

Sale & District Specialist School

Parent Information Manual

2022



SALE & DISTRICT
**SPECIALIST
SCHOOL**

Sale & District Specialist School

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Principal's Message

At Sale & District Specialist School we pride ourselves in the delivery of Special Education to students within the Shire of Wellington. All efforts are taken to keep up to date with the latest trends and developments in Special Education worldwide.

A distinguishing feature of our school over the years has been the promotion and nurturing of a caring environment for our students, fostering a pride and joy in school and in learning. School Wide Positive Behaviour Support principles are used to encourage all students, staff and members of the school community to show respect, be responsible and act safely.

Here at Sale & District Specialist School we believe that all students have the right to an education that allows them to reach their full potential, enhances self-esteem, confidence and a maintains sense of dignity. We recognise that parents/carers know their child best and a close relationship between home and school is vital to support children to achieve. The school is committed to providing an environment that offers support, understanding and information to parents, families, caregivers and the wider community. We believe in developing the school as an integral part of the community and in working with others to provide the most worthwhile educational philosophy and practice.

This school operates an “open door policy” and encourages parent participation. Please feel free to call in at any time but if you need to speak to a specific staff member you may need to make an appointment.

This booklet is design a reference to allow you to familiarise yourself with activities and organisational matters of the school. If you have any suggestions or ideas for inclusions or additions to this manual we would really like to hear them.

If you have any queries or would like more information, please do not hesitate to contact us.

Regards

Jamie Gay
Principal
on behalf of the team at Sale & District Specialist School

OUR COMMITMENT TO CHILD SAFETY

Sale & District Specialist School (S&DSS) is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. S&DSS has zero tolerance for child abuse.

S&DSS is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with disabilities and vulnerable children. S&DSS is a safe and inclusive school for all people including LGBTIQ people.

School Profile

Sale & District Specialist School is the only specialist setting servicing a broad area extending across the Shire of Wellington catering for children from 5 to 18 years of age all of whom have an intellectual disability. Many students face additional challenges including physical disabilities, autism, sensory loss, social, emotional, and behavioural disorders. The school is a new, state of the art, purpose-built facility occupied by students for the first time in 2018. There are extensive and well-equipped teaching and learning spaces complemented by vast attractive, secure grounds. All members of the staff team are committed to ensuring each student has the opportunity to succeed in all areas of their school life. Sale & District Specialist School Community values respect, acceptance, support, communication, teamwork, and commitment.

The school supports students to achieve their social, emotional, physical and intellectual potential and develops students' habits to be lifelong learners. We encourage students to develop the level of independence, life skills, self-worth, and confidence necessary to live as an integral part of the community. The school offers comprehensive programs focussing on individual learning goals following the Victorian Curriculum. VCAL foundation is offered at the Senior Secondary level.

Individual Learning Plans are developed and implemented by the teachers in consultation with parent/caregivers and allied health staff, endeavouring to meet the needs of each student. Programs are designed to provide learning experiences which will challenge, extend and motivate students to attain personal goals. Opportunity exists for students to take part in integration programs, via dual enrolment with a mainstream primary or secondary school. We aim to be recognised as an educational setting of first choice for students who have an intellectual disability.

Effective communication between teachers and parents is an essential element of the school. Regular contact is made through notices, bulletins, the school website, school Facebook page, SMS service, newsletters and classroom communication books, phone calls and face to face meetings.

School Wide Positive Behavior Support (SWPBS) has been adopted to manage general discipline and challenging behaviors of students. Students with challenging behaviors are identified and management plans are formulated with families and allied health staff support in an attempt to assure the safety of all. The approach is supported through the use of Restorative Practices principles.

School Purpose & Values

Purpose:

To provide a safe environment for learning where all members of the school community feel valued and respected through the provision of comprehensive individual learning programs that:

- meet the needs of and challenge individual students while building on their abilities
- enable students to achieve their social, emotional, physical and intellectual potential
- support students to develop a level of independence, life skills, self-worth and confidence necessary to live as an integral part of the community

Values:

Sale & District Specialist School has a culture of key expectations of all members of the school community. Those expectations are:

- **Show Respect** - for others, ourselves and our environment. We are committed to accepting each other as we are and valuing our strengths and differences.
- **Act safely** - at all times. We are committed to the promotion of positive behaviours and creating environments that ensure the wellbeing of every member of the school community.
- **Be Responsible** – at all times. We are committed to supporting and caring for each other, for being accountable for our actions and encouraging all to achieve independence.

Philosophy Statement

Sale & District Specialist School believes that every child, irrespective of their disability, can and will learn in an environment of dignity and respect. It is the role of the school and its community to build on a child's strengths and talents to ensure that each child reaches their full potential. The school aims to develop students who are able to contribute to, and participate in all aspects of community life in a positive way. Students will develop a wide range of skills to enable them to live enviable lives as independently as possible.

The school's mission is to create reflective and independent learners for life through a learning community that provides a challenging and secure environment responsive to individual learning needs. We believe that effective learning occurs when outstanding and innovative teachers provide a variety of tasks that actively engage students who are encouraged to take responsibility for their own learning. The expectation is that students will be successful and enthusiastic learners capable of building positive relationships.

Sale & District Specialist School is inclusive, valuing the diversity of community members. All members share responsibility for the development of an inspired, educational community of independent citizens. There are connections including service to and support from the wider community.

Sale & District Specialist School Community values respect, acceptance, teamwork, commitment, support, communication and integrity -

- **Respect** for one another's achievements, views, dignity, privacy and property
- **Accepting** that everyone is different having their own special and unique qualities but also that everyone should be treated as an equal
- **Commitment** towards **working together** as a team to achieve the best possible outcomes in a safe and stimulating learning environment
- **Support** of students, staff, families and each other in good times and bad
- **Integrity** of the individual in striving for realistic goals
- Build **trust** between the school, families and the wider community through **open and honest communication**

Learning will be maximized within a safe environment, where students feel both motivated and empowered as they strive to be the best they can be. Environmental awareness will be promoted across the school community, fostering respect for personal and communal property and our environment.

Life long learning will be fostered for all members of the school community. It will be both collaborative and independent, following individual pathways to the future. Diverse learning styles, interests and abilities will be catered for through flexible teaching styles. Learning will be through participation in engaging, meaningful curriculum incorporating both broad curriculum and relevant life skills. It will promote creative thinking and problem solving and participation.

Technology plays an important role in accessing the curriculum for students with additional learning needs. Augmentative communication devices, switches individually tailored and mainstream computer programs provide support for student learning.

Pedagogical principles identified to support achievement of our vision are:

- The child is at the center of all learning
- High expectations are held for and by the learning community and all members within it.
- Engagement will be facilitated through promoting thinking, active inquiry and relevant learning.
- Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies

- Relationships are the key foundation to developing effective engagement with all members of the community. Interpersonal relationships and collaboration will be fostered within the school community.

The school philosophy will be enacted through:

- Community consultation, newsletters, and forums
- Staff professional development and induction processes
- Ongoing curriculum development
- Parent and family support structures

School Goals

Following the 2018 school review, three goals were set:

Goal 1: To improve the learning outcomes of every student in literacy and numeracy

We aim to ensure that each child is as independent as possible within their community, by being able to transfer their literacy and numeracy skills to functional applications.

Goal 2: To improve the personal and social capabilities of each student

In doing so, students will improve their ability to understand and manage their emotions and develop independence in the area of self-care.

Goal 3: To enhance student voice, agency and leadership

As a school, we will provide targeted opportunities for each child to have ownership of their learning and to develop leadership skills.

Staffing 2022

Administration

Principal – Jamie Gay
Assistant Principal – Sarah McAninly
Business Manager – Nicki Harris
Office Administration – Cathy Mason,
Laura Fyfe, Chantelle Imer

Primary

Chantelle Imer	Education Support	B1
Nicky Drysdale	Teacher	B1
Jasmine Silvester	Education Support	B1
Sue Sanders	Teacher	B2
Penny Kalita	Education Support	B2
Jo Winnell	Teacher	B4
Gaye Bassler	Education Support	B4
Helen Killeen	Education Support	B4
Indria Jondahl	Teacher	B5
Stacey Gourley	Education Support	B5

Junior Secondary

Emma Kennedy	Education Support	C1
Grace Robertson	Education Support	C1
Paula Bale	Teacher	C1
Sarah Harrison	Teacher	C2
Sarah McAninly	Teacher	C2
Emma Berkelmans	Teacher	C2
Josh Renata	Education Support	C2
Brittany Good	Teacher	C3
Renee Conoulty	Education Support	C3
Eden Adams	Teacher	C4
Troy Whykes	Education Support	C4
Tom Saleta	Teacher	C5
Bree Lipscombe	Education Support	C5

Senior

Angie Casella	Teacher	D2
Heather Ball	Education Support	D2
Gaye Bassler	Education Support	D2
Frances Chambers	Teacher	D4
Denise Brickle	Education Support	D4

Specialist Teachers

Kate Boddy	Tutoring
Julie Howard	Art
Mandy Gay	Respectful Relationships

Education Support

School Council

School Council Role

School Councils have a wide range of roles and responsibilities including:

- determining the general educational policy of the school
- developing the school strategic plan
- reporting annually to the school community
- approving and monitoring the school budget
- developing the student code of conduct and
- generally stimulating interest in the school

Membership

Sale & District Specialist School's School Council is made up of

- three parent representatives
- one elected DET representative
- the Principal as the Executive Officer and second DET Representative
- One community member.

We also have a minute recorder who does not have a vote on the council.

Council members for 2022

Jane Nash	President
Kim Curtis	Parent Representative
Casey Moon	Parent Representative
Community Representative	Vacant
Community Representative	Vacant
Mrs Sue Sanders	Staff Representative
Mr Jamie Gay	Executive Officer
Mrs Nicki Harris, (non-voting)	Minute recorder

Membership of the Council may change when School Council Elections are held early Term 1 2022.

Meetings

The school council meets on the third Wednesday of the month during the school term at 5:00 pm in the staff room, or as agreed by the School Council Members. Parents are welcome to attend but please give advance notice for catering purposes as light refreshments are provided. The council are required to meet a minimum of eight times per year. An annual reporting meeting is held once per year.

Primary & Junior Secondary Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
<i>Classroom consumables, materials & equipment</i> <ul style="list-style-type: none"> • <i>Art – paint, crayons, canvas, glitter, glue, coloured paper etc. (\$10)</i> • <i>Technology – gardening tool, plants etc. (\$7)</i> • <i>STEM – experiment ingredients, numeracy blocks etc(\$10)</i> • <i>Sports – equipment (\$5.00)</i> • <i>Sensory items (\$5.00)</i> 	\$37
<i>Online Learning Subscriptions</i> <ul style="list-style-type: none"> • <i>Mathseeds/Matific (\$13)</i> • <i>Reading Eggs/Wushka (\$10)</i> 	\$23
<i>ICT Devices – provision of devices from the shared classroom sets</i>	\$10
<i>Communication tools - PODD books, assistive technology devices, social stories</i>	\$10
<i>Printing and photocopying of worksheets and learning materials</i>	\$10
<i>Incursions and Excursion experiences (eg weekly library visits, parks, cafes etc.)</i>	\$10
Total Amount Primary & Junior Secondary	\$100

Sale & District Specialist School – CURRICULUM CONTRIBUTIONS FOR 2022

Dear Parents and Carers

Sale & District Specialist School is looking forward to another great year of teaching and learning and would like to advise you of Sale & District Specialist School’s voluntary financial contributions for 2022.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that’s through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to provide students with a wide variety of special curriculum experiences, enhanced digital learning communication opportunities and extensive sensory supports.

For further information on the Department’s Parent Payments Policy please see a one-page overview attached.

Yours sincerely,

Jamie Gay
Principal

Jane Nash
School Council President

Senior Secondary Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
<i>Classroom consumables, materials & equipment</i> <ul style="list-style-type: none"> • Art – paint, crayons, canvas, glitter, glue, coloured paper etc. (\$15) • Technology – gardening tool, plants etc. (\$7) • STEM – experiment ingredients, numeracy blocks etc(\$15) • Sports – equipment (\$5.00) • Sensory items (\$5.00) 	\$47
<i>Online Learning Subscriptions</i> <ul style="list-style-type: none"> • Mathseeds/Matific (\$18) • Reading Eggs/Wushka (\$15) 	\$33
<i>ICT Devices – provision of devices from the shared classroom sets</i>	\$30
<i>Communication tools - PDD books, assistive technology devices, social stories</i>	\$10
<i>Printing and photocopying of worksheets and learning materials</i>	\$20
<i>Incursions and Excursion experiences (eg weekly library visits, parks, cafes etc.)</i>	\$20
Total Amount Senior Secondary	\$160

Educational items for students to own

We recognise that our students have personalised learning plans and as such, some students will use more of one particular item and less of another. Ultimately, we have averaged the items generally used and based our costing on this so that all students are supported. If you have any concerns regarding this approach, please contact the school office.

Extra-Curricular Items and Activities

Sale & District Specialist School offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis. If you would like to purchase an item or activity for your child, please indicate on the table below and return this to the school.

Extra-Curricular Items and Activities	Amount	Purchase (Please tick)
<i>School magazine/ yearbook</i>	\$25	Please complete the return slip on page 4
<i>Optional swimming lessons</i> <i>This is an optional and additional program to the swimming and water safety program that we provide students for free as part of the Health and Physical Education curriculum. This is designed to further support students with their progress to learn to swim.</i>	\$NIL No cost for 2022	
<i>Shopping/Café Skills</i>	TBA	

<i>The cost of these excursions will be advised throughout the year.</i>		
<i>Other optional camps and excursions to be scheduled throughout 2022.</i>	<i>TBA</i>	
<i>The cost of these excursions will be advised throughout the year. If your family qualifies, CSEF may be used</i>		
Total Extra-curricular Items and Activities		\$25.00

Financial Support for Families

Sale & District Specialist School understands that some families may experience financial difficulty and offers a range of support options, including:

- the Camps, Sports and Excursions Fund (CSEF)
- contact the school for flexible contribution options

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, contact:

Jamie Gay - Principal

Ph: 035144 5644 | Email: sale.district.ss@education.vic.gov.au

Total

Category

Curriculum Contributions Primary & Junior Secondary or Curriculum Contributions Senior Secondary	\$100 or \$160
Extra-Curricular Items and Activities – School Magazine	\$25

Payment methods:

Payments may be made either in cash, cheque, direct deposit or BPay. If you are depositing the money directly into our bank account, please use the student's name as a reference.

Direct Deposit Details:

Account Name: Sale & District Specialist School
 BSB: 063 526
 Account Number: 00801519
 Bank: Commonwealth Bank

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and Guidance, Financial Help for Families Policy and any other relevant information.

Return Slip:

To assist with our record keeping, please complete that attached slip when making a payment:

✂

Child's Name: _____

Voluntary Financial Contributions for 2022

Curriculum Contributions –

Primary & Junior Secondary (Buildings B & C) \$100.00 Amount \$ _____

Senior Secondary (Building D) \$160.00 Amount \$ _____

Extra-Curricular Items and Activities (Optional Items) -

 School Magazine \$25.00 Amount \$ _____

TOTAL: \$ _____

I have paid by: Cash (enclosed) Cheque (enclosed) BPay Direct Deposit

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

Direct Deposit

BSB 063 526 Account No. 0080 1519 Reference: Child's Surname

Bpay

The details of Bpay are included on your statement with your unique reference code

Budget

Sale & District Specialist School is funded by the State Government in the form of a Student Resource Package. The Package provides a budget consisting of –

- a core allocation for each student which varies according to age
- funding levels determined through the Program for Students with disabilities.
- monies provided for specific areas such as cleaning and maintenance

It is the responsibility of the principal to manage the budget and provide resources to enable the school to operate effectively. It is the responsibility of the school council to approve and monitor the school budget.

Students will be reviewed at the age equivalent to the transition from primary to secondary school to ensure the level of funding they receive reflects their educational needs.

Applications for funding reappraisals may be made if a student's condition has deteriorated or if the Student Support group (SSG) believe that the funding does not truly represent the child's educational needs.

Fundraising

A variety of activities are held throughout the year to raise funds to enable us to provide:

- specialised equipment
- a range of teaching aids and resources
- a wide variety of enrichment programs not provided for within the school budget

Codes of Practice: Teachers

Teachers

The Sale & District Specialist School aims to maintain a supportive, caring and stimulating learning environment based on individualised programs for each student.

Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

1. Teachers are expected to be committed to the following values, practices and responsibilities:

- An acceptance that all students are individuals; are able to learn, and have the right to a quality learning environment
- A respect for the personal dignity of all students; other staff and parents and caregivers.
- Will familiarise themselves with, and have an understanding of students disabilities and the implications for their development and ability to learn
- Acknowledge the importance of students to develop personal responsibility, self discipline, high self-esteem and respect for the rights of others

2. Teaching Practices

It is expected that teachers will encourage students to realise their full potential and gain the utmost independence within the school, home and community by applying teaching strategies which:

- Build upon the student's strength, experiences, interests and needs
- Provide learning experiences and real contexts
- Encourage reasonable risk taking and learning from errors
- Use positive reinforcement

It is also expected that teachers will:

- Ensure that the student learning is purposefully and progressively planned, monitored and evaluated and suited to individual needs.
- Carry out their duties while recognising the importance of working as part of a team.

Responsibilities

It is expected that teachers will:

- Take responsibility for their own professional development and share good practices and resources with their colleagues
- Participate in school decision making and administrative sub-committee as Required
- Inform staff, as required, of any daily timetable changes, student programs; state of health and relevant issues
- Supervise all ancillary personnel as requested by the Principal
- Ensure regular contact with parent/caregivers in order to improve student attitudes and behaviour
- Maintain confidentiality
- Ensure that the classroom and school environment is safe and conducive to acceptable behaviour and learning

Codes of Practice: Allied Health and other Specialists

Allied Health and Other Specialists

Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

As members of a multi-disciplinary education team, allied health staff and other specialists will be expected to:-

- Notify staff of daily changes to timetables, student programs, needs and state of health
- Recognise and respond to individual differences and abilities
- Maintain confidentiality
- Keep records of therapy provided
- Consult with and support teachers, parent/caregivers and other professionals in regard to student needs
- Be given the opportunity to take leadership roles in areas of expertise
- Undertake duties as assigned by the Principal and in consultation with staff

In a consultative capacity, therapists, according to their discipline will be responsible for:-

- Ongoing assessment and treatment of students
- Providing reports on student programs
- Providing advice to staff on:-
 - The correct handling of students
 - Safe lifting and handling procedures
 - The purchasing of appropriate equipment

Codes of Practice: Principal & Assistant Principal

Principal

Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

The Principal and Assistant Principal of Sale & District Specialist School will be required to provide educational leadership and management in the following ways:-

- Encourage and foster a caring environment and an understanding of the needs of special students
- Work co-operatively with the School Council to develop policies and guidelines for the school which are consistent with Government and DET policies and directives
- Provide leadership, guidance, advice and support to School Council
- Administrator and monitor the implementation of Council priorities and policies
- Develop and maintain administrative structures and procedures, which will ensure:
 - o Consultation with staff in both formal and informal ways to ensure collaborative decision-making occurs and to inform staff of current developments and processes
- Encourage best practice in the areas of teaching and learning
- Involve the staff in the setting and achievement of school goals and priorities.
- Co-ordinate a safe work site for both staff and students.
- Ensure that buildings are appropriate, maintained and developed to suit current and future needs.
- Provide opportunities for professional development and staff growth.
- Encourage and facilitate community interaction and understanding of our school and its students.
- Maintain strong and open lines of communication.
- Appoint staff within DET guidelines.

Codes of Practice: School Council

School Council

The School Council of the Sale & District Specialist School acknowledges that it operates within the Education Act and Regulations.

Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

Within these Acts and Regulations the School Council will observe the following principles:-

- The needs of the students will be the primary focus of Council decisions and actions
- The School Community will be informed and consulted and their opinions sought on major policy decisions
- Decisions will be justifiable, accountable and subject to scrutiny.
- Disagreement and/or conflicts within School Council will be resolved within School Council
- Commitment and Loyalty to the school, the staff and the charter will be demonstrated
- School Council will develop policy directions and observe the Principal's right to implement policy in the most appropriate way
- School Council members will be provided with opportunities for training in Council operations and DET policies
- Public comments/statements will be the jurisdiction of the School Council President and Principal
- Members will respect the confidentiality of discussions
- School Council members will declare any potential conflict of interest

Using the following practices, Sale & District Specialist School Council will:-

- Meet a minimum of eight times per year usually twice per term
- Adhere to School Council Standing Orders in relation to meeting procedures and decision making processes
- Form sub-committees to deal with specific needs. Sub-committees will be convened by a Council member but may draw on non-council membership

Role of the Principal

As executive officer of the School Council, the Principal will ensure that:-

- Adequate advice and support is provided to the School Council on educational and other matters.
- Decisions of School Council are implemented.
- Proper records are maintained.

Code of Practice: Community

All matters relating to specific students or to employees will remain strictly confidential. Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

Community

The Sale & District Specialist School encourages a close and positive collaboration with parent/caregivers and community members in order to:-

- Develop and implement educational programs that are relevant, challenging and purposeful for students
- Have access to local resources; e.g. - business, community services and organisations, leisure activities and vocational opportunities in order to enhance student learning within the local community

When accessing the community and facilities, the school will ensure that:-

- Demands placed on the resources are not excessive
- The rights and confidentiality of the community will be respected
- Students will be encouraged to conduct themselves in a manner that is appropriate to the situation

The Sale & District Specialist School recognises that parent/caregivers have the right to:-

- Feel safe and secure within the school environment
- A quality education for their children
- Be treated with respect and courtesy
- Be informed
- Actively seek out relevant information

The Sale & District Specialist School believes parent/caregivers have the responsibility to:-

- Encourage in their student a positive attitude towards school
- Ensure that the student is clean, rested and healthy
- Help make the school a safe and secure place
- Support the school in its efforts to maintain a productive teaching and learning environment
- Treat others with dignity and respect
- Ensure that the student attends regularly
- Liaise with parent/caregivers, staff and professionals within the school community
- Help maintain a clean and stimulating environment to enhance learning
- Ensure that Staff at Sale & District Specialist School are informed of any changes to a student's medication
- Ensure that medication is administered at the correct times

Volunteers and visitors to the school have the right to:-

- Feel safe and secure within the school environment
- Be treated with respect and courtesy

Volunteers and visitors to the school will be expected to:-

- Show respect for the personal dignity of all staff and students
- Treat each student as an individual
- Accept advice and directions from staff
- Maintain confidentiality

The local community will be kept informed of the school's activities and achievements through:-

- The distribution of newsletters to all families, carers and other interested parties.
- Press releases to local newspapers.
- Displays and school promotional materials at local shopping centres and community centres.
- The distribution of School fliers to Pre-schools, Maternal and Child Health Centres, Schools and other service providers.
- The Annual Report, distributed to interested parent/caregivers and community members at the Annual Reporting Meeting.

Staff and students will follow appropriate protocol in dealing with community members in all current programs.

Staff will contribute to maintaining a positive public profile by:-

- Acting as a resource to other schools.
- Sharing information and in-servicing other organisations.

Code of Conduct: Students

Students Code of Conduct

Sale & District Specialist School respects the rights of the individual; all students have the right to feel safe, be treated with respect and to be given every opportunity to work and play.

Show respect, act responsibly and be safe are the three values that underpin expected behaviours for all members of the school community.

To achieve this, Sale & District Specialist School will implement a Discipline and Welfare Policy based on the following philosophy:-

We aim to develop co-operative attitudes and respect for the person and property of others. This is part of the overall educational objective of self-discipline, which permits the maximum freedom of action for all.

The school community believes it is our role to create a caring, accepting and stimulating environment, where students will develop maximum quality of life and learn to integrate into the community.

Our school community values:-

- The individual dignity and worth of self and others
- Happiness
- Independence and confidence
- Security and trust
- Honesty

General aims of our code of Student Code of Conduct:-

- To develop co-operative attitudes
- To encourage respect for the person and property of others
- To develop self-discipline
- To provide positive support for students and parents/caregivers
- To develop a positive self-image

Sale & District Specialist School utilises the following strategies:-

- Positive reinforcement
- Provision of structure and routine to learning and play activities
- United and consistent approach, close collaboration with parents
- Case studies
- Behavioural management plans
- Individual Program Plans
- Active participation of students and staff
- Co-operative learning activities that promote self worth, image and success
- Consistent and fair approach for dealing with inappropriate behaviour

Transport Responsibility Guidelines

Parents

In order for students to access transport services they must live more than 4.8 km, by the shortest route, from the school. Home and emergency contact numbers and any information regarding special requirements must be provided. Permission must also be given for this information to be forwarded to the bus company management if appropriate.

It is also required that the parent or a responsible adult is at the student's designated stop in the afternoon. If this does not occur, the bus will continue its journey and the service provider will notify the school immediately to arrange an alternative stop.

Parents/caregivers will:

- accompany a student to the bus stop each morning and meet the student in the afternoon unless other arrangements have been negotiated with the school
- meet their children at the times as advised by the bus timetable
- notify the school if there is a change in the person meeting the student or if the student will be absent for any period of time
- contact the school to request a change to the student's travel arrangements

Driver

It is a requirement that the bus driver remain seated behind the wheel at all times whilst the bus is running. If students require assistance, the driver must ensure the vehicle is stationary and safely parked.

The driver will:

- drive the bus in a safe and professional manner over the designated route
- wait no more than 2 minutes at a stop in order to maintain the timetable
- arrive at the school at the designated times in accordance with best practice
- observe all signs in the school driveway
- ensure student disembark at the school approved stops

Chaperone

It is the role of the chaperone to ensure the safety and wellbeing of students whilst travelling.

The chaperone will:

- check the school noticeboard daily for any changes to student routines;
- direct any queries from parents to the school Principal
- carry some form of communication tool to enable contact with the school and bus company
- ensure that all passengers are seated and wearing seatbelts before the bus departs any stop and will not leave students unattended on bus
- manage and assist (where appropriate) the loading and unloading of students

Sale & District Specialist School Transport Summary

Heyfield Bus Lines are the transport providers for our three school bus runs. Details are as follows:

Maffra to Sale & District Specialist School and return

HINO RB8: 0279 AO White bus

Phone in bus: 0427 330 166
Driver/Chaperone: Craig Thatcher / Cathy Coleman

Yarram, Seaspray to Sale & District Specialist School and return

Toyota Coaster Rego: 0278 AO White bus

Phone in Bus: 0439 004 358
Driver/Chaperone: Beth Austin / Michelle Stanley

Briarolong to Sale & District Specialist School and return

HINO RB8: 7183 AO White bus

Phone in bus: 0418 364 478
Driver: Debbie
Chaperone: Theresa

CONTACT PHONE NUMBERS

Sale & District Specialist School: 5144 5644

Heyfield Bus Lines: Office - 5148 2444

Jamie Gay: (Principal)
School -5144 5644
Mobile – 0407 933 629

Sarah McAninly : (Assistant Principal/Transport Coordinator)
Mobile – 0409 853 436

Bus Emergency Procedures

If a student/bus driver/bus chaperone is in distress:

1. Telephone Ambulance on 000

If directed by ambulance operators, turn on bus and hazard lights, take shortest route to the nearest hospital.

3. Chaperone to telephone school staff:-

School:		5144 5644
Jamie:	Mobile	0407 933 629
Sarah:	Mobile	0409 853436

4. A.M. PROCEDURE

Prior to 8:30am If the above telephones are not answered chaperone to telephone all parents waiting for the arrival of the bus.

After 8:30am The school is manned and therefore telephone calls will be answered. Early duty teacher makes phone calls to all parents whose children are still to be collected.

School staff must refer to bus list in office.

5. P.M. PROCEDURE

If unable to contact school staff, chaperone telephones all parents awaiting the arrival of the bus.

6. After meeting ambulance and transferring patient, bus is to continue on its run.
7. Sound judgement and common sense will prevail.
8. If in doubt and time permits, telephone any of the school staff listed in 3

To accompany this procedure: -

List of all students on bus run in order of getting on bus listing residential address, home telephone number and emergency contact and telephone number.

School Uniform Policy

Rationale:

- A uniform Student Dress Code reinforces students pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

Aims:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation:

- The Student Dress Code will provide choice for students, allow for students to safely engage in the many varied school activities, cater for the financial constraints of families and cater for individual needs
- The Dress Code Summer and winter uniforms applies during school hours, while travelling to and from school, when students are on school excursions. Parents will be notified in writing if a special day or excursion allows for the wearing of casual clothing
- Full school uniform with logo is essential for out of school programs or excursions and school photographs
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery
- Other than clear nail polish, cosmetics may not be worn at school
- Broad brimmed or bucket style navy hats must be worn outside in terms one & four. Consistent with our SunSmart policy. Hats are not to be worn inside
- All efforts will be made to identify a volunteer to operate a second hand uniform store for parents
- The Student Dress Code, including details of uniform items and places of purchase, will be published in the newsletter at the start of each year
- School Council requires the Principal be responsible for implementation of the Student Dress Code in a manner consistent with the Student Code of Conduct/Student Engagement Guidelines Classroom teachers will be responsible for implementing the dress code on a day to day basis
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship
- Parents may apply for a full or partial exemption from the Student Dress Code if they feel it discriminates against their child on basis of disability, sex, race, cultural grouping, gender identity, religious belief. Applications must be in writing to the Principal

Student Uniform

School Uniform

The school recognises that there needs to be a degree of flexibility within our uniform to cater for individual needs and ages of students. The following uniform requirements apply:

Footwear

Black shoes, black boots or plain black runners
Black sandals can be worn with the summer uniform

Please note:

- Footwear needs to be comfortable and applicable to the student's needs and the daily school programs
- SOCKS MUST BE WORN AT ALL TIMES
- Thongs or open toe sandals are not to be worn to school

Summer clothing

Girls

Blue and white checked dress with a white collar (no belt) – available from Target/ Big W

Boys and Girls

Navy blue shorts (long legged) – available Target/Big W

Short sleeve polo shirt with logo – available from JSM

Polar fleece ½ zip jumper with logo - available from JSM

Winter

Boys and Girls

Navy blue long legged pants – tracksuit, gabardine, leggings and drill pants. Pants need to suit the personal requirements of the student and fit the student's body shape - available widely from many stores

Long sleeve navy polo shirt with logo – available from JSM

A white skivvy may be worn under the long sleeved shirt if needed

Polar fleece ½ zip jumper with logo - available from JSM

Sun Hats

Navy blue broad brimmed or bucket hats are a compulsory part of our school uniform in Terms 1 and 4.

Children will not be permitted to attend excursions or out-of-school activities unless they are in full uniform.

Uniform Sales

Pants, shorts and dresses are readily available at most retail chain stores.

The polar fleece jumpers and polo shirts with logo are all available from JSM Embroidery & Workwear, 73 Macarthur Street, Sale 5144 6898 (JSM do stock navy pants, shorts, wide brimmed & bucket sun hats).

Labelling

The school requests that all clothing and personal items be labelled clearly with your child's name. This is to ensure that any lost items may be returned to your child as soon as possible.

Sale & District Specialist School Uniform 2022

Primary Students

	Boys	Girls	Available from
Shirt	Teal body with navy inserts and white piping with Logo		JSM
Pants	Navy track pants Size 4 - 18	Navy Scaggs flare leg pants girls Size 4 - 18	JSM Readily available in chain stores such as Target, Big W, Kmart.
Shorts	Sports elastic waist navy polyester shorts Size 6 -16		JSM Also readily available in chain stores such as Target, Big W, Kmart.
		OR Navy skort Size 4 - 16	JSM Also readily available in chain stores such as Target, Big W, Kmart.
Jumper	Navy polar fleece jumper (short zip) with logo size 4 - 16 OR Navy polar fleece jumper (long zip) with logo Size 4 -16		JSM JSM
Dress		Navy and white check dress	Not available from JSM. Available from chain stores such as Target, Best & Less, Dimmey's, Big W, K Mart.

Secondary Students

	Boys	Girls	
Shirt	Navy body with teal inserts and white piping with logo Adult small – 5XL (smaller sizes are available if needed)		JSM
Pants	Scaggs Navy pants		Size X/Small – 2XL JSM Also, readily available in chain stores such as Target, Kmart, Big W
Shorts	Navy shorts Scaggs	Navy shorts OR ¾ length cotton pants	Unisex Shorts Size Small – 2XL JSM ¾ pants not supplied by JSM 3XL – 5XL - JSM Also, readily available in chain stores such as Target, Kmart, Big W
Jumper	Navy polar fleece jumper (short zip) with logo OR Navy polar fleece jumper (long zip) with logo OR Shell Jacket with logo		Adult Small – 5XL JSM Adult Small – 5 XL JSM Adult Small – 5XL JSM
Dress		No option provided yet	

Optional Items – Supplied by JSM		
Hat	Bucket or broad brim Navy Required to be worn Term 1 & Term 4	
School Bag	Back pack Navy	
Shoes	Boys and girls Black Velcro	

Note: logos on hats, shorts & pants are at discretion of parents – not compulsory.

Logo on JSM supplied garment - \$7.50

Logo on garments purchased elsewhere - \$10.00

Safety

Behaviour Management

Independence in living and learning requires students to take responsibility for behaviour towards others and for efforts in learning.

Respect for self and others is to be encouraged. Our School believes that a positive approach to behaviour is necessary to foster the development of personal responsibility and self-discipline. That approach includes:

- Concentrating on student's strengths
- Motivating students by teacher enthusiasm
- Providing good models of desired behaviour
- Use of positive reinforcement
- Consistent application of the school behaviour management policy
- Use of School Wide Positive Behaviour Support
- Use of Restorative Practice Principles

Sale Specialist School Code of expected behaviours:

	 Always	 Playground	 Out of school	 On the bus
 Show respect	 Listen to staff	 Share	 Use good manners	 Listen to the bus driver and chaperone
 Be responsible	 Be your best	 Be kind	 Speak quietly	 Speak quietly
 Act safely	 Ask for help	 Use equipment properly	 Speak quietly	 Stay seated
	 Watch out for others	 Tell staff if you are worried	 Stay with the group	 Wear your seatbelt

Emergencies

In the case of an emergency such as fire or accident involving the school as a whole, the school has an Emergency Management Plan and procedures, known by staff to ensure the safety of all.

The students will experience a fire drill regularly, so students are also familiar with this procedure. Students are supervised at all times and in the event of a major emergency the school will come under the control of the Police/ Emergency Services.

If/When Bushfires Affect A School

For all emergency announcements regarding the effect of bushfires and other incidents on schools and school bus services always listen to **ABC Local Radio**. The state wide protocol is for Police, CFA, SES and other emergency services to make announcements using ABC Local Radio. The Department of Education and Training (DET) will also make announcements using these arrangements if there are school closures, school evacuations, bus service delays or cancellations due to road closures or detours.

ABC LOCAL RADIO STATIONS IN GIPPSLAND

3GLR 100.7FM	Latrobe Valley, Bairnsdale to Warragul, Yarram Foster
106.1 FM	Cann River
104.9 FM	Mallacoota
3GI 828 AM	Sale & Wonthaggi
3MT 720 AM	Omeo & Swifts Creek
3LO 774 AM	Melbourne

Schools will continue to try to contact parents directly by telephone to inform them when their child is affected by an emergency situation. It is crucial that the school has up to date contact details from all parents.



About Code Red Days

What happens on a Code Red Day?

Schools and early childhood services that have been identified as being at high fire risk and on the Department's [Bushfire At-Risk Register](#) will close on days declared Code Red by the Emergency Management Commissioner.

Schools and early childhood services not on the Department's Bushfire At-Risk Register will remain open, unless directly threatened by fire or another emergency.

Where possible, four to seven days' notice of a planned closure will be provided; parents and carers should expect that in some instances fewer than four days' notice may be provided.

Once a Code Red day has been determined by the Emergency Management Commissioner this decision will not change – regardless of any changes in the weather forecast. This will help limit confusion and help your family plan for how your children will be cared for when their school or early childhood service is closed.

Advice will be provided to you directly by your school or early childhood service.

When a school or early childhood service is closed due to a Code Red day determination,

no staff will remain on site and all out-of-school care programs (including vacation, before and after school programs) will not operate.

What happens if a school or service is only potentially closed?

For schools and services that may be potentially closed, see: [Emergency Closures](#)

If your school or facility is listed as potentially closed on the School and Service Closure List, you should start planning for alternative care arrangements for your child in the event that the planned closure proceeds. The final decision to close a school or early childhood service will be confirmed no later than 1:00pm the day before the planned closure. This decision will not change, irrespective of an improvement in the weather forecast. No child should be left at home alone or in the care of siblings on high-fire danger days.

School bus transport

If a bus route is threatened by unexpected fire, the school will enact its local emergency management plan.

Information on changes to bus routes or cancellation of services will be provided by your

Sale & District Specialist School will be CLOSED on a Code Red day

Off-site activities

The safety of students and staff is paramount and off-site activities may be cancelled, postponed or relocated if faced with the threat of bushfire.

Off-site activities include any activity undertaken by staff and children away from their normal school facility. This can include:

- Camps
- Field trips
- Sporting activities
- Training or conferences for staff
- Covid Immunisation Certificates

Student Accidents and Injuries

The Department of Education and Training does not hold accident insurance for school students. Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health insurance fund, you may also be able to claim transport or other expenses from the fund.

Please note: If a child is injured at school or during a school organized activity, we will do our best to contact the parents followed by the listed emergency contacts. Any child we deem to require medical attention will be sent to hospital via ambulance.

Personal Property

Personal property is often brought to school by students, staff and visitors. This can include mobile phones, calculators, toys, sporting equipment and cars parked on school premises.

Please note the Department of Education and Training does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property.

Staff and students are discouraged from bringing any unnecessary or particularly valuable items to school.

Mobile Phone Policy -

Working with Children Check (WWC Check)

The Victorian Working with Children (WWC) Check was established to help protect children from sexual and physical harm.

Non-teaching staff, volunteers and parents volunteering in our school, visitors to the school running programs, contractors etc. must hold a current WWC Check.

The WWC Check considers applicants' criminal histories for serious sexual, serious violent or serious drug related offences, and findings from professional disciplinary bodies.

Applicants who pass the WWC Check receive a WWC Card and Assessment Notice which is valid for five years unless revoked or surrendered. The WWC Check differs from a Police Records Check, partly because it includes on-going mentoring for any new offences committed. For more information about the WWC Check visit

www.workingwithchildren.vic.gov.au/ or call the WWC Check Information Line on 1300 652 879.

Other Information

Communication

Communication books /student diaries are supplied to each student and are used daily to communicate messages between school and home.

The Principal, Assistant Principal and teachers are available for discussion by phone at any time, however, it is easier for teachers to talk to parents before 9:00 am or after 3:00pm when students are not in class.

A school bulletin is produced on a fortnightly basis (from the first week of each term) containing school events and community information. Any member of the school community may submit items for inclusion. Items need to be received by the Tuesday of the school bulletin week.

Written reports regarding student progress are provided twice a year. Parent teacher interviews are generally held following the school day. Parents may request meetings with teachers at any time and teachers will endeavour to organize a mutually convenient time to meet.

There is also a School Annual Report available on the school website, or hard copy on request.

Change of Address/Emergency Contacts

In case of accident or illness, it may be necessary to contact you in a hurry. As a result you will be asked to complete a 'Confidential Student Information Form' when enrolling.

Please remember to notify the school of:

- Change of address
- Change of telephone number
- Change of contact person who will care for your child in an emergency
- If you will be late collecting your child
- Medical needs
- Absences

When your child is away from school, a written explanation is required upon return stating the reason for absence.

Meetings with Class Teachers

Teachers are regularly involved in meetings or attend professional development before and after school. If you require a meeting during this time, please ring to ensure their availability.

Lunches

Lunches are either bought from home or incorporated into the daily program. Any costs incurred are included in a weekly fee.

Breakfast Club

Many of our students travel long distances and leave home very early, or find it difficult to fit in breakfast before they come to school. At the Sale & District Specialist School we have the Breakfast Club for any student who would like it.

Many nutritionists agree that kids and teens who eat breakfast have more energy, do better in school, and eat more healthily throughout the day. Without breakfast, kids can get irritable, restless, and tired. Breakfast clubs have also been seen to develop good food hygiene practises, social interaction skills and they encourage children to clean up after themselves.

The Breakfast Club is available every day and will be supervised by classroom teachers/ES staff, with Wellbeing worker Rebecca Bagshaw offering support and assistance as needed. Children have a selection to choose from either toast, Vita Brits, porridge, Cheerio's, fruit muesli and tinned mixed fruit, and on occasion we have apples.

Picking up Children from School

If you wish to pick your child up from school before the end of the school day, it is essential that you visit the office and sign them out. This assists us in managing any emergencies. The school cannot allow students to leave the school during the school day unless signed out by a parent.

If a responsible adult other than a parent is to pick your child up from school or meet them from the bus, please notify the school. That person will be asked to show photo proof of identity before a child is released into their care.

Medical Conditions

A number of students require medication to control a variety of conditions such as asthma, epilepsy, diabetes, etc.

Students who have a medical condition or illness where their safety at school could be affected should have a written 'Individual Medical Condition Management Plan' from their doctor. Teachers can only administer medication with full written instructions stating the name and dosage of the medication, amount to be administered and the time it is to be administered.

All medication must be in a clearly labelled dosette box and handed to the bus chaperone or classroom teacher. Medication must not remain in school bags in the classroom.

School Dates 2022

* Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes. The first day of Term 1 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. The remaining three student-free days are determined by each individual school

Pupil Free dates for Sale & District Specialist School 2022

Friday 28th January * State wide pupil free day

Friday 10th June Pupil Free day

Friday 25th November Pupil Free day

2022 Public Holidays in school term

Monday 14th March Labour Day

Monday 25th April ANZAC Day

Monday 13th June Queen's Birthday

Tuesday 1st November Melbourne Cup

<p>2022</p> <p>Term 1: 28 January to 8 April *</p> <p>Term 2: 26 April to 24 June</p> <p>Term 3: 11 July to 16 September</p> <p>Term 4: 3 October to 20 December</p>	<p>2023</p> <p>Term 1: 27 January to 6 April *</p> <p>Term 2: 24 April to 23 June</p> <p>Term 3: 10 July to 15 September</p> <p>Term 4: 2 October to 20 December</p> <p style="text-align: center;">•</p>
<p>2024</p> <p>Term 1: 29 January to 28 March *</p> <p>Term 2: 15 April to 28 June</p> <p>Term 3: 15 July to 20 September</p> <p>Term 4: 7 October to 20 December</p>	<p>2025</p> <p>Term 1: 28 January to 4 April *</p> <p>Term 2: 22 April to 4 July</p> <p>Term 3: 21 July to 19 September</p> <p>Term 4: 6 October to 19 December</p>

* school teachers start

Infectious Diseases

Infectious Diseases

Parents frequently ring seeking information on how long children must stay away from school when suffering from certain diseases.

The following table indicates the minimum period of exclusion from schools and children service centres required for infectious diseases cases and contacts as prescribed under the Public Health and Wellbeing Regulations 2019 – Schedule 7.

If your child is unwell please keep them at home to ensure the health of other children and staff in the school.

Condition	Exclusion of cases	Exclusion of contacts
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
Diarrhoeal illness	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until a medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded

Condition	Exclusion of cases	Exclusion of contacts
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV) infection	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
Meningitis (bacterial, other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
Molluscum contagiosum	Exclusion is not necessary	Not excluded

Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received 3 effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliovirus infection*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella* (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash	Not excluded
Severe acute respiratory syndrome (SARS)	Exclude until a medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
Shiga toxin or Verotoxin producing <i>Escherichia coli</i> (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate is received from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

* Vaccine-preventable disease

Note: In this schedule—

‘diarrhoeal illness’ includes the following— Amoebiasis (*Entamoeba histolytica*); Campylobacter; Salmonella, Shigella; Intestinal worms;

‘medical certificate’ means a certificate of a registered medical practitioner.

Statement of Commitment to Child Safety

Sale & District Specialist School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Sale & District Specialist School has zero tolerance for child abuse.

Sale & District Specialist School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with disabilities and vulnerable children.

Sale & District Specialist School is a safe and inclusive school for all people including LGBTI people.

Every person involved in Sale & District Specialist School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

“In its planning, decision-making and operations Sale & District Specialist School will

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

Sale and District Specialist School Child Safe Code of Conduct

Date: December 2021

Review Date: December 2022



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

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of **Sale and District Specialist School** will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide an inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of **Sale and District Specialist School** will also provide information and support to enable the Code of Conduct to operate effectively.

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

Acceptable Behaviours

All personnel of Sale and District Specialist School are responsible for supporting and promoting the safety and participation, of children by:

- adhering to **Sale and District Specialist School** child safe policy at all times / upholding **Sale and District Specialist School** statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal & Torres Strait Islander children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities) and vulnerable children
- ensuring as far as practicable that adults are not left alone with a child
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
- reporting any allegations of child abuse to **Sale and District Specialist School** Child Safety Officer and the Principal, and ensure any allegation is reported to the police or child protection
- ensuring as quickly as possible that the child(ren) is safe, if an allegation of child abuse is made

- encouraging children to ‘have a say’ and participate in all relevant organisational activities where possible, especially on issues that are important to them.
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any ‘special’ relationships with children that could be seen as favouritism or amount to grooming (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, because of disability, age, gender, culture, race, vulnerability, sexuality or ethnicity
- have contact with a child or their family outside of our organisation without our child safety officer’s knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child (including by social media, email, instant messaging etc) or their family unless necessary e.g. by providing families with e-newsletters, assisting students with their school work, providing directly relating to the child’s ILP
- use any personal communication channels/device such as a personal email account to communicate with students
- exchange personal contact details such as phone number, social networking sites or email addresses with a student
- photograph or video a child, without the consent of the parent or guardians, in the school environment except in accordance with school policy where required for duty of care purposes
- work with children whilst under the influence of alcohol or illegal drugs
- consume alcohol or take illicit drugs under any circumstances, in the school environment or at other school events where students are present

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to **Sale and District Specialist School** Child Safety Officer (Rebecca Bagshaw) and the Principal.

If you believe a child is at immediate risk of abuse phone 000.

I agree to adhere to this Code of Conduct:

Name:

Signature:

Date:

Please note this code of conduct must be signed by all staff members, volunteers and those undertaking placements prior to engaging in work with students at Sale and District Specialist School.