

HILLCREST CHRISTIAN COLLEGE
National Safe School Framework (NSSF) AUDIT - 2014

Important note:

The Implementation Manual for the National Safe Schools Framework, published by DEST 2003 states –

‘There may be items included in some of the examples used in the audit tools which would not be acceptable to some Independent schools, or which would be inconsistent with their religious or cultural ethos. The right of Independent schools to operate in ways consistent with their belief systems is acknowledged in legislation.’ The revised edition 2010; updated 2013 is produced by Education Services Australia as the legal entity for the Standing Council on School Education and Early Childhood (SCSEEC).

In such an important document as this HCC Safe School Audit, it is imperative that our Christian and Biblical foundations are inherent in every aspect of HCC’s values, ethos, culture, structures and student welfare.

Refer to Crest Education Policy - ‘N.S.S.F’

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Key Element 1: Leadership Commitment to a Safe School

This element is characterised by:	Documents/procedure relating to key action/effective practice	Further action
<p>1.1 Acceptance of responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment for all members of the school community.</p>	<p>School Board, Executive Team and Leadership:</p> <ul style="list-style-type: none"> • acknowledges it is responsible for ensuring that students learn in a safe and supportive environment and that this requires ongoing planning, development and maintenance – • accepts responsibility for providing a safe working environment for staff and visitors to the school <ul style="list-style-type: none"> a) <i>Crest Education Policy - Organisation Structure/</i> b) <i>Board Policy – Education, Curriculum & Christian Foundations</i> c) <i>Crest Education Policy - NSSF, Board Handbook and Constitution</i> d) <i>College funded Student Accident Insurance covering all students</i> • Teaching and programs support and promote the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance <p><i>Core Belief Statements (note 2.4) – Staff Handbook</i></p> <p><i>Mutual Responsibilities - Parent Handbook</i></p> <p><i>Ongoing communication with parents through the College fortnightly Bulletin</i></p>	

1.2 The development and communication of a clear vision for a safe, supportive and respectful school. This includes actions that encourage staff to commit to the vision and to feel confident about their participation in its implementation.

Executive Team and Leadership:

- regularly review and communicate the key principles and practices of a safe and supportive school
- engage staff and representative members of the school community in the collaborative development of a vision of a safe and supportive school community that is practical and achievable and committed to by all members of the school community
- identify existing school practices that are compatible with the vision
- ensure that the vision statement and the strategies are clearly documented as an important school policy
- systematically review progress in relation to the achievement of the vision
- seek regular feedback on the achievement of the vision from representatives of the school community
- reshape and adapt the vision and the accompanying strategies when required.
 - a) Communicated to families at enrolment interview – F019 Enrolment enquiry form*
 - b) Key Policy and Practices communicated in the Bulletin, Parent Teacher Interviews*
 - c) Core Belief Statements – Staff and Parent Handbooks on Moodle*
 - d) Core Belief Statements – Prospectus, ELC Handbook, www.hillcrest.vic.edu.au*
 - e) Philosophy of Christian Education – Handout to teaching staff at Induction*
 - f) Professional Responsibilities Checklist – Handout to staff at induction*
 - g) Annual Parent, New Parent, Staff Surveys – 2014 Results*
 - h) Strategic Plan*
 - i) Board Policy Parents & Friends Association*
 - j) Crest Education Policy – Expectations of Staff*
 - k) KidsMatter Framework Component 1 – A Positive Whole School Community Action Plan and implementation*
 - l) Communicated to staff at staff and year level team meetings*

<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
<p>1.3 Planning for sustaining the vision.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> • plans for continuous school improvement and the sustainability of safe school initiatives • clearly communicates safe and supportive school policy and practices to all staff including support staff and casual teaching staff, students, parents, carers and families • has overall responsibility for developing and maintaining a safe and supportive school. This should be reflected within their performance management plan • develops processes to implement and review school initiatives based on the vision, such as appointing a school safety and wellbeing team. <p><i>a) Strategic Plan 2011 – 2015</i></p> <p><i>b) Whole school improvement plan - Goals</i></p> <p><i>c) Key communication areas - Crest Education Policy - Staff Meetings and Devotions), Bulletin, Moodle, Parent Letter each term, Handbooks – Staff, Parent, ELC, CRT Manual, Student Assembly and Chapel, Induction, Staff Performance Review</i></p> <p><i>d) Full time Chaplain and Support Staff</i></p> <p><i>e) Core Teacher Model – Pastoral role</i></p> <p><i>f) Police Check and WWCC Policy and Register – Crest Education Policy</i></p> <p><i>g) KidsMatter Framework Component 2 Social and Emotional Learning and Component Working with Parents and Carers</i></p>	

<p>1.4 Regular evaluation and review of the school's current capacity to enhance the safety and wellbeing of its staff and students and identification of areas that needs to be enhanced.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> • works with the school community, including parents, carers and students, to evaluate the school's capacity to develop and maintain a safe and supportive school • provides opportunities for gaps to be addressed through professional learning, visits to other schools and professional networking <p>CSA Networking Day, many staff involved in networking groups such as IPSHA, HOMICS</p> <ul style="list-style-type: none"> • focuses on current policy analysis, resource allocation (e.g. staff, time, funds, materials), level of knowledge, skills and commitment, level of external support, potential barriers and partnerships • identifies staff learning needs in relation to safe and supportive communities and provides appropriate professional development opportunities • promotes the availability of wellbeing <ul style="list-style-type: none"> a) Strategic Plan 2011 – 2015 – In particular PD Budget and time release for visitation of schools and provision of staff for class coverage; Appendix 1 – Perception by customers and student behaviour, “The student culture has developed into an environment where students feel safe and are both considerate and thoughtful to their peers”. b) Annual Report - \$109, 909 provided for professional development, not including Grants in Resiliency and AQTP. c) Regular Staff, Head of Section with Year Level Coordinators, Year Level Meetings d) Parents and Friends Meetings e) Annual Parent, New Parent and Staff Surveys f) CSA Networking Day 14/07/2014 g) Head of College - Fortnightly meeting with leadership h) OH&S Risk Management and Issue Resolution – OH&S Manager reports to Board and Executive team 8 times a year. i) Promotion of the availability of wellbeing in: Ancillary Booklet, Bulletin, Annual Professional Responsibilities Checklist to staff j) Crest Education Policy – Pastoral Care k) Staff Performance Review and Appraisal l) At interview, applicants are asked whether they are aware of any impediment that may affect their employment at a school m) JS Audit of Current Social and Emotional learning Curriculum. Plan for adoption of new SEL Curriculum plus Child Safety Curriculum n) Cyber Safety awareness program for students, staff and parents 	<ul style="list-style-type: none"> •ensures regular safety audits (e.g. occupational health and safety audit) are conducted within the school by accredited professional organisations
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<p>1.5 Facilitation of access to resources to support implementation of the school vision for a safe and supportive school.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> • advocates for and facilitates the availability of human, financial and technological resources to ensure the development of a safe and supportive school environment • identifies budget implications for implementation of the vision • makes regular provision for financial expenditure to ensure the development of a safe and supportive school environment • develops an annual professional learning calendar to ensure all members of staff are kept up-to-date with existing best practice. <ul style="list-style-type: none"> <i>a) Strategic Plan 2011 – 2015</i> <i>b) Executive and Staff Meetings – weekly professional development focus</i> <i>c) Board Policy – Budget & Financial Planning, Monitoring and Reporting</i> <i>d) Crest Education Policy – Learning Support Program</i> <i>e) Crest Education Policy – Infrastructure, Facilities, Grounds and Maintenance</i> <i>f) Crest Education Policy – International Students Support and Welfare</i> <i>g) e-Support – Moodle</i> <i>h) Crest Education Policy – Maintenance Requests</i> <i>i) Chaplaincy Referral process which facilitates access to external agencies that provide support</i> 	
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<p>1.6 Identification and support of key staff with specific responsibilities for student and staff safety and wellbeing.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> • identifies key responsibilities in regards to student safety and wellbeing and selects and supports staff with these responsibilities • ensures that identified staff have the capacity to implement policy directions and inspire colleagues to do the same. <ul style="list-style-type: none"> a) Crest Education Policy – Harassment amongst students and staff, Grievance Procedure b) Prospectus – Pastoral – Core Teacher model and Homeroom approach c) Board Policy – Code of Conduct d) Parent Handbook – Code of Conduct Pages 14,15 e) Behaviour Management Handbook f) ELC Handbook g) Staff Handbook h) College Chaplains – Rowan Hendrickes – Junior School, Kim Barratt – Female Focus, Daniel McNeil – Male focus, Ted Endacott i) OH&S Officer and OH&S Representatives in each section. There are two meetings (about 45 minutes each) for Terms 2 and 3 and one meeting for Term 4 planned for the rest of the year. Each rep also conducts an annual inspection in Term 4. OHS Representatives are the first person to authorise a Risk Assessment (related to their section) after the activity organiser has completed the form. The Representative then passes the Risk Assessment on to the Head of Section. (There are very few of these for Admin.) If an investigation of an incident is needed, the Representative may be called upon to assist. OHS Representatives need to take note of any issues raised in the weekly/regular staff meetings and deal with/pass them on to the appropriate person. j) Head of College fortnightly meeting with Chaplaincy staff k) Formation of KidsMatter Action Team involving JS YLCs, Head of college, HoJS, Parent Rep and Critical Friend l) Head of School meetings with Chaplains to discuss specific cases and programs m) Head of School meetings with Chaplains to discuss specific cases and programs 	<p>Add in the 'what should I do' section of the diary the 'go to' person for wellbeing/safety issues?</p> <p>Information evenings could have photo and name displayed</p> <p>Would it be appropriate to have a list of staff on Moodle – with photos and responsibilities listed (Accessible only to parents with a login to the site)</p>
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<p>1.7 Ongoing data collection (including incidence and frequency of harassment, aggression, violence and bullying) to inform decision-making and evaluate effectiveness of policies, programs and procedures.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> identifies the capacity of the staff to promote the safety and wellbeing of all students. ensures that opportunities for regular data gathering about student safety are built into the school policy and understood by all members of the school community. This may include systematic recording of bullying and cyber bullying inside and outside of school hours (Issue currently in debate) ensures consistency in recording and reporting information relevant to student safety utilises appropriate mechanisms for school community representatives to gather and analyse data and provide regular feedback on implementation. These mechanisms, reflecting the school's context, may be facilitated by a member of the Executive Team <ul style="list-style-type: none"> <i>a) Annual Parent Survey</i> <i>b) Feedback of parent and new parent survey to Executive, Staff Meetings and in the fortnightly bulletin</i> <i>c) KidsMatter Parent survey May 2013</i> <i>d) Feedback from Mental Health- MindMatters' student and staff surveys 2014</i> 	<ul style="list-style-type: none"> ensures regular, ethical and valid data collection on issues related to student safety and wellbeing and uses the data to identify specific school needs, what's working and what needs to be improved <p>Could do a Year 4-9 student safety and wellbeing survey</p>
<p>1.8 School leaders developing a comprehensive knowledge of the school community.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> builds a knowledge base about the school community facilitates the maintenance of records, such as keeping class/year level photos of students on file ensures that all family files are consistently kept up to date, particularly in terms of critical incidents develops a network with key members of the community (e.g. specific groups of refugees or immigrants) to facilitate the maintenance of a safe and supportive learning environment. <ul style="list-style-type: none"> <i>a) Hope Generation and Planet Shakers involvement in Senior School lunchtime and Middle and Senior School youth activities</i> <i>b) Chaplaincy Church Resource File</i> <i>c) Moodle – Student I.D. photos</i> <i>d) Appointment of Parent Representative and Critical friend from the parent body on KidsMatter Action team</i> 	<p>Note or develop a policy on our archival process</p> <p>Access to Synergetic to record information – staff training in use of Synergetic</p>

<p>1.9 An awareness of mandatory requirements and legal issues in relation to child maltreatment, harassment, aggression and violence and communication of these to staff.</p>	<p>School leadership:</p> <ul style="list-style-type: none"> • liaises with sectors and systems to stay up-to-date about legislation and policies related to student wellbeing, child maltreatment, harassment, aggression, violence and bullying • develops processes for dissemination about changes and amendments to relevant policies and legislation. <ul style="list-style-type: none"> <i>a) Crest Education Policy – Mandatory Reporting of Child Abuse</i> <i>b) Suspected Child Abuse Form</i> <i>c) CREST Chaplaincy Referral Form</i> <i>d) Staff completion of online Mandatory Reporting Module</i> 	
<p>1.10 An awareness of the rights and responsibilities of school leadership in relation to safety issues occurring outside school hours and off school grounds involving or affecting students and staff.</p>	<p>Executive Team and Leadership:</p> <ul style="list-style-type: none"> • recognises that it may need to respond to wellbeing and safety issues that occur outside school hours and off school grounds that involve students and/or staff from the school • ensures that school policy responds to safety and wellbeing issues outside school hours. This can include communicating the school's expectations and responsibilities associated with responding to instances of misuse of technology outside school hours. <ul style="list-style-type: none"> <i>a) Crest Education Policy – Social Media, Electronic Communication, Online Communication between Staff and Students</i> <p><i>Statement of supervision times before and after school in all JS term letters</i></p> <ul style="list-style-type: none"> <i>a) Extension of supervision time after school</i> <i>b) Cyber Safety presentation and handouts to parents and students</i> 	

Key Element 2: A Supportive and Connected School Culture		
<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
2.1 Student connectedness to the school.	<ul style="list-style-type: none"> Students feel a sense of belonging at school, perceive their school to be a good school, and are committed to caring for and supporting other students in their school community and contributing to the school's positive reputation. <p>Middle School Mental Health/MindMatters student and Staff Survey results 2014</p> <ul style="list-style-type: none"> The school systematically acknowledges and recognises student diversity in all academic and other school-based or community endeavours <p>See Crest Education Policy - Teaching & Learning</p> <ul style="list-style-type: none"> Students have opportunities to participate in co-curricular and extra-curricular activities <p>Extra-curricular information entered on student semester reports as listed below</p> <ul style="list-style-type: none"> Teachers understand the importance of developing positive relationships with students to facilitate learning. The school has established peer support structures (e.g. buddy programs, forums, peer mediation, peer mentoring structures) <ul style="list-style-type: none"> <i>a) Individual Pastoral classes for students each morning.</i> <i>b) Staff available for student's morning tea, lunch and after school.</i> <i>c) HoS and YLC available for student's pastoral care.</i> <i>d) Teaching Staff Position Descriptions</i> <i>e) Peer mentoring structure organised by Chaplains</i> <i>f) Middle School female lunchtime meetings with female Chaplain</i> <i>g) Senior School Girls – lunchtime meetings with female Chaplain</i> <i>h) Better Buddies program for Prep and Yr 4 students</i> <i>i) Quarterly Article Terms 1, 2 and 3 Bulletin article Term 1 week 6</i> <i>j) Better Buddies Friendship seat – Bulletin article Term 1 week 6</i> <i>k) Middle School boys lunchtime group meetings with male chaplain</i> <i>l) Middle School YL cohort Resiliency Days</i> <i>m) Mentoring & Transitional programs organised by YLC and Pastoral teachers</i> 	

2.1 Student connectedness to the school.

- Students have opportunities to participate in activities and structures that promote cross-age interaction and relationships (e.g. cross-age house systems, cross age musical, art, drama productions, clubs, cross-age tutoring groups)
 - a) **Sporting Houses include all students from ELC – Year 12**
 - b) **Middle School vertical House Devotions (Year 5-8) on fortnightly basis**
 - c) **College Musical regularly incorporates Middle/Senior School students**
 - d) **Performing Arts Initiatives such as Band, Choirs and Ensembles**
 - e) **JS multi-age clubs for years 2-4 term 3**
 - f) **JS Musical for Year 2- 4 students 'Porridge' 23/10/14 and 24/10/14 bulletin article Term 3 week 10**
 - g) **ELC – Yr 1 Concert "People who Help Us" Bulletin article Term 2 week 10**
 - h) **JS Christmas Gala – 2/12/14**
- The school has established effective transition programs (e.g. for students entering school for the first time, moving from primary school to secondary school, and moving to a senior school or senior campus)
 - a) **Prep Transition interviews, 8/9/14, 9/9/14, 12/9/14, 16/9/14 – Bulletin article Term 3 week 10**
 - b) **Prep Transition Sessions 23/10/14, 28/10/14, 5/11/14**
 - c) **Year 4-5, Year 6-7 and Year 8-9 Transition Programs in Term 4**
 - d) **Orientation Day 18/11/14**
 - e) **Year 4 and Buddies Graduation -28/11/14**
 - f) **Prep Ice-Breaker afternoon 6/2/14**
 - g) **Meet the Year 7 Coordinator Day, Prep Transition sessions, Orientation Day**
 - h) **Year 9 – Transition to Senior School, Year 9 Boys and Girls nights (scheduled for 2015)**
- All students have access to opportunities, recognition and awards that focus on a wide range of student abilities and achievements and go beyond academic and mainstream sporting success.
 - a) **Opportunities given to students beyond academic and sporting include 'Enrichment Clubs' in MS such as Happy Feet, Double Helix, Debating etc**
Weekly Assemblies – awards presented at weekly assemblies
Presentation Night – celebrates varied gifts and talents, awarding "Character and service", and "Outstanding Effort" as well as "Academic Achievement".
 - b) **Year 8 and 4 Graduation, Valedictory Dinner**
 - c) **JS Student leaders attend GRIP Leadership Conference 6/3/15 – Bulletin Article Term 1 week 8**

<p>2.1 Student connectedness to the school.</p>	<ul style="list-style-type: none"> a) <i>Book Week Parade; Discovery Centre initiatives such as weekly competitions, word of the week, lego club, chess club, minecraft club, author visits and hosting external competitions</i> b) <i>Read to Me Club</i> c) <i>Bulletin Article Term 1 Week</i> d) <i>JS Assembly Awards to focus on Character Strengths – Quarterly Article Term 2</i> e) <i>Every Face has a Place Posters displayed in Junior School – Quarterly Article Term 2</i> f) <i>Weekly Prayer focus for countries represented in HCC Community – Bulletin article Term 1 weeks 2, 4, 6, 8, Quarterly Article Terms 1, 2, Bulletin article Term 3 Week 10</i> g) <i>JS Choir</i> h) <i>JS String Ensemble</i> i) <i>Year 2 Strings concerts</i> 	
<p>2.2 Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with these values.</p>	<p>Teachers model, teach and encourage pro-social values in their interactions with the school community (e.g. respect, acceptance of diversity, fairness, honesty, friendliness and inclusion, compassion, kindness, cooperation and social responsibility)</p> <ul style="list-style-type: none"> a) <i>Junior School: Values- excellence, kindness, respect and honesty on display and promoted in assembly, bulletin and parent letters, Middle School: Values – respect, integrity, perseverance and empathy on display and promoted in House Devotions and the Weekly/fortnightly Middle School Devotional Theme throughout the year and in Chapel, assemblies, bulletin and parent letters. Senior School Values – Wisdom, Integrity, Diligence, Service on display and promoted in assembly, bulletin and parent letters</i> b) <i>Programs include: ELC - Life Education Program, ELC working towards meeting National Quality Standard and Adoption of DEECD Early Years Learning and Development Framework. JS – Values for Life Seminar series, staff trained in ‘Kids Matter’ an Australian Primary School Mental Health initiative. Staff trained in Seasons of Growth, dealing with loss and grief. Anti-bullying posters and program as part of the personal and social learning curriculum (friendly schools and families)</i> 	

2.2 Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with these values – continued

- c) *MS – Habits of Mind, Bully Busters, Anti-Bullying, Drug Education, Sex Education Years 6 to 8 as part of Personal Development Program, Cyber Safety Programs, Friendships, Safety and Body Image presentations and workshops, to build student awareness, resiliency and wellbeing. to build resiliency and student wellbeing. Christian Studies and Personal Development sessions discuss Values for Life, Drug Education is a Year 8 Personal Development Unit, Survivor Program for boys and girls. To promote mental health to the Middle School community, the Middle School is becoming a MindMatters' school and staff are trained to understand and promote mental health. The Student Leadership Program also develops in student leaders leadership skills and the desire to make a difference*
- d) *SS – Badge System, Anti-Bullying covered in Pastoral Lessons Term 1 & 2– not sure which year level this happens?,, Habits of Mind, Year 9 Health and PE Booklet and Course covers values for life, Sex Education and Drug Education Program*

- The school curriculum explicitly includes opportunities for students to explore attitudes and values such as racism, sexism, homophobia, and students with disabilities that challenge various forms of discrimination
- Teachers engage in whole school planning processes to ensure that pro-social values are explicitly taught, embedded in many areas of the curriculum as well as highlighted and encouraged from year to year

Middle School Staff minutes and Year Level Team Meetings note program for Years 5 to 8.

- a) *Discussed in devotions, chapel, assemblies, pastoral time*
- b) *Year 5-8 specific lessons on tolerance, respect and forms of bullying*
- c) *Role plays and guest speakers, guest speakers and workshops*
- d) *Incorporated in curriculum i.e. Christian Studies, Survivor, Personal Development, PE, ICT, Christian values*
- Teachers support colleagues (e.g. through team planning and teaching, peer coaching and peer feedback about their interactions with students)
 - a) *devotions and small prayer groups*
 - b) *Year Level Team Planning*

	<ul style="list-style-type: none">• All members of the school community are aware of both their rights and their responsibilities, including:<ul style="list-style-type: none">- the right to seek help to resolve situations of aggression, discrimination, cyber harassment, bullying, cyber bullying)- the responsibility to support students who are impacted or who are experiencing other threats to their wellbeing. <p>a) See Crest Education Policy - Grievance Procedure</p> <p>b) KidsMatter Framework Component 1 Positive Whole School community – 4 hours of Staff Professional Development. Component 2 social and Emotional Learning – 3 hours of Staff Professional Development. Component 3 Working with Parents and Carers – 3 hours of Professional Development.</p>	
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<p>2.3 Clear demonstration of respect and support for student diversity in the school's inclusive actions and structures.</p>	<ul style="list-style-type: none"> • The school regularly reflects on its practices to ensure they are inclusive of all students (e.g. cultural diversity is accommodated in events such as swimming carnivals, excursions and celebrations) <ul style="list-style-type: none"> <i>a) Harmony Day – 21/3/14 bulletin article Term 1 week 10</i> <i>b) World Maps in all JS classrooms to depict diverse cultural backgrounds</i> <i>c) Every Face has a Place Posters displayed in Junior School – Quarterly Article Term 2</i> • Student diversity is celebrated in various ways in all academic and other school-based or community activities. All students have access to opportunities to be recognised in a wide range of achievements <p>See Crest Education Policy “ELC Anti-bias, Social and Cultural Diversity”</p> <ul style="list-style-type: none"> • The school, through both policy and practices, consistently makes provision for students with disabilities and learning and/or social-emotional difficulties <ul style="list-style-type: none"> <i>a) Young Lions groups run by JS Chaplain- JS Chaplain timetable 2014</i> <i>b) Learning Support provided for funded students and also students at risk in Literacy and Numeracy JS Curriculum Support Staffing and timetable 2014</i> <i>c) Fencing in JS for students with Intellectual Disability Jsa Budget Capital Expenses 2014</i> <i>d) Targeted playground support for student with physical disability – Aide Timetable 2014</i> <i>e) Targeted support in PE and Sport for students with physical disability – Aide Timetable 2014</i> <i>f) Differentiation for the different abilities, learning styles and needs is promoted across the College with ongoing PD for staff</i> • The school is aware of and follows the guidelines in the Disability Discrimination Act 2005 and Amendments 2009. <p>Crest Education Policy: Anti-Discrimination – Educational Opportunity and Learning Support – Enrolment Considerations</p>	
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<p>2.4 Positive, caring and respectful student-peer relationships, student-teacher relationships and teacher-teacher relationships.</p>	<ul style="list-style-type: none"> • There is intentional development and maintenance of positive, caring and respectful peer relationships (both same-age and cross-age) <ul style="list-style-type: none"> a) Better Buddies Program b) Year 3 buddies to 4 ELC c) Affirmation Sheets completed by peers and class teacher in JS portfolios d) Reflection Sheet on Multit-Age Clubs e) SS Senate led Easter Activities 2/4/14 – bulletin article Term 1 week 10 f) SS Senate led Birthday Party for CAMS sponsor children Aisha and Charity 25/8/14 • <i>See Crest Education Policy – Pastoral Care Hillcrest Christian College recognises itself as a place for “Growing and Belonging”. As such we are committed to provide for the academic, physical, practical, emotional and spiritual development of every child.</i> • Teachers take responsibility for developing and maintaining a positive and supportive relationship with all students <ul style="list-style-type: none"> a) Daily Devotions times during Pastoral Care – JS timetable 2014 b) Weekly Christian Studies Lessons – Js timetable 2014 c) School Camps – Year 3 camp 27-29/8/14 - Bulletin article Term 3 Week 2, Quarterly Term 3, d) Year 4 camp 19-21/2/14 • Cooperative learning structures and cooperative games as well as competitive games are extensively used <ul style="list-style-type: none"> a) RWI Grouping across Prep and Year 1 • Structures and procedures to build positive peer relationships and resolve interpersonal issues in a constructive manner are in place (e.g. circle time, reflection circles, classroom meetings and class committees) <ul style="list-style-type: none"> a) Middle School reflection sheets F044 b) Year 2-4 Multit-age clubs c) Combined Year Level Devotions once a week d) Prep – 2 Chapel once a fortnight e) Years 2- 4 Chapel once a fortnight f) Restorative practices implemented to restore and maintain relationships when resolving conflict 	<p>Restorative Practice training and implementation</p>
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2.5 Parent and carer connectedness to the school.

- Positive teacher-parent relationships are built through regular formal and informal activities
 - a) Parent Teacher Interviews Term1 and Term 3
 - b) JS Family Night 7/3/14
 - c) Family Market Night 21/3/14 – Bulletin article Term 1 Week 10
 - d) Very Important Person Day (VIP) ELC – Year 4 28/5/14 – Bulletin article Term 2 week 6
 - e) Prep Ice Breaker activity
- Parents are actively encouraged to participate in the life of the school. Some examples of practices:
 - ~~establishing a parent committee at each class or year level to connect with other parents~~
 - students writing letters inviting their parents to participate in school and social events
 - interpreters are available for parent-teacher conversations and newsletters
- a) Year 3 Treasure Tree activity Term 3
- b) JS Mathematics Afternoon 7/3/14
- c) Parent Morning tea on VIP Day 28/5/14
- d) New Prep Parent Afternoon teas during Prep Transition Sessions 23/10/14, 28/10/14, 5/11/14**
- e) Parent Involvement Program**
- new families are provided with a welcome package to help them understand the school's policies, procedures and values.
 - a) **New families given Parent Handbook**
 - b) **PIP Program - helps establish a sense of belonging and service to the wider Hillcrest community**
 - c) **Parents encouraged to be involved in camps, excursions, school production (FoHPA), Junior School Year Level family nights, Musical Soirees, and Middle School theme family night- e.g. 'A Walk in The Past' History night**
 - d) **Parents & Friends Association – meet once a month, Prayer and Hospitality Partners, Mums in Touch weekly prayer group**

<p>2.6 A focus on staff wellbeing and safety.</p>	<ul style="list-style-type: none"> • Staff wellbeing is promoted as it is critical to student wellbeing and student learning <ul style="list-style-type: none"> a) JS Team prayer meetings every Thursday morning at 8.30 • The school has established structures that provide a systematic and coherent focus on staff wellbeing to identify appropriate actions and interventions. These structures may include a staff advocate, a staff wellbeing committee, or staff counselling services <ul style="list-style-type: none"> a) Review/appraisal process b) KidsMatter Framework Component 1 – Positive Whole School Community c) JS Chaplain d) YLC Structure e) Critical Incident Policy and Communication ‘Tree’ • Staff achievements are recognised and celebrated, positive collegial relationships are actively promoted. <ul style="list-style-type: none"> a) Thank you gifts for participation in College Open Days b) Public recognition of staff effort and achievement at concerts, performances, staff meetings, morning devotions c) Email regarding VCE results d) Presentation Night – Service Awards 5, 10, 15, 20 acknowledged with certificate and trophy • Leadership in the school accepts responsibility for ensuring a workplace in which staff are safe and supported. They take steps to ensure that the physical environment complies with occupational health and safety requirements and also support teachers in their professional development. <ul style="list-style-type: none"> a) OH&S yearly risk assessment and safety walk b) OH&S Policy and Handbook c) Each term OH&S committee meets to ensure OH&S requirements are met and OH&S reps are supported d) OHS top of agenda at every JS staff meeting e) OHS Rep for every section of school f) Crest Education Policy – Grievance Procedure, Harassment Amongst Student and Staff • The school regularly collects information about staff satisfaction <ul style="list-style-type: none"> a) Annual Staff Survey b) Middle School Staff Surveys 2014 • Staff induction manuals, supported by regular updates in staff meetings, reinforce policies relating to staff interaction, rights and responsibilities <ul style="list-style-type: none"> a) Staff Handbook, OH&S Handbook b) Reinforced at Staff Briefings and weekly devotions 	<ul style="list-style-type: none"> • Information about occupational health and safety is prominently displayed in the school. • Staff appraisal mechanisms include supporting teachers’ professional learning about safety and wellbeing issues
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<p>2.7 Appropriate monitoring of and response to child protection issues.</p>	<ul style="list-style-type: none"> • The school leadership accepts responsibility for ensuring that teachers have explicit knowledge of both early warning signs of child abuse and the specific systemic policy or legislative requirements for responding to the issue <ul style="list-style-type: none"> a) Staff complete online Mandatory Reporting Module b) Crest Education Policy - Mandatory Reporting • All school staff participate in ongoing professional learning on child protection issues, including the complexity of monitoring and reporting issues • Teachers regularly monitor children’s behaviour to identify and report early warning signs of abuse <ul style="list-style-type: none"> c) Team meetings with YLC and Thursday morning prayer meetings • Teachers are regularly informed of the procedures to follow when potential child protection issues are suspected <ul style="list-style-type: none"> d) Reporting procedures and contact details for Child First and DHS laminated and displayed in JS Staff Room • The school has established relationships with relevant external agencies responsible for child protection issues. <ul style="list-style-type: none"> e) JS Chaplain networks with Narre Warren community Centre f) JS Action team representative attends regional KidsMatter Newtork meetings g) Chaplaincy Referral Process and diagram 2014 	
<p>2.8 Recognition of the distinctive needs of specific groups in the school community (e.g. Aboriginal and Torres Strait Islander communities, refugee and immigrant families).</p>	<ul style="list-style-type: none"> • School leadership works collaboratively with representatives of specific groups in the school (e.g. their Indigenous community, refugee and immigrant families) to identify those factors that contribute towards safe and supportive environment • School leadership establishes links with relevant community and external agencies to identify additional and alternative strategies for these members of their school community. 	

Key Element 3: Policies and Procedures

Policies and procedures are developed in collaboration with staff, students and parents. They include a statement of rights, roles and responsibilities of members of the school community, including visitors, and address issues of risk minimization. They are accessible by all members of the school community. They are updated bi-annually.

<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
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3.1 Whole school, collaboratively developed policies, plans and structures for supporting safety and wellbeing.

- The school's policies on safety and wellbeing have been drafted, refined and reviewed in collaboration with teachers, parents, carers and students
- The policies include clear plain language definitions of terms including student wellbeing, aggression, violence, bullying, cyber bullying, cyber harassment and acceptable use of technology
- The policies should include information about:
 - the school's expectations about students' positive behaviour towards others in the school including when outside school hours and off school grounds
 - all school community members' rights to and responsibilities for safety and wellbeing
 - the school's role in managing any behaviours that occur that are not consistent with school policy
- a) **White and Red behaviour cards**
- b) **Synergetic Pastoral Care module**
- procedures for dealing with critical incidents that impact on the effective operation of the school or create a danger or risk to individuals at the school or on school related activities (i.e. a critical incident management policy). **Crest Education Policy – Critical Incident, EMP**
- School policies on safety and wellbeing are communicated to all members of the school community at regular intervals (e.g. through assemblies, Bulletin, school website, diaries)
- Students have an opportunity to voice issues and concerns on emerging safety and wellbeing policies (e.g. use of mobile phones, acceptable use of technology and uniforms)
 - a) **Student Leadership – Senate and House Captains**
- Staff implementation of safety and wellbeing policies is fair and consistent
- School regularly audits its obligation to mandatory legislation and jurisdiction policies on safety and wellbeing at regular intervals
- The school maintains easily accessible and current comprehensive information on aspects of safety and wellbeing (e.g. road safety, water safety, first aid, sexual safety, drugs and alcohol and OHS)
 - a) **Crest Education Policies are updated bi-annually or on a needs basis**
 - b) **Crest Education Policy - Harassment amongst students and staff, Alcohol and Illegal Drugs, Student Self Harm and Suicide, Sexual Activity, First Aid, ELC Health and Safety**
 - c) **Student Diary – Page 7 – Acceptable Use Agreement, Page 6 Expectation of Students**
 - d) **Crest Education Policy – Anti-bullying, Social Media in Parent Handbook and Student Diaries**
 - e) **OH&S Handbook**

<p>3.2 Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.</p>	<ul style="list-style-type: none"> • Procedures for reporting issues and concerns are clearly communicated <ul style="list-style-type: none"> a) Line of communication from class teacher, to YLC, to Hos to HoC b) Parent Handbook – Grievance Procedure • All reported incidents of aggression, abuse, harassment, bullying, cyber bullying and cyber harassment are recorded. Proformas are developed for detailed reporting (e.g. indicate the people involved, date and time, circumstances, observers, types of negative interactions, severity) <ul style="list-style-type: none"> c) Stop Think Do sheets completed in JS and sent home to parents to sign. These are kept on student file – Synergetic Pastoral Care Module • The school is proactive in informing staff and students about appropriate procedures to follow if they receive offensive or threatening communications sent by mobile phone or computer. This may include saving or copying of material. <ul style="list-style-type: none"> d) Crest Education Policy – Grievance Procedure, Social Media e) Crest Education Policy – Harassment amongst students and staff f) Form F007 – Chaplaincy Referral Form g) F026 – Case Note h) Chaplaincy Monthly Report to the HOS, 	<ul style="list-style-type: none"> •The school has clear procedures available for staff and students to confidentially report aggression, abuse, harassment, bullying, cyber bullying and cyber harassment. A dedicated email address could be set up which is regularly monitored.
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<p>3.3 Clearly communicated procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence, bullying or misuse of technology.</p>	<ul style="list-style-type: none"> • There are clearly communicated procedures for staff to follow when they become aware of possible incidents or situations of child maltreatment, harassment, aggression, violence, bullying or misuse of technology <ul style="list-style-type: none"> a) <i>The Staff Professional Responsibilities checklist (signed by all new staff)</i> b) <i>Crest Education Policy “Behaviour Management” - Staff identified as key’ pastoral’ staff (YLC and coordinators) given duty to identify students ‘at risk’.</i> c) <i>See Crest Education Policy “Mandatory Reporting of Child Abuse” – Chaplain and other key staff should report suspected child abuse to relevant Head of school. Head of School to refer to DHS documents to seek clarification. Principal to be made aware according to mandatory reporting procedures.</i> d) <i>Documents- ‘Reporting Child Abuse- ‘DHS’ & ‘Policy guidelines ISV’ – both available on Moodle</i> • Monitoring is in place to ensure that these procedures are applied consistently, sensitively and confidentially <ul style="list-style-type: none"> a) Team Meetings with YLC • These procedures are regularly reviewed to ensure they reflect current mandatory government policies and relevant legislation including details as to when state/territory law enforcement agencies should be contacted • Simplified flow charts of procedures may be developed and posted • All allied staff are aware of procedures to be followed within their context • The school considers and selects the most appropriate approach for managing bullying situations (e.g. the Support Group approach, Restorative Practices approach, the Method of Shared Concern and the punitive approach) These are clearly communicated to all members of the school community. 	<p>YLC represents coordinators. It should read: YLCs and Teachers. Also, is this section the right place to add the annual staff PD on Mandatory Reporting, since we rae talking about procedures?</p>
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<p>3.4 Agreements for responsible use of technology by staff and students.</p>	<ul style="list-style-type: none"> • All members of the school community (including visitors to the school) are required to complete a responsible usage agreement each time they use a school computer or related technology <ul style="list-style-type: none"> b) Agreement in Student Diary • The responsible usage agreements are clearly communicated and monitored. <ul style="list-style-type: none"> a) Internet Use Agreement Form – signed by parents and students in Year 3 to Year 10, located in student diaries from 2014 for ease of reference <i>Is there a change in this due to the 1:1 devices? Is there a separate form to be signed?</i> b) VCE – iPad Student Use Agreement • School policies in relation to staff communication with students in social networking sites are clearly articulated <ul style="list-style-type: none"> c) Crest Education policies accessible on Moodle d) Crest Education Policy – Mobile Electronic Devices. Included in Behaviour Management Handbook (Page 23), Parent Handbook (Page 20) e) Crest Education Policy – Students and the Internet f) Crest Education Policy Social Media included in Parent Handbook and Student Diaries 	<p>CRT responsible use agreement?</p> <p>Need to edit and change to Year 7-12 1:1 Device</p>
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<p>3.5 Regular risk assessments of the physical school environment (including environments related to off-campus and outside of school-related activities), leading to the development of effective risk management plans.</p>	<ul style="list-style-type: none"> • Risk assessments of the school’s physical environment are conducted regularly to enhance student safety. This includes identification of high-risk times, locations and equipment. A risk assessment audit tool (plus a map of the school for indicating unsafe areas) is developed for this purpose and involves students in its construction and in the analysis of the resultant data <ul style="list-style-type: none"> a) <i>See Crest Education Policy “Repairs and Maintenance to Buildings & Grounds”. All staff informed that requests for repairs or maintenance are to be lodged as a “ticket” using the eSupport software.</i> b) <i>OH&S Safety Induction Handbook – outlines HCC Risk Management Procedure and includes a form for staff to fill out (Appendix A)</i> c) <i>Crest Education Policy Sunsmart, First Aid, Medication for Students, Asthma</i> • Risk assessments of venues for off-campus and outside school hours activities are conducted <ul style="list-style-type: none"> a) <i>F055 – Step 2 – Risk Assessment Form F156</i> • Accident report forms are analysed to identify any high risk areas in the school <ul style="list-style-type: none"> b) <i>OH&S Officer analyses all accident reports from the College Nurse, and collates an OH&S report, presented to Executive Team, and College Board 8 times a year.</i> • Schools identify key policy documents relating to safe site management (e.g. OHS, fire prevention, floods, state and territory wellbeing documents, relevant legislation) <ul style="list-style-type: none"> a) <i>See Crest Education Policy “Emergency Management Plan”</i> b) <i>See Crest Education Policy “ Critical Incident”</i> • Schools identify and communicate to all members of the school community a consistent approach to school site management to ensure ongoing safety and wellbeing <ul style="list-style-type: none"> a) <i>Drills are conducted once a term including containment and evacuation</i> • Regular monitoring and refinement of site management policy in light of emerging circumstance and changes in policy directions. 	
<p>3.6 Established and well-understood protocols about appropriate and inappropriate adult to student contact and interactions within the school context.</p>	<ul style="list-style-type: none"> • The school has established protocols and procedures to reasonably ensure the interaction between students and adults is safe at all times in the school context. All adults having regular contact with students have undergone current police checks or employment screening, where appropriate <ul style="list-style-type: none"> b) <i>Crest Education Policy – ‘WWCChecks – Non teaching staff’ and WWCChecks volunteers</i> • Protocols for visitors to the school grounds have been established and are consistently implemented by school staff <ul style="list-style-type: none"> c) <i>Crest Education Policy - Visits by past students, Access to students</i> 	

<p>3.7 Effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues.</p>	<ul style="list-style-type: none"> The school regularly collects data about: <ul style="list-style-type: none"> parents and carers' perceptions of student safety and wellbeing <p><i>Parent Survey- need more specific questions</i></p> <ul style="list-style-type: none"> teachers' perceptions and observations of student safety and wellbeing. <ul style="list-style-type: none"> a) Student and Teacher MENTAL Health 'MindMatters' survey The school consistently follows up on the transfer of student records from previous schools when there has been previous safety concerns or risk management issues <ul style="list-style-type: none"> b) Registrar The school regularly collects data to evaluate student, staff, parent and carer perceptions of the effectiveness of its safe and supportive school initiatives <p><i>?Annual KidsMatter Parent Survey?</i></p> <ul style="list-style-type: none"> Identified staff have responsibility for monitoring reports and records in order to identify patterns and students requiring more intensive monitoring. <ul style="list-style-type: none"> c) Executive Team d) Chaplaincy Team 	<p>The school regularly collects data about:</p> <ul style="list-style-type: none"> student connectedness and satisfaction with school students' perceptions of their safety (e.g. frequency of bullying, cyber bullying, and cyber harassment incidents) and the effectiveness of the school's responses The school uses data on school attendance to help identify those students with low levels of school connectedness, or those who may not feel safe at school
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<p>3.8 A representative group responsible for overseeing the school's safety and wellbeing initiatives.</p>	<ul style="list-style-type: none"> • The representative group (e.g. a safety and wellbeing committee, school board or council) contributes to and monitors ongoing whole-school plans for the safety and wellbeing for all members of the school community <ul style="list-style-type: none"> a) Kids Matters and MindMatters Action Teams • The representative group may include staff, students, parents and carers and relevant community members where appropriate <ul style="list-style-type: none"> b) Chaplains • The representative group has a clearly established charter legitimised by the school leadership and communicated to the whole school community • Members of this group have specific roles and responsibilities (e.g. to conduct annual surveys on students' perceptions of safety at school; to identify appropriate professional learning opportunities for staff). • The representative group identifies the most appropriate strategies to ensure effective communication about safety and wellbeing issues with the school community (e.g. newsletters containing student ideas and school website link). <ul style="list-style-type: none"> c) Executive Team/Year Level Coordinators d) KidsMatter Action Team e) MindMatters Action Teams/HOS 	
<p>3.9 Protocols for the induction of casual staff, new staff and new students and families into the school's safety and wellbeing policies and procedures.</p>	<ul style="list-style-type: none"> • Protocols for the induction of new staff and casual staff are in place. • All staff are provided with access to appropriate documentation, professional learning as required, and staff mentoring <ul style="list-style-type: none"> a) MOODLE – Policies and Handbooks available b) Mentors assigned to new staff c) CSA New Teacher and Experienced Teacher Induction d) CRT Agreement and Handbook • New students and families are informed of the school's safety and wellbeing policies and procedures, made aware of where they can find appropriate information on the school's website, diaries and induction packages. <ul style="list-style-type: none"> e) Prospectus, website, parent handbook, parent holiday letter each term, bulletin, topic related letters f) Parent Information Nights at the beginning of the year g) KidsMatter section on all JS Moodle pages 	

Key Element 4: Professional Learning		
<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
<p>4.1 Evaluation of the current level of staff knowledge and skills related to student safety and wellbeing and their capacity to respond effectively and sensitively to possible situations of child maltreatment, harassment, aggression, violence and bullying.</p>	<ul style="list-style-type: none"> • The school regularly identifies the capacity of the current staff to promote the safety and wellbeing of all students and identifies quality professional learning opportunities to address gaps. Staff capacity can be evaluated in terms of: <ul style="list-style-type: none"> - knowledge of school policy on safety and wellbeing and understanding of key terms (e.g. aggression, harassment, bullying (including covert bullying and cyberbullying), child abuse and child neglect) and steps to follow in responding to them - skills for identifying signs of bullying and cyberbullying and matching responses according to severity i.e. duration, frequency, number of students involved and type of behaviour - skills for responding to aggression, harassment, bullying and cyberbullying - skills for teaching social and emotional learning and using cooperative learning - skills for using positive behaviour management - skills for effective communication with students (e.g. active listening and empathic responding) - awareness of what not to do when handling sensitive situations of aggression, harassment, bullying and child abuse and neglect. a) KidsMatter Framework Component 1 – Positive Whole School Community, Component 2 Social and Emotional Learning, Component 3 Working with Parents and Carers, Component 4 Helping children with Mental Health difficulties 	<p>HOW?</p> <p>A staff survey or online Moodle quiz could be used to gather this information Possibly run a staff PD activity?</p>

<p>4.2 Ongoing professional learning about emerging changes in research and technology related to student safety and wellbeing.</p>	<ul style="list-style-type: none"> Ongoing professional learning is accessed to keep staff up-to-date as technology changes and new research about student safety and wellbeing becomes available. <p>Crest Education Policy - 'Professional Development</p> <ol style="list-style-type: none"> Staff attend in-service training on “dealing with bullying in the school environment and in cyber space 'You Can Do It' – Personal and Social Learning 'No Apologies' training, 'Kids Matter' Training, Mind Matters Training Providing time release for members of staff to work on Mental Health and Resiliency programs as well as other targeted College programs All staff encouraged to attend Behaviour Management Training e.g. Bill Rogers and in-house in-service Staff encouraged to learn from others by visiting classrooms and mentoring Staff are expected to attend at least one subject based PD per year Staff encouraged to attend training in specific professional learning activities inservices that focus on student welfare and mental health Regular Professional Development built into weekly staff meetings as well as planned PD sessions on student-free days. Staff trained in OHS, teaching staff risk analysis and assessment documentation Staff complete a Level 2 First Aid course every two years Staff trained to assist students with specific needs i.e. Anaphylaxis training twice a year, Diabetes, Asthma and CPR yearly Advice and training given to staff by Learning Support Coordinator regarding assimilating students with special needs. KidsMatter Framework Component 1 – Positive Whole School Community, Component 2 Social and Emotional Learning, Component 3 Working with Parents and Carers, Component 4 Helping children with Mental Health difficulties 	
<p>4.3 The inclusion of non-teaching and casual, specialist and visiting staff in relevant professional learning opportunities.</p>	<ul style="list-style-type: none"> Casual teaching staff, specialist staff, visiting teaching staff, support staff and associated staff are included in relevant professional learning opportunities to reinforce understanding of the schools approach to safety and specific responsibilities and procedures Professional learning needs of casual, specialist and/or visiting staff are monitored at regular intervals. 	<p>Expand to invite/provide PD to regular CRT's? Expand to include learning assistants and Casual Staff in KidsMatter PD</p>

Key Element 5: Positive Behaviour Management		
<i>This element is characterised by:</i>	<i>• Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
<p>5.1 Careful selection of evidence-informed positive behaviour management approaches that align with the school community's needs.</p>	<ul style="list-style-type: none"> • The school researches and considers evidence-informed and theoretically sound positive approaches to whole-school behaviour management. Schools may consider researching and adopting such approaches as: <ul style="list-style-type: none"> - Positive Behaviour Support - Restorative Practices - Programs that focus on recognition of pro-social behaviour and clear consequences for negative behaviour such as bullying. a) Behaviour Management Handbook b) Assertive Discipline 	
<p>5.2 The promotion and recognition of positive student behaviour.</p>	<ul style="list-style-type: none"> • Clearly articulated procedures for identifying and acknowledging students who display positive behaviour consistent with the school's values (e.g. through awards and recognition at assemblies) <ul style="list-style-type: none"> a) Junior School Assembly focus Term 3 – 'You Can Do It' theme for Years 1 to 4 – Resilience and persistence b) Junior School implementation of Friendly Schools Friendly Families in 2014 c) JS Assembly Awards focus on Character Strengths • School leadership monitors implementation of these procedures so that they are perceived as valued, fair, transparent and consistent across the school • The school plans strategies for helping students achieve goals relating to improvement in positive behaviour. This includes explicitly teaching social-emotional skills such as problem solving and encouraging students to accept greater personal responsibility for their actions • The school facilitates student engagement and participation in clubs, committees or action teams that focus on pro-social values (e.g. compassion, fairness and respect). <ul style="list-style-type: none"> a) Presentation Night b) Semester Awards c) MS Leadership Program; House and Leaders; Badges and Awards d) SS Badge & Colour Award System e) Senate f) Mission Focus i.e. TEAR, Compassion, 40 Hour Famine, Family Packages g) JS Leadership participation 	

<p>5.3 A clear understanding and consistent implementation by all staff of the school's selected positive behaviour management approaches within both the school and classroom context.</p>	<ul style="list-style-type: none"> • All teachers have a sound knowledge of the core elements of the school's positive behaviour approach and access to good resources that support this • Strategies for monitoring consistency in the use of the school's approach are in place e.g. seeking feedback from staff, students, parents and carers about the effectiveness and implementation of the approach • Teachers use classroom management strategies that are either linked to the school's overall approach or are consistent with it and share ideas for promoting positive behaviour. <ul style="list-style-type: none"> <i>a) Behaviour Management Handbook</i> <i>b) Parent Handbook – Page 35, 36 – Discipline</i> <i>c) Student Diary</i> <i>d) White and Red Behaviour Cards</i> <i>e) KidsMatter Components 1 and 2</i> <i>f) Informally as well as during staff/YL Team meetings</i> <i>g) College Policy and Expectation on Moodle</i> 	<p>Is there an online accessible location where this information can be found by parents?</p>
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<p>5.4 Effective risk prevention plans for the use of technology in the classroom and for playground organisation and supervision.</p>	<ul style="list-style-type: none"> The school playground is attractive and stimulating and there is enough equipment (e.g. game markings on the bitumen, basketballs and rings) to go around. Safe and quiet areas are also available for the use of individual students or for organised clubs a) Lunchtime Clubs in the Discovery Centre and Middle School b) There is a need for greater “space” for activities in Senior School c) Creation of quiet play area behind J 1-4 d) Creation of Prep play area behind J 9 – 11 e) Introduction of gross motor equipment and sandpits in quiet area f) Fencing of Junior School playground near ELC, Prep rooms, boom gate and JS car park g) Creation of Haven area behind J 5-8 h) Provision of sports equipment during lunch times in JS playground i) Delineation (and signage) of climbing equipment for specific age groups j) All areas are supervised by staff. Students’ views on improving the design and organisation of the playground are sought at regular intervals <p>Senate Feedback</p> <ul style="list-style-type: none"> A range of formal and informal games are taught to students and sessions are organised in the playground, for example by older students There is extra vigilant supervision of high-risk areas (e.g. canteen queues, the oval, lining up to go inside, locker areas) and during high-risk times (e.g. during group work) <ul style="list-style-type: none"> a) Introduction of an extra before school duty and closure of Prep playground from 8.40 am b) Extension of after school duty time to 3.50 pm in JS courtyard c) JS music students accompanied by an adult to and from private lessons in PAT <p>The teachers are easily identifiable (e.g. by wearing fluorescent vests) Should this be a consistent policy/approach in all sections / Fluorescent vests worn</p> <ul style="list-style-type: none"> The Discovery Centre MPC, PAT and ‘safe’ rooms (i.e. closely supervised spaces) are available for student use at lunchtime and recess; student common rooms for VCE students are also available Teachers on playground duty record negative or concerning behaviours deal with incidents or report to relevant staff Teachers monitor student use of mobile devices such as phones, ipods, tablets and computers to ensure consistency with the school’s policy and procedures. 	<p>The names of teachers on playground duty are clearly posted for students to see</p>
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<p>5.5 Effective risk prevention plans for student behaviour management during off-campus and school-related out-of-hours activities.</p>	<ul style="list-style-type: none"> • Risk prevention plans are developed for outside school hours and off campus school activities to ensure students know and practise appropriate behaviours in a range of social settings <ul style="list-style-type: none"> a) Camp and Excursion and Overseas Trips Code of Conduct • Teachers anticipate potential risks from prior risk assessments and plan strategies for minimising these risks <ul style="list-style-type: none"> b) F156 – Risk Assessment • Expectations for appropriate behaviour, including the use of technology outside school hours are communicated to students and their families on a regular basis • Students participate in development of expectations for behaviour out of school and identifying consequences when these expectations are not met • Expectations for student behaviour in off-campus activities, (e.g. school campus and excursions and overseas trips) are clearly communicated to students, parents and carers. Consequences for failing to meet these expectations are also clearly communicated <ul style="list-style-type: none"> a) Parent Information sessions before camps b) Parent information letters for camps c) Parent Information letters before school excursions 	
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Key Element 6: Engagement, Skill Development and Safe School Curriculum

<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
<p>6.1 A strong focus on the enhancement of student engagement with learning.</p>	<ul style="list-style-type: none"> • Student engagement or investment in learning is actively promoted through a meaningful curriculum and effective learning and teaching strategies • Higher order thinking approaches are utilised <ul style="list-style-type: none"> a) General Capabilities aspect of Australian Curriculum explored to support this • Technology is used effectively to enhance student engagement and learning • A variety of activities such as role-plays, drama and digital story-making are used as part of safety curricula. <ul style="list-style-type: none"> b) Role play used in JS Social and Emotional learning c) Literature used in JS Social and Emotional d) Visit by RACV Street Sense for Year 1 17/3/14 – bulletin article Term 1 week 8 e) Middle School Co-curriculum taps into student interests through Clubs and hands-on subjects to engage the middle years learner f) MS also conducts cultural events and ‘Theme’ Days, including presentations and interactive workshops that cater for the different needs of age groups, as well as those of Boys and Girls 	<ul style="list-style-type: none"> • Authentic, real-life and inquiry-based learning projects are undertaken to explore cybersafety issues
<p>6.2 The extensive use of cooperative learning and other relational teaching strategies.</p>	<ul style="list-style-type: none"> • Teachers use a range of cooperative learning strategies <ul style="list-style-type: none"> a) Regular grouping for English and Mathematics learning in JS b) RWI partner learning across prep and year 1 c) Teachers differentiate for the different learning styles within their class d) Literacy or Literature Circles; Survivor; Ag/Hort field work; Constructive Club; and HPV in MS • Students are encouraged to work with a range of learning partners in the classroom and on specific projects <ul style="list-style-type: none"> e) Use of computer app. to randomly choose partners and groups in JS • Effective cooperative learning strategies are shared amongst staff <ul style="list-style-type: none"> f) KidsMatter Component 2 • Other relational strategies such as circle time and class committees are also implemented. 	<ul style="list-style-type: none"> • Restorative Practice; Differentiation? Tomlinson PD (Page 3 Annual Report?)

<p>6.3 Teaching of skills and understandings to promote cybersafety and for countering harassment, aggression, violence and bullying.</p>	<ul style="list-style-type: none"> • Cybersafety and anti-bullying skills are effectively taught across all year levels and embedded across the curriculum and in the daily life of the classroom It may be helpful to have a specific program for this. Do we have a list of the skills to be taught? • Students are provided with structured and sequenced opportunities that: <ul style="list-style-type: none"> - facilitate development of respectful relationships - have a strong focus on the application of higher order thinking skills about cybersafety issues (e.g. What can you believe? Who can you trust and how do you know? How can you check facts? What is a credible website?). - explore issues such as racism, homophobia, sexism and other forms of discrimination - identify relevant legal issues associated with the use of technology, harassment and discrimination and violence against women a) See Crest Education Policy “Anti- Bullying” and “Harassment among students” Information is included in student diary, Staff Handbook, Parent Handbook b) Anti-Bullying and Child Safety programs in place. c) The College works actively against bullying, harassment and violence and explicitly encourages all members of the school community to take an active stand against bullying, harassment and violence by: <ul style="list-style-type: none"> - Providing opportunities for students to share concerns - encouraging parents to identify and report incidents - encouraging students to seek help. d) Reports of incidents involving harassment, bullying and violence are dealt with immediately in line with the stated policy. If further information comes to light at a later stage, then the case is reopened for further action. e) Explore strategies to Recognise unsafe situations, React and Report f) Letter 19/02(GG) Online Social Media and distribution to all families in Years 3 – 12 – ‘Easy Guide to Socialising Online’ produced by Australian Government g) Drug and Alcohol Presentation to Senior School – 13/08 – Dalgarno Institute h) Year 7 Friendship Day - ABC Family movie ‘Cyber Bully’ i) Youth Advisory group on Cybersafety (YAG) 2013 – Year 6-10 class captains participated • Core messages are repeated across the school and reflected in school practices e.g. <ul style="list-style-type: none"> - ‘If you self-respect then you self-protect’ - ‘You have a right to be safe and ask for support if you don’t feel safe’ - ‘Asking for help when you are in trouble or helping someone else who is in trouble is not the same as getting someone into trouble’ - “If you wouldn’t say something to someone’s face then don’t say it online’ 	<p>It may be helpful to have a consistent list of the core messages</p>
<p>Thursday, 17 May 2018</p>	<ul style="list-style-type: none"> - ‘If you forward a nasty message, then you are a part of the process’ - ‘You should not communicate with or share personal information online with people you do not know’. 	<p>Page 35</p>

<p>6.4 Teaching of skills and understandings related to personal safety and protective behaviours.</p>	<ul style="list-style-type: none"> • A focus on personal safety is taught to younger students and, where appropriate, is integrated with other safety and student wellbeing curricula <ul style="list-style-type: none"> a) Adoption of Child Safety Day (Daniel Morcombe Day) b) integration of Child Safety Curriculum in JS c) Social and Emotional learning Curriculum d) Year 9 Preventative Alcohol Awareness Presentation by FAAP e) Cyber Smart Sessions with Tony Richards – Year 5 - 8 • Teachers collaboratively plan to integrate a personal safety and child protection curriculum across all learning areas. <ul style="list-style-type: none"> a) KidsMatter Component 2 • Higher order thinking skills are taught in all areas of the curriculum and linked to cybersafety (e.g critical thinking about unknown people who make online contact, pop-ups that offer prizes) 	
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6.5 Teaching of social and emotional skills (e.g. listening, negotiation, sharing, empathic responding) in all subjects and across all year levels.

- Explicit teaching is required for all students to develop appropriate social and emotional behaviour, and should allow students to demonstrate these behaviours in a range of settings
 - b) **Friendly School and Families Program for years Prep -4**
 - c) **Bounce Back program for Prep – Year 4**
 - d) **KidsMatter Component 2**
 - Violence prevention and respectful relationships education are taught, based on the development of skills that help students make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner
 - Students are explicitly taught:
 - social skills such as making, keeping friends and conflict management skills
 - empathy and resilience skills
 - skills for dealing with peer pressure and relationship break-ups
 - skills for being assertive and self-protective in a non-confrontational way
 - skills to empower students to act as supportive bystanders in risky or unsafe situations (e.g. bullying, abuse, drug use)
- a) Middle School Angel Light Link – Year 7 and 8 Girls program ‘All About You’ and similar Boys Program as part of the Personal Development, Survivor program, and Days covering Friendship, Body Image & Bounce Back – run by a community organisation in City of Casey, Teachers and Chaplains.**
- b) Year 7&8 Health, PE and Personal Development booklet and course**
- c) Year 9 Health & PE booklet and Course**

Key Element 7: A Focus on Student Wellbeing and Student Ownership		
<i>This element is characterised by:</i>	<i>Documents/procedure relating to key action/effective practice</i>	<i>Further action</i>
<p>7.1 Defined structures and strategies for enhancing student wellbeing.</p>	<ul style="list-style-type: none"> • A range of student safety and wellbeing structures are established that involve students, teachers, parents, carers and families in different ways. Examples include: <ul style="list-style-type: none"> - teacher-student mentoring - events that include a special focus on family relationships (e.g. father-daughter nights) - cross-age pastoral care sessions - mentoring of students by adults outside the school - peer support structures. <i>a) Junior School hold regular year level family nights and the ELC family picnic, grandparents/special friend days</i> <i>b) Junior School hold parent workshops on developing traits in their children such as confidence, resilience and self esteem</i> <i>c) Junior School ‘You Can Do It’ Personal and social learning curriculum – Friendly schools and families</i> <i>d) Junior School mentoring: Buddy Program for Prep and Grade 4 students</i> <i>e) Middle School Captains are mentored by Year Level Coordinators; Chapel worship team and band are mentored by their conductor. Year 5 students support Year 4 students as part of transition program</i> <i>f) Members of the community coach students in areas such as HPV, Cross Country</i> <i>g) Senior School badge system – badge for VCE students mentoring a struggling Year 9/10 student; Year 12 Mentor Program</i> <i>h) Discovery Centre provides parenting resources available for loan by parents</i> <i>i)</i> 	

<p>7.1 Defined structures and strategies for enhancing student wellbeing: continued</p>	<ul style="list-style-type: none"> <i>j) Better Buddies for Prep and year 4</i> <i>k) Multi-Age Clubs</i> <i>l) Operation World prayer focus</i> <i>m) JS Leadership Group on Friday lunchtime with JS Chaplain</i> <i>n) JS Values</i> <i>o) KidsMatter Action Team</i> <i>p) VIP Day</i> <i>q) Mathematics Afternoon</i> <i>r) Parents are invited to House events as spectators</i> <i>s) Middle School Badges for Choir, AV/Sound Team, MS, House and Class Capt.&Vice-Captains</i> <i>t) Year 7 students support Year 6 students as part of transition program</i> <i>u) Year 6 Students' mentoring program with young students in Rivercrest C.C.</i> <i>v) Year 8 students conduct Devotions in JS and in Year classes</i> <i>w) Middle School conducts a Theme mix and mingle family night each year; Music Soirees; and parent workshops to assist with strategies to help students who struggle with homework</i> <i>x) Middle School students are empowered to take ownership of their learning and are encouraged to present their learning and achievements to parents and teacher through Student Led Conferences in Term 3</i> 	
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7.2 Provision of multiple opportunities for students to develop a sense of meaning and purpose.

- Assisting students to develop a sense of purpose through the pursuit of worthwhile goals for their own learning and development
- Assisting students to develop a sense of meaning through engaging in activities that have a positive effect on others as well as themselves. For example:
 - students take on peer support roles with younger students to model appropriate behaviour and build empathy with others
 - students participate in class and school leadership and decision making (e.g. class and school committees, student representative councils, class meetings, student action teams)
- Students are provided with opportunities to participate in community service learning programs. Effective programs of this kind include opportunities for students to learn and practise specific skills; aim to develop students' attitudes and values; provide opportunities for authentic learning; and model active community membership.
 - a) **Junior School & Middle School students visit local retirement village**
 - b) **Mission and discipleship trips**
 - c) **JS partnership with Cannon Andrea Mwaka School in Tanzania and long term sponsorship of two students there**
 - d) **Participation in 40 hour famine**
 - e) **Participation in casual clothes days to raise funds for charities**
 - f) **Student leaders participate in GRIP leadership conference**
 - g) **JS choir to perform at local nursing homes**
 - h) **Daily devotions in class**
 - i) **Weekly Christian Studies lessons**
 - j) **Year 9 Community Service program**
 - k) **Middle School students have the opportunity to partake in a Discipleship Trip to the Holy Land and support Compassion activity by Nazareth Baptist School. They also contribute towards projects that TEAR Foundation and World Vision run in disadvantaged countries.**
 - l) **Middle School ,Year 5&6 students, take part in Family Packages just before Christmas**
 - m) **Year 10 students have the opportunity to be involved in a mission trip – Cambodia, East Timor**

<p>7.3 Adoption of strengths-based approaches to student learning and participation.</p>	<ul style="list-style-type: none"> • Students have the opportunity to identify, apply and build their intellectual and character strengths in the curriculum through a range of learning activities and assessment options • Students have access to opportunities to participate in a range of clubs, productions, exhibitions and festivals that allows them to apply and showcase their interests and abilities. <p><i>Choirs, Soirees, School Production, Ensembles, Lego Club, Happy Feet, Debating Teams, CSSN Interschool activities, Claymation, Chess Club, Drama Club, Science Club – Double Helix, Show Jumping, Combined Band Workshop and Concert, Students participate in assemblies and Chapel Services, Premiers Reading Challenge, HPV, Soccer and Basketball teams, Band Program, Theatre Sports Forensic, Environmental Science Club-Construction, Worship Team, Netball</i></p>	
<p>7.4 Provision of a range of opportunities for student ownership and decision-making, student voice and peer teaching.</p>	<p>Further Action</p> <p>Students are offered opportunities to contribute ideas in the drafting and refining of safety and wellbeing policies. (e.g. invited to participate in safe school initiatives, as members on student wellbeing and safe school representative groups)</p> <ul style="list-style-type: none"> • Students are provided with opportunities to participate in aspects of community engagement that promote school and broader community connectedness and a sense of meaning and purpose • Students have opportunities to take responsibility for teaching anti-bullying and cybersafety messages to others (e.g. peers, younger students, teachers, parents and carers) • Schools provide multiple opportunities for hearing student voice and encouraging ownership of their own learning (e.g. establishment of democratic structures in classrooms, student representative activities, regular gathering of student views and negotiated curriculum) <ul style="list-style-type: none"> a) Student Led Conferences& Digital Portfolios and a range of Student Surveys • Students have opportunities to develop anti-bullying and cybersafety resources such as: <ul style="list-style-type: none"> - media clips, podcasts and DVDs - drama and role plays - brochures and posters - campaigns <ul style="list-style-type: none"> a) Students plan and deliver presentations to parents and carers around cybersafety and anti-bullying b) Better Buddies for Prep and Yr 4 students involves c) Senate representatives run activities in JS d) GRIP leadership conference for student leaders and combined follow up meeting e) SS students work with 3ELC to do woodwork f) Yr 3 students buddy with 4ELC 	

Key Element 8: Early Intervention and Targeted Student Support

This element is characterised by:	Documents/procedure relating to key action/effective practice	Further action
<p>8.1 Effective processes for the early identification of students and families who need, or could benefit from, additional support.</p>	<ul style="list-style-type: none"> • Identification and central collection (to ensure confidentiality) of teacher observations, records and recommendations as a basis for identifying ‘at-risk’ students and families. These may include students who: <ul style="list-style-type: none"> - have engaged in bullying, harassment or aggression - show early signs of anti-social behaviour and/or low empathy - are socially isolated or rejected - display signs of mental health difficulties (e.g. depression or anxiety) - have been the subject of child protection concerns a) Chaplaincy referral process b) Weekly prayer meetings in teams with YLC • Referral to appropriate agencies where relevant (e.g. those dealing with child protection in line with legislative requirements or systemic policies) <ul style="list-style-type: none"> a) <i>See Crest Education Policy “Behaviour Management” - Staff identified as key’ pastoral’ staff (YLC and coordinators) given duty to identify students ‘at risk’.</i> b) <i>See Crest Education Policy “Mandatory Reporting of Child Abuse” – Chaplain and other key staff should report suspected child abuse to relevant Head of school. Head of School to refer to DHS documents to seek clarification. Principal to be made aware according to mandatory reporting procedures.</i> c) <i>Documents- ‘Reporting Child Abuse- DHS’ & ‘Policy guidelines ISV’ – both available from Principal’s office</i> d) <i>Home/School partnerships are actively encouraged and staff communicate concerns in a timely manner, maintain accurate records and logs of conversations according to the schools policy and procedures</i> 	<ul style="list-style-type: none"> - display signs of abuse (physical, emotional or sexual)

8.2 Appropriate early intervention with students requiring support and skill development (e.g. students who exhibit anti-social behaviour or experience peer difficulties).

- Early intervention may be provided by:
 - identifying proactive strategies with students who engage in antisocial behaviour or whose wellbeing is at risk
 - providing opportunities for additional skill development (e.g. in prosocial values, violence prevention, respectful relationships, literacy, English language or social and emotional skills)
 - helping a student to establish positive peer relationships
 - the provision of parenting sessions and support
 - offering support in the form of peer counselling from older students (and training for this purpose).
- a) Prep aides conduct social skills groups for Prep students
- b) Young Lions groups run in JS each term for students requiring support and skill development
- c) KidsMatter is a proactive approach to whole school mental health and wellbeing
- d) White behaviour cards used as behaviour support for students exhibiting anti-social behaviour
- Involvement of allied school staff (e.g. school psychologist or counsellor, student welfare, wellbeing officer, chaplains, school nurse, speech therapist)
- Partnering with other specialist agencies or professionals (e.g. speech therapists, occupational therapists, mental health providers) to ensure early intervention support is made available.
 - a) ***Junior and Middle School Staff trained in 'Kids Matter' & Mind Matters– Australian Primary & Secondary School Mental Health Initiative***

8.3 Ongoing and follow-up support to individual students and families in times of need.

- Schools provide access to appropriate counselling and other forms of additional support for students and their families in response to emerging issues. This may include:
 - counselling (by school based or community agencies)
 - the use of inclusion strategies that build students' positive relationships with peers and teacher(s) and adapt curriculum to meet diverse student needs
 - helping families make links to community agencies and organisations
 - reviewing ways the school can provide continuing support after intervention (e.g. by maintaining regular communication with the family and child)
 - recognising that bullying and cyberbullying may go 'underground' after it appears to have been resolved and that the situation and students involved still need to be monitored and reviewed.
- b) JS Chaplain provides regular support at school for individuals
- c) JS Chaplain refers individuals to counselling and connects families through Narre Warren Community Centre
- d) KidsMatter Component 3 Working with Parents and Carers
- Seeking feedback from the student and their family on the best way to continue to support them
- Partnering with other specialist agencies when required (e.g. providers of emergency residential or respite care).
 - a) *College Chaplains keep a list of Resources which details various churches and agencies that we can use when needed*
 - b) *Chaplains run a (small group) program called 'Seasons of Growth' for students dealing with loss and grief*

Key Element 9: Partnerships with Families and Community

This element is characterised by:	Documents/procedure relating to key action/effective practice	Further action
<p>9.1 Working collaboratively with parents and carers by providing opportunities for education on issues related to student safety and wellbeing.</p>	<ul style="list-style-type: none"> • Parents and carers are given opportunities to develop their parenting strategies to empower them to offer effective parental support around these issues • Parents and carers are encouraged to: <ul style="list-style-type: none"> - work with the school and support the school’s responses to any safety or wellbeing issues - act as good role models and support messages about safety and wellbeing - let the school know of any concerns they have about the safety and wellbeing of their own child or any other student at the school. a) Parents support fundraising opportunities for students with particular conditions such as CanTeen, Diabetes b) A number of parents volunteer as tutors to do Reinforced Reading with students in the JS KidsMatter component 3 working with Parents and Carers c) Parents are represented on the Kids Matter and MindMatters Action Teams. • Parents and carers are provided with opportunities to gain knowledge about bullying, cyber-risks and cybersafety and the social and emotional skills that are age-appropriate for their child • The school communicates regularly with parents and carers to update their understanding of: <ul style="list-style-type: none"> - how to recognise signs that their child might be being bullied/cyberbullied, be involved in bullying/cyberbullying others or be engaging in unsafe use of technology - the procedures for communicating with the school about this - what actions the school will take in response to situations involving bullying/cyberbullying and aggression. • Parents and carers are referred to reliable and credible sites about cybersafety and bullying prevention and management. (See National Safe Schools Framework Resources list for examples of such websites) <ul style="list-style-type: none"> a) Junior School sending KidsMatter e- newsletters to parent body b) Parents are involved in Middle School Child’s Safety Day, presenting and conducting workshops to students in Year 5-8 	

<p>9.2 Working with community organisations to provide a consistent message about safety and wellbeing.</p>	<ul style="list-style-type: none"> • The school liaises with a range of local organisations to promote self-respect, respect for others, acceptance of diversity and anti-bullying, anti-aggression and cybersafety messages • Students are encouraged to practise promotion of safety and wellbeing in the community through: <ul style="list-style-type: none"> - making cybersafety brochures for the local library - giving talks to seniors groups on the importance of respect, how to use computers in a safe way. a) <i>Middle School – Angel Light Link is a community organisation in City of Casey who provides a program for Year 7 & 8 girls – “All about You’ as part of the Survivor program.</i> b) <i>KidsMatter network Southeast Melbourne</i> c) <i>Middle School- Tony Richards, Cyber Safety consultant, presents to students and provides hands-on workshops; 2012-2014</i> 	
<p>9.3 Working with community organisations to extend support to students and families as needed.</p>	<ul style="list-style-type: none"> • Schools adopt a considered and evidence-informed approach in working with community organisations on issues relating to cybersafety, aggression and bullying • Schools identify and seek assistance when required from relevant contacts in community organisations such as: <ul style="list-style-type: none"> - government departments responsible for human services, health and education, and Offices for Youth - local and Federal Police (including school or community liaison police) - community support organisations (e.g. Anglicare and CatholicCare) • Schools establish protocols in working with community agencies that recognise school community members’ right to privacy and confidentiality. <ul style="list-style-type: none"> a) Church Resource List – Chaplaincy Program b) <i>Child First; Psychologists and Counsellors</i> c) <i>JS relationship with works with Windemere through Child First</i> d) <i>JS Chaplain networking with Narre Warren Community Centre</i> e) <i>JS relationship with HopeGen church through Ps Chris Trodden on KidsMatter Action Team</i> 	

9.4 Working with the justice system in relation to child maltreatment, aggression, violence and cybersafety issues at both a preventative and legal level.	<ul style="list-style-type: none">• Schools are aware of the roles and responsibilities of justice system staff and how they can be of assistance with child abuse issues• Schools establish key relationships with relevant justice system staff to ensure prompt access for students when necessary.	
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