning as well as our feelings about how we are treated as a professional
- The staff at this school value the balancing of work, life and family and believes that staff who do that are more productive at work

Guidelines:

Daily Operations:
1. Professionalism shown by Victorian College of the Arts Secondary School staff members with their professional duties being met will be rewarded with flexible approaches to their work subject to:
   1.1. Job requirements being met as per role statements
   1.2. Satisfactory achievement and positive participation in the school’s Performance and Development Plans
   1.3. Clear communication to all those who will be affected
   1.4. The hours of work performed in any given week will not be decreased
   1.5. Participation in team planning or scheduled meetings as required by the Enterprise Bargaining Agreement and the local Agreement
2. A flexible work option is not a right but a mutually agreed benefit that all staff are able to access
3. Personal appointments that cannot be scheduled outside school hours can be made at another agreed time, this includes:
   3.1. Family commitments
   3.2. Medical appointments
   3.3. Financial planning
4. If these appointments are made in a non-teaching time then staff may complete the activity with no leave deductions. If appointments are made in teaching time, then normal leave deductions will occur.
5. Positive Outcomes:
   5.1. Positive staff morale and a positive Staff Opinion Survey each year
   5.2. Positive contribution towards staff health and wellbeing and reduction of absenteeism and illness

Camps, Excursions and Supervision and time in lieu:
6. The Agreement between the staff and the principal covers time in lieu arrangements each year. Time in lieu will be offered by the Consultative Committee and Principal for participation in:
   6.1. Weekend and holiday camps
   6.2. Support of the school such as supervision at performances
   6.3. Time in lieu will be determined by participation. (Normally one day = one day in lieu)
   6.4. Staff may book up Time in lieu up to one week, and this must be taken within the calendar year it is accrued by agreement with the Assistant Principal.

Status: Ratified Council
Date: 2007, revised 2013
Review date: 2015
Responsibility: Assistant Principal
FRAUD AND CORRUPTION POLICY

Rationale:
To ensure schools report all instances of actual or suspected fraud. Schools must report fraud of any nature, regardless of materiality or parties involved, in accordance with the procedures of the Department’s Fraud and Corruption Control Framework.

Definitions
1. Fraud
   1.1. Fraud is dishonest activity causing actual or potential financial loss to the Department (including thefts of moneys or other property) and where deception is used at the time, immediately before or immediately following the activity. This includes deliberate falsification, concealment, destruction or use of falsified documentation used or intended for use a normal business purpose or the improper use of information or position for personal financial benefit.
   1.2. Theft of property (including money or Department funds) belongs to Department, but where deception is not used is also considered ‘fraud’.
2. Fraud can be perpetrated against the Department by:
   2.1. a Department employee (internal fraud)
   2.2. an agency or external individual (external fraud)
   2.3. a contractor or service provider (external fraud)
   2.4. any combination of the above, acting in collusion or otherwise.
3. Corrupt conduct
   3.1. Corrupt conduct includes:
   3.2. conduct of any person (whether or not a public officer) that adversely affects the honest performance of a public officer’s or public body’s functions
   3.3. the performance of a public officer’s functions dishonestly or with inappropriate partiality
   3.4. conduct of a public officer, a former public officer or a public body that amounts to a breach of public trust
   3.5. conduct of a public officer, a former public officer or a public body that amounts to the misuse of information or material acquired in the course of the performance of their official functions
   3.6. a conspiracy or attempt to engage in conduct referred in the above four points.
   3.7. Corrupt conduct also includes bribery.
4. Reporting fraud or corruption
   4.1. Any employee who has knowledge of a fraud or corruption incident, or has reason to suspect that a fraud has occurred, has an obligation to immediately report the matter to the:
      4.1.1. Principal;
      4.1.2. Director, Audit and Risk Branch on (03) 9631-3650 or email: fraud.control@edumail.vic.gov.au; or
      4.2. Protected Disclosure Coordinator on (03) 9637-3535 or email: caris.gordon.m@edumail.vic.gov.au) via the Whistle-blower arrangements.
5. Important: Whoever receives the initial report (either at the school or central office) must then refer the report to the Director, Audit and Risk Branch, to make the determination as to the action to be taken.
6. Related policies
   6.1. Reporting (emergency and incidents)
7. Related legislation
   7.1. Financial Management Act 1994
   7.2. Standing Directions of the Minister for Finance under Financial Management Act Protected Disclosure Act 2012

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
HOME STAY POLICY

Rationale
The Victorian College of the Arts Secondary School recognises that some families will need to send their children long distances to attend our school and this may require them to move from home. Whilst the school is unable to assume responsibility for student accommodation, the school is aware of the many questions regarding accommodation that arise when families are faced with the prospect of accepting a place at the VCA Secondary School or Australian Ballet School. This policy is designed to be read in conjunction with the guidelines in The Australian Ballet School ‘General Accommodation Guidelines’ and the guidelines provided by the Department of Education.

Guidelines
1. Families will organise home stay accommodation of high quality and which provides a safe, comfortable and caring environment and meets the following criteria:
   1.1. Home stay accommodation will be provided by a host which may be a family, couple or single person or through a suitable Home stay Company
   1.2. Working with Children checks will be organised prior to the student moving in
   1.3. The maximum number of students per home stay is 3
   1.4. There should be a single bedroom for the student’s exclusive use
   1.5. Three meals per day, seven days per week (cooked evening meal) will be provided
   1.6. Facilities will include a bed, wardrobe, towels and linen
   1.7. Gas, electricity, heating and water costs are covered by the charge
   1.8. Cleaning services of common living areas will be shared
   1.9. Students will have use of living areas within residence
   1.10. Study facilities, including a desk, study light and bookcase will be made available if possible
   1.11. Telephone and internet expenses will be the student’s responsibility
2. Students must have written permission from their parents and must provide relevant contact details if they stay away from their home stay overnight
3. Students and/or parents are required to reimburse home stay providers for any damage to property caused by student, or costs incurred by student during the time of residence
4. The school will monitor progress of home stay arrangements through the Head of Student Services
5. Students may not change the home stay arrangements without consultation with the school
6. Students over the age of 18 may be given permission to move out of the approved accommodation providing written parental consent is given and student’s choice of location is deemed appropriate by the school
7. As the safety and welfare of students is a priority, the following is required:
   7.1. Australian and New Zealand students under the age of 15 years must be accommodated with and fully supervised by a parent/legal custodian, a suitable relative or an approved arrangement through a home stay organisation
   7.2. Full-time international students under 15 years of age must be accommodated with and fully supervised by a parent/legal custodian or a suitable relative
   7.3. Full-time international students over 15 years of age must use the services of a home stay organisation
   7.4. Please note all accommodation arrangements must be approved by the School
8. Typical student accommodation arrangements are
   8.1. One or both parents moving to Melbourne
   8.2. Student staying with a relative / close family friend
   8.3. Home stay placement with agency

Status: Ratified Council
Date: 2009
Review date:
Responsibility: Head of Student Services
HOMESTAY POLICY - INTERNATIONAL STUDENT

Rationale
Where parents opt for DET to arrange accommodation, the Department through the school, is responsible for provision of accommodation, support and general welfare to the student. These arrangements shall be in place for the period that the student will be under 18 while in Australia. This policy has been developed to meet the requirements of the ESOS National Code 2007 and Student visa (Condition 8532) which require that appropriate arrangements have been made for the accommodation, welfare and support of students under 18 years of age. This policy is designed to be consistent with the PPSSU guidelines.

Guidelines:

1. The School will organise homestay accommodation of high quality and which provides a safe, comfortable and caring environment.
2. The homestay accommodation will be provided by a host which may be a family, couple or single person and need not be of Anglo-Saxon descent.
3. Working with Children checks will be organised prior to the student moving in.
4. The maximum number of students per homestay is 3, regardless of provider.
5. A weekly fee will be charged. This covers expenses associated with the provision of the following homestay services:
   5.1 Single bedroom for the student’s exclusive use
   5.2 Three meals per day, seven days per week (cooked evening meal)
   5.3 Facilities including a bed, wardrobe, towels and linen
   5.4 Gas, electricity, heating and water costs
   5.5 Cleaning services of common living areas
   5.6 Use of living areas within residence
   5.7 Study facilities, including a desk, study light and bookcase
6. Telephone and internet expenses will be the student’s responsibility.
7. The initial payment will include two weeks’ rent in advance plus a bond that is the equivalent of two weeks’ rent.
8. During holidays a holding fee to secure the homestay accommodation fee may be required to cover the student’s absence.
9. If a homestay provider wishes to terminate the homestay agreement, at least two weeks’ notice is given to the student and School.
10. Where a student moves out of a homestay at least two weeks’ notice must be given to the homestay provider and School. Giving less than this may result in the bond being forfeited.
11. Students of the opposite sex will not be permitted to live in the same homestay.
12. Students will be asked to sign a Homestay Responsibility Agreement on commencement of their enrolment. This will outline the house rules and requirements as well as homestay costs and methods of payment.
13. Students must have written permission from their parents and must provide relevant contact details if they wish to stay away from their homestay overnight.
14. Students and/or parents are required to reimburse homestay providers for any damage to property caused by student, or costs incurred by student during the time of residence.
15. Complaints that cannot be resolved by either the homestay provider or the student should be referred in writing to the School.
16. The School will monitor progress of homestay arrangements, including twice yearly visits.
17. Students may not change the homestay arrangements without consultation with the School.
18. It is a condition of enrolment at the VCA Secondary School that all international students must reside in homestay accommodation (including students who are over 18).

Status: Ratified Council
Date: 2009
Review date:
Responsibility: Head of Student Services
HOMEWORK/HOMESTUDY POLICY

Rationale:
The ability to develop regular practice in specialist areas balanced with focussed homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognised that dance, gymnastic and tennis students have demands that ensure they are generally more tired and get home later than other students their age in other schools.

Guidelines:
1. Homework is set by the teachers to reinforce, supplement and extend classroom teaching into the home environment.
2. Set homework should provide an opportunity for students to achieve goals, extend learning and develop self-discipline.
3. Where possible, homework should give students opportunities to develop as individuals by encouraging the use of their preferred learning styles and methods of presentation.
4. Teachers should ensure that homework requirements are carefully planned and corrected as soon as possible.
5. Students should be given training in the specific skills required to effectively complete homework.
6. Homework tasks should be set in such a way that students and parents recognise their relevance to work done in class, understand what is expected and can tell when the tasks are completed.
7. Homework for all students should develop from class work that has been very clearly and carefully explained.
8. Homework demands on time should be relatively predictable and evenly spaced.
9. Homework requirements should allow time for social interaction with family and friends.
10. Homework should encourage teachers, parents and students to establish links between school and home.
11. Students should record all set homework in their work Planner in order to enable both parents and teachers to monitor the student’s studies, progress and programs.
12. The recommended guidelines for time to be spent on academic, inclusive of classroom music and dance homework, five nights per week in each KLA in addition to their music performance, study or practice.
   - Year 7: 30 minutes each week in each English, Mathematics, Humanities, Science, LOTE and Classroom Music.
   - Year 8: 45 minutes each week in each of English, Mathematics, Humanities, Science, LOTE and Classroom Music.
   - Year 9: 60 minutes each week in each of English, Mathematics, Humanities, Science, LOTE and Classroom Music.
   - Year 10: 90 minutes each week in each of English, Mathematics, Humanities, Science and Classroom Music.
   - VCE: 120 minutes each week in each subject enrolled in, including dance and music

Home study is activity initiated by students to assist them in achieving individual goals related to academic or specialist learning. This is at the student’s discretion and in excess of homework.

Status: Ratified Council
Date: 2004 and revised 2009
Review date:
Responsibility: Head of Academic
INCURSION POLICY

Rationale:
The school’s incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students. To reinforce, complement and extend the learning opportunities beyond the classroom and to develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

Guidelines:
1. All incursions must be approved by the Assistant Principal or Principal.
2. Staff wishing to organize an incursion must discuss this with the Head of Program and then complete appropriate paperwork and lodge this for approval. All incursions must be approved at least two weeks prior to running. This decision will be made by the Principal or Assistant Principal who will consider the educational outcome of the incursion as well as the impact on the school for the proposed date.
3. The Principal or Assistant Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DET requirements.
4. All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
5. All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
6. All families will be given sufficient time to make payments for incursions. Parents will be provided with incursion information clearly stating payment finalization dates.
7. Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
8. The Teacher in Charge (organising teacher or delegate) must provide Reception with a final student list. This list must also include the location of students not involved in the incursion. A copy of this list should also be posted on the staff noticeboard.
9. Students not attending the incursion will be provided with suitable alternative activities.
10. Where applicable, students must have payment to be able to attend the incursion.
11. Duty of care in incursions:
   11.1. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
   11.2. Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
   11.3. Be aware that incursions require the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
   11.4. Be aware that incursions require the teacher to ensure that the venue adheres to DET guidelines.
   11.5. Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
   11.6. Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: The principal
INDUCTION FOR VET TEACHERS AND ASSESSORS POLICY

Rationale:
At the Victorian College of the Arts Secondary School teachers who are involved in the delivery and assessment of VET programs need to be aware of certain specific VET issues. These issues detailed below will be covered in the school Induction program.

Guidelines:
1. Competency Based Training And Assessment
   1.1. With the establishment of the Australian Qualifications Framework, curricula were replaced by Training packages. The key component of these packages is a competency.

2. Credit Transfer
   2.1. As a Registered Training Organisation (RTO), VCASS acknowledges its obligations to formally recognise Australian Quality Training Framework (AQTF) qualifications and Statements of Attainment. Refer to the Policy and Procedure detailed above under Credit Transfer.

3. Training Packages
   3.1. VCASS delivers competencies from the Music training package. This course can be used by participants for specific vocational skills in the music industry, information about this package is available at www.ntis.gov.au
   3.2. All Music Staff and Trainers are required to access this website and inform themselves about the package. By signing the Induction Form you are indicating that you have accessed and read the relevant documents.

4. Vocational Training and Education
   4.2. The Vocational Education and Training Act 1990 affect RTOs such as VCASS in the following ways.
      4.2.1. Establishes the Victorian Learning and Employment Skills Commission. This organisation, promotes, plans, co-ordinates and administers vocational training and education in Victoria.
      4.2.2. Provides for the regulation of apprenticeships and other workplace training. Apprenticeships and traineeships are not applicable to VCASS.

Status: Ratified Council
Date: 18 September 2007
Review date: 
Responsibility: RTO Manager
INDUSTRY CONSULTATION POLICY

Rationale:
The Victorian College of the Arts Secondary School Dance and Music staff are active practitioners in the fields covered by the Courses. They are also directly involved in the development of the VETIS courses.

Status: Ratified Council
Date: 18 September 2007
Review date: 
Responsibility: RTO Manager
INTERNAL AUDITS POLICY

Rationale:
The Victorian College of the Arts Secondary School AQTF Internal audits are planned to check that the quality system is operating as expected and improvements are made when any problems are found. Audits are scheduled not less than annually.
Audit reports become an agenda item at meetings of the Education Policy sub-committee.

Guidelines:
1. Preparing for Internal Audit
   1.1. An external auditor or the Assistant Principal or the RTO Manager may conduct the internal audit.
   1.2. Auditors refresh their knowledge of the Quality Policies Manual and Procedures
   1.3. They review any previous Non-Compliance Reports and corrective action files
   1.4. They prepare questions and checklists.
2. Conducting the Internal Audit
   2.1. The Internal Audit will occur annually, generally a month before the date of registration.
   2.2. The auditor will seek objective evidence that demonstrates whether the audited activity complies with the requirements of the documented quality system.
   2.3. When non-compliance is noted, a Non-Compliance Report Form is completed.
3. Corrective Action and Follow-up
   3.1. The Non-compliance Report is discussed at the Annual Review Meeting:
   3.2. A corrective action to be taken is identified and Part 2 of the form is completed.
   3.3. Indicates the date by which the corrective action will be fully implemented.
   3.4. On, or immediately after, the due date for implementation of the corrective action, the Assistant Principal checks to see if the corrective action has been implemented and if it is effective.
   3.5. When there is objective evidence that the corrective action is effective, the Non-compliance Report is closed out and Part 3 is completed.
   3.6. When more work or time is needed to totally implement the action, a new follow up date is agreed upon.
   3.7. These meetings are minuted with action items recorded.
4. Documentation and Records
   4.1. Internal audits, implementation of resulting corrective action, and the follow-up audits are documented using the Non-Compliance Report form.
   4.2. The RTO Manager keeps non-compliance Reports electronically.
   4.3. Non-Compliance forms that have been actioned are retained for 18 months.
   4.4. Actioned Non-Compliance forms relating to students are retained on the Students personal file and are retained for 30 years.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
INTERNATIONAL EXCHANGE POLICY

Rationale:
An international exchange program is a positive way to develop an association between like-minded schools in different countries. For this reason the Victorian College of the Arts Secondary School has an active and extensive exchange program. These links develop individual music and dance students as well as relationships between schools and school communities. International exchanges; Strengthen relationships between Australia and other countries; Broadens the knowledge and understanding of students by enabling them to gain an understanding, appreciation and respect for other cultures; Support specialist skill and/or language development; Develop ties of communication between teachers and students
Promote Victoria and Victorian education overseas; Build dance and music networks and contribute to personal and social growth

Guidelines:
1. Selecting Student Exchange Programs
   1.1. The school reserves the right to work with schools that have proven their commitment and responsiveness to the International Exchange Program.
   1.2. The school will also be open to new schools that demonstrate a serious commitment to an exchange program.
2. The current exchange schools are the Palucca Schule, Dresden, Germany, Chatham’s School, Manchester, UK and Lycee Racine, Paris, France
3. A Memorandum of Understanding has been signed with the School of the Arts, Singapore, to explore future possibilities.
4. School Expectations of Student Exchange Program
   4.1. The selection process will involve: application, short listing, interview and performance.
   4.2. Criteria will be clearly communicated beforehand.
      4.2.1. Criteria will be developed by the principal and the music and dance teams.
      4.2.2. Students must have paid their Specialist Subject Contribution or have a welfare exemption.
      4.2.3. As far as possible our successful exchange students and their families will host return students from our partnership schools.
   4.3. The Principal has the right of final approval on all exchanges.
   4.4. VCASS in partnership with the host school will arrange host family placements before exchange students leave their home country.
5. VCASS will select and screen all potential local host families, matching student and family interests and personalities.
   5.1. All host families will be police checked.
   5.2. Host families will meet students at the airport.
      5.2.1. The school will send a senior staff member to the airport to meet students.
   5.3. Host families will receive a food allowance for each student for each week they are with them.
   5.4. A letter of thanks will be sent by the Principal at the conclusion of the home stay period.
6. School Expectations for students on exchange
   6.1. Students wishing to apply for the exchanges and the relevant selection processes need to have paid their compulsory Specialist Contribution.
   6.2. Each exchange student must participate in regular classes and maintain a typical schedule and the social skills to enjoy participation in social and extra-curricular activities.
   6.3. Exchange students must have travel, medical and accident insurance.
7. School Responsibilities
   7.1. VCASS will organise payment of airfares and travel insurance. Each family will make a financial contribution towards the cost of the exchange. This amount will be determined by the Executive of School Council.
   7.2. International exchange students have all rights, privileges and protections accorded to VCA Secondary School community students.
   7.3. The school will make every effort to integrate international exchange students into the school’s program.

Status: Ratified Council
Date: 2011, edited 2014
Review date:
Responsibility: Principal
INTERNET ELECTRONIC COMMUNICATIONS ACCEPTABLE USE POLICY

Rationale:
Student instruction and learning increasingly requires new technologies that alter the ways in which information may be accessed, communicated and transferred. The purpose of Electronic Communications within the Victorian College of the Arts Secondary School is to assist in the education of students as well as the day-to-day business of the school.

The purpose of this policy is to ensure that Electronic Communications are properly and efficiently used and that VCASS is protected from problems such as error, fraud, defamation, breach of copyright, unlawful discriminations, illegal activity, privacy violations and service interruptions.

Guidelines:
1. The starting point for any electronic communication will be the school intranet, which is only available to members of our community.
   1.1. Students join this by signing the DET Acceptable Use Agreement which is revised each year
   1.2. Students may also Bring Their Own Device (BYOD) in year 10-12 by signing the appropriate agreement
2. The VCASS network is a tool for the use of members of the VCASS community and users may access a broad range of appropriate resources. Students may explore libraries, databases, the Internet and bulletin boards, which will involve exchanging messages and information across the world.
3. Users understand that the use of electronic communication is a privilege and carries with it responsibilities. Users accept responsibility for their good behaviour on the entire school computer network in line with this policy.
4. Communication on the information networks is often public and users are to consider the confidentiality of any material they intend to send or receive.
5. The audience of an electronic message may be unexpected and widespread. Communications may be easily copied, forwarded, saved, intercepted or archived. Electronic communication must not be used to send material that is offensive, derogatory, defamatory, or illegal.
6. Users are made aware that Electronic Communications from the VCASS network will be treated as VCASS related and may be monitored by Authorised Persons.
7. Electronic Communications are potential delivery systems for computer viruses. All externally sourced material should be run through a virus scan program before being launched, opened or downloaded.
8. The ability to forward, distribute and download material greatly increases the risk of copyright infringement. Users are to be aware that the copyright material of third parties must not be used without authorisation, or due credit and reference. Staff are to ensure that guidance is provided in the appropriate use of online resources.
9. Students and their parents, or guardians, are expected to sign a student agreement for access to the VCASS network. Students who fail to honour this policy will incur the withdrawal of access to the Internet and/or school network as determined by the Head of Student Services.
10. Parents and guardians are responsible for setting and conveying appropriate standards at home for Internet use. The school will communicate this policy to Parents and to assist them in this task.
11. The school undertakes a commitment to implement and uphold this policy and provide appropriate physical and financial resources to enable safe and educationally relevant access to Internet for staff and students.

Status: Ratified Council
Date: 21 October 2003, revised 3 March 2014
Review date:
Responsibility: Principal
INVESTMENT POLICY/SCHOOL FUNDS POLICY

Rationale:
To ensure that the school has the maximum financial resources available to carry out its programs it is essential that funds, surplus to current needs of the school, are invested to generate interest revenue.

Guidelines
1. School funds are only to be invested with financial institutions (specifically Banks and Credit Unions) which are regulated by the Australian Prudential Regulation Authority (APRA) and are listed by them as an authorised deposit taking institution (ADIs). A full list of these financial institutions can be obtained from the APRA website – www.apra.gov.au/adi
2. The school should endeavour to invest the maximum amount of funds which are surplus to current needs, in investments, which provide the maximum interest income available for low risk investments.
3. Detailed records of all investments will be maintained by the school and will show:
   3.1. Bank account
   3.2. Bank title
   3.3. Account type
   3.4. Interest rate %
   3.5. Investment date
   3.6. Maturity date
   3.7. Account balance
   3.8. Deposits
   3.9. Withdrawals
   3.10. No direct payments are to be made to creditors from investment accounts
   3.11. To ensure that maximum funds are available for investments, cash flow projections are to be prepared to determine cash requirements in any given period.

Status: Ratified Council
Date: 2009
Review date:
Responsibility: Principal and School Council
LEADING TEACHER TENURE POLICY

Rationale:
The staff of the Victorian College of the Arts Secondary School has voted in favour of tenure of competent leading teacher having their contract renewed at the end of their contractual period, subject to the following guidelines.

Guidelines:
Leading teachers who show competency in the following areas will have their tenure renewed at the end of their contract.
1. Currently performing competently within the description of their role and meeting of performance requirements.
2. Ability to accommodate a change in the original position requirement to suite school needs if necessary. This will be negotiated between the Principal and the Leading Teacher.
3. Merit & Equity procedures will be implemented for underperforming leading teachers.

Status: Ratified by Staff Forum
Date: 15 November 2001
Review date:
Responsibility: Principal
THE LEVISTON LIBRARY USE POLICY

Rationale:
The Library, its tone and use are central to the effective operation of the school. The library area is under the jurisdiction of the Head of The Leviston Library. It includes the Year 11 and 12 Study Space, The Library, Resources Area, Library Commons, The Library Hub, the Reading Room and the Seminar Room.

Guidelines:
1. The Library is made up of:
   1.1. The Mezzanine: contains the year 11 and 12 study space and a social space
   1.2. The Library: Book and computer resources
   1.3. Resources: Service and print/photocopier
   1.4. The Hub: Staff and borrowable resources non-book and reference
   1.5. Library Commons: Bookable space, research, guided independent learning, not silent, no lecture style classes
   1.6. Reading Room: Not bookable but one student may be sent to use, silent reading
   1.7. Seminar Room: Bookable and on the timetable as required
2. Teachers are allowed to send up to six students to The Leviston Library
3. The Library Commons is for a class to access wider The Leviston Library Resources and is not designated a lecture zone.
4. Bookable areas are:
   4.1. Library Commons
   4.2. Seminar room
5. The Reading Room is available to all students and is for self-generated activities. Teachers may send single students to the Reading Room.
6. Extra staff will be allocated to The Leviston Library through the yard duty roster at key times, such as lunchtime.

Status: Ratified by Council
Date: 2011
Review date:
Responsibility: The Head of The Leviston Library
LOGOS, NATIONAL AND STATE POLICY

Rationale:
The Victorian College of the Arts Secondary School agrees to use the Nationally Recognised Training logo on AQF qualifications and Statements of Attainment in accordance with the Nationally Recognised Training Logo Specification.

The School agrees to use the Nationally Recognised Training logo in advertisements according to the requirements noted in AQTF 11.1

The School agrees to use the following statements in relation to programs on their Scope of Registration.

- Nationally Recognised Training
- Education, Training and Employment Recognised Training
- Registered by Education, Training and Employment to issue the following qualifications.

The School agrees to use the logo of Education, Training and Employment according to that authority's conditions of use.

Guidelines:
1. The School complies with the requirements of these Standards
   1.1. Use of Logo according to the requirements noted in AQTF 11.1
2. The RTO Manager will manage the use of national and State logos. See Procedure AQTF 12.
3. The use of statements indicated in this standard will follow Procedure in AQTF 12.1.04

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
MANAGEMENT OF INJURY FOR DANCERS POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to the effective management and understanding of injury and is informed by the work of experts in its attitudes and approach. The school supports the view of Anthony C. Luke, MD, MPH who said: ‘It is our belief that the prevention of injuries properly originates in a clear understanding of the what, where, when and how of their occurrence’, in ‘Preventing Dance Injuries, Ruth Solomon 2005’

Guidelines:
1. Dancers train for many hours as part of their preparation for performance careers. As technical demands increase, the strain on bodies can result in injury
2. Injuries are often the result of factors that can be addressed through cross training:
   2.1. Dance training does not normally improve aerobic fitness
   2.2. Dance training, without remedial work, can create muscle imbalances in the body which can easily lead to injury – for example the excessive holding of outward rotation of the leg in the hip socket required for classical ballet, can cause damage if the rotators are overused and no remedial movement undertaken
   2.3. Dance training is not in any way comprehensive, certain muscle groups are barely worked while others are overworked – for example there is often limited upper body training in relation to the legs, feet and ankles
   2.4. The range of movement required these days of dancers (particularly, though not exclusively) in the hamstrings and spine is not addressed in daily training to anything like the required degree
   2.5. The more flexible the dancer the more that they need muscular strength to hold what are relatively unstable joints
3. Some of these issues are approached by our own ‘CI’ body conditioning program and students are encouraged to execute this program regularly. Students are encouraged to thoroughly warm-up prior to dance activity preferably with some aerobic exercise. Students are encouraged to use the elliptical trainers daily for aerobic fitness. Students are encouraged to use the gym equipment regularly.
4. Rehabilitation from injury can be used to address many of these issues and should be seen as a positive time to make positive gains – the VCA Secondary School will provide, when it can, a rehabilitation expert who can help with this process and a Gyrotonic© machine where appropriate.
5. When a dancer is injured they must seek medical advice – that advice may be from the school physiotherapist or where necessary a doctor
6. We strongly recommend that dancers in our course visit the school physiotherapist – this physiotherapy practice is experienced in the handling of dance injuries and communication is excellent with the training staff
7. The school physiotherapist will give a series of specific exercises to assist in rehabilitation
8. Severe injuries require specialist attention – the school physiotherapist can advise such care
9. Students carrying minor injuries should attend all dance classes with a note from their medical practitioner outlining their limitations. This note should be presented to the teacher – the onus is on the student to ensure that the teacher is aware of their limitations. Students may then participate in the class as far as able within their limitations. When they need to stop they should then excuse themselves and go to the gym or vacant studio to continue with their own program. This program where appropriate should include the use of training equipment including elliptical trainers and gym equipment; the VCASS ‘body conditioning’ program, as well as their own specific programs from the physiotherapist
10. Injuries are generally not reason for students to absent themselves from the dance program
11. Students should not sit observing technique classes unless there is a specific reason to do this – and then they must actively engage with the training
12. Some classes and rehearsals will require the students to stay and actively participate to the best of their abilities; for example composition and rehearsal with active observation
13. For severe or long-term injuries, that prevent participation in the dance program, students in consultation with guardians may be given opportunity to exit the school to attend swimming or gym rehabilitation.
14. In the best interests of the wellbeing and self-esteem of the students repeat or ongoing long term injuries may result in a recommendation to seek an alternative educational setting

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: Head of Dance
MANDATORY REPORTING POLICY

Rationale:
The Victorian College of the Arts Secondary School, as a Department of Education and Training school, is committed to the principles, practice and implementation of Mandatory Reporting Policies. We understand a broad range of professional groups are identified in the Children Youth and Families Act 2005 (CYFA) as mandatory reporters. Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child’s parents are unable or unwilling to protect the child.

The following professionals are prescribed as mandatory reporters under section 182 of the CYFA. These are primary and secondary school teachers and principals (including students in training to become teachers), registered medical practitioners (including psychiatrists), nurses (including school nurses) and police. There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to make a report. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

Guidelines:
1. The challenge of protecting children is everyone’s responsibility: parents, schools, communities, governments and businesses. The Department strongly encourages all school staff to protect and preserve the safety, health and wellbeing of all children and young people.
   1.1. Aims: To protect children and young people from abuse and neglect by ensuring school staff under section 184 of the Children Youth and Families Act 2005 (CYFA):
      1.1.1. understand their mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse
      1.1.2. know how to make a mandatory report to the Department of Human Services (DHS) Child Protection when they have formed a belief on reasonable grounds that a child or young person is at risk of significant harm
      1.1.4. are able to identify and be aware of the indicators of abuse. Implementation

2. Any person who is registered as a teacher under the Education and Training Reform Act (2006), or any person who has been granted to teach under the Act, including principals, is mandated to make a report to the Department of Human Services (DHS) Child Protection.

3. School staff should discuss any concerns about the safety and wellbeing of students with the school principal or member of the school leadership team, especially if they have a suspicion of possible abuse but have not formed a belief at that time. If a principal or member of the school leadership team does not believe that a mandatory report is warranted, this does not discharge the teacher of their obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher’s concerns continue, even after consultation with the principal, that teacher is still legally obliged to make a mandatory report of their concerns.

4. Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are encouraged to speak to their principal as well as being able to make a report to DHS Child Protection.

5. School staff who have concerns about a child or young person because they have been made aware of possible harm via their involvement in the community external to their professional role may make a (protective) report to DHS Child Protection.

6. The challenge of protecting children is everyone’s responsibility: parents, schools, communities, governments and businesses. The Department strongly encourages all school staff to protect and preserve the safety, health and wellbeing of all children and young people.

7. This policy should be read in conjunction with relevant legislation and the DET Policy and Advisory Guide: sections relating to but not limited to:

8. Child Protection -Mandatory Reporting, Concurrent Duty of Care Types of child abuse Indicators of harm, Making a mandatory report, Investigation, Duty of care, Police and DHS Interviews, Responding to Student Sexual Assault

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
MARKETING POLICY

Rationale:
The purpose of marketing at the Victorian College of the Arts Secondary School will be to raise public awareness of the opportunities for highly talented young students in the areas of dance and music.

A key to this lies in the development of a strategic plan that will ensure the enhancement of the school’s reputation. This will emphasise our position as a unique Secondary School offering professional training to talented young dancers, musicians, visual artists and other elite students that is integrated with a high quality academic program.

The plan must present a coherent image of the Victorian College of the Arts Secondary School.

Guidelines:
1. The marketing committee will be responsible for developing a strategic plan relating to all aspects of marketing that will include:
   1.1. Advertising
   1.2. Promotion
   1.3. Public Relations
   1.4. Sponsorship
2. Publicity material that is produced for the school should be in keeping with its commitment to the school corporate image.
3. Publicity material must conform to and follow the direction laid down in the marketing plan.
4. The marketing committee will work in cooperation with the PF&A in ensuring that plans relating to public relations are implemented.
5. Sponsorship from various organizations will be actively sought; the school council will approve such sponsorship arrangements.

Status: Ratified Council
Date: 20 May 2002, Revised 2009
Review date:
Responsibility: Principal and Marketing and Development Officer
MEDICINE DISTRIBUTION POLICY AND PROCEDURE

Rationale:
Some students attending school need medication to control a health condition. It is necessary that teachers (as part of their duty of care) assist students, where appropriate to take their medication. The school will ensure the students' privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

The school is obliged to comply with reasonable requests for assistance in the administration of medication. This results from the duty of care that exists in all schools and education facilities. Records of medication administered by staff to students and agreements to this administration of medication must be stored at the school. These confidential records shall only be accessed by authorised persons at the school i.e. Administration staff. All staff must respect the confidential nature of information made available to them regarding the medical condition of any students.

This is to:
• provide guidelines for the distribution of medicine;
• ensure both the safety of the child and to protect the school staff who training; and
• inform all staff of children suffering from ongoing medical conditions.

Guidelines:
1. A member of the Leadership Team will ensure communication occurs between parents, school staff and appropriate health professionals, provide approval for school staff to administer or supervise the administration of medication to students and ensure safe and confidential storage of records relating to the administration of medication.
2. Staff should administer prescribed medication where there is an agreement between staff, parents/guardian/carer and a member of the Management Team and where written instructions from the prescribing doctor have been provided by the parent/guardian/carer. School staff are responsible for student welfare and need to know if a student has a valid medical reason for carrying prescribed medicine to school.
3. Over-The-Counter (Non-Prescribed) Medication. It is the responsibility of the parent/guardian/carer to notify school staff if a student is taking over-the-counter medicine. Drugs such as those used for travel sickness, antihistamines, ventolin and cough mixtures and also analgesics (e.g. aspirin and paracetamol) can have side effects and will only be administered if written permission has first been obtained from a parent/guardian/carer.
4. Prescribed Medication. Only the quantity of medication for the school day can be brought onto the school premises by the student. School staff are not to administer prescribed medication or treatments which require specialist training such as giving injections. The exception being the use of the epi-pen for anaphylaxis which all staff will be trained in by an accredited training agency when the need arises.
5. If school staff are to administer medication to the student the following protocol applies:
   5.1. parent/guardian/carer must provide written authority for the school staff accepting responsibility to administer the prescribed medication.
   5.2. parent/guardian/carer is responsible for the submission in writing of any requirements of the student for medication, including details from the medical practitioner and of the circumstances for the appropriate use and application of the medication.
   5.3. parent/guardian/carer must provide the medication in a properly labelled container (name of student, name of medication, dose to be taken). Minimal quantities only should be sent to school unless there is a need for larger amounts to be sent, by agreement with the school.
   5.4. school staff should only administer prescribed medication in accordance with instructions or advice of a medical authority.
6. Emergencies - Emergency situations requiring the administration of prescribed medication:
7. Emergency situations include those arising from asthma, diabetes and serious allergic reaction. It is the responsibility of the parent/guardian/carer to provide the school with adequate information regarding the details of the student’s medical condition which may require specific action and or treatment under emergency conditions. Where such a medical condition exists, collaborative discussion needs to take place between school staff, parent/guardian/carer and a member of the Management team to develop an emergency plan upon which all parties agree.
8. School staff should be advised that refusing to administer medication or provide assistance to a student in an emergency situation when the staff member is reasonably aware of and able to take some action which could prevent or reduce harm being done to the student may constitute a breach of their duty of care to the student. Calling an ambulance, without providing further help, may not be adequate in an emergency situation where staff...
are reasonably able to take some sort of affirmative action. The absence of parental consent or instructions from a doctor will not necessarily protect a staff member from liability in emergency situations. Similarly, if a staff member reacts in a reasonable manner in an emergency situation, the absence of parental authority is not likely to raise an issue of liability.

9. Preservation of Records
   9.1 All recorded data will be kept in the locked cabinet in the office in the students file. All agreements to the administration of medication and all records of medication given need to be held by the school.

10. A requirement is that all records of medication administered by staff members to a student be retained for the period up to that student’s 25th birthday. These records are deemed to be of a confidential nature and their collection, storage and security are the responsibility of the Business Manager.

11. Safe Storage of Medication
   11.1 Prescribed medication which is to be administered by staff must be stored safely in a lockable compartment or cupboard which can only be accessed by authorised persons. Medications which are required to be refrigerated should be under the care of the staff member who is responsible for the student for whom the medicine is prescribed and should be isolated in a secure container. All medication must be in a properly labelled container which shows the name of the drug, name of the student, the dose and frequency.
   11.2 It is the responsibility of the parent/guardian/carer to ensure that the medication is clearly labelled, is not out of date and is provided in sufficient quantities for the student’s needs.

12. All forms pertaining to this policy are available from the office.

**Status:** Ratified Council

**Date:** Tuesday 29 July, 2014

**Review date:**

**Responsibility:** School Councillor
MUSIC ACCOMPANIMENT POLICY

Rationale:
Music students at the Victorian College of the Arts Secondary School have a requirement to be accompanied by skilled accompanists during assessment and performance. Students are required to develop skills in accompaniment, as this is an essential component of a career in music.

Guidelines:
Professional Accompaniment:
1. The school provides both rehearsal time and the services of a professional accompanist for examinations and for school performances.
2. Students may choose to engage their own accompanist for examinations, but this must be at their own expense.
3. Students are responsible for arranging their own accompanist in the case of replacement exams where the student is unable to attend on the day of their assessment for reasons of illness or absence necessitating a change of date for the exam. Students must provide their accompanist at their own expense on these occasions.
4. Students are entitled to one hour of rehearsal per semester and performance and examination accompaniment. Any further rehearsal is arranged at the student’s expense.
   4.1. Notification of Performances and Repertoire: accompanists require a minimum of one week’s notice during the school term.
   4.2. For assessments all copies of music must be given to the accompanist by the end of Term 1 for Semester 1 examinations, and by the end of Term 3 for Semester 2 examinations.
   4.3. Any exceptions to these are at the discretion of the accompanist.
   4.4. Cancellation of rehearsals requires 24 hours’ notice or the rehearsal will be counted as given.
   4.5. Students need to give forward notification of performances. In situations of undue notice accompanists may decline to assist.
5. Copyright of music requires that students use originals for public performances. It is strongly advised that students purchase their own music for examination and concert performances.

Student Accompaniment
1. Students must not be placed in a situation where demands to provide accompaniment jeopardise their own studies.
   1.1. No student is to accompany in more than three instrumental/vocal assessments without the prior approval of the Head of Music.
2. Opportunities will be provided where possible for students to rehearse together at school as preparation for concerts and assessments.
3. Prior to and during assessment periods accompanists will be required to miss timetabled classes in order to attend rehearsals. In such cases the teachers concerned will be expected to cooperate in making arrangements for students to catch up missed work.
4. In all cases, the Head of Music must approve the accompanist chosen for a student’s assessment.

Status: Ratified Council
Date: 3 September 2002
Review date:
Responsibility: Head of Music
MUSIC LESSONS POLICY

Rationale
In a specialist music school the process of arranging Instrumental Music Lessons needs to be straightforward and simple. Classroom teachers in both the Music and Academic Programs need to be flexible when dealing with students attending Music Lessons.

Guidelines
1. For students
   1.1. Students need to be aware of any possible clashes: tests, SAC's, excursions and other commitments when planning their lessons.
   1.2. Students must not miss SACs and scheduled tests, excursions or Chamber Music and Ensembles.
   1.3. As soon as organised with Instrumental Music Teachers (IMTs), students must notify their class teacher by email and in collaboration with their classroom teacher make sure an entry is made on their COMPASS Schedule. [Process to be refined in 2015]
   1.4. A minimum of forty-eight hours is mandatory notice for class teachers (not including weekends or public holidays).
   1.5. It is the student’s obligation to return to class promptly and follow up on missed work and activities.
2. For classroom teachers
   2.1. The expectation is that permission will be granted to miss the class
   2.2. If problems arise the classroom teacher should contact Assistant Head of Music who will coordinate and mediate.
3. For Instrumental Music Teachers
   3.1. Students should to be given one week’s notice of lesson times.
   3.2. Music lessons must be rotated across your teaching day.
   3.3. Music Lesson dates and times should be recorded in the student’s lesson diary.
   3.4. IMTs are required to promptly inform the Head of Music of student absences.
4. Attendance
   4.1. Attendance at all lessons is compulsory and the Head of Music will be informed if the student does not present for the lesson.
   4.2. Absences are treated very seriously and will be followed up.
   4.3. The above arrangements cover Principal Study Lessons, Second Study Lessons, and Rehearsals with VCASS Accompanists and Alexander Technique Lessons.

* In 2015 this is Mary Jo Kelly, Contact: 8644 8630, Email: kelly.maryjo.m@edumail.vic.gov.au

Status: Ratified Council
Date: 10 March 2015
Review date: 10 March 2016
Responsibility: Head of Music/Assistant Head of Music
NON-QUALIFIED TRAINERS AND ASSESSORS POLICY

Rationale:
This policy supports the AQTF 2007 Standards where staff employed Victorian College of the Arts Secondary School and do not have the required qualifications as outlined in AQTF Standard 1.4.

All trainers / assessors hired by VCASS who have not attained the appropriate qualifications will be required to enrol and complete required qualifications as soon as practical. All trainers / assessors who are employed by VCASS without these qualifications shall be referred to as Non-qualified trainer/assessor for the purpose of this Policy / Procedure.

Where a trainer does not have the appropriate training competencies or demonstrated equivalent competencies, they must be under the direct supervision of someone who does. The supervising trainer provides regular guidance, support and direction, and monitors the training and assessment. Although it is not necessary for the supervising trainer to be present during all training delivery, he or she is accountable for the training delivered by the supervised trainer.

Guidelines:
1. The CEO/Principal shall delegate a ‘supervising staff member’ who is qualified and who shall schedule weekly meetings with the non-qualified staff member.
2. The meetings shall ensure the non-qualified staff member receives regular guidance, support and direction and will include the following:
   2.1. Review training
      2.1.1.1. Review all session plans and classroom activities and make changes as needed
      2.1.1.2. Review reporting requirements of training delivered
      2.1.1.3. Discuss training to be delivered in the next week including any planning requirements
   2.2. Review assessments
      2.2.1.1. Review all assessments covered in the last week and look at samples of evidence collected from each class
      2.2.1.2. Discuss any issues raised through the review of the non-qualified assessor’s assessment processes
      2.2.1.3. Look at any assessments to be conducted in the next week and ensure assessment tools are available and the non-qualified assessor understands the process involved for the units to be assessed.
3. This meeting is to be minuted (APPENDIX A) and the minutes are to be kept on record to show evidence that the meetings have taken place. Both ‘supervising staff’ and ‘non-qualified staff’ are to sign the minutes to further evidence both parties are satisfied the training / assessment standards and compliance standards are being met.
4. The allocated supervising staff member will be in contact (either phone or in person) at least once per week to ensure the non-qualified Trainer/Assessor has no questions and the training/assessment session(s) is going to plan.
5. At least once per month the supervising staff member shall be present during a training or assessment session to provide feedback and guidance.
6. All assessments are signed off by a qualified assessor who possesses relevant qualifications (as identified in AQTF standard 1.4)

See also appendix 3

Status: Ratified by AQTF
Date: 2010
Review date:
Responsibility: RTO Manager
OCCUPATIONAL HEALTH AND SAFETY POLICY DET

Scope:
This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) schools and offices and is readily accessible to all interested parties.

DET OHS Commitment and Principles:
DET is committed to providing employees, students, contractors and visitors with a healthy and safe environment.
DET will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses at all DET workplaces.

DET is committed to:
- preventing injury and illness occurring in DET workplaces;
- consulting and co-operating with employees on health, safety and wellbeing issues directly as well as through their Health and Safety Representatives (HSRs) and employee representative organisations on OHS issues affecting them;
- achieving continuous improvement through the monitoring and review of measurable targets and objectives and improvement of health and safety management systems and initiatives;
- complying with all relevant health and safety legislation; and
- allocating adequate resources to maintain healthy, safe and supportive workplaces.

DET will meet its commitment to Health & Safety by:
- providing appropriate information and training for principals/managers (including senior management and regional personnel) and employees to enable them to perform their OHS roles and responsibilities;
- holding all levels of management accountable for the health & safety of employees under their management;
- consistently applying DET OHS procedures, practices and other relevant policies in accordance with statutory requirements and accepted health and safety standards;
- reporting, recording and investigating accidents and incidents and acting to prevent re-occurrence;
- reducing health, safety and wellbeing risks through a documented process of hazard identification, selection, implementation and review of risk controls; and
- monitoring, reviewing and improving health, safety and wellbeing management systems.

DET employees, visitors, volunteers and contractors are required to:
- report hazards and incidents;
- participate in training;
- consult and cooperate with DET on safety related matters; and
- follow safety instructions and observe the wearing of personal protective equipment as required.

Richard Bolt
Secretary, 19 January 2012

THIS DOCUMENT IS UNCONTROLLED WHEN PRINTED

Status: Tabled at council 2014
Responsibility: Principal

OHS CONSULTATION AND COMMUNICATION POLICY DET
Scope:
This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) schools and offices and is readily accessible to all interested parties. This policy builds on Part 4 of the Victorian Occupational Health and Safety (OHS) Act 2004 which outlines the legal duties of employers to consult.

DET OHS Commitment and Principles:
The Department of Education and Training is committed to providing DET workplaces with consultative arrangements that allow employees to contribute to decisions that impact on their health and safety. Workplace health and safety benefits significantly from effective consultation. Employees are often best placed to identify health and safety hazards and issues in the workplace. Consultation and communication can also help build commitment to health and safety.

- Consultation on OHS issues shall be meaningful and effective and employee contributions valued and taken into account;
- Consultation will not delay the implementation of a policy or procedure to address an immediate or serious health and safety risk in a timely manner;
- Consultation will be undertaken in a manner consistent with positive supportive working relationships;
- DET has ultimate administrative and operational responsibility for all workplace decisions that affect health and safety provided that these decisions are made in accordance with the consultation principles outlined in this policy.

DET will meet its commitment to Health & Safety by:
Consulting with health and safety representatives and employees so far as is reasonably practicable when making any decision or change in relation to their health and safety in the workplace including the following:

- identification of workplace hazards;
- assessment of the risks associated with workplace activities and hazards;
- decisions made in relation to measures taken to eliminate or control workplace risks;
- review of workplace risk assessments;
- introduction of, or alteration to procedures for monitoring workplace risks;
- decisions made in relation the adequacy of workplace facilities;
- proposed changes to the work premises, systems of work, plant or substances used at the workplace;
- decisions made in relation to changes in job role;
- decisions made in relation to consultation procedures, and any legislative requirements.

Where OHS issues cannot be resolved directly as a result of using the local/established OHS issue resolution procedure, external assistance may be sought.

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

- consult and cooperate with DET on health and safety related matters;
- openly communicate any instances of hazards or incidents in the workplace;
- provide feedback to DET on the effectiveness of established consultation and communication arrangement.

Richard Bolt

Secretary, 19 January 2012

Status: Tabled at council 2014
Responsibility: Principal
OFFENSIVE MATERIALS & THEMES MANAGEMENT POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to effective management of potentially offensive materials and themes. Teachers, in liaison with school principals and councils, choose teaching and learning resources that provide challenging and engaging learning situations for students and:

- Recognise the professional responsibility of teachers in determining material and themes that are appropriate to the age and stage of development of the students.
- Recognise that students must have access to a broad range of opportunities.
- Recognise that students who have parents from different ethnic, religious, social or cultural backgrounds must be given the opportunity to have access to alternative material if they have a strong and demonstrable belief.
- Not to act as a censor

Guidelines:
1. Appropriate educational opportunities for students will be the key factor in determining content of a course of study.
2. Faculty Heads will ensure that all materials used are relevant and deliver clear educational outcomes to students.
3. The following approach as outlined in DET memorandum No. 2003/015 will be taken when making decisions about the suitability of curriculum resources:
   3.1. The words, behaviour, images or themes in terms of the standards of morality, decency, and propriety generally accepted by reasonable adults.
   3.2. The impact of the words, behaviour, images or themes on persons from different ethnic, religious, social or cultural backgrounds.
   3.3. The impact on the audience age group of the words, behaviour, images or themes.
   3.4. How parents might react to their children being exposed to the words, behaviour, images or themes.
   3.5. The context of the words, behaviour, images or themes.
   3.6. The intention of the author(s) and general character of the material.
   3.7. The literary, artistic or educational merit (if any) of the material.
   3.8. Film, television or computer game age-group classifications must be followed. X and R rated material must not be used in schools. Parental permission must be obtained for students under fifteen years to use M or MA 15+ materials applying to films.
4. If, after choosing the material and consulting with the Principal, the faculty determines that there are still elements that are potentially offensive or disturbing to any group or individual:
   4.1. Parents will be informed about the nature of the material and, where appropriate, the rating advice. Permission to show this material will be sought on the appropriate form.
   4.2. As part of the introduction to the use of these materials, teachers will outline the context in which it is being used and offer students guidance on how they could manage anything they may find difficulty with.
   4.3. Students will also be offered the opportunity to debrief the material with a teacher at any stage while the material is being used.
5. If the Principal is in any doubt as to the educational validity of the material or theme he/she will seek the opinion of School Council, through the Education Policy Committee.
6. Should a complaint or objection arise the following DET guidelines will be followed:
   6.1. The Principal will consider the reasons for the objections.
   6.2. If the Principal is unable to uphold the objection, it will be referred to School Council. The Principal or delegate will implement school Council determinations and school has an obligation to offer alternative materials or themes.

Status: Ratified Council
Date: 17 June 2003, amended 2007
Review date:
Responsibility: Principal
ONSITE SUPERVISION OF STUDENTS POLICY

Rationale:
Adequate supervision of students in the building is a requirement of the school’s duty of care. The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff. The assistant principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

GUIDELINES
1. As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school. This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.
2. It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.
3. Parents/carers may require their child to leave the school to:
   3.1. go home for lunch
   3.2. be dismissed early from school to attend an appointment
   3.3. It is important the school has a process to authorize these requests and accurate student records are maintained.
4. A roster system will be used to timetable staff members for Building supervision.
   4.1. Building supervision will include before school, recess and lunch breaks, and after school.
5. The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal
6. Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school’s newsletter the times when staff members will be rostered to undertake Building supervision before and after school each day.
7. The school must receive written or verbal permission from a parent/carer before the school will authorise a student to be dismissed to:
   7.1. go home for lunch
   7.2. to attend an appointment during school hour
8. Ideally parents will do this using Compass systems.
9. Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
OVERSEAS FULL FEE PAYING STUDENTS POLICY

Rationale:
The Victorian College of the Arts Secondary School offers overseas students the opportunity to participate in the unique education and specialist training provided by our school.

It is believed that this will improve the training outcomes for VCASS students through association with students from the international dance and music community, offer the benefits of VCASS in the international arena, and enhance the reputation of the school internationally.

The Victorian College of the Arts Secondary School will ensure that in meeting the needs of overseas students no Australian student, who meets entry requirements, will be disadvantaged.

Guidelines:
1. Overseas students who are enrolled will not alter the DET funded positions that VCASS is able to offer to talented Australian students.
   1.1. Existing staffing agreements will apply
   1.2. Existing resources and facilities will limit the number of places available for overseas students.
2. Audition requirements and conditions of entry for Australian students will be applied to overseas students.
   2.1. The audition process may be conducted by agreed video procedures
   2.2. The first year for all students is probationary
3. All overseas students will be expected to have achieved an agreed minimum level of English.
4. The school will provide appropriate support for the educational and specialist needs of overseas students and will endeavour to support their personal needs where possible

Status: Ratified Council
Date: 19 November 1997
Review date:
Responsibility: Principal
PARENTS COMPLAINT POLICY

Rationale:
The Victorian College of the Arts Secondary School recognises that from time to time families may wish to raise concerns or complaints and that when handled correctly the raising and responding to these creates the framework for a stronger school tone and culture. The school emphasises fostering open and positive relationships with parents and families and values communication with parents and seek to understand, address and respond to any concerns parents have in a professional manner.

Guidelines:
1. Dignity and respect
   1.1. The school is committed to providing a safe and supportive work environment where everyone is treated with respect, fairness and dignity
   1.2. The school will ensure that the safety, security, health and wellbeing of all of our community
   1.3. The school will apologise where required and work towards positive outcomes or shared understandings. The school may ask families to agree to disagree and move forward.

2. Expectations
   2.1. The school expects that in managing complaints from parents that all parties will
      2.1.1. be honest and hear complaints as delivered
      2.1.2. maintain and stress the confidentiality of all discussions
      2.1.3. acknowledge that the common goal is to achieve an outcome acceptable to all parties and in good faith and a calm and courteous manner
      2.1.4. show respect and understanding of each other’s point of view and perceptions
      2.1.5. recognise that all parties have rights and responsibilities which must be balanced
      2.1.6. That complaints and concerns can be handled and resolved with a positive outcome

3. In addition to the expectations of all parties above, the school will address complaints:
   3.1. efficiently and fairly with a timeline for investigation and resolution communicated
   3.2. promptly, within timelines agreed with the person with the concern or complaint
   3.3. in accordance with due process, the principles of natural justice and relevant regulatory frameworks

4. Concerns and complaints covered by the procedures
   4.1. These procedures cover concerns and complaints about:
      4.1.1. general issues of student behaviour that are contrary to the school’s code of conduct
      4.1.2. incidents of bullying or harassment in the classroom or the school yard
      4.1.3. academic, dance and music programs, assessment and reporting of student learning
      4.1.4. communication with parents
      4.1.5. school fees and payments
      4.1.6. general administrative issues
      4.1.7. issues relating to VET programs in music and dance

5. This policy does not cover matters for which there are existing rights of review or appeal, such as:
   5.1. student discipline matters involving expulsions
   5.2. complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action
   5.3. student critical incident matters or any criminal matters.

6. Raising concerns or complaints
   6.1. Parents are encouraged to access our support and feedback processes at the correct entry point. This will ensure quick response and no double handling
   6.2. It is a general expectation that complaints will be responded to within twenty-four hours while critical matters will be addressed immediately. In this case any leader in the school may assist
   6.3. In the first instance the complainant should telephone, visit, email or write to:
      6.3.1. the student’s subject teacher or group teacher about learning issues and incidents that happened in their class or group
      6.3.2. the year level coordinator or Head of Student Services if it is a concern about behaviour or wider group of students
      6.3.3. the Head of Academic, Dance, Music or Visual Arts if it is a program issue
      6.3.4. the Assistant Principal about issues relating to staff members or complex student issues
      6.3.5. the Principal about issues relating to school policy, school management, staff members or very complex student issues.
      6.3.6. The RTO Manager in relation to VET programs and assessment of VET

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: Principal
PARENT PAYMENT POLICY

Rationale
School councils are able to request payments or contributions for education items and services from parents and guardians for students in Victorian government schools in the three categories – essential education items, optional education items and voluntary financial contributions.

The Victorian College of the Arts Secondary School has spent considerable time selecting the most appropriate books and requisites to meet the needs of our children. These are listed on the booklist provided to parents in October each year and must be purchased for the students. No student will be treated differently, denied access or refused instruction to the standard curriculum program for not making a payment or voluntary contribution.

As a Select Entry Specialist School for Dance and Music a Specialist Music and Dance Program Fee is required.

Guidelines
1. The following Parent Payment Categories are defined:
   1.1. Essential education items are those items or services that are essential to support the course of instruction in the standard curriculum program that parents and guardians are responsible for and may choose to either provide or pay the school to provide. These items include:
       1.1.1. Work Planners, classroom resources, reports, access and ID cards, locker and lock rental
       1.1.2. Information Technology resources
       1.1.3. Materials that the student takes possession of, including text books and student stationery
       1.1.4. Materials for learning and teaching where the student consumes or takes possession of the finished articles such as Healthy Cooking, Studio Arts and Media
       1.1.5. Specialist Music and Dance Program Fee
       1.1.6. Dance Wardrobe (Dancers)
       1.1.7. School dance and music performance and training uniforms
       1.1.8. Transport and entrance for camps and excursions which all students are expected to attend
   1.2. Optional education items (or non-essential materials and services) are those that are provided in addition to the standard curriculum program, and which are offered to all students. These optional extras are provided on a user-pays basis and if parents and guardians choose to access them for students, they will be required to pay for them. These items include:
       1.2.1. Student computer printing for personal use, internet access for recreational or non-school use
       1.2.2. Extra-curricular programs or activities
       1.2.3. School-based performances, productions and events
       1.2.4. School magazines, newsletters, class photographs
   1.3. Voluntary financial contributions are for those items and services that parents and guardians are invited to make a donation to the school such as the library and building funds

2. Other support options
   2.1. The school appreciates that families may sometimes experience financial difficulties in meeting requests for payments and contributions. A range of support options are available to assist parents, the Education Maintenance Allowance (EMA) and State Schools Relief Committee support.
   2.2. Education Maintenance Allowance - A parent or guardian of a child under 16 years of age who holds an eligible Centrelink concession card, may be entitled to the Education Maintenance Allowance.

Payment arrangements
2.3. Parents and guardians will be provided with early notice of payment requests for essential education items, optional extras and voluntary financial contributions (a minimum of six weeks’ notice prior to the end of the previous school year).
2.4. Payments are kept to a minimum with payment requests and letters fair and reasonable. To further assist parents with payments, four payment options have been developed:
   2.4.1. Option A Full amount
   2.4.2. Option B Payment at the beginning of each Term
   2.4.3. Option C Half yearly payment (beginning of Terms 1 & 3)
   2.4.4. Option D Other, payment arrangements
2.5. Alternative payment options are available through the school with parents encouraged to speak to the Principal or Business Manager to discuss circumstances and available options.
2.6. Payments may be requested but not required prior to the commencement of the year in which the materials and services are to be used.
2.7. Payment requests or letters to parents will be itemized and the category each item falls under will be clearly identified as an essential education item, optional education item or voluntary financial contribution.
2.8. Receipts will be issued to parents immediately upon making payment.
2.9. Reminders for unpaid essential education items or optional items will be generated and distributed on a regular basis to parents, but not more than once a month.
2.10. Only the initial invitation for voluntary financial contributions and one reminder notice will be issued to parents and guardians.
2.11. All records of payments or contributions and any outstanding payments by parents and guardians are kept confidential.

Status: Ratified by Council
Date: 23 August, 201, revised: 1 December, 2012 (changes to DET EMA policy)
Review date:
Responsibility: Principal
PARTNERSHIP ARRANGEMENTS WITH OTHER ORGANISATIONS POLICY

Rationale:
A formal Agreement will be entered into with another RTO should the Victorian College of the Arts Secondary School purchase training and assessment services from another RTO.

- The Agreement will completely describe the responsibilities of each party.
- Agreements are reviewed and approved by the Principal before acceptance.
- The RTO Manager develops and retains a register of any agreements.

Guidelines:
1. Where the School needs to engage the services of another organisation the Assistant Principal completes a Memorandum of Understanding
   1.1. Issues to be included are:
      1.1.1. Responsible person for each organisation
      1.1.2. Duration of agreement
      1.1.3. Identification
      1.1.4. Qualification or units of competence to be delivered and assessed by the partner organisation
      1.1.5. Course material
      1.1.6. Instructional design or the skills needed to deliver the service as well as reference to standards
      1.1.7. Special assessments
      1.1.8. Special requirements
   2. If the arrangements are with client organisation additional information will be necessary:
      2.1. Organisational policies and procedures
      2.2. Specific KPIs.
   3. The file containing the Memorandum of Understanding becomes a register of the agreements and is retained in the office of the training venue.
   4. Contracts relating to specific requirements for training and assessment delivery will also be filed in this file.
   5. This file is Confidential.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
PERFORMING ARTS UNIT AND MUSIC PROGRAM DUAL PARTICIPATION POLICY

Rationale:
The Victorian College of the Arts Secondary School has a demanding schedule of music and dance performances and assessments but seeks to allow in students to be involved in external dance and music activities as appropriate. The Performing Arts Unit is the peak Department of Education and Training performing arts program designed to engage children from around the state and diverse schools.

The VCA Secondary School supports Performing Arts Unit activities with our involvement to be in balance with the work required in our demanding Specialist School, while creating opportunities for children who do not attend our school. Routinely the State School Spectacular and our key performance events are at the same time which clauses scheduling conflicts. This policy is an attempt to manage these conflicts in the interest of all parties.

Guidelines:
1. The VCA Secondary School is committed to and supportive of the activities of the Performing Arts Unit as one of their key partners
2. VCA Secondary School involvement may take three forms:
   2.1. As special guests with repertoire based on work being completed that year
   2.2. Invitation to our students as a ‘soloist’
   2.3. Some involvement by our students in orchestra and other activities based on a Special Event Form application
3. The activities and Performing Arts Unit, including the State Schools Spectacular are designed to engage diverse Victorian children.
4. VCA Secondary School students have opportunities that other Victorian children do not have: VCASS aims:
   4.1. To allow its students to participate but not dominate in Performing Arts Units performances.
   4.2. That by year 12 students need to focus on their work as a Specialist Dance and Music student exclusively to achieve the pathways they plan
5. The VCA Secondary School is committed to the wellbeing of its students by effective scheduling of our key events and not overloading students.
6. Where there is a calendar clash between VCASS and Performing Arts Unit Events VCASS activities will take priority.
7. As a general principle most VCASS involvement in State Schools Spectacular will be work prepared for the Melbourne Recital Centre (Music), Malthouse (Dance) or from one of our partner trainers (NICA). This will be structured in partnership with the Performing Arts Unit and Head of Program and be regarded as Special Guest status as indicated in 2.1
8. In regards 2.2 and 2.3 the Performing Arts Unit will not audition any VCASS student who has not been pre-approved by the Head of Music or Dance.
   8.1. VCASS students who wish to apply for a role within the Performing Arts Unit, and including the State Schools Spectacular, will fill in a Special Event Form.
      8.1.1. Permission should be given before any audition for the State Schools Spectacular.
      8.1.2. No role should be accepted without the explicit support of the Head of Music or Dance
      8.1.3. Individual music students from year 7-11 may apply.
      8.1.4. No Year 12 music student may audition or participate in the State School Spectacular.
   8.2. In extraordinary cases, where it can be demonstrated that a Year 12 student would get a pathway benefit from taking part in the State School Spectacular, then the Head of Music will consider this request.
   8.3. After receiving the Special Event Form the Head of Program will consider and determine if they can support the application.
      8.3.1. The criteria for support will be:
          8.3.1.1. The availability of the student including their workload commitment in the school, particularly in terms of orchestral commitment for music students
          8.3.1.2. Their attitude and work in the dance or music program be exemplary
9. Families who are in disagreement with the decision of the Head of Program may appeal to the principal.
10. Any student auditioning for and accepting a place in a Performing Arts Unit event without permission will receive a school sanction.
     10.1. They will be ineligible for key awards and school competitions

Status: Ratified by School Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
PHYSICAL AND SPORT EDUCATION POLICY

Rationale:
Physical and Sport Education aims to provide for the physical needs of growing adolescents. Young growing bodies require physical exercise to ensure a healthy transition into adulthood.

The Victorian College of the Arts Secondary School has gained Ministerial approval for our dance students to be exempt from this policy due to the extensive nature of their dance studies. Therefore, this policy is specifically designed to meet the needs of our music students. To meet these needs, a structured program needs to be developed which aids the physical development of adolescents whilst meeting the special requirements of young musicians.

This policy is written in response to Memorandum 764 outlining the mandatory requirements of physical and Sport Education programs in all DET schools.

Guidelines:
Physical Education at VCASS should:
1. Involve all music students in Years 7 – 10
2. Utilise the resources, facilities and expertise offered within the school and in the local area.
3. Be a structured and sequential program that addresses the needs of music students.
4. Be focused on skill-development and the promotion of a healthy lifestyle rather than competition.
5. Address the guidelines offered in DET Memorandum 764.

Sport Education at VCASS should:
1. Involve all music students in Year 7-10
2. Be open to all other students at the school who wish to participate, pending approval.
3. Utilise the resources, facilities and expertise offered within the school and in the local area.
4. Be a structured and sequential program that addresses the special needs of specialist music students.
5. Address the guidelines offered in Memorandum 764
6. Minimise contact sports or sports that are likely to cause injury.
7. Focus on elements of skill development, enjoyment, cooperation and a healthy lifestyle.
8. Provide opportunities for students to be involved in inter-school competition, pending approval.

Status: Ratified Council
Date: 15 June 1999
Review date:
Responsibility: Head of Academic
POLICYMAKING/SCHOOL COUNCIL

Rationale:
Policymaking provides an open systematic approach to school management. For this purpose a comprehensive and sustained policy development process will operate at the Victorian College of the Arts Secondary School.

Guidelines:
1. School Council is the only body responsible for ratifying policy.
2. Policies must be consistent with the requirements of the DET and the school charter.
3. The Education Policy subcommittee of school council will coordinate policy development.
   3.1. Opportunities will be provided for community members to participate in policy development.
4. A Policy Handbook will be available for staff and school community use.
5. Policy proposals are to be written in a standardised format that will include:
   5.1. A concise Rationale that summarised the purpose of the policy.
   5.2. A number of Guidelines for implementation
6. Evaluation will occur as part of a cyclical process at four yearly intervals or more frequently if deemed necessary by the Education Policy committee.

Status: Ratified Council
Date: 18 August 1998
Review date:
Responsibility: School Council & Principal
Rationale:
The Victorian College of the Arts Secondary School is committed to a strict privacy policy. All staff are required by law to protect the personal and health information the School collects and holds. The Victorian privacy laws, the Information Privacy Act 2000 and Health Records Act 2001, provide for the protection of personal and health information. The privacy laws do not replace any existing obligations that VCASS has under other laws.

Guidelines:
1. Personal information means information or opinion that is recorded in any form.
2. Health information is defined as including information or opinion about a person’s physical, mental or psychological health, or disability.
3. Sensitive information is defined as information relating to a person’s racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record.
4. Personal Information is collected and used to:
   4.1. Provide services or to carry out the School statutory functions.
   4.2. Assist the School services and its staff to fulfill its duty of care to students.
   4.3. Plan, resource, monitor and evaluate School services and functions.
   4.4. Comply with DET reporting requirements.
   4.5. Comply with statutory and or other legal obligations in respect of staff.
   4.6. Investigate incidents or defend any legal claims.
   4.7. Comply with laws that impose specific obligations to personal information.
5. The purposes for which the School uses personal information include:
   5.1. Keeping parents informed about matters related to their child’s schooling.
   5.2. Looking after students’ educational, social and health needs.
   5.3. Celebrating the efforts and achievements of students.
   5.4. Day-to-day administration and satisfying the School’s legal obligations.
   5.5. Allowing the School to discharge its duty of care.
6. The purposes for which the School uses personal information:
   6.1. Assessing the suitability for employment of job applicants, staff and contractors.
   6.2. Administering the individual’s employment or contract.
   6.3. For insurance purposes, such as public liability or Work Cover.
   6.4. Satisfying legal requirements, investigating incidents or defending legal claims.
7. The School will use and disclose personal information when it:
   7.1. Is required for general administration duties and statutory functions.
   7.2. Relates to the purposes for which it was collected.
   7.3. Is for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual.
8. The School can disclose personal information for another purpose when:
   8.1. The person consents. In the case of students the school will seek the consent of the student and/or parent depending on circumstances.
   8.2. It is necessary to lessen or prevent a serious threat to life, health or safety.
   8.3. It is required by law or for law enforcement purposes.
   8.4. Consent for the use and disclosure of personal information is given.
9. Accessing personal information:
   9.1. A parent, student or staff member may seek access to their personal information, provided by them, that is held by the school under the Public Records and Foi Acts.
10. If the school receive a complaint about personal information privacy this will be investigated in accordance with DETs Privacy Complaints Handling Policy.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: School Council & Principal
PROFESSIONAL DEVELOPMENT POLICY

Rationale:
Professional development is essential to enhance the learning experiences and outcomes of students. As a learning community, the Victorian College of the Arts Secondary School has a responsibility to provide the appropriate support for staff to continually develop their knowledge, skills and career opportunities through a comprehensive professional development program.

Guidelines:
1. Professional development undertaken by staff should contribute to improved learning and teaching, enhanced work practices and career advancement.
2. Professional development should be adequately resourced to address the whole school’s professional development needs.
3. Professional development for staff should be planned in accordance with school goals and priorities and personal professional development priorities.
4. The school should provide a continuous staff development program to enhance the skills and knowledge of all staff.
5. The coordination of professional development should ensure that the professional growth of staff is developed cooperatively, resources are used effectively and evaluation of the program occurs regularly.
6. All staff will be strongly encouraged to develop personal professional development plans.
7. The school professional development plan will be developed for the whole school based on the following areas: DET priorities, whole school professional development needs, group professional development needs and individual professional development needs.
8. Procedures for promoting and approving staff attendance at professional development activities during school hours will be developed and maintained.
9. Reports on professional development activities attended by staff will be communicated to the appropriate staff.

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: Assistant Principal, Head of Academic, Dance, Music and Visual Arts
QUALIFICATIONS FOR ASSESSORS OF VETIS PROGRAMS POLICY

Rationale:
The Victorian College of the Arts Secondary School ensures that assessors who have demonstrated competence in TAAASS401A, TAAASS 402A and TAAASS 4A or equivalent, and relevant vocational experience conduct assessments.

Guidelines:
1. Where the school contracts with assessors who do not meet the requirements of Standard 7.3a the School will develop strategies that ensure that the assessment process is carried out using appropriate tools and utilising people with relevant qualifications.
2. The school records through the Learning and Assessment Strategies which trainer is training and assessing. This matrix can be matched against the Trainer files
3. The Principal, who signs off on copies of the certificates that this has been done, validates the qualifications of trainers and assessors.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
QUALIFICATIONS FOR TRAINERS IN VETIS PROGRAMS POLICY

Rationale:
The Victorian College of the Arts Secondary School ensures that trainers who have demonstrated competence in at least Certificate IV in Training and Assessment from the Training Assessment Training package, or equivalent and have relevant vocational experience conduct training.

Guidelines:
1. Where people conduct training without competence in the Certificate IV in Assessment and Workplace Training the training will take place under the direct supervision of a person with appropriate qualifications.
2. The Principal who signs off on the copy of the certificate that this has been done validates qualifications of trainers and assessors.
3. Where necessary the RTO Manager identifies the RTO through the NTIS database and contacts the RTO to ensure the new staff member was enrolled in the relevant program.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
ROYAL ACADEMY OF DANCE PROGRAM POLICY

Rationale:
The Victorian College of the Arts Secondary School Council manages a Royal Academy of Dance program which offers training in the vocational graded syllabus. Achievement is measured by examinations.

The syllabus offers additional training to students who wish to follow a career in dance or dance related subjects. Successful completion of Intermediate provides student membership to the Academy and successful completion of Advanced 1 provides full membership. The successful completion of Advanced 2 enables students to become Associates of the Academy and use the letters ARAD after their name.

In addition, completion of the Vocational Graded examinations provides access to the Academy’s Certificate in Classical Ballet Teaching Studies, leading to the Academy’s Diploma and Degree programs.

There are six examination levels in the top Vocational Graded Examination system – Intermediate Foundation, Intermediate, Advanced Foundation, Advanced 1, Advanced 2 and Solo Seal Award. VCASS does not normally offer the Foundation syllabi.

Guidelines:
1. The VCASS Royal Academy of Dance Program is open to VCASS students and external students.
2. The program is run at VCASS after school hours as an extra curricula activity and, although it is not compulsory, all VCASS students are advised to participate in one of the programs on offer.
3. VCASS dance students are not to attend tuition for RAD with tutors at other dance schools.
4. The recommended year level for the VCASS students on the RAD is Years 7, 8 & 9 – Intermediate, Year 9 & 10 - Advanced 1, Year 10, 11 & 12 – Advanced 2. Solo Seal is normally studied in Year 12.
5. Although examinations are usually held mid-year in the first examination session so that VCASS student’s commitment to dance performances is not compromised, students who require additional preparation time may take their exam during the second session in October.
6. An ‘End of Year’ is held in December to demonstrate the student’s progress in the syllabi.
7. Students wishing to attend the program must complete an enrolment form each year and pay the term’s fees before commencing any classes each term.
8. No refunds for missed lessons will be provided.
9. If a student is injured they must provide a doctor’s certificate and letter from parents to the Business Manager stating classes missed. A credit will be entered on the student’s account.
10. One term’s notice in writing from the parent or guardian is required if the student does not wish to complete the following term or year.
11. Attendance rolls are taken at each class.

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: Head of Dance
RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCIES POLICY

Rationale:
The Victorian College of the Arts Secondary School ensures that individual’s prior learning is recognised, irrespective of how or where the learning has taken place.

All students will be provided with RPL Information in the Student Handbook on-line before enrolment.

Applications for RPL will be managed and assessed by a person with relevant qualifications, who will provide information and support to the applicant. The requirements of AQTF 8.1 will be met. The RPL form is available on the school web site:

Guidelines:
1. Any student who believes they have achieved some of the competencies in a proposed course will be advised through the Student Handbook about the availability of RPL or RCC. They will be made aware that they need to ask for a Recognition of Current Competencies and Prior Learning Application Form.
2. This form when completed is forwarded to the College. Copies of relevant information must accompany the application.
3. The application will then be assessed by education and training staff and students advised promptly of the decision. Further information or an interview with the student may be required before the application is processed.
4. There is no fee to be paid by the student for this process

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
RECORD KEEPING POLICY

Rationale:
At the Victorian College of the Arts Secondary School records will be retained in a way to ensure the integrity, accuracy and currency of its records.

Guidelines
1. Student information is recorded through the VASS system and through CASES. All records are securely stored and maintained confidentially. They are maintained to prevent damage.
2. All student results are retained for 30 years. Disposal of records may take effect in line with procedures any time after the minimum retention period. Confidentiality of student information and information obtained through any committees working on behalf of the School will follow Privacy legislative requirements. Access to information will be monitored.
3. If the VCASS RTO ceases operations, all records of student results, dating from initial registration, and for all learning covered by the registration, will be sent to the State Registering Authority in a format required by that body.
4. VCASS is not required to provide the relevant State Registering body with AVETMISS information. VCASS maintains current records of teachers and tutors.
5. Records
   5.1. Records retained include: Assessment outcomes (including Recognition of Prior Learning and Recognition of Current Competencies), Attendance, Certification, Competencies, Completion, Course being undertaken, Customer complaints, Enrolments, Fees paid, Complaints, Qualifications issued, Refunds given, Results
   5.2. All records are securely stored and maintained confidentially. They are maintained to prevent damage or deterioration. Records are backed up electronically and discs stored off-site. Hard-copy files are retained for 2 years in locked filing cabinets.
   5.3. Retrieval of files is made from reference to Filemaker, the student record system, and then reference to either hard copy or disc.
   5.4. Student assessment materials will be retained only for as long as they are required for audit. Once the audit is complete these Documents will be destroyed.
6. Staff will be required to acknowledge student confidentiality requirements in their induction.
7. Individual Students will have access to their records. Access is obtained by completing a Request for Access to Personal Record Form.
8. The RTO Manager maintains a list of all quality records and keeps these up to date.
9. All quality records are retained for 30 years. Disposal of records may take effect in line with procedures any time after the minimum retention period.
10. Tutors Records: See Staff files for records of compliance. The Principal who signs the copied Qualification or Statement of Attainment and CV, validates all qualifications.
11. The School uses CASES as the student record system. Student information records name, address, course, competency, result, and graduation date. Attendance and participation is recorded on the Attendance List. Records of fees received and refunded are retained in the Office. AQTF 4.3
12. Version Control
   12.1. The RTO Manager maintains a Version Control through the School’s intranet.
   12.2. The Head of School and teacher at the Curriculum In-service meeting and in other meetings as required review materials.
   12.3. The edition shown in the material identifies all VCASS purchased products. This is listed electronically and is deemed to be a Version Control Sheet. Material includes Competencies, Course Delivery Material and Assessment material.
   12.4. The Title, and day, month, year number, placed in the header of the Document, identifies material developed by VCASS. This is recorded on the Version Control Sheet. Material includes Course Delivery Material and Assessment material.
   12.5. The date of creation and/or modification is deemed to be the latest version.
   12.6. Version Control is the responsibility of the RTO Manager.
13. The RTO Manager is responsible for ensuring that the relevant materials are made available to Tutors before the commencement of each course.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
REPORTING POLICY

Rationale:
Reporting is the process teachers at the Victorian College of the Arts Secondary School use to communicate assessment information to parents and students. This policy will reflect the principles outlined in the Assessment Policy. Reporting clearly communicates the achievement of the students, and provides recommendations to assist future learning. Reporting fosters co-operation and encourages further communication between parents, teachers and students concerning the student’s progress.

Guidelines:
1. Reporting should take place on a regular basis and use a variety of forms including:
   1.1. Interim reports before the end of Terms 1 & 3
   1.2. Parent/Teacher meetings at end of Term 1 & 3
   1.3. Written reports provided at the end of Terms 2 & 4 with the exception of unit four.
   1.4. Progress reports and interviews as required by parents or teachers
2. Reports should be a confidential communication between a student, parents and teachers. Other groups or individuals who require statements about a student’s learning experiences will be provided with a school reference.
3. The semester reports should include the following
   3.1. All semester reports should contain:
      3.1.1. Approaches to learning which indicate student progress in a range of work behaviours and practices.
      3.1.2. Learning improvement statements which indicate one targeted areas of improvement per subject to assist progress in student learning.
      3.1.3. It is recommended that there be a range of assessment tasks for each subject.
   3.2. VCE. semester reports should also contain:
      3.2.1. Clearly identified outcomes.
      3.2.2. Satisfactory completion of an outcome, which will be indicated by an S (satisfactory). Failure to meet an outcome will be indicated by an N (not satisfactory).
      3.2.3. An indication of satisfactory completion of the unit.
      3.2.4. Comments to indicate performance in outcomes and targeted areas of improvement.
      3.2.5. Criterion based assessment tasks which indicate student level of achievement, either as a raw score, percentage or achievement of LOW to VERY HIGH and will be awarded an NA if not submitted or submitted late.
   3.2.6.
3.3. Year 7-10 semester reports should contain the mandated elements of the Victorian Reports:
   3.3.1. VELS Progression Grid which indicates student progression against the expected Learning Standard for each subject.
   3.3.2. Summary grid showing progression in the Interpersonal and Interdisciplinary domains.
   3.3.3. Statements of achievement based on the assessments throughout the semester.
   3.3.4. Statements of Areas of Improvement, in respect to work practices or content, for the next semester.
      Student comments and reflections of their progress and learning in the given semester.
   3.3.5. Student Personal Learning Goals and statements about future endeavours.

Status: Ratified Council
Date: 20 June 2000, edited 2006, 2010 to include word VELs and VELs processes, edited 2013 to include AusVELs
Review date:
Responsibility: Head of Academic
RISK MANAGEMENT POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to being a registered RTO and deliverer of VET subjects. As such, the organisation will be carefully monitoring the AQTF standards and ensuring that this organisation meets them to maintain our current registration.

Guidelines:
1. Identify the standards, which must be complied with (the Australian Quality Training Framework). The RTO Manager is responsible for this.
2. For each standard determine potential sources of non-compliance from a list of common sources by completing an internal audit against the standards.
3. Determine the probability that each of the potential sources could cause a non-compliance with any of the AQTF standards (Options are high, medium and low)
4. For each potential source of non-compliance risk identified as high or medium document:
   4.1. Strategies to reduce the probability of non-compliance (mitigation)
   4.2. Procedures for identifying the occurrence of non-compliance (monitoring)
   4.3. Strategies for dealing with identified non-compliance (contingency)
5. Prepare an action plan which:
   5.1. Documents the specific actions required to implement mitigation strategies
   5.2. Identifies who is responsible for the implementation of the specific actions required to implement mitigation strategies
   5.3. Identifies a proposed completion date for implementation of the specific actions required to implement mitigation strategies
   5.4. Records the actual date of completion of the specific actions required to implement mitigation strategies
6. Reassess the probability that each of the potential sources could cause a non-compliance with any of the AQTF standards

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
SAFETY AND WELFARE OF STUDENTS LEARNING WITH AN EXTERNAL PROVIDER POLICY

Rationale:
The Victorian College of the Arts Secondary School aims to create and maintain a learning environment that facilitates development of the whole person and to promote a healthy, supportive and secure environment for all students. The school sometimes offers programs to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community.

Guidelines:
1. Due to the Specialist nature of our school we connect with many external providers, some of these are DET, others our partners through different Memorandum of Understanding and others in the Arts Precinct
2. The Memorandum of Understanding’s and this document must be read together
3. All students have the right to feel and be safe in the framework of programs offered by the VCA Secondary School and in those offered by external providers.
4. The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all students, where students feel and are safe and secure in a supportive environment and where a sense of belonging and wellbeing is strengthened.
5. Students will learn or be supported in a variety of contexts.
6. The VCA Secondary School accepts a duty of care to students accessing an external provider. The school will ensure regulations relating to VIT registration, appropriate qualifications and supervision will be observed.
7. Where the school deems a learning environment to be in accordance with the learning, social and emotional development of the student, and where staff do not have VIT registration, the school will provide appropriate supervision of our students.
8. The school may access outside services to provide support for students and staff which may include:
   8.1. Psychologists, Counsellors, , Teachers, Mentors, Tutors, Social workers
9. The Council must approve all external providers.
10. Co-ordination of the external providers will rest with the Principal Class Officers.
   10.1. All external providers must meet all regulatory requirements.
   10.2. The Council will ensure that professional indemnity, public liability, building and contents and any other necessary insurance to cover the needs of programs offered by external providers is met by the provider if offered off site.
   10.3. Students will attend programmes offered by external providers only with the express prior written consent of their parents.
   10.4. Students who do not attend an activity provided by an external provider during school hours will be provided with suitable alternative activities.
11. Policy and procedures in relation to working with outside providers is to be governed by a Memorandum of Understanding reflecting the unique local nature of the arrangement, funding considerations and any special needs required by the student that can include considerations in relation to behaviour, medication and travel arrangements.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
SCHOOL PURCHASING CARD POLICY

Rationale:
The Rationale is to provide an effective and efficient process for acquiring goods identified by school council for purchase and in accordance with the College Purchasing and Authorised Signatories Policy. At the Victorian College of the Arts Secondary School the card holders are the Principal and Business Manager.

Guidelines:
1. School Council will through the President and Principal ‘Purchasing Card Procedures for Use’ to ensure card implementation and usage meets financial accountability and internal control procedures.
2. Authorising Officer Responsibilities:
   2.1. School Council will appoint an Authorising Officer responsible for purchasing card expenditure
      2.1.1. For the Business Manager this is the Principal
      2.1.2. For the Principal this is School Council President
   2.2. Approve purchasing card expenditure in accordance with DET guidelines and school policies.
   2.3. Provide a briefing to approved cardholders before use of the school purchasing card as required and as part of staff induction for those officers
   2.4. Revise the “Undertaking by Cardholder” document for the cardholder/s endorsement and signature for any subsequent changes to purchasing card procedures to each cardholder.
   2.5. Administer and monitor the operation of the purchasing card facility, ensuring compliance with ministerial guidelines and school council policy.
   2.6. Upon monthly submission of card statement verify documentation by each cardholder, confirming the accuracy of the transactions and expenditure against original college purchase order.
3. The Business Manager will:
   3.1. Maintain appropriate security for all documentation.
   3.2. Ensure that timely receipt and checking procedures complement the ‘lead time’ necessary for processing and payment of purchasing card statement.
   3.3. In collaboration with the Principal investigate any report of loss, misuse or unauthorised transactions immediately.
   3.4. Administrative procedures and CASES21 Finance Data entry will be in accordance with DET Schools Purchasing Card Guidelines and Procedures.
4. School Council is responsible for approving expenditure via the purchasing card by prior approval or ratification.
5. Use of the purchasing card by cardholders will be in accordance with college financial procedures which need to be undertaken prior to use of the purchasing card:
   5.1. a school purchase order, obtained pre purchase, is required for all expenditure;
   5.2. quotes and tenders are obtained as required in accordance with the Victorian Government Purchasing Guidelines;
   6.1. official college order forms are raised on line through the ‘School Ordering System’;
   6.2. all orders are approved at Coordinator and Financial Management level;
   6.3. the person receiving the goods is different from the person authorising the order;
   6.4. goods are checked against delivery documents;
   6.5. duplicate purchase order and invoice is endorsed with ‘goods received’ and invoice is endorsed with paid;
   6.6. person checking invoice for correctness signs to accept responsibility;
   6.7. the card is used for legitimate school expenditure, within program budget limits.
7. The School Council and Principal will determine which personnel and activities will be eligible to use the purchasing card.
8. The School Council and Principal will determine the expenditure limit for each cardholder and provide financial delegation to this upper limit.
9. Cardholders
   9.1. Each cardholder must complete an ‘Undertaking by the Cardholder’ application.
   9.2. All cardholder’s names, card details, other information and any subsequent changes will be minuted at School Council.
   9.3. Cardholders will not be permitted to use the purchasing card for payment of personal expenses.
   9.4. Cardholders must not allow any unauthorised person to use the purchasing card and will be held personally liable for any unauthorised use, except as a result of loss, theft or fraud on the part of a third party.
   9.5. Each month cardholders will be issued with a purchasing card statement for signature and verification of transactions against relevant documentation in a timely manner.
9.6. Cardholders will be responsible for reporting theft or loss of the purchasing card immediately to the Principal and the bank.

10. The purchasing card facility will be provided the DET approved Westpac VISA card.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: School Council
SEXUAL HARASSMENT POLICY

Rationale:
In keeping with the school’s obligations under State and Federal anti-discrimination laws the Victorian College of the Arts Secondary School is committed to providing a workplace and educational environment that is free from sexual harassment.

Guidelines:
1. A person sexually harasses another person by:
   1.1. Making an unwelcome sexual advance or an unwelcome request for sexual favours
   1.2. Engaging in other unwelcome conduct of a sexual nature
   1.3. In circumstances in which a reasonable person would have anticipated that the person being harassed would be offended, humiliated or intimidated.
2. The law places responsibility on the employer to provide a workplace free from sexual harassment, and take all reasonable steps to prevent the sexual harassment.
3. Sexual harassment of students by staff members is unlawful. It is also unlawful for adult students (16 years and over) to harass a member of staff or another adult student. The age of 16 years is the age of criminal responsibility in relation to sexual assault.
4. Sexual harassment can be defined as verbal or physical behaviour that:
   4.1. Has a sexual element
   4.2. Is unwelcome and non-reciprocated
   4.3. Can be understood to:
      4.3.1. Offend
      4.3.2. Humiliate
      4.3.3. Intimidate
5. Sexual harassment may include:
   5.1. Unwelcome jokes and comments of a sexual nature
   5.2. Leering and whistling
   5.3. Displaying of offensive pictures and publications
   5.4. Subtle or explicit requests for sexual activity
   5.5. Unwanted and unnecessary physical contact such as patting, stroking, pinching, etc.
   5.6. Offensive messages by E-mail, Internet, telephone, mobile phone, MMS and SMS, answering machines, faxes, notes, etc.
   5.7. Harassment around a person’s presumed or actual sexuality
   5.8. Cyber and online bullying using social networking web sites, MSN and blogs
6. Sexual harassment may occur between colleagues, across age and gender, between groups or individuals. In relationships where formal authority and power can be exercised, it can be particularly distressing and intimidating.
7. Sexual harassment can have a serious adverse impact on the work satisfaction and performance of teachers and students.
8. The guiding principles behind such aims are:
   8.1. The right of all individuals to be treated with respect.
   8.2. Observance of natural justice and confidentiality
   8.3. Acceptance of the legitimacy of the complainant’s feelings
   8.4. Support and protection for all parties concerned
   8.5. Preservation of a non-judgemental and non-adversarial approach by mediators.
   8.6. Internal procedures which utilise advising, counselling, mediation and conciliation are most likely to provide the desired outcome – a satisfactory resolution for the complainant through a process that recognises individual rights and which enables all parties to keep their sense of self-worth intact.

Status: Ratified Council
Date: 18 September 2007, Amended in 2014 to take into account changes to the Anti-discrimination act 2010.
Review date:
Responsibility: Principal
SPECIALIST WORKFORCE MANAGEMENT POLICY

Rationale:
The Victorian College of the Arts Secondary School seeks to remain one of the best and most competitive performing arts secondary schools in the world. This Specialist Workforce Management Policy is written to assist the school in managing workload issues present in the music and dance program and balance those with the Teaching and School Based Employment Conditions Agreement in the school. Specifically to:

- support the work of music and dance teaching staff, their responsibilities and entitlements, in the context of our high expectations and the heavy workload in the programs
- have systems in place to enable accurate workforce planning including the monitoring and management of staff hours
- have workplace flexibility including options to assist staff to balance their work and life
- supporting research and participation in professional activities

The majority of the schools management of staff working conditions is prescribed by the Enterprise Bargaining Agreement or DET policies, including contracts of employment and other binding workplace agreements and relevant legislation. However, where the management of staff is not prescribed by law, it is desirable to apply a policy which provides a framework for our work in the context of a world class secondary music and dance school.

Guidelines:
1. The VCA Secondary School seeks to:
   1.1. have clearly defined roles, responsibilities and entitlements for its dance and music staff
   1.2. use workforce planning in order to effectively and efficiently manage and deliver the dance and music program over a longer teaching day
   1.3. ensure that dance and music staff employed by the school are equitably aligned in terms of responsibility and remuneration but also supported in their work
   1.4. have flexible work options and apply the Flexible Work Policy in order to assist staff in balancing their work, life and family responsibilities as well as meet our high expectations and work delivering our performance program
       1.4.1. Flexible work options will be developed and delivered transparently and be rewards for longer hours of work and delivery of the dance and music program
       1.4.2. The Flexible Work Policy is available to all staff at the school
   1.5. engage with major ideas from the national and international community of educators, dancers and musicians and to take up appropriate professional, performance and choreographic opportunities

2. To achieve these things the school will:
   2.1. recognise the tertiary type teaching element of dance and music teaching work at our school. This is not only the historic reality but the hallmark of an outstanding program
   2.2. apply school resources to ensure this continues
   2.3. apply the Teaching and School Based Employment Conditions Agreement but over a twelve period day with support for staff to manage that day and extra workload in a fair, equitable and supportive way
   2.4. Enable a range of performance program recompenses to be put in place including:
       2.4.1. Time off in lieu
       2.4.2. Late start or early finishes by agreement and timetabled
       2.4.3. Out of hours salary payments as appropriate and budgeted within the performance activity budget
       2.4.4. Time allowances for performance support and other specialist activities
       2.4.5. Performance recompense will be managed by the principal in consultation with the heads of programs and consultative committee
   2.5. On top of the normal and agreed school time allowances further time allowances be developed and supported by our school, particularly for the leaders within the programs

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: The principal
STAFF LEAVE POLICY

Rationale:
It is important for the Victorian College of the Arts Secondary School to develop clear and consistent guidelines to ensure that staff leave is available equitably and is made available within the legislative requirements. The ability to maintain the smooth operation of the school and the ability to maintain the curriculum programs of the school will be key factors in the allocation of staff leave.

Guidelines:
1. Long Service Leave
   1.1. All applications for leave must be in writing and submitted to the Principal at least two terms in advance of the first leave date.
   1.2. An entitlement statement from the Business Manager must accompany the application for leave.
   1.3. Priority for granting leave will be according to: duration of leave sought, time since last leave taken, and prior refusal of leave request.
   1.4. Budgetary constraints and the ability to maintain the curriculum programs will be considerations in granting leave.
   1.5. Minimum duration of leave is one week.
   1.6. Resumption of duties before the end of the approved leave period will be dependent upon suitable accommodation of the staffing arrangements.
   1.7. The administration will attempt to ensure that leave requests are granted.
   1.8. In the event of an unsuccessful application for any type of leave the staff member is entitled to be informed of the reasons for refusal and the relevant guidelines for appeal will be made available.

2. Other Leave
   2.2. Where the granting of ‘other leave’ is at the discretion of the school, the guidelines as outlined for long service leave will generally apply

Management Policy only
Responsibility: Principal/Assistant Principal
Rationale:

School Profile Statement: The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, visual artists and other elite students. The school community has high expectations of students and they are encouraged to develop a passion for learning and a sense of respect for themselves and others.

Whole School Prevention Statement: The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students. Our aim is that students from the Victorian College of the Arts Secondary School will behave appropriately at all times and be self-disciplined, resilient, self-confident, creative, passionate and compassionate individuals, who will have developed beyond their expectations and care for each other.

Guidelines:

Rights and Responsibilities:

Students have the right to:
1. Be treated with fairness and respect.
2. Be provided with the opportunity to express their views through appropriate channels such as student leadership structures and the school council.
3. Effective communication between school and home.
4. Receive appropriate assistance to resolve school related problems wherever possible.
5. Receive ongoing communications, assessments and reports about their progress.

Students have the responsibility to:
1. Attend school regularly and punctually.
2. Remain within the school throughout the school day.
3. Participate positively and cooperatively in the educational opportunities presented by the school in both academic and specialist areas.
4. Respect the rights of others to learn.
5. Respect the individuality of others regardless of race, religion or gender.
6. Behave at all times in a manner which shows regard for their own and others safety.
7. Respect their personal health and comply with the legal prohibitions associated with the use of cigarettes, alcohol and other drugs.
8. Care for their own property and respect the property of fellow students and of the school.
9. Hand in work on time.
10. Inform teachers of subject related difficulties.
11. Care for their environment and assist in keeping the school clean and tidy.
12. Place the highest value on honesty in their dealings with teachers and with each other.
13. Follow appearance, dress and uniform requirements in all parts of the program.

Shared Expectations: The whole school community has been involved in developing shared expectations for the participation and behaviour of staff, students and their parents. The purpose of these shared expectations is to promote the following values in and out of the school.

1. Belonging and high expectations: We will work to ensure that our school is a comfortable, safe place for everyone to work and learn together, where all staff and students show consideration for others and treat others with dignity and fairness.
2. Learning and Training: To support learning and training:
   2.1. Students must attend school regularly and punctually.
   2.2. They should arrive prepared to do their best where they are actively involved in learning and cooperating in shared activities.
   2.3. Student illness should be communicated to the school by 9.00am each day by parents to assist the school in effectively managing absences.
   2.4. Students should take responsibility for their work and request assistance when necessary.
3. Respect: Students should:
   3.1. Treat others fairly and encourage others to do their best.
   3.2. Be courteous and safe while contributing to a clean and healthy environment.
4. Responsibility: VCASS is committed to the development of personal, social and community responsibility with students:
   4.1. Taking responsibility for their actions and decisions
   4.2. Being honest and fair in their dealings with others.
   4.3. Developing their strengths and interests to benefit from educational opportunities.
School Action and Consequences
The school has well defined approaches to assisting in student engagement centred on cooperative working and living and self-discipline, with a zero tolerance approach to bullying.

1. Strategies for self-discipline
   1.1. All strategies used will aim to encourage the development of personal responsibility and self-discipline.
   1.2. Students will be made aware of their inappropriate behaviour and then helped to understand clearly the kind of behaviour that is expected of them.
   1.3. Classroom teachers will attempt to resolve problems with students.
   1.4. Student may be sent to a withdrawal space to consider behaviour and to give a written account of an incident.
   1.5. Discussion with a student manager should occur if problem still not resolved.
   1.6. Coordinator will interview student and attempt to resolve problem and a parent interview may be sought.
   1.7. Sanctions that may be imposed could include:
       1.7.1. Time out from class and conduct contract
       1.7.2. Detention (24 hours’ notice will be given in the work planner)
       1.7.3. Suspension
   1.8. If the problem is still not resolved, the principal will become involved.
   1.9. Official sanctions may be implemented according to DET guidelines.
   1.10. If immediate intervention is warranted, the principal can bypass the above strategies.
   1.11. The above procedures will also be applied to students who are responsible for harassing or bullying other students.

2. Bullying - we do not and will not ever tolerate bullying in our school
   2.1. All students have the right to be themselves and be the people they are. This right goes to the very heart of being a dancer, musician, visual artist or specialist student.
   2.2. Every student will feel safe and secure.
   2.3. Every student will be supported by teachers in the face of bullying from others.

3. Exclusion from school:
   3.1. Students will be excluded from school where all other strategies have been implemented or where immediate suspension is the only course of action.
   3.2. The purpose of exclusion is intended to be positive and used to define and modify inappropriate behaviour.
   3.3. It will not be undertaken lightly and can only be decided by a principal class officer.
   3.4. In extreme circumstance, where strategies cannot be enacted, exclusion will be at the principal’s discretion in consultation with the school council president.

4. Staged response
   4.1. The Student Services Team is an important part of prevention and early intervention strategies for students with learning and behaviour issues and will initiate a staged response.
   4.2. It will involve a shared and collaborative approach and include parents, the student, the school principal (or their delegate) and the relevant head of dance, music or visual arts, year level coordinators, classroom teacher or any professionals who have been supporting the child.

5. Corporal punishment
   5.1. This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school under any circumstance.

Status: Ratified by School Council
Date: 29 November, 2011, Amended 3 March 2014
Review date:
Responsibility: The principal
STUDENT FUNDRAISING POLICY

Rationale:
As a school community the Victorian College of the Arts Secondary School aims to fundraise to meet two clear objectives. Needs within the school and Needs beyond our school.

We aim to be aware of social disadvantage and develop awareness that agencies and charities need community support to advance their causes.

We seek knowledge and understanding and aim to make an impact through both awareness raising and fundraising and believe that young people can make a difference.

Through our endeavours as a school we hope to support the idea of a life-long commitment to collective improvement, social justice and conscience and community support. This is beyond what a family would normally do and can empower a generation to feel they can make a difference.

Guidelines:
1. All fundraising activities must have prior approval of the Victorian College of the Arts Secondary School Council.
   1.1. The proposal for fundraising must go through Executive Resources Sub-committee and be recommended to School Council.
2. At the VCA Secondary School we fundraise for two distinct purposes:
   2.1. Needs within the school (e.g. for the purchase of equipment for use in the school).
   2.2. Needs beyond our school and support of organisations conducting community work and Cause related activities (e.g. CANTEN).
3. As a principle we believe that the majority of our fundraising efforts should be focused on Needs beyond our school.
   3.1. As a general rule around one third of all funds raised over the year should be used within the school and the remaining two thirds provided to social justice and cause efforts.
   3.2. Some fundraising efforts can be attached to a specific performance, event or for some other school reason with no requirement for the contribution to social justice elements. This will be determined by the Principal in consultation with the Leadership Team.
   3.2.1. Students may fundraise for their own benefit only with the acknowledgement of the purpose.
   3.2.2. This should be outlined in writing when the event is proposed to the Executive and Resources Sub-Committee of School Council.
4. To support the development of student’s social conscience there is an expectation that all fundraising goes hand in hand with an awareness-raising process. This is the responsibility of the Student Representative Council and Student Leaders. Awareness-raising can occur in a number of ways including:
   4.1. An invitation to guest speakers from an organisation or cause to address the school in an appropriate forum.
   4.2. The development of curriculum material on a subject or integrated basis.
   4.3. The provision of support material on the Intranet
   4.4. Written articles provided in the school newsletter

Status: Ratified Council
Date: 2010
Review date:
Responsibility: Student Leadership Coordinator
STUDENT LOAD POLICY

Rationale:
All students at the VCA Secondary School are enrolled in and receive our unique education and training package. The school expects all students to complete a full load encompassing the Specialist and academic programs to maximise their studies and attract the highest ATAR score possible. We believe that it is not in a student’s interests to be part-time within this load as they lose dynamic energy and connectedness to their education.

The VCA Secondary School offers a full education and training package that has in it many more components than a base Victorian Certificate of Education and Vocational Education and Training expectation. Our program is vocationally based and pathways are supported by full participation.

Guidelines:
1. Any student entering our school is required to complete the whole program and no student will be part time within it or be allowed to select the parts they wish to complete.
2. Base Victorian Certificate of Education requirements will not be used to determine a student’s participation in the complete VCASS program or VCAA enrolment in units.
   2.1. All students will be enrolled in units that ensure they are at full load status to attract a complete Student Resource Package and the School Specific Funding
   2.2. For each unit 3 and 4 sequence over the base four students receive an ATAR score advantage to six studies.
3. All academic students will enrol in an academic course approved by the Head of Academic; this course will be full load when balanced with the dance and music requirements. The definition of full load is:
   3.1. Usually a year 11 student, five unit 1 and 2 will be completed, a year 11 student who is completing one unit 3 and 4 sequence (Accelerated Studies) will do one unit 3 and 4 sequence only and three unit 1 and 2 sequences. They then receive a two period study allocation
   3.2. For year 12 students they will complete up to three unit 3 and 4 sequences on top of their Specialists Studies, this may be a Distance Education subject as is determined by our External Studies Policy
   3.3. As a general rule all students in the school will complete six unit 3 and 4 sequences over year 11 and 12
       3.3.1. Students will be allowed to complete seven if it involves a foreign language selection
4. All dance and music students will complete all parts of the program with limited exemptions offered and only on medical grounds.
5. Structured instrumental music practice is not a replacement for an enrolled class.
6. Where students or families disagree with this policy
   6.1. They must enrol in an existing VCASS subjects first and achieve full load status
   6.2. They then write to the principal to ask for an exemption from this, providing clear evidence
   6.3. No student can be part load without an exemption
   6.4. Detailed explanatory notes and medical certificates must be provided
   6.5. The decision of the principal will be final
7. Students may not enrol in a Distance Education subject already offered in the school, this is against the policy of the DET and that student must either:
   7.1. Enrol in that class at VCASS or
   7.2. Select suitable subject from another block

Status: Ratified by School Council
Date: 29 November, 2011
Review date:
Responsibility: The Principal
Rationale
The Victorian College of the Arts Secondary School regards a full student load as desirable for the future pathways of students and an important part of our high expectation environment. All students who are fit and able will complete a full student load and follow the guidelines of the required program structure. This policy should be read along with the STUDENT LOAD POLICY and with appendix 3 of this Manual. This policy also aims to raise community awareness of the total program of students in year 10-12, how this fits into senior certificate requirements and our training objectives and how parents can help their child navigate through the complexity of what we offer.

Guidelines
1. The Victorian Certificate of Education (VCE)
   1.1. The VCE provides the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education
   1.2. The VCE provides diverse pathways to further study or training at university or TAFE and to employment
   1.3. VCE Vocational Education and Training programs are vocational training programs approved by the VCAA following consultation with schools, industry and training providers
   1.4. A ‘study’ is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year
   1.5. To satisfactorily complete the VCE you need 16 units, three sequences of an English subject
   1.6. We provide an Academic program that dovetails with and compliments the specialist programs
   1.7. Together they complete the Student Load that delivers academic, dance, music and visual arts pathways
2. Tertiary Entry
   2.1. The Admissions Authority (VRQA) and Universities have their own requirements which need to be looked at independently
   2.2. 25 minimum English requirement for The University of Melbourne is one example
3. Student Load
   3.1. For a number of years we have had concerns about the overall workload of students and making sure we refine the way we talk about it, show it and design it – while making it as individualised as possible
   3.2. VCASS does much more than the VCE and we needed to express this better
   3.3. We believe students in year 12 generally get better ATAR scores if they complete a full load of six subjects – they now get 6 periods as well
   3.4. The music subjects have undergone a big shift with the addition of Music Investigation
   3.5. The Dance Review rearranged the timing and delivery of Dance VCE subjects
4. Planning a student’s load
   4.1. Generally all dance students should do a year 12 academic subject in year 11
   4.2. Typically a music student will not do an academic 3 and 4 subject in year 11 but may request it
   4.3. The subject Music Investigation is desirable but has added to the pressure on students
   4.4. All students will have individual programs developed through our Student Service processes
   4.5. VCASS is a full load school – the busier the better
   4.6. VCASS does not support searching for minimums
   4.7. The visual arts, dance and music programs are designed around full participation
5. Variation on student load requirements
   5.1. VCASS has mandated dance, music and visual arts programs
   5.2. All students will do programs as we have designed it with several exceptions - Where health needs requires a different structure and requested and investigated by us
   5.3. A formal request is made to vary a program - In writing to the principal with evidence to support this request
   5.4. Variation of the visual arts, dance and music programs is not permitted without this
6. Australian Ballet School Students
   6.1. VCE for ABS students can be quite complicated. Every student comes from a different background, and students join the course at different ages and stages in their schooling. Some have half completed VCE, others have not started.
   6.2. The most important thing to realize is that the ABS Advanced Diploma in Dance includes a VCE pass, but not a scored VCE which would enable the student to get an ATAR score for university entry. To get the ATAR score, extra study in a later year will be necessary.
   6.2.1. YEAR 10 – LEVEL 5: Take a normal VCASS year 10 academic program of core and elective with the option of one Unit 1/2 study as appropriate.
6.2.2. YEAR 11 – LEVEL 5: Take a normal VCASS year 11 academic program of 4 VCE subjects. This may include one Unit 3/4 study as appropriate.

6.2.3. YEAR 12 – LEVEL 5: Take a normal year 12 academic program of 3 or 4 VCE subjects.

6.3. Academic studies are delivered to Level 6 & 7 students as part of their Diploma and Advanced Diploma of Dance

6.4. Students who go on to Level 6 and beyond at the Ballet school need to familiarize themselves with the details of the qualifications they are enrolled in and working towards.

6.5. Students who complete Level 6 & 7 successfully will also complete the requirements of a pass in the VCE. They will also be given a study score in English. This will not give them a score for the university system.

Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
STUDENT MANAGEMENT POLICY

Rationale:
The policy establishes guidelines to meet the needs of all students by providing access to support and advice at the Victorian College of the Arts Secondary School.

Student Management consists of giving all students access to the support they need to be successful, and providing structures that provide that support for them and their teachers in their work. This will include strategies and structures for encouraging high standards of behaviour. At all times the self-esteem of students and the positive relationships among all members of the school community will be fostered and developed. To this end, strategies will be used which encourage the development of personal and shared responsibility and minimise the occurrence of inappropriate behaviour.

All students have the right to work in a safe and supportive environment that enables them to optimize their learning and supports them in the pursuit of excellence in their academic and specialist studies.

Parents have the right to expect that their children will be educated in a purposeful environment in which all members of the school community value the principles of care, courtesy and respect for the rights of others.

Guidelines:
1. Classroom teachers, Year Level teachers and Head of Student Services will promote the wellbeing of students and provide pathways through which students can address problems, grievances and difficulties.
   1.1. Student well-being will be actively promoted throughout the school and students will have access to the Student Wellbeing Coordinator.
   1.2. Teachers will inform students of possible hazards in and around the school campus.
2. Student rights and responsibilities and discipline procedures will be published in the student work planner and school handbook.
3. Systematic strategies for fostering and maintaining student discipline will appear in the teachers’ handbook and include logical sanctions that will be applied consistently across the whole school.
4. Staff and students experiencing ongoing difficulties with each other are encouraged to use a range of strategies to resolve the matter then seek advice or intervention from Student Services staff as appropriate.
5. All school disciplinary actions will be carried out within the guidelines published by the Education Department “Student Code of Conduct” 1994.

Status: Ratified Council
Date: 17 October 2003, edited 2007
Review date:
Responsibility: Head of Student Services
STUDENT PORTABLE COMMUNICATION DEVICE POLICY

Rationale:
The Victorian College of the Arts Secondary School recognises that student access to a mobile phone and that there use is genuine and normal – for travel, to contact parents in emergencies, to confirm or change a collection time after dance or music classes and rehearsals. They are also a valuable learning tool used the right way. They are now an anywhere, anytime device with multilayered use.

The school does not support the banning of new technologies commonly supported in the community and is committed to working with students to ensure their use and application of technology is positive.

Guidelines:
1. As a general rule, mobile phone use by students should only be in cases of emergency or genuine need.
2. Mobile phones must be switched off or silent in the school building during lessons, private study times or during examinations, tests and assessment tasks and when they are stored in a locker. They should not be used in any manner or place that is disruptive to the normal routines of the school or to other people. Usage includes the sending and receiving of text messages, photos or data.
3. Any student who is feeling unwell at school and needs to go home must arrange this through a Head of Student Services or School Office. Under no circumstances may students use either mobile or pay phones to contact home and make arrangements to leave except through the School Office, Head of Student Services of Assistant Principal.
4. Mobile phones are brought to and kept at school, and used entirely at their owner’s risk. The school cannot accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use. Students and parent should recognise, however, that mobile phones are a target for theft and, accordingly, phones should always be stored in a safe and secure place.
5. Parents and students should ensure that phones are properly and adequately insured as personal property.
6. The use of Mobile phones with digital camera functions are discouraged at school and this function should not be used. This is to protect the privacy of all members of the school community. Requests to use camera functions for appropriate assignments will be considered.
7. The videoing of students or teachers at school without their knowledge is strictly forbidden.
8. Non-observance or breaches of these rules may result in the mobile phone being confiscated and privileges restricted or withdrawn. If the mobile phone is confiscated, it will need to be collected from School Office or Head of Student Services at an appropriate time.
9. In an emergency situation a student should alert a teacher in advance wherever possible and must ask permission to accept or make a call if it is in class time.

Status: Ratified council
Date: 2004, edited in 2009, 2014
Review date:
Responsibility: The Assistant Principal
STUDENT REVIEW POLICY

Rational:
The Victorian College of the Arts Secondary School must maintain and continually enhance its reputation as Victoria’s premier school for the education and training of talented young dancers, musicians, visual artists and other elite students. For this reason it is essential that only students who show an ability and willingness to continually develop their specialist talents be permitted to maintain a position in the school.

Students who seem unlikely to develop careers in dance and music would be better served to continue their studies in a non-specialist school.

Therefore, it is important that there be regular reviews of student progress which follow clear guidelines and that these reviews include counselling and support.

Guiding Principles:
1. Conditions for maintaining a position in the school:
   1.1. The first year for all new students is probationary and during this time their progress will be thoroughly reviewed and parents advised.
   1.2. All students are expected to show ability and willingness to continually develop their talent in their specialist areas in order to maintain their place in the school. This includes all aspects of their specialist studies.
   1.3. Students must show that they are willing and able to take advantage of the complete package of education and training that is offered by the school.
   1.4. Adhere to the External Dance Activities Policy
2. Procedures for reviewing and advising students & parents
   2.1. Procedures and timeline for communication of progress will be developed to include:
   2.2. Communication with parents that clearly indicates progress
   2.3. Interviews with parents and student
   2.4. Student counselling as to the best options for their future studies.
   2.5. Support for students within the school until such time as they move to their new setting if this is deemed to be necessary.

Status: Ratified Council
Date: 17 March 1998, amended 2005
Review date:
Responsibility: Principal and Head of Dance and Music
TEACHING AND LEARNING POLICY

Rational:
The Victorian College of the Arts Secondary School recognises that the students of our school display a wide diversity of abilities and we are committed to assisting all students to achieve their potential. This includes gifted students, students with learning difficulties, and students with ESL needs, underachievers and divergent learners.

The Learning and Teaching programs at this school aim to provide a set of coherent strategies, structures and processes that support staff to create an effective learning environment that meets the needs of our students and fosters a lifelong love of learning.

Guidelines:
1. Provide strategies for identifying students with individual differences that may affect their learning and cater for these needs by developing and implementing appropriate teaching programs.
2. Ensure that teaching and learning outcomes for all students are monitored and student progress assessed, evaluated, and reported in line with the Schools Assessment and Reporting Policies.
3. Develop ongoing student profiles of all students that include information from previous schools
4. Ensure that management structures and processes are in place to optimise staff ability to focus on the teaching and learning program.
5. Ensure support is available to assist staff in implementing appropriate and varied teaching and learning strategies.
6. Encourage and acknowledge innovative practice in the pursuit of excellence in teaching and learning.
7. Ensure support is available to assist staff in increasing their own skills and in developing programs using Learning technologies.
8. Ensure that curriculum development, teaching and assessment practices are informed by current educational theory and employ appropriate educational technology effectively.
9. Foster an environment in which professional development is regarded as being an integral part of the role of a teaching professional.
10. Ensure that school programs are designed to meet clearly defined goals.
11. Ensure that programs are evaluated as part of an ongoing cyclical process.

Status: Ratified Council
Date: 17 August 1999
Review date:
Responsibility: Head of Academic
TECHNOLOGY MANAGEMENT POLICY

Rationale:
A coherent approach to managing technology is essential for ongoing improvement in the purchase and use of ICT throughout the Victorian College of the Arts Secondary School. The school aims to provide both teachers and students with access to high quality equipment and training that will enable them to effectively use this significant communication tool for teaching and learning.

All aspects of technology will be managed by the School Systems Manager and Technical Support Officer to DET Policies and Guidelines and VCASS Policies and Procedures.

Guidelines:
1. Hardware:
   1.1. The school will endeavour to provide up to date networked computers within the school.
   1.1.1. The school has computers using Microsoft Windows and Macintosh operating systems.
   1.1.2. The school operates independent administration and curriculum networks.
   1.1.3. The school has dedicated and specialist music technology, hardware and software
   1.2. A cyclical approach to funding and upgrading hardware has been developed by the Executive and Resources Sub-Committee of School Council and will be implemented by the School Systems Manager.
   1.3. All plans for purchase of hardware will be coordinated by the School Systems Manager in consultation with Learning and Teaching Team who will provide advice on particular needs.
   1.4. The Principal and Business Manager will meet with the Schools Systems Manager each year to assist them in developing this plan.

2. Software:
   2.1. Uniform standard application software and operating system for the whole school will be maintained.
   2.2. The purchase of other software required for student learning will be overseen by the School Systems Manager to ensure compatibility with the system design. In this they will consult with the Head of The Library.

3. Training:
   3.1. A systematic approach to staff development in all aspects of technology use will be implemented as well as encouragement through the school performance and development practices to undertake relevant professional development.
   3.2. Staff will include relevant ICT professional development in their plans as needed.
   3.3. A systematic approach to training students in the use of technology will be implemented that ensures access to all relevant technology. This will include transition programs each year.
   3.4. Staff have agreed to ‘Acceptable Use Agreements’ through the ‘Laptop Program for Teachers’.

4. Students:
   4.1. A clear set of guidelines that includes the protocol for student use of the Internet has been developed and implemented. This includes the ‘Acceptable Use Agreement’ that countersigned by students and their parents.
   4.2. The School Office will manage the collection and processing of these agreements.

Status: Ratified Council
Date: 2004, revised 2009
Review date: 
Responsibility: Principal
VCE POLICY (VICTORIAN CERTIFICATE OF EDUCATION)

Rationale:
The Victorian Certificate of Education at the Victorian College of the Arts Secondary School supports the primary purpose of preparing students for a career in the performing Arts of Dance, Music or the Visual Arts, at the same time as providing a general education. The school recognises that students have already selected a career path, but are mindful of their individual needs and the importance of keeping other career option open. To that end VCASS attempts to provide students with the widest possible choice that can be appropriately resourced within the context of the specialist nature of the school. The provision of VCE studies at Years 10, 11 and 12 is an option that can allow the workload to be spread over a longer time frame.

Guidelines:
1. Students will be given the opportunity to plan a VCE program over two or in some cases three years
   1.1. Students will be encouraged to maintain two-year plans.
   1.2. Programs will be developed in consultation with students & parents/guardians.
   1.3. Students will be made aware of the constraints relating to subject offerings.
2. Students who wish to undertake units 1 & 2 in year 10 or units 3 & 4 in year 11 will normally apply to do so. Each application will be considered on its merit.
   2.1. Normally students will be limited to a maximum of two units at the higher level.
   2.2. Students will have the opportunity to appeal the decision made
   2.3. Students undertaking these units will be counselled and their programs monitored.
3. Students are encouraged to undertake at least 20 VCE units. This will normally include five unit 3 & 4 sequences.
   3.1. Students will also undertake specialist VCASS studies in Dance and Music
4. The benefit of studying Units 3 & 4 Dance, Music studies combinations will be reviewed in relation to ENTER scores, background studies and accreditation
5. Career advice will be offered prior to making VCE choices. This will include:
   5.1. Career aspirations in conjunction with elective choices.
   5.2. Course prerequisites.
   5.3. The Tertiary Entrance Rank (ENTER)
   5.4. Requirements of Tertiary institutions
   5.5. Interviews with Student Services staff

Status: Ratified Council
Date: 20 June 2000, terminology change 2007, updated 2014
Review date:
Responsibility: Head of Student Services
VERSION CONTROL POLICY

Rationale:
Material used by the Victorian College of the Arts Secondary School in the delivery and assessment of VET programs must be relevant. To ensure that this is the situation all relevant materials will be recorded electronically and in the initial year of registration will be recorded on a hardcopy list. This process will be reviewed.

Guidelines:
1. Material either purchased or retrieved from EDUNET is identified by the edition shown in the material and includes Competencies, Modules, and Administrative directives.
2. Material developed by VCASS is identified by the Title, version number and year, placed in the header of the Document. This is recorded on the Version Control Sheet. Material includes Course Delivery Material and Assessment material, Policies and Procedures and Handbooks.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
VET QUALIFICATIONS POLICY (VOCATIONAL EDUCATION AND TRAINING)

Rationale:
The Victorian College of the Arts Secondary School will issue AQF Qualifications or Statements of Attainment that certify achievement in competency standards from Training Packages that are included on their Scope of Registration.

AQF Qualifications or Statements of Attainment issued by the School will include national codes; identify the units of competency, and the national provider number.

The School will not be delivering any courses in languages other than English.

Guidelines:
1. Issuing Certificates and Statements of Attainment.
   1.1. The school issues qualifications and/or statements of attainment only in accordance to their Scope of Registration. Statement of Results will be issued by VCAA following the completion of the VCE.
   1.2. Copies of qualifications and/or statements of attainment that have been issued are kept in Student files.
   1.3. Certificates are issued within 2 weeks of the completion of a course.
   1.4. Responsibility for awarding Certificates or Statements of Attainment rests with the RTO Manager on the recommendation of Trainers.
   1.5. Certificate requests are made on a Certificate/Statement of Attainment Request Form. A request for Certificates/Statements of Attainment should be submitted no less than one day after the completion of a course.
   1.6. The RTO Manager of the School will issue a unique number for each Certificate or Statement of Attainment, sign and register the Certificate/Statement of Attainment on the Student Database.
2. Results Sheets
   2.1. In accredited programs formal results sheets must be issued. Responsibility for this procedure rests with the RTO Manager.
   2.2. Results Sheet requests are made on a Results Request Form. A request for production of these sheets must be submitted at the same time as the Request for Certificate Form. A copy of each result sheet must be filed with the students Certificate or Statement of Attainment.
   2.3. The RTO Manager also maintains a register of certificates issued electronically.

Status: Ratified Council
Date: 18 September 2007
Review date:
Responsibility: RTO Manager
WELLNESS FOR DANCERS POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to the health and wellbeing of dancers by balancing the requirements of the dance industry with that of a healthy growing child. The school is committed to a well-educated approach which is effectively communicated approach to this issue within its community. It is the aim of the school to help all of our dance students to achieve their optimum physique taking into account their own physiological stage of development and acknowledging that dance is a physically demanding discipline that generally requires a lean strong physique.

The school is committed to fostering healthy body image and lifestyles amongst its students.

Guidelines:
1. The school policy on Wellness for Dancers will be informed by contemporary research and supported by trained professionals from the health and wellbeing professionals the school hires or with whom we are associated. Specialist support will be used or families directed to them as required.
2. The carrying of excess weight can be a hazard resulting in possible injury to both the student – in, for example, Allegro and Pointe – and to others – in, for example, duo or ‘pas de deux’.
3. Being significantly underweight, particularly when there has been a history of weight loss, can similarly lead to injury as well as serious health conditions that compromise a student’s ability to effectively and safely participate in the dance program.
4. All students will have access to comprehensive health and wellbeing education programs.
5. The daily training teacher of the student in consultation with the Head of Dance will open a dialogue with students when necessary as they progress through the school giving advice and recommendations for cross training/fitness and in consultation with a dietician when necessary.
6. Dancers who are considered by the Head of Dance to be at a weight that poses a danger of injury will, in conjunction with their guardians, be given advice by the welfare coordinator and the Head of Dance concerning action to be taken which may include referrals to specialist medical advice.
7. Dancers who are considered by the Head of Dance to be approaching a stage where they are either a risk to themselves or to others in relation to these issues will, in conjunction with their guardians, the Head of Student Services and the Head of Dance, be invited to seek medical attention and may be prevented from participating in part or all of daily training until the safety concerns are addressed. This decision will be made in consultation with the Principal.

Date: 29 November, 2011
Review date:
Responsibility: Head of Dance and the Principal
WORKING WITH CHILDREN CHECK POLICY

**Rationale:**
The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking). The intent of this procedure is to outline which positions at the School require a WWC check and the process to be followed. This procedure applies to all positions at The School including volunteer, honorary, consultant and contractor positions. Any reference to ‘candidates’ also extends to staff currently occupying a position.

**Guidelines:**
1. **Definitions**
   1.1. Child: a person who is under the age of 18 years.
   1.2. Student: any child who is enrolled at the School
2. The WWC check verifies a person’s history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The WWC check is valid for 5 years (unless revoked). During this time the cardholder continues to be checked for new relevant offences or findings. The WWC check is administered by the Department of Justice.
3. **When is a WWC check required?**
   3.1. A WWC check is required for positions that meet all of the following criteria:
      3.1.1. involve contact with children in connection with our school
      3.1.2. the contact happens on a regular (everyday) basis;
      3.1.3. involve direct contact with children and this contact is not directly supervised; and
      3.1.4. the position does not qualify for an exemption as listed under the act.
4. **What is the application process?**
   4.1. The candidate must complete a Working with Children Check application form. The forms are available online or at Australia Post outlets in Victoria.
   4.2. Under the section marked ‘Details of Organisation’, candidates should ensure they state The School
   4.3. If the applicant passes the check they will be sent a successful Assessment Notice, followed by a WWC check card 2-3 weeks later.
   4.4. Further information about the application process is available on the Department of Justice webpage.
5. **What if the applicant does not pass the check?**
   5.1. If the applicant does not pass the check they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful the applicant will be issued with a Negative Notice. This means they have failed the WWC Check and cannot undertake ‘child-related work’ or work in The School
6. **When can the candidate commence?**
   6.1. Commencement in The School is conditional upon receipt of a successful Assessment Notice or WWC check card. Any queries should be directed to the Principal.
7. **Who pays for the WWC check?**
   7.1. Candidates who are required to undergo a WWC check as a condition of working in the School will not be able to receive reimbursement for the cost from The School.
8. **Responsibilities**
   8.1. The School must:
      8.1.1. identify all staff who require a Working with Children check;
      8.1.2. ensure existing staff and volunteers are informed of the requirement to undergo the check;
   8.2. ensure prospective staff and volunteers have passed a WWC check before commencement;
   8.3. check the card’s validity on the Department of Justice webpage;
   8.4. have a photocopy of the WWC card and with details updated on the school register ( if individual is a staff member, copy to be kept on the staff member’s personnel file)
   8.5. ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.
9. **The staff member or volunteer must:**
   9.1. provide the successful WWC check card prior to commencement at The School
   9.2. if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence.
   9.3. apply for a new WWC check before their card expires.
10. **What is the difference between a WWC Check and a police records check?**
10.1. A police records check gives information about a person’s past criminal record and is only valid at the time of issue. The WWC check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the WWC check. Broadly, the WWC check considers serious sexual and violent drug offences.

10.2. A staff member or volunteer is required to undertake a WWC check even if they have already completed a police records check.

11. School Register

11.1. The School will take a copy of each WWCC and file it in the Administration Filing Cabinet as per the Staff Registers Policy.

11.2. The register will be placed on the admin network.

Status: Ratified by School Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal
WORKPLACE BULLYING POLICY

Rationale:
The Victorian College of the Arts Secondary School is committed to providing a workplace that is free from bullying. We believe that:
- All people should be treated with respect and
- All staff should develop awareness about the impact of their behaviour on others.

Bullying in the workplace is unlawful and unacceptable behaviour, and represents a serious health and safety threat. Staff found to have either committed or condoned such behaviour in the workplace may be subject to disciplinary action.

Description:
Bullying is persistent and repeated negative behaviour directed at a person that creates a risk to physical or psychological health and safety.

Bullying can be physical or psychological behaviour or conduct. Bullying often occurs where strength (including strength of personality) and/or a position of power is misused by a person in a position of authority or by a person who perceives that they are in a position of power or authority.

Bullying is ongoing systematic pattern of behaviour. An isolated incident is not considered bullying, but may lead to action being taken against the perpetrator based on that single incident, depending on the seriousness of the behaviour.

Bullying may be overt or covert.

Providing guidance, conducting performance counselling, invoking unsatisfactory performance procedures or misconduct procedures does not constitute bullying.

Leadership Team Members, teachers with responsibility and work colleagues, offering constructive advice and comment as part of their role, are expected to do so in a way that does not demean or humiliate.

Guidelines:
1. Staff have a responsibility to ensure that their actions do not negatively affect another staff member’s career, health or well-being.
2. In the first instance staff should attempt to resolve issues of workplace bullying at the local level.
3. A staff member found to have bullied another staff member or to have condoned workplace bullying may be subject to disciplinary action.
4. The Principal has a responsibility to provide a safe work environment that enables staff to carry out their work responsibilities free from bullying. This includes investigating complaints of bullying expeditiously, thoroughly and in accordance with due process and providing appropriately professional development.
5. Members of the Leadership Team should be alert to the possibility of workplace bullying and should monitor key indicators such as workplace culture factors, high absenteeism and high staff turnover.

Status: Ratified Council
Date: November 2004, Amended in 2014 to comply with changes to the Anti-discrimination Act 2010.
Review date:
Responsibility: All staff
PROCEDURES AND PROCESSES
### ABSENCE NOTIFICATION

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
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<tbody>
<tr>
<td>1.</td>
<td>Advised absence/Approved absence. Absence should be parent managed</td>
<td>Parent in Compass</td>
<td>Before 8:30 am each day.</td>
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<td>through their Compass Log in credentials</td>
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<td>2.</td>
<td>Late to school: Anyone arriving late to school (after 8.30) has to</td>
<td>Parent, Office and Classroom teacher</td>
<td>After 8.30 am each day.</td>
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<td>sign in at the office and get a Late Pass from office, then go to</td>
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<td>class. Don't let students in without a Late Pass Early leavers,</td>
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<td></td>
<td>ditto, give note to office in the morning and get a E.L. pass to</td>
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<td>show to teachers</td>
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<td></td>
<td>Late to class: Classroom teachers to enforce as follows:</td>
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<td>First time: ostentatious comment and putting mark in your roll book</td>
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<td>and First Class</td>
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<td>Second time: ditto plus warning that next time, student</td>
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<td>will be sent to Student Services to fill in Withdrawal Form</td>
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<td>Third time: send to Student Service. The student will have</td>
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<td>to explain in the contract how things are going to be improved</td>
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<td>If withdrawal contract is broken, Year Level Teacher will call</td>
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<td>home.</td>
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<td>3.</td>
<td>Early leave: Students granted permission to leave the school early</td>
<td>Parent, Office and Student Services</td>
<td>As required.</td>
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<td>will have details recorded on the data base.</td>
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<td>4.</td>
<td>Sign out: Students who have permission to leave the campus and</td>
<td>Office and Student Services</td>
<td>As required.</td>
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<td>return are to have details recorded on the data base. On return to</td>
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<td>school the student must notify the general office of the time of</td>
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<td>return.</td>
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<td>5.</td>
<td>Sick Bay: A student sent to sick bay will have the time of arrival</td>
<td>Student Services Teachers</td>
<td>As required</td>
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<td>and leave logged. If a coordinator is not available then any</td>
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<td>available teacher can record time of arrival or leave in sick bay</td>
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**Responsibility: Head of Student Services**

**Updated 2007, 2014**
BULLYING, CYBER BULLYING AND HARASSMENT

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
   - lying and spreading rumours
   - playing nasty jokes to embarrass and humiliate
   - mimicking
   - encouraging others to socially exclude someone
   - damaging someone’s social reputation and social acceptance
   - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual Conflict** - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

- **Social Rejection or Dislike** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
  - Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation
  - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.
  - Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

- **Cyber-bullying** - Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

- **Harassment** - Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Why do we have a Policy on these?

To provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

What are the effects of Bullying and Harassment?

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects
Am I bullying or harassing someone?
If you are not sure about your behaviour you can:
• check it out by asking if it is offensive or inappropriate
• stop it
• apologise
• take it seriously if someone says they are feeling uncomfortable
• talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?
• “I will ignore it and it will go away.”
  If anything it will make things worse - you will give the impression that you agree with the situation.
• “I don’t want to cause trouble.”
  Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
• “Am I to blame?”
  Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
• “Am I imagining things?”
  Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:
• embarrassed or ashamed
• offended or humiliated
• intimidated or frightened
• uncomfortable

What should you do if you see another person being bullied or harassed?
Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.
Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Bullying can involve
• grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
• publicly excluding a person from your group
• knocking a person’s books or belongings out of their hands or off their desk
• teasing a person because of their looks

Cyber-bullying can involve
• Flaming – online fights using electronic messages with angry or vulgar messages
• Harassment – repeatedly sending nasty, mean and insulting messages
• Denigration – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
• Outing – sharing someone’s secrets or embarrassing information or images online
• Exclusion – intentionally and cruelly excluding someone from an online group
• Cyber-stalking – repeated, intense harassment and denigration that includes threats or creates significant fear

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit
Subtle (the most common) they include:
• offensive staring and leering
• unwanted comments about physical appearance and sexual preference
• racist or smutty comments or jokes
• questions about another’s sexual activity
• persistent comments about a person’s private life or family
• physical contact e.g. purposely brushing up against another’s body
• offensive name calling
Explicit (obvious) they include:
- grabbing, aggressive hitting, pinching and shoving, etc.
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution

What do you do if you are being bullied or harassed?
- tell the person you don’t like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

How will your complaint be dealt with?
Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1
If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:
- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion
If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

Level 2
If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.
Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:
- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”

Level 3
For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

Level 4
Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with ‘Effective Schools are Engaging Schools - Student Engagement Policy Guidelines’ (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.
<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   Select and book Camp and establish costing for camp and transport</td>
<td>Term 4 Previous Year</td>
</tr>
<tr>
<td>2   Prepare information for Council for provisional approval providing all information required by Dept.</td>
<td>Term 4 Previous Year</td>
</tr>
<tr>
<td>3   Prepare information in time for new student information evening</td>
<td>Term 4 Week 3 Previous Year</td>
</tr>
<tr>
<td>4   Ensure adequate staffing. Inform Daily Organiser of staff required for camp.</td>
<td>Term 1</td>
</tr>
<tr>
<td>5   Prepare requirements for students, schedules, programs and transport information for parents.</td>
<td>Term 1</td>
</tr>
<tr>
<td>6   Ensure all details of emergency procedures are given to principal and logged on camps and excursion DET website</td>
<td>Term 1</td>
</tr>
<tr>
<td>7   Convene meeting with all staff involved</td>
<td>One week before</td>
</tr>
</tbody>
</table>

Responsibility: Consultative Committee
Updated 2007
CONTINUOUS IMPROVEMENT PROCEDURE

Assessment validation
1.1 Trainers and assessors are to prepare for assessment validation by collecting examples of assessment processes used, assessment tools used and evidence used to conduct assessment
1.2 Trainers will meet at least once a year to ‘workshop’ assessment processes, assessment tools and evidence used to conduct assessments
1.3 Agreed improvement activities are to be documented in an action plan which assigns activities to specific people or groups of people and indicates completion dates
1.4 The Training Manager is to maintain a log of assessment validation activities and improvement actions
1.5 A summary of the assessment strategy validation actions is to be recorded in the Continuous Improvement Record
1.6 Record a summary of assessment validation actions in the Continuous Improvement Record

Audit AQTF compliance
1.7 Use the AQTF compliance checklist to record evidence of compliance with each AQTF standard
1.8 Identify any areas of non-compliance and prepare an action plan of improvements.
1.9 Present the audit outcomes and action plan for approval and sign off by the RTO CEO
1.10 Notify the RTO CEO when the action plan for compliance is completed
1.11 Record a summary of the AQTF audit actions in the Continuous Improvement Record

Check staff files
1.12 Every 12 months check that staff files contain the following information:
- Resume of employment and qualifications
- Verified copies of all relevant qualifications
- An induction checklist signed and dated
- An annual performance appraisal and record of professional development activities
1.13 Correct any omissions
1.14 Record a summary of the staff file audit actions in the Continuous Improvement Record

Check student files
1.15 Every 12 months check a sample of student files to ensure they contain the following information:
- Enrolment / application form
- RPL records, if applicable
- Credit transfer records, if applicable Records of participation (attendance records or contact records)
- Competency sign off by trainers for each completed unit
- Copy of awards or statements of attainment issued
1.16 Correct any omissions
1.17 Record a summary of the student file audit actions in the Continuous Improvement Record

Check the version control register
1.18 Every six months the Training Manager will review the version control register and update the records
1.19 The updated version control register will be reissued to RTO staff
CONTINUOUS IMPROVEMENT PROCEDURE CONTINUED

Industry or enterprise consultation
1.20 Delivery and assessment plans are prepared by the RTO in accordance with the requirements of AQTF standard 9.1
1.21 Delivery and assessment plans are to be reviewed annually by RTO staff who have an industry or enterprise background.
1.22 Where possible industry or enterprise expertise from people external to the Registered Training Organisation are to be consulted in addition to the internal processes.
1.23 The recommendations arising from the review process are to be used to amend the delivery and assessment plans.
1.24 The Training Manager is to list the names and details of the people consulted in the delivery and assessment plan.
1.25 Completed delivery and assessment plans are to be filed by the RTO and made available for access by staff and at the time of audit.
1.26 Completion and review of delivery and assessment plans are to be recorded in the Continuous Improvement Record.

Prepare and review risks of non-compliance with the AQTF standards
1.27 Use the risk management tools to document a risk assessment prior to registration.
1.28 Implement mitigation strategies, monitoring procedures and action plans identified during the risk assessment.
1.29 Review the mitigation strategies, monitoring procedures and action plans documented in the risk assessment every 12 months.
1.30 Make modifications to the risk assessment if required.
1.31 Record the creation and review of risk management strategies, monitoring procedures and action plans in the Continuous Improvement Record.

Monitor staff performance and professional development
1.32 Interview staff and provide feedback based on stakeholder reviews, training manager observations and any other information available.
1.33 Review duties, expectations, development activities and performance goals.
1.34 Review RTO policies and procedures with the staff member.
1.35 Alert staff to the consequences of non-compliance with RTO policies and procedures and duties.
1.36 Review items on current staff induction checklist.
1.37 Check that staff are aware of, and understand legislation that significantly affects their duties. The legislation involved will include Equal Opportunity, Workcover and any legislation specific to the qualifications being delivered by the RTO.
1.38 Check that staff are aware of and implement the requirements for credit transfer of the AQF qualifications and Statements of Attainment awarded by other RTOs.
1.39 Check that staff are aware of and implement the RTOs equity and client service principals as outlined in the Code of Practice.
1.40 Record formal and informal professional development activities undertaken by staff in the previous year.
1.41 Record outcomes of the review of staff performance and professional development on the appraisal form and place in the staff file.

Stakeholder feedback
1.42 Collect stakeholder feedback using survey forms.
1.43 Tabulate feedback using tabulation sheets.
1.44 Review results and document any improvement actions indicated by feedback.
1.45 Record review of stakeholder feedback on the collation form.

VERSION 1/2007 (Updated 18/07/07)
Responsibility: RTO Manager
DEALING WITH DRUG RELATED INCIDENTS

### DRUG RELATED INCIDENT PLAN (Stay away)

#### FOLLOW-UP ACTION
- Assess the impact on other students:
  - Who were involved?
  - Are other students affected?
- Contact WorkSafe (13 600) in cases of burns, poisons or accidents at school.

#### IMMEDIATE FIRST AID RESPONSE
- Call ambulance if required (000)
- Inform the School Principal
- Contact Parents/Careers

#### CONTACT
- Emergency Management 9638 6256
- It believed to be an illegal substance – Victoria Police 000
- Contact your Regional Office

#### IMMEDIATE RESPONSE
- Try to establish what substance has been consumed by student(s).
- Attend to the safety and welfare needs of student(s).
- Collect the facts: who, what, where and how?
- Try to find out method of use, where, amount, when and why?
- Secure substance if possible
- Ensure safe handling of substance and/or disposal of sharps
- Monitor student(s) continuously
- Isolate the situation from other student(s) if possible

#### DEALING WITH GROUPS
- Approach in a non-threatening way
- Non-punitive approach at this stage
- Avoid threats and ultimatums
- Stay with the group
- Don’t argue
- Don’t chase (particularly with inebriated use)
- Focus on most co-operative
- Involve group in problem solving action
- Consider safety for all including yourself

#### CASE MANAGEMENT TEAM
- A case management team may comprise of:
  - Student Wellbeing Coordinator
  - Member of same team
  - Year level co-ordinator
  - Classroom teacher
  - School nurse
  - Student support service officer
  - Any other health professional.

- The case management team should:
  - Gather and verify information
  - Allocate tasks and roles
  - Document information
  - Develop a communication strategy
  - Consider interventions
  - Consider sanctions
  - Monitor, evaluate and reflect

Schools should aim to have students returned to school and resumption of school activities as soon as possible. Careful facilitation is required.

- Avoid labeling a student or jumping to conclusions
- Maintain confidentiality at all times. Share only the information that needs to be shared with those who need to know.

#### SHORT TERM RESPONSE
- Investigate and document the facts
- Allow time for clarification
- Ensure the principal has been informed.
  - The principal will be responsible for informing relevant school staff including wellbeing staff.

#### LONG TERM RESPONSE
- Principal in consultation with wellbeing staff and case management team needs to implement short, medium and long-term responses:
  - Debrief staff where appropriate.
  - Debrief those students who may have witnessed any incident.
  - Offer support to parents/carers.
  - Discuss what information, if any needs to be shared with the whole school community
  - Prepare media response if required by contacting media unit (9637 2871)
  - Offer employment assistance scheme to affected staff 1300 381 008

Responsibility: Head of Student Services/Student Wellbeing Coordinator
Updated 2015 in line with current Department of Education Policy
## DISCIPLINE

<table>
<thead>
<tr>
<th>STEP</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom teacher will attempt to resolve problem with student</td>
</tr>
<tr>
<td>2</td>
<td>‘Incident ‘report’ will be prepared for Student Services file</td>
</tr>
<tr>
<td>3</td>
<td>Student may be sent to withdrawal table to consider behaviour and to give a written account of incident</td>
</tr>
<tr>
<td>4</td>
<td>Discussion with Year level teacher (Student Services Team) should occur if problem still not resolved</td>
</tr>
<tr>
<td>5</td>
<td>Year level teacher will interview student and attempt to resolve problem</td>
</tr>
<tr>
<td>6</td>
<td>Head of Student Services will become involved and parent interview may be sought</td>
</tr>
</tbody>
</table>
| 7    | Sanctions that may be imposed could include:  
| | Time out from class  
| | Conduct contract  
| | Detention (24 hours’ notice will be given) |
| 8    | If problem still not resolved Principal will become involved. Parent interview will be required. |
| 9    | An official suspension may be implemented according to DET guidelines |
| 10   | When immediate intervention is warranted, the above steps may be by-passed on authority from the principal. |

**Responsibility: All Staff Members**  
**Updated 2007**
## DISTANCE EDUCATION (EXTERNAL STUDIES)

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid November</td>
<td>Course information available from Distance Education in their yearly handbook. LOTE courses online at <a href="http://www.vsl.vic.edu.au">www.vsl.vic.edu.au</a>. LOTE has online enrolment and DE has paper enrolment.</td>
</tr>
</tbody>
</table>
| November - December | Students consult with Head of Student Services & Head of Academic Manager for permission to undertake study  
                         List from ABS of students permitted to do study  
                         Permission sought for students to complete external studies.  
                         VSL subjects: Online (Browser)  
                         DEV subjects: Through Regional Manager (Letter) |
| November - December | Students refer to DEC or coordinator when granted permission                                                                 |
| November - February | Students complete enrolment forms  
                         VSL subjects: Online (Browser)  
                         DEV subjects: Paper application  
                         Coordinator explains the system for work in and out and school expectations. |
| November - February | All applications to DECV to be signed by Principal or delegate                                                                  |
| April           | Last date for enrolment Semester 1                                                                                             |
| August          | Last date for enrolment Semester 2                                                                                              |
| Ongoing         | Work in and work out forwarded to coordinator who distributes to students through an in/out tray system. Notices will be put up on noticeboard as required though all DEV or VSL students are asked to visit the in tray twice weekly. |
| Ongoing         | Students hand work to coordinator who forwards to DEV or VSL each Friday. Postal addresses are different.                      |

**Responsibility:** External Studies Coordinator  
**Updated:** 2007
# Excursion Applications

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fill in appropriate excursion form that is on the forms rack in the staffroom. There are five forms for different purposes and an index is provided at that place for staff reference:</td>
</tr>
<tr>
<td>FORM A, Excursion Application Form (Blue)</td>
</tr>
<tr>
<td>FORM B, Activity of Excursion Form Parent Permission (Pink)</td>
</tr>
<tr>
<td>FORM C, Specialist Activity Form (Yellow)</td>
</tr>
<tr>
<td>FORM D, Unsupervised Excursion Form (Green)</td>
</tr>
<tr>
<td>FORM E, Arts Precinct Excursion Form (White)</td>
</tr>
<tr>
<td>FORM F, External Dance Activity Permission Form</td>
</tr>
<tr>
<td>Please follow all instructions on these forms. See Business manager (to make arrangements for money collection - if necessary) See Assistant Principal/Operations (to ensure that it is at a suitable time, note which students will miss classes, work left etc. entered in diary in staff room)</td>
</tr>
<tr>
<td>2 Teacher will complete CHECK-LIST prior to excursion</td>
</tr>
<tr>
<td>3 Leave form with Assistant Principal to check</td>
</tr>
</tbody>
</table>
| 4 (a) If excursion is to the Botanic Gardens, Malthouse, Federation Square or National Gallery fill in form E then go to step 8  
(b) For all other excursions complete ‘Parent Permission Form’ and distribute to students |
| Students walking to Federation Square should walk on the opposite side to Flinders Street Station. |
| 5 Collect ‘Parent Permission Forms’ from students |
| 6 Ensure that list of students attending excursion is on ‘Daily Org.’ notice board. |
| 7 Leave contact and student details with the office. |
| 8 Check that whiteboard in office has details of staff & groups who are out of school For Arts Precinct excursions, leave list of students attending in General Office. |
| 9 File paperwork in excursion folder in staff room |

**Responsibility:** Consultative Committee/All Teachers

**Updated 2007**
### EMERGENCY CODES

<table>
<thead>
<tr>
<th>Code</th>
<th>Colour</th>
<th>What</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>![Red]</td>
<td>Fire/Smoke</td>
<td>Evacuate on Siren</td>
</tr>
<tr>
<td>Blue</td>
<td>![Blue]</td>
<td>Medical Emergency</td>
<td>First aid team to respond to request</td>
</tr>
<tr>
<td>Black</td>
<td>![Black]</td>
<td>Personal Threat</td>
<td>Lock Down. Do not wait for announcement</td>
</tr>
<tr>
<td>Yellow</td>
<td>![Yellow]</td>
<td>Internal Emergency</td>
<td>Possible Lock Down. Wait for announcement.</td>
</tr>
<tr>
<td>Purple</td>
<td>![Purple]</td>
<td>Bomb Threat</td>
<td>Evacuate on Siren or as requested</td>
</tr>
</tbody>
</table>
EMERGENCY FLOOD MANAGEMENT PLAN

To be read in conjunction with the School Emergency Management Plan and Department of Education and Training Emergency Management Plan 2001

Context
The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, visual artists and other elite students. Integral to this program is the provision of a high quality academic education that is also offered to other elite training organisations. The school is committed to providing a safe and nurturing learning environment. The Department of Education and Training Emergency Management Plan 2001 explains the process for Managing School Emergencies and is central and key document guiding school responses.

Flood risk
The Victorian College of the Arts Secondary School is in a one in a hundred year flood plain. The Ground Floor level of the School is 1500 mm (RL 2.7) above the current nominal footpath level (RL 1.2). The 1 in 100 year flood level is RL 1.8 which would result in a possible water depth of 600 mm outside the building. Melbourne Water require a freeboard of 600 mm above the flood level (RL 2.4) for the School (twice the usual freeboard requirement) and therefore a further 50% safety margin is being provided with the current Ground Floor level. The site is only subject to flooding due to the inadequate capacity of the main stormwater drain which runs along Kingsway taking stormwater from South Melbourne to the Yarra. Referring to the attached extract from the Melbourne Planning Scheme, the Land Subject to Inundation Overlay (LSIO) map indicates that the VCASS site is on the periphery of the flood area (noting that the flood zone extends west over Kingsway in the City of Port Phillip municipality) and that the NW corner of the site is right on the margin of the designated zone.

Flood risk management
The school has an emergency management plan that will be activated in the event of an extreme weather or flood event, the school community is aware of this plan and their required response. All emergencies are coordinator through the principal’s office who will direct staff and students in an emergency. The principal will liaise with emergency authorities once they are allocated by the Emergency and Security Management Division. A warning signal will be sounded and safety announcements made. The school has an emergency plan documented in each room. The school must contact Emergency and Security Management Division who will coordinate response. The school has a parent contact list for emergencies and staff have been allocated to call groups of parents.

If a flood seems imminent the principal or their delegate advice would be sought from the Department of Education and Training Emergency Management Service on (03) 9589 6266 who will coordinate the response. If the principal deems it safe the school will be evacuated. If it is not safe the department will coordinate any rescue.

After hours
1. Should a flood occur out of school hours, preventing normal access to the school, staff and students will not be required to attend school on that day and will be advised to remain or return home
2. Appropriate notice will be given following subsidence of any flood waters and following any clean-up of the entry areas which may be required, advising that the school is being re-opened refer who and how. This will occur in as outlined in the Recovery element of the Department of Education and Training Emergency Management Plan 2001.
School hours

1. During school hours, should it be apparent that there has been a sustained period of unusually heavy rain in the local area, monitoring of external conditions will be undertaken by the principal.

2. Should it be apparent that inundation is occurring in the street, a decision will be made by the principal whether to evacuate the building or to remain inside. This decision will be dependent on a number of factors including the time of day, current weather conditions, the level of water in the street and whether it is rising.

3. A decision to remain inside the building should not affect safety within the school program. The building is mechanically ventilated with all plant and equipment on the roof and therefore flood water should not pose a risk to the occupants, noting that all base walls comprise insitu concrete up to Ground Floor level, thereby restricting ingress of water to the entry on Miles Street and the exit on Moore Street.

4. Water, gas and electricity connections will be maintained as long as it is safe to do so. Drinking water will only be available from filter points within the school.

5. Should it be necessary for staff or students to leave the premises during a flood event, the emergency exit stair at the NW corner of the building will be utilised under supervision of appointed staff members. As noted above, this exit (with all doors above the flood level) leads to an easement besides the building which discharges to Miles Street right on the margin of the flood zone. It would therefore be expected that access from here and east along Miles Street would be possible without any transverse of areas under water.

6. Should it be deemed unsafe to exit the building, assistance would be sought from the Department of Education and Training Emergency Management Service who would need to be contacted and have well defined policies and authority.

7. SES Headquarters is located only a few hundred metres north from the school and would also be available to assist as appropriate.

8. Students will remain under adult supervision at all times.

9. If it is safe to evacuate to one of the evacuation points that have been defined as assembly points by Emergency and Security Management. The prime space is the local park on Kings Way, 100 meters from school. The second is in the grounds of the Malthouse Theatre complex on Sturt Street. The Department of Education and Training Emergency Management Plan 2001 explains the process that will occur from this point.

Ratified by Melbourne City Council in June 2009
Responsibility: The principal
## EXTENSIONS PROCESS

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student cannot meet a submission deadline for work and applies for an extension.</td>
<td>Class teacher</td>
<td>Prior to submission date</td>
</tr>
<tr>
<td>2.</td>
<td>Consultation between Head of Student Services and class teacher. Checking of number of extensions granted.</td>
<td>Class teacher, Head of Student Services</td>
<td>After extension applied for</td>
</tr>
<tr>
<td>3.</td>
<td>If maximum number of extensions not reached and reason given is OK, grant extension. If maximum exceeded, then award an N.</td>
<td>Head of Student Services</td>
<td>After extension applied for</td>
</tr>
<tr>
<td>4.</td>
<td>Student does not meet deadline and does not apply for an extension. Proforma letter sent home</td>
<td>Class teacher, Head of Student Services</td>
<td>As soon as deadline not met</td>
</tr>
<tr>
<td>5.</td>
<td>Accept work up to negotiated date providing maximum number of extensions has not been reached. Record information as an extension. If maximum number of extensions previously reached then award an N.</td>
<td>Head of Student Services</td>
<td>Within one week of proforma been sent</td>
</tr>
<tr>
<td>6.</td>
<td>Part work not submitted. Detention to be set by class teacher to complete work. No extension recorded.</td>
<td>Class teacher</td>
<td>As soon as possible following non submission</td>
</tr>
<tr>
<td>7.</td>
<td>Detention not attended – extension recorded and process from number 3 followed.</td>
<td>Class teacher, Head of Student Services</td>
<td>As soon as possible after non-attendance.</td>
</tr>
<tr>
<td>8.</td>
<td>Work not submitted by negotiated date or work judged unsatisfactory, award an N.</td>
<td>Class teacher, Head of Student Services</td>
<td>By negotiated date</td>
</tr>
<tr>
<td>9.</td>
<td>Student appeals decision. Panel of Principal or Principal’s nominee, Student Services hear reasons for why appeal should be upheld.</td>
<td>Panel</td>
<td>Within two weeks of an N being awarded.</td>
</tr>
</tbody>
</table>

**Responsibility:** Head of Student Services / All teachers  
Updated 2007
FINANCIAL PROCEDURES

1. Official School Orders
   All expenditure must be accounted for by an official school order.
   The school administration budget does not include any funds to pick up the tab for "unaccounted for" expenditure in other programs. It is therefore important that all expenditure is closely monitored.

   **Ordering is on the eSchools system**
   When ordering all details should be known including, the correct name and address of the supplier, particulars of the items to be purchased, the cost of the goods (or a minimum close estimate of the cost), discount applicable, the area of expenditure and the designated code.
   The Victorian College of the Arts Secondary School will only deal with companies who hold an ABN for GST purposes. Program coordinators cannot place orders with any other company and must insist on a tax invoice for GST.

   **Internal Controls**
   The department states: ‘It is important to separate the authorising, recording and custody functions so that a cross-check is provided for each function. The person who performs the purchasing function will ideally be independent of those persons who carry out invoice processing and payment, stock records and receipt of goods.’

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ordering Procedures</td>
<td>Staff member</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Requisitions are then processed by the Business Manager. The Business Manager then places the order on behalf of the school. Staff should not print off orders and submit them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Receipt of Goods</td>
<td>Teacher</td>
<td>Business Manager</td>
</tr>
<tr>
<td>When an order arrives the teacher will be notified by the office. The teacher will then be responsible for collecting the goods from the office, checking the supply of goods against the order and the invoice or delivery docket. On checking goods, if any discrepancies exist the Business Manager should be notified. The invoice must be given to the Business Manager as soon as possible after the order has arrived. Prior to giving the invoice to the Business Manager it should be checked to ensure that it includes the order number of the supply, model numbers and serial numbers of equipment identified on the invoice. Then sign and date the invoice to signify that the goods received match the goods ordered and indicate clearly the program to be charged. For incomplete orders, teachers should specifically inform the Business Manager when submitting the invoice. Invoices must not be kept pending completion of an order.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Program Coordinators Records of Expenditure</td>
<td>Program coordinator</td>
<td></td>
</tr>
<tr>
<td>Program Coordinators are responsible for the financial management of their program. It is necessary to be aware of: actual amount of revenue to date; actual expenditure to date; and the actual amount committed which has not yet been paid. Overspending is not acceptable practice. <strong>Cash Flow</strong> The school receives monies at various stages throughout the year and therefore to avoid cash flow problems, coordinators should be aware of their budgets and expenditure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FINANCIAL PROCEDURES CONTINUED

5. **Accountability**
   As items are purchased by the school the responsibility for the appropriate storage and use of the item is vested in the Principal and subsequently the Program Coordinators and teachers. The school attempts to maintain accurate records at all times with fully detailed inventories and asset registers as required by government audit. As the delegated person in charge of goods purchased for a program the Program Coordinator has the task of maintaining an accurate, up to date register of goods purchased by, used by, maintained by and stored under the auspices of, the program.

   Obsolete items, items no longer required and those beyond repair must be disposed of in the appropriate manner. This will involve notation on school records. The matter should be brought to the attention of the Business Manager. An annual stock take of assets will be undertaken in Term 4 of each year.

   Principal and Program Coordinator

   Business Manager

6. **Request for Payments / Cheques**
   Please plan your activities well in advance so that the Business Manager has plenty of warning to prepare cheques or payment. Full details are required and there is a pro forma to be completed and submitted at least 5 days prior to the cheque being needed.

   Cheques are drawn every Thursday morning and signing is complete by lunchtime Friday for posting that day.

   The following of this simple procedure is essential to avoid any misunderstandings and to ensure that the appropriate signatures can be obtained in time to validate the cheque.

7. **Excursions**
   All excursions at VCASS are self-funded and cannot be supplemented from program budgets. In the case of excursions where the collection of money is involved, an appropriate timeline should be adopted to ensure that adequate payments are made well before the date of the excursion. The department Parent Payment Policy must be adhered to, that is six weeks’ notice of the payment of funds.

   When organising an excursion/incursion please supply a copy of the excursion notice to the office with a list of students involved, well in advance. This enables a charge to be entered against each student so that when payment is received a receipt can be processed.

   Please ensure that the request for money is rounded up to the nearest dollar e.g. if an excursion is costing $3.80 please request a payment of $4.00 from the students. Also a reminder to students that the correct money at the office would be appreciated.

   The school is accountable for the appropriate management of funds and does not receive any subsidy to support activities that operate at a loss. By ensuring that adequate funds are available prior to the conducting of the excursion its financial viability is supported and payments can be authorised to meet the costs.

8. **Deadline for ordering each year**
   No orders are to be placed after: First Friday of term 4

9. **Budget Submissions due by**
   Last day term 2

10. **Please Note**
    NO PAYMENT WILL BE MADE TO SUPPLIERS FOR ORDERS PLACED WITHOUT AN OFFICIAL SCHOOL ORDER NUMBER.

Responsibility: Business Manager/All teachers
Updated 2007/2015
GENERAL GUIDELINES FOR WORKING WITH EXTERNAL PROVIDERS

The following guidelines and checklists are to be considered by all staff when utilising external providers.

External providers assist with various elements of the educational program, including the provision of parent information, learning and development opportunities for staff, classroom support for teachers, and referral of and counselling for students.

The following checklists and guidelines are provided to help schools get maximum benefit from the input of external providers.

1. External providers approved/accepted by the school should:
   1.1. be appropriately qualified or trained for their specific activity
   1.2. evaluate their programs or presentations
   1.3. be cost effective
   1.4. enhance the role of the teacher not replace it
   1.5. be consistent with school policies
   1.6. align with current practice, principles and research where appropriate
   1.7. consider socioeconomic, cultural and/or religious issues.

2. Teacher checklist
   2.1. Can people within the school provide a similar service?
   2.2. Do you have the support of the principal, the staff and the relevant committees?
   2.3. Have parents been consulted?
   2.4. Have the age and developmental level of the students, the content and the resources been considered?
   2.5. Has a planning session with the presenter been conducted?
   2.6. What feedback will be given to the presenter?
   2.7. What are the costs?

3. Qualified or trained external providers:
   3.1. have formal qualifications or relevant experience
   3.2. use performance indicators to evaluate the effectiveness of their programs
   3.3. have a good knowledge of appropriate resources
   3.4. are adept in working with/through relevant school committees.

4. External providers who have an understanding of current practice, approaches and research:
   4.1. link learning with educational outcomes as outlined in the school program
   4.2. engage in planning with the teacher
   4.3. enhance the central role of the teacher

5. External providers are to consider socioeconomic, cultural and religious issues:
   5.1. use information about student cultural experiences to create an atmosphere respectful of cultural diversity
   5.2. have well-established and acceptable positions on particular issues which are consistent with the values promoted by the school.
## INTERNET USE

<table>
<thead>
<tr>
<th>Timelines</th>
<th>Procedures</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>On enrolment</td>
<td>Letter sent to parents and student to sign and return includes: ‘Agreement to abide by the Rules for appropriate use of the Internet’ A copy of the Internet Acceptable use Policy will be provided</td>
<td>Business Manager</td>
</tr>
<tr>
<td>At commencement of school year.</td>
<td>New students provided with their ID code as part of Induction process</td>
<td>IT Support</td>
</tr>
<tr>
<td>Year 7 &amp; new students</td>
<td>Taught basics of Internet as part of transition process.</td>
<td>Head of Library/IT Support</td>
</tr>
<tr>
<td>All students</td>
<td>Students assisted to understand the ‘Internet Acceptable Use Policy’ through What’s On &amp; Classroom practice</td>
<td>Principal/IT Support/Classroom teachers</td>
</tr>
<tr>
<td>At any time</td>
<td>Infraction of appropriate use of Internet will result in access to Internet being removed for an appropriate period.</td>
<td>Student Coordinators</td>
</tr>
</tbody>
</table>

Responsibility: Principal
Updated 2007, amended 2011
MAJOR DANCE SEASON - SUPERVISION

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
<th>WHO</th>
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<tbody>
<tr>
<td></td>
<td>As part of its Event Planning the Leadership Team will begin to</td>
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<tr>
<td></td>
<td>discuss supervision requirements of students. The Assistant</td>
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<td></td>
<td>Principal and Head of Student Services to visit the venue to</td>
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<tr>
<td></td>
<td>make contingency plans.</td>
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<tr>
<td></td>
<td>Request for staff full-time supervisors</td>
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<tr>
<td></td>
<td>Special Year 7M – 9M Program as required</td>
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</tr>
<tr>
<td></td>
<td>ABS and Gymnastics students as required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where students are in home stay their travel arrangements will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be investigated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program for 10-12 students not involved in Dance Season</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program and supervision for 7-9 dancers during large breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Briefing for supervising personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Briefing for Music &amp; Dance students re Theatre etiquette</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-performance assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dance Season information. in ‘In View’</td>
<td></td>
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<tr>
<td></td>
<td>Letters to parents re 7-9m program incl. Permission forms and</td>
<td></td>
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<td></td>
<td>information on the school webpage</td>
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<tr>
<td></td>
<td>Letter to parents re arrangements when students not required</td>
<td></td>
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<tr>
<td></td>
<td>at theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Security supervision for orchestra room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final planning &amp; checking</td>
<td></td>
</tr>
</tbody>
</table>

Responsibility: Assistant Principal  
Updated 2009
**MANAGED INDIVIDUAL PATHWAYS – DATA, INTERVIEW PROCESS**

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Obtain information from VCA office on which students from VCASS are enrolled at VCA.</td>
<td>MIP Coordinator</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>Check VTAC data base for students who have accepted a tertiary place</td>
<td>MIP Coordinator</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>Ask staff if they know where particular students are studying apart from VCA.</td>
<td>MIP Coordinator</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>Follow up students whose destination is unknown.</td>
<td>Office – Head of Student Services</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>Publish information in Annual Report</td>
<td>MIP Coordinator/Head of Student Services</td>
<td>March</td>
</tr>
</tbody>
</table>

**Responsibility:** Head of Student Services  
**Updated 2007**
MANDATORY REPORTING PROCESS

Forming a belief on reasonable grounds
A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person’s health, safety or wellbeing is at risk and the child’s parents are unwilling or unable to protect the child.

There may be reasonable grounds for forming such a belief if:

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused.
- the staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person’s safety, stability or development
- the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child’s actions or behaviour may place them at risk of significant harm and the child’s parents are unwilling or unable to protect the child.

Reporting a belief
Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief. If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

Protecting the identity of the reporter
Confidentiality is provided for reporters under the CYFA. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.

The identity of a reporter must remain confidential unless:

- the reporter chooses to inform the child, young person or family of the report
- the reporter consents in writing to their identity being disclosed
- a court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child
- a court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.

Information provided during a protective investigation may be used in a court report if the risks to the child or young person require the case to proceed to court. In these circumstances, the source of the information may be required to provide evidence to the court. If Child Protection decides that the report is about a significant concern for the wellbeing of a child, they may refer the report to a community-based child and family service and disclose the identity of the reporter to that service. However, the CYFA provides that neither Child Protection nor the community-based child and family service may disclose the reporter’s identity to any other person without the reporter’s consent.

Professional protection for reporters
If a report is made in good faith then it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter or the reporter cannot be held legally liable in respect of the report. This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

Failure to report
A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.
Making a report to Child Protection
The CYFA allows for two types of reports to be made in relation to significant concerns for the safety or wellbeing of a child – a report to Child Protection or a referral to Child FIRST.

A report to Child Protection should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:
- the harm or risk of harm has a serious impact on the child’s immediate safety, stability or development
- the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child’s safety, stability or development
- the child’s parents cannot or will not protect the child or young person from harm.

Where during the course of carrying out their normal duties, a school staff member forms the belief on reasonable grounds that a child is in need of protection, the staff member must make a report to Child Protection regarding this belief and the reasonable grounds for it as soon as practicable.

Staff members may form a professional judgement or belief, in the course of undertaking their professional duties based on:
- warning signs or indicators of harm that have been observed or inferred from information about the child
- legal requirements, such as mandatory reporting
- knowledge of child and adolescent development
- consultation with colleagues and other professionals
- professional obligations and duty-of-care responsibilities
- established protocols
- internal policies and procedures in an individual licensed children’s service or school.

Upon receipt of a report, Child Protection may seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required. In most circumstances, Child Protection will inform the reporter of the outcome of the report. When the report is classified by Child Protection as a Wellbeing Report, Child Protection will, in turn, make a referral to Child FIRST. Any person who is registered as a teacher under the Education and Training Reform Act 2006, or any person who has been granted permission to teach under that Act, including principals, is mandated to make a report to Child Protection. In the course of undertaking their professional duties, mandated staff members are required to report their belief, when the belief is formed on reasonable grounds that a child is in need of protection from significant harm as a result of sexual abuse or physical injury.

School policy and procedures stipulate how teaching staff fulfil their duty of care towards children and young people in their school. Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team. If a principal or member of the leadership team does not wish to make a mandatory report, this does not discharge the teacher’s obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher’s concerns continue, even after consultation with the principal or member of the leadership team, that teacher is still legally obliged to make a mandatory report of their concerns. Information about the identity of a person making a report to Child Protection must be kept confidential unless the reporter consents to the disclosure of their identity. If the staff member wishes to remain anonymous, this information should be conveyed at the time that the reporter makes the mandatory report.

The role of school staff
School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those children and young people. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

Note: The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police.

The roles and responsibilities of staff in supporting children and young people who are involved with Child Protection may include acting as a support person for students, attending Child Protection case plan meetings, observing and monitoring students’ behaviour, and liaising with professionals.
Confidentiality
Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation. When a child or young person has moved to another school, professional judgement should be exercised as to what information needs to be passed on. This will be guided by usual procedures for passing on information about a child’s general wellbeing or special needs, and the role of the school in any ongoing care plans.

Interviews at Victorian schools
Child Protection may conduct interviews of children and young people at school without parental knowledge or consent. However, a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child’s best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a child or young person. This may occur regardless of whether the school is the source of the report to Child Protection. When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

Support persons
Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child. A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection’s investigation. This may occur verbally or in writing using the relevant Child Protection proforma. Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe that doing so will create a conflict of interest.

Advising parents, carers or guardians
Staff do not require the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so. It is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before, or by the time the child arrives home.

Ensuring that a Child Protection interview takes place
The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.

Staff Training
Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school and will be provided with supporting documentation in their staff handbook.

References:
PROCEDURE - SUPERVISION OF TRAINERS AND JOINT ASSESSMENT

1.1 Purpose
The purpose of this procedure is to outline the systems used for:
- Joint assessment where an assessor has not demonstrated the three assessor competencies from the Training Package for Assessment and Workplace Training (AQTF 1.4); or
- Joint assessment where an assessor has not demonstrated the relevant vocational competencies at least to the level being delivered (AQTF 1.4);
- Supervising trainers who have not demonstrated all the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training (AQTF 1.4).

1.2 Responsibility
The Training Manager

1.3 Requirements
The Australian Qualifications framework requires that training is delivered and assessed by people with the competencies outlined in Standards 1.3 and 1.4 (a), (b) and (c)

1.4 Records
- Record Description
  - Records will be had in individual teachers files
- Location Retention
  - Administration and RTO Manager
- Supervision Log
  - A supervision log will be maintained
  - A record of supervision activities maintained by the qualified supervisor
- Unqualified trainers file
  - Duration of employment plus one year.

1.5 Method
1.5.1 Supervision of Trainers
The supervisor must have a minimum qualification of Certificate IV in Assessment and Workplace Training
The supervisor will:
- Check and approve all training session plans/course outlines with the trainer
- Check and approve all assessment resources prepared and/or used by the trainer
- Attend some training sessions
- Meet with the trainer on a regular basis whilst training is being undertaken
- Maintain a written record of the above activities for each trainer they are supervising

1.5.2 Joint Assessment
- Joint assessment will involve a minimum of two trainers conducting the assessment.
- At least one trainer must have demonstrated the relevant vocational competencies at least to the level being delivered.
- At least one trainer must have demonstrated the three assessor competencies from the Training Package for Assessment and Workplace Training.
- Both assessors must sign off the assessment.

Responsibility: RTO Manager
ROYAL ACADEMY OF DANCE AND CECCHETTI ENROLMENT PROCESS

Enrolment and Payment of Fees

- To enrol in the RAD Vocational Graded Syllabus Program or Cecchetti Program of VCASS, families need to complete an enrolment form, enclose payment and forward by to the school Business Manager.
- Students wishing to attend the program must complete an enrolment form each year and pay the term’s fees before commencing any classes each term.
- An Enrolment table will be set up on the first Saturday of each semester to facilitate enrolment and payments separate to the conduct of classes.
- An informal grace period of three weeks will be offered and managed by the head of dance. At the completion of the third Saturday of each semester any student who has not paid will not be allowed to attend classes from that point on. This grace period will allow families to ask questions, students to be encouraged to enrol as appropriate and for RAD and Cecchetti staff to assist in collecting fees.
- RAD and Cecchetti are external and enhancement classes, no welfare support is available from the school unless specific funds have been donated for this purpose.
- No refunds for missed lessons will be provided
- If a student is injured they must provide a doctor’s certificate and letter from parents to the Business Manager stating classes missed. A credit will be entered on the student’s account.
- One term’s notice in writing from the parent or guardian is required if the student does not wish to complete the following term or year

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete enrolment documentation for new year • VCASS students • New VCASS students • External students Complete enrolment documentation</td>
<td>Admin in collaboration with coordinators and Head of Dance</td>
<td>November of the previous year</td>
</tr>
<tr>
<td>2.</td>
<td>Provide enrolment information to all existing and new dance families in the end of year mail out</td>
<td>Admin</td>
<td>December</td>
</tr>
<tr>
<td>3</td>
<td>Enrolment forms and payments to school office</td>
<td>Admin</td>
<td>First week Semester</td>
</tr>
<tr>
<td>4</td>
<td>Enrolment forms and payments to Enrolment Officer RAD and Cecchetti on first Saturday of class</td>
<td>Programs</td>
<td>First week Semester</td>
</tr>
<tr>
<td>5</td>
<td>Draft class list developed indicating payment</td>
<td>Teachers and Program Coordinator</td>
<td>First week Semester</td>
</tr>
<tr>
<td>6</td>
<td>First verbal reminder of payment requirement Enrolment questions and potential enrolments explored</td>
<td>Teachers and Program Coordinator Head of Dance</td>
<td>Second week Semester</td>
</tr>
<tr>
<td>7</td>
<td>Second verbal reminder of payment requirement Final enrolments made</td>
<td>Teachers and Program Coordinator Head of Dance</td>
<td>Third week Semester</td>
</tr>
<tr>
<td>8</td>
<td>Call to follow up second verbal reminder of payment requirement and notification of non-attendance after the third Saturday</td>
<td>Head of Dance and delegates</td>
<td>Third week Semester</td>
</tr>
<tr>
<td>9</td>
<td>RAD Program continues with fully enrolled students</td>
<td>Teachers and Program Coordinator</td>
<td>From third week Semester</td>
</tr>
</tbody>
</table>

Responsibility: Head of Dance
REVIEW OF STUDENTS

- For current students this conversation will happen over one year.
- For new students this conversation should generally be approached over an eighteen month period.
- The only people to raise ‘suitability of student for our school or possible exit’ are Head of Dance or Music, Head of Student Services or Principal. This matter is not for general staff to comment on unless it is advice to us.

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>HEAD OF MUSIC/DANCE</th>
<th>HEAD OF STUDENT SERVICES</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 8</td>
<td>Identify students of concern or students being monitoring from the previous year with other specialist staff. Raise these with Head of Student Services.</td>
<td>Attend meeting with Head of Dance or Music and advise principal.</td>
<td>Principal to note students and monitor.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Ensure that Interim Reports reflect concerns</td>
<td></td>
<td></td>
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<tr>
<td>TERM 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1 P/T Interviews</td>
<td>Discuss student progress with parents. Assist student in developing clear goals for achievement. Make recommendations of other support activities and programs (like RAD and Pilates).</td>
<td>Monitor student with other Student Services staff.</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Identify students of concern with other specialist staff. Monitor goal progress.</td>
<td>Identify students with problems with their study.</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Ensure that Semester Reports reflect concerns.</td>
<td>Ensure that Semester Reports reflect concerns.</td>
<td></td>
</tr>
<tr>
<td>TERM 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Meet with Head of Student Services to discuss students of concern</td>
<td>Consolidate list of students Determine which students to have appointment with Prin. and which with coord. &amp; Head of Student Services</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Meet with Principal to set appointments with parents of students at risk of not continuing to next year.</td>
<td>Make appointments with Coord., Students, Parents &amp; Principal</td>
<td>Attend appointments</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Letters to parents outlining areas to be addressed by students over the next term.</td>
<td></td>
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<tr>
<td>Week 10/11 P/T Interviews</td>
<td>Discuss student progress with parents</td>
<td></td>
<td></td>
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<tr>
<td>TERM 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 1 &amp; 2</td>
<td>Advise to Student Services Regarding improvement or otherwise</td>
<td>Advise to principal</td>
<td>Interview with parents. Counselling student. Final letter sent and contact made with new school once decided.</td>
</tr>
<tr>
<td>Week 3+</td>
<td>Identify students of concern from current assessments. Monitor them for assessment in term 1 week 8 the next year.</td>
<td>Identify students of concern from current assessments.</td>
<td></td>
</tr>
</tbody>
</table>

Responsibility: Principal, Head of Student Services and Heads Dance and Music
Updated 2007
<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Year Level Coordinators are the first contact for classroom teachers, parents and Heads of Specialist Programs. Year Level Coordinators will undertake typical work with the students in their year level, covering the broad areas of attendance, achievement, welfare and discipline and peer connections.</td>
<td>Teachers, Head of Student Services, parents, students, administration.</td>
<td>As required</td>
</tr>
<tr>
<td>2.</td>
<td>All serious or complex issues relating to student welfare, discipline and management will be referred to the Head of Student Services by the Year Level Coordinator. This ‘up a level referral’ will be made in partnership with the year level coordinator and assistant principal. The Head of Student Services will also determine when they need to have a greater involvement.</td>
<td>Year Level Coordinator and Head of Student Services</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Generally students will be referred to the School Counsellor by the Head of Student Services or this decision made in collaboration with the School Counsellor, Assistant Principal or Principal.</td>
<td>Head of Student Services, School Counsellor, Assistant Principal and Principal</td>
<td>Weekly Student Services meeting</td>
</tr>
<tr>
<td>4.</td>
<td>Students and parents may self-refer to the School Counsellor and the student will be raised at the weekly Student Services meeting with the Assistant Principal.</td>
<td></td>
<td>Weekly Student Services meeting</td>
</tr>
<tr>
<td>5.</td>
<td>Wellbeing matters will come to the attention of the school in multiple ways. These will be discussed at the weekly Head of Student Services, School Counsellor and Assistant Principal meetings to coordinate and possibly create an action plan and referral to department SSSO services as required.</td>
<td>Year Level Coordinator, Head of Student Services, School Counsellor, Assistant Principal and Principal</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>School Counsellor to work with student as required.</td>
<td>School Counsellor and SSSO</td>
<td>When student identified.</td>
</tr>
<tr>
<td>7.</td>
<td>As a general rule the School Counsellor will make referral to the DET Psychologist for complex matters which may require other departmental or regional support. School Counsellor in consultation with the student, and where appropriate, parents, makes an appointment with the visiting counsellor and or outside agency depending on the nature of the problem.</td>
<td>School Counsellor and SSSO as required</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>School Counsellor feeds back to Year Level Coordinator, Head of Student Services, School Counsellor, Assistant Principal and Principal as required and documents contact and advice to the student in Compass.</td>
<td>School Counsellor</td>
<td>After appointment made.</td>
</tr>
<tr>
<td>9.</td>
<td>School Counsellor monitors ongoing situation and provides appropriate feedback within the bounds of confidentiality.</td>
<td>School Counsellor</td>
<td>As appropriate</td>
</tr>
</tbody>
</table>

Responsibility: Assistant Principal/Head of Student Services/ School Counsellor
Updated 2007/Revised 2015
THEATRE ETIQUETTE FOR VCASS DANCERS & MUSICIANS

The Victorian College of the Arts Secondary School is committed to the professional practice of its dancers and musicians.

1. **HALF HOUR CALL:** This is the term given to 35 minutes before curtain up. It is the time that everyone must be present in the theatre. Being late for the half hour call will result in withdrawal from the performance.

2. **SIGN ON BOOK:** This will be kept on the door of the dressing room and must be signed on arrival at the theatre. This is crucial as the stage management will have no other means of finding out who is not present – an item may need to be re-staged.

3. **STAGE MANAGER:** The stage manager has total control of the performance and everybody concerned with it. This includes technical and dress rehearsals as well as the actual performance.

4. **COSTUMES AND PROPS**
   4.1. Check that your costumes are complete at the half hour call prior to every performance.
   4.2. Report any losses or necessary repairs as soon as they are noticed.
   4.3. Hang up your costumes neatly after use.
   4.4. After quick changes you must collect costumes that may have been left at the side of the stage.
   4.5. Do not eat, drink or sit in your costume.
   4.6. Do not remove any costume or prop from the side of the stage that is not your own – they may have been set ready for a quick change.
   4.7. Check that any props that you use are on the prop table before each performance. Ensure that props are returned to the table after use.
   4.8. Make-up and costume must be removed before leaving the theatre or going into the auditorium.

5. **DRESSING ROOMS**
   5.1. Use only dressing rooms that are allocated to you. You have no liberty to move into any room on your own without prior agreement with the stage management. You are disrupting the fluency of the production. The stage management needs to know the whereabouts of everyone.
   5.2. Keep noise to a minimum
   5.3. Listen for announcements and respond quickly.
   5.4. Do your part in keeping the dressing room clean and tidy.

6. **FOR YOUR SAFETY:** Familiarise yourself with all the fire exits in the theatre. When you are called for your warm up, proceed immediately.

7. **GENERAL**
   7.1. Do not invite visitors backstage. Please arrange to meet parents, friends in the foyer.
   7.2. Do not leave valuables in the dressing room. Give to the stage manager or VCASS staff.
   7.3. Do not enter the stage area until you are about to go on – you are on stage as soon as you go through the doors.
   7.4. Keep the wings clear at all times.
   7.5. Do not talk in the wings or on stage.
   7.6. Keep the corridor clear to facilitate crossovers.
   7.7. Missing final rehearsal e.g. dress/tech/run throughs will result in you being replaced in the performance.
   7.8. Stage time is extremely limited and very costly. Therefore you must be punctual.
   7.9. Please provide your own make-up and hair requirements.
   7.10. It is advisable to equip yourself with a ‘PANIC BOX’ to include things such as band aids/Panadol or equivalent. Needle and cotton/ scissors/ safety pins.
   7.11. Do not at any time attempt to peep out to audience from the wings. The guideline is – if you can see them they can also see you!
   7.12. Musicians are not permitted in the dancers dressing rooms
   7.13. Musicians will have access to the staff supervised Dressing Room and must be in this room when not performing or in performance preparation.
   7.14. The above etiquette is required in that room as is the highest level of professional standards. There is to be limited noise and no running around or movement that is not required.
TRAVEL EMERGENCY MANAGEMENT PROCESS

To be read in conjunction with advice to communities about bushfire threats, particularly on nominated critical days

In the event of extreme weather conditions over this summer and any transport problems that may occur we request all students to have a Management Plan if they are unable to get home because of bushfire, extreme weather and transportation difficulties – ALL PARENTS SHOULD MAKE THIS PLAN WITH THEIR CHILDREN

WE HAVE CONFIDENCE IN THE SAFETY OF OUR STUDENTS ON THE TRANSPORT SYSTEM, THIS IS A RELIABILITY ISSUE
1. ALL STUDENTS SHOULD HAVE TRUSTED ADULT CONTACT WORKING IN THE CITY IF AVAILABLE TO ASK FOR ASSISTANCE WHEN DISMISSED STUDENTS MUST GO STRAIGHT AND DIRECTLY HOME
2. AS FAR AS POSSIBLE STUDENTS SHOULD TRAVEL IN GROUPS
   If disruption occurs they should remain in that group
3. STUDENTS SHOULD NOT STAND ON THE EDGE OF PLATFORMS
   Rather seek a safe place away from the crush
4. (FOR NEW STUDENTS) STUDENTS INEXPERIENCED IN PUBLIC TRANSPORT SHOULD TRAVEL WITH FAMILY MEMBERS OR TRUSTED ADULTS
   Along with you normal preparation for new students to travel on our transport system some extra back up would be sensible next week.
5. IN THE MORNING SELECT A TRANSPORT SERVICE SLIGHTLY EARLIER THAN YOU NORMALLY WOULD FOR THE FIRST WEEK OF FEBRUARY

THOUGH EXTREMELY UNLIKELY THE FOLLOWING WILL BE PUT IN PLACE IF THERE IS A MELTDOWN OF THE SYSTEM AND TRAMS AND TRAINS DO NOT RUN

STUDENTS UNABLE TO LEAVE THE CITY
Any student who leaves VCASS campus after school and is unable to depart the City is TO RETURN TO VCASS immediately and report to the school office at 57 Miles Street. These students will be placed in a safe place and parents contacted as and when is possible. Students will be supervised until they can be collected. If VCASS is closed students should seek advice from Victoria Police 412 St Kilda Road OR Victoria Police at Flinders Street Station.

STUDENTS CAUGHT IN THE TRANSPORT SYSTEM AND UNABLE TO GET HOME
Should remain within the public facility (Station or other public space) they are in and report to an adult in authority and seek advice. They should aim to contact their parents as soon as they can. They should NOT remain on a deserted platform or area and seek a more public space or shop.

PARENTS SHOULD
Tell students to NEVER be afraid (in a confidant and polite way) to ask a suitable adult for help.
## TERTIARY COURSE SELECTION YEAR 12 STUDENTS

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attend VTAC briefing.</td>
<td>Student Services</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>Year 12 students are familiarised in the use of Careers Program and VTAC Website &amp; Handbook. Stress need for students to apply to VTAC.</td>
<td>Student Services</td>
<td>July/August</td>
</tr>
<tr>
<td></td>
<td>Ongoing course selection and counselling through the MIPs program</td>
<td>Student Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 12 students briefed on VTAC application process.</td>
<td>Student Services</td>
<td>Early August</td>
</tr>
<tr>
<td></td>
<td>Demonstrate Internet application process to students.</td>
<td>Student Services</td>
<td>Mid-August</td>
</tr>
<tr>
<td></td>
<td>Assist students who require help with career advice and application process through the MIPs program</td>
<td>Student Services</td>
<td>August / September</td>
</tr>
<tr>
<td></td>
<td>Publish career advice in &quot;What's On&quot; and coordinate display of careers information in careers area.</td>
<td>Student Services</td>
<td>July/ August/ September</td>
</tr>
<tr>
<td></td>
<td>Student ENTER scores available</td>
<td>Student Services</td>
<td>December</td>
</tr>
<tr>
<td></td>
<td>Assist students with change of preference.</td>
<td>Student Services</td>
<td>December</td>
</tr>
</tbody>
</table>

Responsibility: Head of Student Services

Updated 2007
VCE EXAM PROCESS

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ascertain number of students in each VCE Unit 3&amp;4 subject from student lists and numbers of student studying a level 3&amp;4 subject.</td>
<td>VCE Admin</td>
<td>March</td>
</tr>
<tr>
<td>2</td>
<td>Where group size is less than 10, exam venue at another school will need to be organised</td>
<td>VCE Admin</td>
<td>March</td>
</tr>
<tr>
<td>3</td>
<td>Fax other schools, Macrob, etc., to gain permission for them to sit exams at that school.</td>
<td>VCE Admin</td>
<td>March</td>
</tr>
<tr>
<td>4</td>
<td>Complete document and send to VCAA with all exam venues completed and permission from other schools.</td>
<td>VCE Admin</td>
<td>March</td>
</tr>
<tr>
<td>5</td>
<td>Arrange independent exam supervisors and give them the timetable for June exams and supervisor info.</td>
<td>VCE Admin</td>
<td>April</td>
</tr>
<tr>
<td>6</td>
<td>Organise rooms for June exams at VCASS.</td>
<td>VCE Admin</td>
<td>May</td>
</tr>
<tr>
<td>7</td>
<td>All students, including those students at Year 11 studying a Year 12 subject, given a copy of exam rules, dates and times.</td>
<td>VCE Admin</td>
<td>Early May</td>
</tr>
<tr>
<td>8</td>
<td>Students given timetable, date and venue from VASS Coord.</td>
<td>VCE Admin</td>
<td>Early May</td>
</tr>
<tr>
<td>9</td>
<td>Publish list of exam rooms and maps of alternative venues and put in &quot;What's On&quot; and on the noticeboard. Alert Year 11 students studying a Year 12 subject that they must sit the GAT.</td>
<td>VCE Admin</td>
<td>Late May</td>
</tr>
<tr>
<td>10</td>
<td>Check that all necessary materials for exams have arrived from VCAA.</td>
<td>VCE Admin</td>
<td>Early June</td>
</tr>
<tr>
<td>11</td>
<td>Arrange with Business Manager for a person to be in the office when courier arrives to pick up exams.</td>
<td>VCE Admin</td>
<td>Early June</td>
</tr>
<tr>
<td>12</td>
<td>Set-up exam rooms prior to exam.</td>
<td>VCE Admin</td>
<td>Prior to exam.</td>
</tr>
<tr>
<td>13</td>
<td>Assist exam supervisors on day of exam to make sure all necessary materials, posters, etc., are in place.</td>
<td>VCE Admin</td>
<td>On the day of exam.</td>
</tr>
<tr>
<td>14</td>
<td>Complete VCAA document re exam venues for November exams.</td>
<td>VCE Admin</td>
<td>August</td>
</tr>
<tr>
<td>15</td>
<td>Notify exam supervisors re timetable for November exams.</td>
<td>VCE Admin</td>
<td>Early October</td>
</tr>
<tr>
<td>16</td>
<td>Arrange exam rooms for November exams. Organise Music room and sound system.</td>
<td>VCE Admin</td>
<td>October</td>
</tr>
<tr>
<td>17</td>
<td>Organise rooms for November exams at VCASS.</td>
<td>VCE Admin</td>
<td>Mid Oct.</td>
</tr>
<tr>
<td>18</td>
<td>All students given a copy of dates and times.</td>
<td>VCE Admin</td>
<td>October</td>
</tr>
<tr>
<td>19</td>
<td>Students given timetable, date and venue from VASS Coord.</td>
<td>VCE Admin</td>
<td>October</td>
</tr>
<tr>
<td>20</td>
<td>Publish list of exam rooms and maps of alternative venues and put in &quot;What's On&quot; and on the noticeboard.</td>
<td>VCE Admin</td>
<td>Late October</td>
</tr>
<tr>
<td>21</td>
<td>Check that all necessary materials for exams have arrived from VCAA.</td>
<td>VCE Admin</td>
<td>October</td>
</tr>
<tr>
<td>22</td>
<td>Arrange with Business Manager for a person to be in the office when courier arrives to pick up exams.</td>
<td>VCE Admin</td>
<td>October</td>
</tr>
<tr>
<td>23</td>
<td>Set-up exam rooms prior to exam.</td>
<td>VCE Admin</td>
<td>November</td>
</tr>
<tr>
<td>24</td>
<td>Assist exam supervisors on day of exam to make sure all necessary materials, posters, etc., are in place.</td>
<td>VCE Admin</td>
<td>November</td>
</tr>
</tbody>
</table>

Responsibility: VCE COORDINATOR
Updated 2007
APPENDIX 1: Emergency Codes and Evacuation Maps

EMERGENCY CODES AND EVACUATION MAP GROUND FLOOR

<table>
<thead>
<tr>
<th>Code</th>
<th>Colour</th>
<th>What</th>
<th>Code</th>
<th>Colour</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Red</td>
<td>Fire/Smoke Evacuate on Siren</td>
<td>Blue</td>
<td>Blue</td>
<td>Medical Emergency First aid team to respond to request</td>
</tr>
<tr>
<td>Black</td>
<td>Black</td>
<td>Personal Threat Lock Down. Do not wait for announcement</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Internal Emergency Possible Lock Down. Wait for announcement</td>
</tr>
<tr>
<td>Purple</td>
<td>Purple</td>
<td>Bomb Threat Evacuate on Siren or as requested</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the case of fire, toxic emissions, gas leak, hazardous chemicals, accident or emergency on Citylink or Southbank, threat from person/violence/hostage, explosions, bomb threat, storms, flood/rainstorm/windstorm damage or falling power lines it may be determined to evacuate or lock down the school.

1. The Principal, Assistant Principal or Emergency Management Officer will enact the evacuation by using the loud speaker system and defining the code
2. The evacuation map in each room should be considered and followed as long as safe to do so
3. Miles Street has three exits. If one is deemed unsafe go to the next

Staff procedures: Leave any bags in the room unless a Bomb Threat is announced (code PURPLE). Do not allow students to collect bags from lockers

Fire Extinguishers - Should only be used by those trained to do so

Assembly Points for Emergency Assembly:
The Primary Assembly Point is the Melbourne City Council Park on Kings Way; students should be ushered down Moore Street if safe. The Secondary Assembly Point is to walk up Miles Street, along Sturt Street and assemble at the Malthouse Open Space

FOLLOW THE RED ARROW TO EXIT THE BUILDING

EMERGENCY MANAGEMENT OFFICER – MR. COLIN SIMPSON
PRINCIPAL/ASSISTANT PRINCIPAL – MR. COLIN SIMPSON/MS. HILARY BLAND
One of these people will be the Evacuation Controller

REMAIN CALM AT ALL TIMES AND WALK DO NOT RUN
EMERGENCY CODES AND EVACUATION MAP FIRST FLOOR

<table>
<thead>
<tr>
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FOLLOW THE RED ARROW TO EXIT THE BUILDING

EMERGENCY MANAGEMENT OFFICER – MR. COLIN SIMPSON
PRINCIPAL/ASSISTANT PRINCIPAL – MR. COLIN SIMPSON/MS. HILARY BLAND
One of these people will be the Evacuation Controller

REMAIN CALM AT ALL TIMES AND WALK DO NOT RUN
EMERGENCY CODES AND EVACUATION MAP MEZZANINE

<table>
<thead>
<tr>
<th>Code</th>
<th>Colour</th>
<th>What</th>
<th>Code</th>
<th>Colour</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Red</td>
<td>Fire/Smoke Evacuate on Siren</td>
<td>Blue</td>
<td>Blue</td>
<td>Medical Emergency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>First aid team to respond to request</td>
</tr>
<tr>
<td>Black</td>
<td>Black</td>
<td>Personal Threat Lock Down. Do not wait for announcement</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Internal Emergency Possible Lock Down. Wait for announcement</td>
</tr>
<tr>
<td>Purple</td>
<td>Purple</td>
<td>Bomb Threat Evacuate on Siren or as requested</td>
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PRINCIPAL/ASSISTANT PRINCIPAL – MR. COLIN SIMPSON/MS. HILARY BLAND

One of these people will be the Evacuation Controller

REMAIN CALM AT ALL TIMES AND WALK DO NOT RUN
APPENDIX 2 Non-qualified Trainer / Assessor Meeting Minutes

Name of Non-qualified staff: ________________________________

Name of Qualified staff: ________________________________

Date of Meeting: ________________________________

<table>
<thead>
<tr>
<th>Training</th>
<th>Training conducted:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>insert course/units delivered through the week</td>
</tr>
<tr>
<td></td>
<td>Summarise any issues that may have occurred and how it was handled. Note any discussions about session plans, class activities, resources etc. Make reference to any changes recommended etc.</td>
</tr>
<tr>
<td></td>
<td>Training to be conducted:</td>
</tr>
<tr>
<td></td>
<td>insert course / units to be delivered next week</td>
</tr>
<tr>
<td></td>
<td>Summarise the sessions to be undertaken next week and any special requirements of resources or classroom activities for the sessions next week. Identify understanding of session plans by non-qualified staff member.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessments conducted:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>insert units assessed</td>
</tr>
<tr>
<td></td>
<td>Summarise methods and tools used to assess these units and any issues or recommendations the non-qualified staff member may have</td>
</tr>
<tr>
<td></td>
<td>Planned Assessments to be conducted next week:</td>
</tr>
<tr>
<td></td>
<td>insert planned assessments</td>
</tr>
<tr>
<td></td>
<td>Summarise methods and tools to be used for any planned assessments over the next week. Identify understanding of session plans by non-qualified staff member.</td>
</tr>
</tbody>
</table>

Non-qualified Trainer/Assessor:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Qualified Trainer/Assessor:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
**APPENDIX 3 – STUDENT LOAD**

**Student Load – Dance and Music Year 12**

Visual Arts students will complete 6 unit 3 and 4 over two years, including Art (photography) and Studio Arts

6 Unit 3 and 4 studies all students at VCASS required to do over year 11 and 12 (four best and 2 10% - but only 2 Music in the first 4)

<table>
<thead>
<tr>
<th>Dance*</th>
<th>Music no academic acceleration</th>
<th>Music academic acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance VCE VET Certificate II in</td>
<td>Option 1 Music Investigation Unit 3</td>
<td>Option 1 Music Investigation Unit 3</td>
</tr>
<tr>
<td>Dance Unit 3</td>
<td>Music Investigation Unit 4</td>
<td>Music Investigation Unit 4</td>
</tr>
<tr>
<td>Dance VCE VET Certificate II in</td>
<td>Solo or Group</td>
<td>Solo or Group</td>
</tr>
<tr>
<td>Dance Unit 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic 3</td>
<td>Music Style and Composition Unit 3</td>
<td>Music Style and Composition Unit 3</td>
</tr>
<tr>
<td>Academic 4</td>
<td>Music Style and Composition Unit 4</td>
<td>Music Style and Composition Unit 4</td>
</tr>
<tr>
<td>Academic 3</td>
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<td>Academic 3</td>
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<td>Academic 3</td>
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<tr>
<td>Academic 4</td>
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<td>Academic 4</td>
</tr>
<tr>
<td>Classical Ballet Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ballet Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pointe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pas de deux</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• VET Solos/ Repertoire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Dance Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contemporary Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• VCE Composition/ Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Solos /Technique and Creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• VET Career Planning/ Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Psychology/Industry Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• VCE Analysis of set work and own solos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associated Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Jazz Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performance Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NB. At the beginning of each year students undertake a revision and intensive study of the Body Conditioning Program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Load - Year 11

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music no academic acceleration</th>
<th>Music academic acceleration</th>
</tr>
</thead>
</table>
| Dance Unit 3  
Dance Unit 4 | Music Performance Unit 3  
Music Performance Unit 4 Group  
Music Industry VCE VET Certificate III in Music 3 and 4 Group *Not scored | Option 1  
Music Performance Unit 3  
Music Performance Unit 4 Group  
Music Industry VCE VET Certificate III in Music 3 and 4 Group *Not scored |

| Dance VCE VET Certificate II in Dance Unit 1  
Dance VCE VET Certificate II in Dance Unit 2 | Music Style and Composition Unit 1  
Music Style and Composition Unit 2 | Music Style and Composition Unit 1  
Music Style and Composition Unit 2 |

| Academic 3  
Academic 4 | Academic 1  
Academic 2 | Academic 3  
Academic 4 |
| Academic 1  
Academic 2 | Academic 1  
Academic 2 | Academic 1  
Academic 2 |
| Academic 1  
Academic 2 | Academic 1  
Academic 2 | Academic 1  
Academic 2 |

#### Classical Ballet Studies
- Ballet Technique
- Pointe
- Pas de deux
- VET Solos/ Repertoire

#### Contemporary Dance Studies
- Contemporary Technique
- VCE Composition/ Group
- Solos /Technique and Creative

#### Theoretical Studies
- VET Career Planning/ Performance Psychology/Industry Knowledge
- VCE Analysis of set work and own solos

#### Associated Studies
- Jazz Dance

#### Performance
- Performance Workshop

NB. At the beginning of each year students undertake a revision and intensive study of the Body Conditioning Program.
## Student Load - Year 10

### Dance
- Dance Unit 1
- Dance Unit 2

### Music (no academic acceleration)
- Music Industry VCE VET Certificate III in Music 1 and 2
- Solo or Group

### Music (academic acceleration)
- Music Performance Unit 1
- Music Performance Unit 2

### Academic 1
- Year 10 Semester Academic 1
- Year 10 Semester Academic 2

### Academic 2
- Year 10 Semester Academic 1
- Year 10 Semester Academic 2

### Classical Ballet Studies
- Ballet Technique
- Pointe
- Pas de deux
- Repertoire Solos/ Group

### Contemporary Dance Studies
- Contemporary Technique
- VCE Composition/ Group
- Solos /Technique and Creative

### Theoretical Studies
- VCE Units 1&2
- Dance Perspectives

### Associated Studies
- Jazz Dance
- Tap
- World Dance

### Performance
- Performance Workshop

### NB.
At the beginning of each year students undertake a revision and intensive study of the Body Conditioning Program.

### Status: Ratified Council
Date: Tuesday 29 July, 2014
Review date:
Responsibility: Principal