By Right Paths

ST BEDE'S COLLEGE
STUDENT HANDBOOK

2016

(Amended 13 May 2016)

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Attendance Statement

In partnership with parents, St Bede's College is committed to developing and preparing our young men for life beyond the classroom. All classes and College activities work together in providing a holistic education. School attendance and punctuality are crucial preconditions for maximising learning opportunities and performance; education is a sequential process and unnecessary or frivolous absences often means students miss important stages in the development of topics.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. This document aims to clarify those grounds and to clearly outline the role of each participant (Parent, Student, School) in ensuring attendance expectations are met.

Parental Responsibilities

- Ensure your son attends school regularly
- Inform the College by phone on the morning of the absence (prior to 8:50am) with the reason for the absence (e.g. illness, bereavement). The absence is then confirmed in writing by a parental note upon your son's return to school. Independent students, not living with a parent or guardian are also required to provide a note
- Where possible notify the College in advance of any absence
- Arrange medical appointments for out of school hours where possible
- Arrange family holidays during the official school holiday periods
- Ensure that part time jobs, driving lessons and licence tests occur out of school hours
- Do not allow your son to miss school to attend other activities such as external sporting events or purchasing tickets to a concert

Student Responsibilities

- Arrive at school before 8:40am and attend all classes, school assemblies and activities unless circumstances exist for an approved absence
- Be proactive in catching up on work missed due to absence

School Responsibilities

- Mark attendance rolls each period of the day
- Promptly inform parents/carers of student absences
- Ensure parents are fully informed of the processes used by the school to follow up student absences
- Maintain records of student attendance – which will appear with semester reports
- Support students in their endeavours to catch up on work missed due to unavoidable absence

- Arrange a formal attendance conference with parents where ongoing unexplained absences or unresolved attendance issues occur

Support

Whilst every effort will be made to supply a student inconvenienced by a long term absence with school work, in some cases the nature of the topic being covered may mean not all activities will be possible to complete at home. Contact with teachers via email will provide the most effective line of communication with the College.

Student absent during Exams and Assessment Tasks

Any student missing an exam or assessment task due to illness or injury should provide the College with a medical certificate on his return to school. Should the circumstances and duration of the absence be deemed as reasonable the student will be permitted to sit for the assessment at a time specified by the College.

Families that choose to take holidays during exam times should be aware that no special provision will be made for students to sit exams outside the scheduled exam period. Under no circumstances will a family holiday be a reason for boys to be provided with an opportunity of sitting exams or tests before the scheduled time.

Academic Progress Policy

Purpose:

St Bede's College provides a Catholic Education for boys from Year 7 to Year 12. We value the education of the whole person and offer a balanced curriculum that includes academic, spiritual, cultural, personal, vocational and sporting components.

Scope:

The College acknowledges that intervention may be required in order to raise the academic standards of a student who is not working or experiencing difficulties with his work. This must be fair and recognise the individual's pastoral needs.

The Academic Progress Policy aims to provide a guide for the satisfactory completion of each year level and progression to the next level. It will also become a basis in subject selection processes for Years 9, 10, 11 and 12 and for students wishing to participate in Accelerated Studies. The Beacon provides additional support for students with learning difficulties.

Statement of Policy:

At St Bede's College we pride ourselves on incorporating the Lasallian Ethos in everything we do. We strive to create a caring and cooperative atmosphere:

- Where good learning will occur
- Which allows people to be different
- Which recognises students for their own special talent
- Which makes students feel safe
- Which encourages and affirms success
- Which promotes personal growth

The College's Mission Statement aspires to create an environment that actively encourages all students to strive to achieve personal excellence in all areas.

Satisfactory Completion of Each Year Level:

a) In order for a Year 7 and 8 student to satisfactorily complete each year, it is required that he gain a Satisfactory (S) overall result in at least 9 subjects per Semester, including English and Religious Education.

b) In order for a Year 9 and 10 student to satisfactorily complete each Year, it is required that he gain a Satisfactory (S) overall result in at least 6 subjects per Semester, including English and Religious Education.

c) In order for a Year 11 student to satisfactorily complete the year, it is required that he gain a Satisfactory (S) overall result in at least 10 Units, including English and Religious Education.

NOTE: In Years 7 to 10 the pass mark for each subject is 50%. Students not meeting the above requirements at each year level may be asked to repeat the year level or subject at the discretion of the Principal/Deputy Principal.

Parents should be aware that positions are not always available in every year level. This may mean that a student who is asked to repeat a year may not be able to be placed and therefore his enrolment could be placed in jeopardy.

VCE Requirements:

Units 1 – 4 in all VCE studies are conducted under the auspices of the VCAA. Successful completion of the VCE is dependent on a student's two or three year program and must include satisfactory completion of 16 Units which include:

- 3 Units from the English group.
- 3 sequences of Units 3 & 4 studies other than English, of which 2 can be VCE VET sequences.

VTAC also advises that for the calculation of a student's ATAR; satisfactory completion of both Units 3 & 4 of an English study is required.

Pastoral Intervention for VCE "AT RISK" Students:

Early identification of "at risk" students is preferable with notification to parents and implementation of a suitable program early in the Semester. If however, a student receives two or more 'Ns" in any semester, or two 'Ns' in the same subject over the year, he will be called for an interview. This interview will consist of a panel that may include the Deputy Principal: Teaching & Learning, Deputy Principal: Student Welfare and Management, VCE Coordinator, Year Level or House Coordinator, Homeroom Teacher or Tutor, School Counsellor, Beacon staff, relevant teachers and parents, depending on the circumstances.

The student may be issued with a Semester contract and be reviewed regularly to ensure continued focus and success. **Students in Years 10-11 who have not completed work will be required to attend a "catch up" session of one hour after school. The final decision regarding further intervention will be at the discretion of the Principal.**

Accelerated Studies:

The College considers the participation in Accelerated Studies a privilege which is open to students who display overall academic excellence. Before any student is considered for participation in this program, he will need an average mark of above 80% in ALL subject areas.

The standards will need to be established in Semester 1 and maintained in Semester 2 of the year prior to beginning accelerated studies.

The student must also have good management skills relating to the completion of homework and punctuality of work submissions, plus a mature and responsible approach in the classroom. **Participation in further acceleration studies is not automatic, but subject to the above requirements.**

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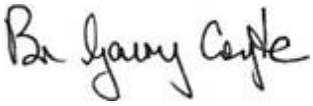

Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Carrying of School Bags Policy

Purpose:

To ensure that all students are safe from injury and to ensure that individual school property is protected and safe.

Scope:

It is the policy of St Bede's College to ensure, as far as practicable, that all students are safe from injury and risks to health and safety are kept to a minimum.

Statement of Policy:

- Students are not permitted to:
  - take school bags to classrooms; and
  - to carry them around throughout the day.
- Staff support for the adoption of this policy was overwhelming and a recommendation was accepted by the Principal effective as of 1998.
- Students are to leave bags in their locker before going to Homeroom/Tutor group, assemblies or classes. At the start of the day, after recess and at lunch breaks students will need to take books etc ***for the next two periods***.
- ***No bags are to be brought to classrooms or the library***. Bags must be left in the locker area, all text books and items of value should be removed from bags and secured in the student's locker.
- In the event that a student brings a school bag to class he may be asked to return the bag to his locker area and make up any time missed after school.
- Bags left outside classrooms will be confiscated. They will be available to be collected by students after school that day.
- Where sports bags are brought to school (ACC etc), these are to be left in the garage at the front PE pavilion.
- PE gear should be stored in lockers. (Bags containing sports gear may be taken to the pavilion for PE classes.)
- The Homeroom Teacher or Tutor will discuss this Policy with their students as soon as practicable.

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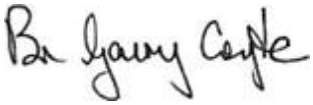

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Drug Policy

Purpose:

At St Bede's College our intention regarding our Drug Policy is to educate, to prevent and to intervene.

Scope:

As a Catholic College in the Lasallian tradition, we believe in the presence of God to and in each individual. This belief allows us to view all members of our community as unique and dignified persons. So that this uniqueness and dignity may be fostered, we present a "Policy on Drugs" to assist in our efforts to realise each person's full worth.

Statement of Policy:

We define a drug as "any substance which, when taken into the body, alters its function physiologically and behaviourally". This includes both legal and illegal drugs, eg alcohol, tobacco, amphetamines, analgesics, cannabis. Our policy is also inclusive of solvents and volatile substances, eg glue, butane gas and petrol.

Regarding staff and/or contractors transporting students a bus driver must not have drugs or alcohol present in his or her blood or breath immediately before or while driving a bus.

The aim of our Policy on drugs is threefold – to educate, to prevent and to intervene.

To EDUCATE **staff, students and parents so that they become informed decision-makers. This educative process involves:**

1. Informing the whole school community of the physical, emotional and psychological effects of drug use and abuse.

2. Informing the whole school community of the legal implications of drug use and abuse.

3. Raising awareness in the wider community of our attitudes to drugs and of the social context in which drug use and abuse often occurs.

To PREVENT the harmful effects of drug use and abuse. The prevention process involves:

1. Supporting non-users of drugs.

2. Supporting users of drugs whilst attempting to minimise the harm caused by use and abuse.

3. Promoting peer and staff example in the non-use of illegal and non-prescriptive drugs and solvents.

To INTERVENE in such a way as to promote the best interest of all parties. The intervention process involves:

1. Providing care for individual students and protection for all involved in the College Community.

2. Providing timely referral for those using drugs inappropriately.

3. Preventing further deterioration in the health of those using drugs inappropriately.

4. Providing a range of options available to designated College authorities in dealing with infringements against the Drug Policy.

In relation to:

1. **Tobacco**:
   St Bede's College is a smoke-free College and students who are found smoking or are in possession of tobacco products will face a range of consequences which may include:

   1.1 parent notification
   1.2 afternoon detention
   1.3 Saturday Detention
   1.4 Suspension (internal or external)
   1.5 Some form of community service
   1.6 Withdrawal from the College

2. **Alcohol**:
   Students found in possession of alcohol, consuming alcohol or under the influence of alcohol will face a range of consequences which will include one or more of the following:

   2.1 suspension (internal or external)
   2.2 detention
   2.3 community service
   2.4 obligatory attendance at on-campus counselling (in the case of a repeated infringement)
   2.5 off-campus counselling
   2.6 withdrawal from the College

   The College will make every attempt to notify a parent or guardian with the intention of having the student collected to be taken home. Until such person arrives, the student will be placed under the direct care of the College First Aid Officer and/or the Deputy Principal – Student Welfare and Management.

3. **Non-Prescription Drugs**:
   This policy recognises that non-prescription drugs (eg panadol, aspirin etc) are commonly misused. The educational aspect of this policy seeks to educate students to use non-prescription drugs in a responsible manner.

4. **Prescription Drugs**:
Parents/guardians of students requiring prescription drugs must notify the College by filling out the "Medical Registration Form" which is sent home each year. Information from these forms is passed on to the:

4.1 First Aid Officers
4.2 Principal
4.3 Deputy Principal
4.4 Deputy Principal: Student Welfare and Management
4.5 Co-ordinators
4.6 Relevant Tutors and Classroom Teachers.

A student found using or in possession of a drug/s not prescribed for him may face a range of consequences such as:

4.7 suspension (internal or external)
4.8 detention
4.9 community service
4.10 obligatory attendance at on-campus counselling (or in the case of repeated infringement)
4.11 off-campus counselling
4.12 withdrawal from the College

5. **Solvents and Volatile Substances**:
This policy recognises the danger of misusing these common and relative inexpensive substances. Students found possessing or using these substances face a range of penalties such as:

5.1 suspension (internal or external)
5.2 detention
5.3 community service
5.4 obligatory attendance at on-campus counselling (in the case of repeated infringements)
5.5 off-campus counselling
5.6 withdrawal from the College.

6. **Illegal Drugs**:
In accord with Victorian Law, St Bede's College views most seriously the use, possession and/or trafficking of all illegal drugs (eg marijuana, cocaine, heroin etc).

All matters concerning illegal drugs at St Bede's College are reported to Victoria Police.

Parents of offending students will be asked to withdraw their son from the College immediately. Only in exceptional circumstances, at the discretion of the Principal, will alternative action be taken.

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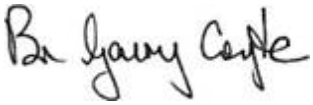

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*Next Review Date:	May 2019

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Gymnasium Policy

Purpose:

Outline safety procedures in the gymnasium.

Scope:

This policy applies to all St Bede's College staff and students as well as other members of the St Bede's College community.

Statement of Policy:

These rules are to be clearly displaced in the gymnasium.

1. Students must not use the gym without a supervising teacher present.
2. Staff are recommended to exercise in pairs, not on their own.
3. Participants must sign in to the register each time they visit the gym.
4. Participants must abide by the gymnasium rules.
5. Appropriate footwear and exercise clothing should be worn at all times.
6. Participants should bring their own towel to wipe down equipment following use.
7. Participants should ensure they provide their own plastic water bottle to ensure they are hydrated.
8. All participants must behave in a safe and appropriate manner in the gymnasium.
9. Participants must replace all gym equipment immediately upon completion of exercise. Equipment must not be left on the floor.
10. Be courteous to other members.
11. Refrain from exercising if feeling unwell, dizzy or faint. Do not exercise with a virus.
12. Food must not be consumed in the gymnasium.

13. Report any faulty or damaged equipment to a staff member as soon as possible. Refrain from using this equipment and place an “out of order sign”.

14. The gymnasiums must be locked by the supervising teacher or staff member following each use.

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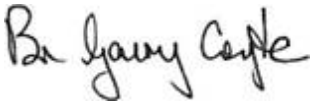

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Homework / Study Policy

Section A: ..... Aims and Outcomes
Section B: .....Homework Habits: Homework Guidelines
Section C: ..... Years 7, 8 & 9 Homework / Study Expectations
Section D: ..... Years 10 & 11 Homework / Study Expectations
Section E: ..... Year 12 Homework / Study Expectations

Section A: Aims and Outcomes

This policy states why regular homework is necessary, what outcomes are expected from it and clarifies that when written homework has not been set on a particular night, there are other activities that a student may initiate themselves, especially reading and writing.

This policy is written in the hope that it will be of assistance to students, teachers and parents. If at any time parents have concerns or enquiries regarding homework, they should contact the Homeroom Teacher or Tutor in the first instance.

1. <u>AIMS:</u>

The purpose of the policy is, by a partnership between parents, teachers and students to:

- encourage students to develop the habit of study, at as early an age as possible;
- foster in students an orderly approach to work and self-directed, successful study;
- give students and parents a realistic idea of minimum weekly study commitments outside the classroom, regardless of whether specific work has been set;
- provide guidelines for parents and teachers who will provide day-by-day encouragement and support:
- give teachers an idea of the type and quantity of homework that should be set and to provide a basis for departmental homework policies and expectations;
- give teachers early feedback on progress for purposes of revision, extension and course selection;
- encourage students to meet high standards of work in all their homework tasks.

2. <u>OUTCOMES:</u>

Students who cooperate and are supported in developing the study habit through the St Bede's College Homework policy will:

- develop the self-discipline necessary to work regularly and alone;
- consolidate and extend work done in class;
- plan their study so that they can meet deadlines for assignments and projects;
- have a regular timetable for homework each weekday/weekend;
- undertake exam preparation; and
- experience extension work designed to challenge students and broaden their education.

Section B: Homework Habits - Homework Guidelines

(taken from Victorian Education Department Documents)

Preamble:

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

School Councils, in partnership with the principal and teachers and after consultation with parents and students, are responsible for developing and publishing a homework policy consistent with the Homework Habits guidelines.

Principles:

- Homework is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.
- Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school's homework policy.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning.
- Upper primary and secondary school students should use homework diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basis should be followed up with parents.

Successful Practice:

IN THE EARLY YEARS (Prep to Year 4), homework should not be seen as a chore. Homework will:

- enable the extension of class work by practising skills or gathering extra information or materials
- mainly consist of daily reading to, with, and by parents/caregivers or older siblings.

This will generally not exceed 30 minutes a day and not be set on weekends or during vacations.

IN THE MIDDLE YEARS (Years 5 to 9), homework:

- should include daily independent reading
- should be co-ordinated among teachers in secondary schools to avoid unreasonable workloads for students
- may include extension of class work, projects and assignments, essays and research.

This will generally range from 30 – 45 minutes a day at Year 5 to 45 – 90 minutes a day in Year 9.

IN THE LATER YEARS OF SCHOOLING (Years 10 to 12), homework will generally increase, and require from 1–3 hours per week night, with up to 6 hours on weekends during peak VCE periods. At this level students generally should be independent learners, but parents should be clear about the school's expectations for homestudy, and should discuss issues and concerns with their children and the school.

Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study and recreational pastimes. This can generally be achieved through good organisation and planning, and builds on the effective study habits developed in primary school.

TYPES OF HOMEWORK

Homework should:

- be appropriate to the student's skill level and age
- be interesting, challenging and, where appropriate, open ended
- be balanced with a range of recreational, family and cultural activities
- be purposeful, meaningful and relevant to the curriculum
- be assessed by teachers with feedback and support provided.

Types of homework that meet these requirements include:

Practice exercises — providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:

- completing consolidation exercises for Mathematics – memorisation of tables
- practising spelling
- practising words or phrases learnt in a Language Other Than English
- reading for pleasure
- writing essays and other creative tasks
- practising and playing musical instruments
- practising physical education skills.

Preparatory homework — providing opportunities for students to gain background information so they are better prepared for future lessons, such as:

- reading background material for History
- reading English texts for class discussion
- researching topics for class work
- collecting newspaper articles
- revising information about a current topic.

Extension assignments — encouraging students to pursue knowledge individually and imaginatively, such as:

- writing a book review
- making or designing an art work
- completing Science investigation exercises
- researching local news
- finding material on the Internet
- monitoring advertising in a newspaper.

EXPECTATIONS

Parents and caregivers can help their children by:

- encouraging them to take increasing responsibility for their learning and organisation;
- observing and acknowledging their success and asking how their home and class work is progressing;
- attending school events, displays or productions in which their children are involved;
- encouraging them to set aside a regular daily session to read and complete homework;
- setting an example by reading themselves;
- contacting the teacher concerned to discuss any problems their children are having with homework;
- helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves; helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
- checking whether homework for upper primary and secondary students has been set and ensuring they keep a homework diary;

- reading texts set by teachers. Discussing their child's response to the texts and asking to see work they complete in relation to these texts, and
- discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

Teachers can help their students by:

- setting regular homework to help students establish a home study routine;
- setting varied, challenging and meaningful tasks related to class work that are appropriate to the students' learning needs;
- giving students enough time to complete homework, taking into account home obligations and extracurricular activities;
- assessing homework and providing timely and practical feedback and support;
- making effective use of homework diaries for upper primary and secondary students;
- co-ordinating the allocation of homework by different teachers in secondary schools;
- helping students develop the organisational and time-management skills needed for them to be responsible for their own learning;
- ensuring that students have good information skills;
- ensuring that parents and caregivers are aware of the school's homework policy, and
- developing strategies to support parents to become active partners in homework.

Section C: Years 7, 8 & 9 Homework / Study Expectations

Homework Expectations:

- Boys in Year 7, 8 & 9 complete on average 1 – 1 ½ hours on at least four nights per week.
- On weekends enough time is to be devoted to complete unfinished tasks, assignment work and plan for the week ahead. This workload will obviously differ from weekend to weekend depending on the time of year and the workload at that time.
- Young men have many commitments outside of school and this is to be encouraged. Boys however need to begin to take up the responsibility of time organization, ensuring that homework is a high priority that is being managed adequately.
- Teachers should regularly check homework that has been set

Non-completion of Homework

- Students that have not completed homework are placed on homework detention. Students are to be there for no other reason.
- Homework detention is held in a classroom, supervised by a teacher; runs for 30 minutes.
- If a student is on homework detention twice in a term, a letter is sent home notifying parents of this. Also enclosed is a Daily Time Organisation Plan which may assist students to better organize their time.
- A third homework detention in a term may result in a Saturday Detention.
- Year Level Co-ordinators have ultimate discretion with regard to boys being given a Saturday Detention.

Section D: Year 10 & 11 Homework / Study Expectations

Homework Expectations:

- Boys in Years 10 & 11 complete Homework and Home study on at least four nights per week.
- On weekends and term breaks, enough time should be set aside to complete unfinished tasks, plan for the week ahead and complete study and revision.
- Students in Year 10 should be completing at least one and a half hours per night.
- Students in Year 11 should be completing at least two hours per night.
- Teachers should regularly check homework that has been set.

Non-completion of Homework:

- The student should be asked to complete unfinished homework that day after class or after school. If the work has been completed at lunchtime it should be shown to the teacher before the boy leaves school for the day.
- In some cases the student may claim that he needed assistance. In these cases it is the student's responsibility to make an appointment with the teacher.
- Teachers should record in their diary when students have not completed homework. This information should be communicated to parents as soon as it becomes a regular occurrence (twice per cycle). Phone contact is preferable.
- The student's willingness to complete homework should be mentioned as one of the aspects of the student's behaviour at Parent /Teacher evening.
- If a subject teacher reports to the House Co-ordinator that a particular student is a regular repeat offender (twice in a cycle on more than one occasion) an after school or Saturday Detention will result. House Co-ordinators will determine which is more appropriate given all the factors contributing to the student's situation.

Section E: Year 12 Homework / Study Expectations

Homework expectations:

- The amount of time spent on Homework and home study by Year 12 students will vary according to a number of factors. Some students have additional study periods at school during the day due to their involvement in university enhancement programs or VET courses. Some boys are engaged in more rigorous academic courses and some boys simply need more time to master the requirements of Unit 3 & 4 VCE subjects. There may be peak times when SAC preparation and revision is also required. Generally, it is expected that Year 12 students complete at least three hours at home each night and spend as much time as required on weekends and term breaks to complete assigned work and to engage in study and revision.

Non-completion of Homework:

- Homework is set by teachers to help students cover and understand VCE courses. Non-completion of homework and home study will have a detrimental effect on the student's ability to score well in VCE subjects.
- In some cases the student may claim that he needed assistance. In these cases it is the student's responsibility to make an appointment with the teacher.
- Teachers should take note if a student has not completed homework. This information should be communicated to parents as soon as it becomes a concern. The student's willingness to complete homework / study should be mentioned as one of the aspects of the student's progress at the parent teacher evening.
- Quite often students will be required to prepare for SAC's or complete SAC work at home. Non-completion of a SAC would be reported to the VCE Co-ordinator. VCAA rules will apply to this situation and it will result in the student failing that particular unit.

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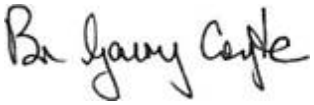

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Information and Communication Technology Policy

Purpose

The St Bede's College Information and Communication Technology Policy reflects Gospel values as lived out in a Catholic school within the Lasallian tradition. Enhanced classroom learning opportunities are the focus of the College in this policy. It aims to inform, extend and develop learning in our students.

Scope:

This policy applies to all staff engaged directly or indirectly by St Bede's College including employees, religious, casual employees, volunteers, and contractors.

Statement of Policy

Context

St Bede's College recognises that advances in Information and Communication Technology (ICT) make it imperative that people, including students, become more innovative, knowledgeable, skilful, adaptable and enterprising in a range of applications.

Education about, in and through ICT is a necessary component of the College's curriculum for all students.

Education in ICT engages students in developing and applying ideas and practices for particular purposes across the curriculum. Students investigate a wide range of materials, information and systems, through the technological process of investigating, devising, producing and evaluating. They are also engaged in considering the issues, resources, tools and techniques that are relevant to the human and environmental needs they are addressing.

ICT can assist in the administration of schools with the effective planning, management and monitoring of students and staff, professional development, student outcomes, financial management, resource management and records required for sector accountability. ICT can assist sectors in the collection and analysis of data related to the achievement of targets for student learning outcomes, human resource development, resource levels and budgeting as a basis for public reporting and future planning and provision.

Curriculum Implications

The College recognises that the following broad set of understandings will assist the school to make responsible decisions for the inclusion of ICT in the classroom:

- The use of ICT can be in harmony or conflict with Gospel values. It can enhance and complement, or compromise, the value of the individual and the welfare of society.
- ICT has the potential to support creativity and imagination, group cooperation and interaction.
- ICT provides access to, and the ability to gather, collate, process, store, communicate and share information. Skills of investigation, design, production and evaluation are developed.
- ICT is an integral part of the economic, social and political inter-relationships within the global society.
- ICT has the potential to change many aspects of modern life.
- ICT in the Resource Centre has two major purposes, namely management and learning. Whilst ICT can greatly enhance library management procedures it can also enhance teaching and learning through providing access to information online and on disk for both teachers and students. It is important for school communities to define the relationship between ICT and the functions of the Resource Centre.
- There is also great potential for cross-sectoral cooperation in this area to ensure the development of infrastructures, which are available to entire communities. Networks of users offer particular potential in this regard.

Social Justice and Access

The College recognises the following:

- Education supported by ICT is a necessary component of a school's curriculum. ICT provides opportunities for all students, including those with disabilities, to participate actively in the curriculum. ICT plays an important role in enabling students of minority groups access to the curriculum. In particular, new developments in multi-media programs have potential for greater individualisation of learning programs with contingent benefits for students at all levels of ability.
- In addition, professional development activities in the use of ICT need to address the particular needs of all staff members.
- As technological advances affect the resources available to the community, differential resource levels and degrees of access will emerge within families. This situation has the capacity to generate new forms of educational inequality. Some families will be able to provide access to international databases for their children while others will be unable to make any technological provision. Provision of access to technologically enriched learning within the school addresses this inequity.
- A significant issue in the transition of students from primary to secondary education is the importance of building on the skills already developed in primary school.
- Resource provision and equality of access to ICT have been identified as social justice issues. The quality of information and advice available to school decision-makers is also relevant for they need assistance to choose the most appropriate technologies for their school communities.

Professional Development

Developments in both ICT and education are proceeding rapidly in many directions. This requires the provision of comprehensive programs of professional development to cater for the varying levels of knowledge and understanding of teachers, teacher librarians and school leaders. Major innovations in ICT at the school level need to be linked to appropriate professional development if their full potential to assist learning is to be realised.

Advances in ICT make classroom applications more accessible so that students of all ages can create multi-media assignments for a range of purposes.

The College recognises that professional development within the field of education and ICT should be undertaken broadly in the following key areas:

- raising of awareness and ongoing education in the fields of education and ICT and their inter-relationship;
- acquisition and development of new skills;
- development of critical skills which will enable appropriate decision-making in terms of the selection and application of technologies;
- equipping educators to keep abreast of developments in ICT;
- development of curriculum which incorporates ICT;
- information related to specific technological developments and the consequent implications for educational practice must be conveyed to the community of teachers, parents and students; and
- awareness and acceptance of the role of ICT.

The focus of this work is achieved through professional development which concentrates on:

- an overview of the range and applications of specific technologies which contribute to cultural, social, environmental and economic change;
- specific knowledge about:
  - the role of ICT in a diverse range of workplaces of the future such as the office, automated factory sites, the home and the community;
  - technological hardware;
  - communication systems;
  - the evolving role of ICT within the curriculum. This raises issues related to multi-media software, information skills, the use of graphics, visuals, video, sound and text and the collection of information from outside databases;
  - the role of the Resource Centre and central resource management;
  - the enhanced use of software applications in the classroom and for special needs;
  - the use of online tools and
  - maintenance services for technological hardware purchased by schools and the need to plan for maintenance and replacement costs in school budgets.

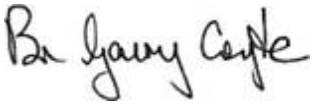
New technologies are creating new futures with creative opportunities for students and teachers to engage in an enriched curriculum.

The primary purpose of ICT in schools is to serve the curriculum needs of the school community.

Associated Documents:

- Attachment 1 - St Bede's College Acceptable Use Agreement
- Attachment 2 - St Bede's College Acceptable Use of ICT Guidelines
- Attachment 3 - St Bede's College Social Networking Guidelines
- St Bede's College Privacy Policy
- St Bede's College Sexual Harassment (Prevention of) Policy
- St Bede's College Bullying (Prevention of) Policy

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Attachment 1:

St Bede's College - Acceptable Use Agreement

Rationale:

St Bede's College's information, communication and technology (ICT) resources are provided to staff for the purpose of assisting staff to conduct their work efficiently and effectively. Users of St Bede's College's ICT resources have a responsibility to ensure that their use of these resources is legal, ethical and complies with the St Bede's College's aims, objectives and values.

This policy establishes the requirements for appropriate and efficient use by St Bede's College staff of St Bede's College ICT resources.

Definitions:

Electronic communications - email, instant messaging and any other material sent electronically.

St Bede's College's ICT resources - Including but not limited to St Bede's College's networks, system software and hardware, St Bede's College's internet, intranet, extranet, mail systems, computer systems, software, servers, desktop computers, printers, scanners, portable computers, tablets, notebook computers, mobile phones, portable storage devices including digital cameras and USB memory sticks, hand held devices (for example personal digital assistants or PDAs) and other ICT storage devices.

Copyright material - Material belonging to a third party can include without being limited to software, database files, documentation, cartoons, articles, graphics, videos, text and downloaded information.

ICT use - All aspects of the use of St Bede's College's ICT resources including but not limited to:

- publishing and browsing on the internet;
- downloading or accessing files from the internet or other electronic sources
- email
- electronic bulletins/notice boards
- electronic discussion/news groups
- weblogs ('blogs');
- social and professional networking (e.g. use of Facebook, Instagram, Snapchat, Twitter, LinkedIn)
- YouTube and other digital media sharing sites or Apps
- file transfer
- file storage and sharing including online cloud services
- video conferencing
- streaming media
- instant messaging
- online discussion groups and 'chat' facilities
- subscriptions to list servers, mailing lists or other like services
- social commerce posting, like product or experience reviews
- copying, saving or distributing files
- viewing material electronically
- printing material
- use of Apps through devices
- Other electronic devices
- Personal ICT devices used whilst performing St Bede's College duties.

Malware - is an abbreviation of "malicious software" and means software programs designed to cause damage and other unwanted actions on a computer system. Common examples include computer viruses, worms, spyware and Trojans.

Offensive or inappropriate material - Material that is pornographic, harassing, hateful, racist, sexist, abusive, obscene, discriminatory, offensive or threatening. This includes sexually-orientated messages or images/video and messages that could constitute sexual harassment.

Personal information - Personal information can include photos, addresses and phone numbers, information about where and when a person works, in-house procedures, or routines, or anything else that could compromise individual and collective staff safety or that of the St Bede's College community.

Personal use - Personal use is all non-work-related use and includes but is not limited to internet usage, SMS, MMS, Social Media Posts, and private emails.

Users - All staff who use email, internet and other electronic communications provided by St Bede's College, either during or outside working hours, including the use of remote access facilities.

Principles:

1. **Be accurate, truthful and considerate in your posts:**
   Staff members should be constructive, provide appropriate context, and think about the impact of their comments on St Bede's College, Catholic schools, other employees and the St Bede's College community. Words matter, especially when St Bede's College staff members discuss topics related to the business of education.

2. **Take responsibility for your words:**
   Staff members will be held personally accountable for comments deemed to be defamatory, obscene, or libellous in the Principal's reasonable opinion, whether they pertain to the St Bede's College, another organisation or another person. **Assume that anyone can see what you post.**

   The internet is fully searchable, which means that anyone with an internet connection – including teachers, students, parents and your employer – can find even the most obscure information.

3. **Monitor your use:**
   Staff members should ensure that personal use of St Bede's College's ICT resources does not interfere with St Bede's College work commitments.

4. **Be safe.**
   Staff should be careful about posting personal information online, whether it is information about themselves or other members of the St Bede's College community.

5. **Maintain security of the networks.**
   St Bede's College ICT resources are made available to staff on the understanding that they observe any guidelines to protect the security of the systems.

Procedures:

1. Responsibilities:

1.1 As the owner of the St Bede's College's ICT resources, St Bede's College can be held vicariously liable for its improper usage. In light of the substantial legal obligations, it is

incumbent on St Bede's College as the employing authority to ensure appropriate usage of the network and to monitor user compliance with this policy.

1.2 Although St Bede's College cannot guarantee the protection of individuals against the existence or receipt of material that may be offensive to them, it undertakes to take every reasonable attempt to protect them against invasions of privacy and other possible dangers associated with the use of the organisation's computer and electronic communication networks.

1.3 By using St Bede's College's ICT resources, users acknowledge their responsibility to comply with the principles and requirements outlined in this policy and understand the consequences of breaching the policy.

2. Work Purposes and Other Use

2.1 Use of St Bede's College's ICT resources are provided for St Bede's College work-related purposes and must be used in accordance with this and St Bede's College's other policies.

2.2 Users are permitted to use St Bede's College's ICT resources for personal reasons only if such use is reasonable and kept to a minimum, does not interfere with St Bede's College functions or with the user's duties and responsibilities to St Bede's College. Such use is subject to the requirements outlined in this policy.

2.3 Large data downloads or transmissions should be minimised to ensure the performance of St Bede's College ICT resources for other users is not adversely affected. Where a user has caused St Bede's College to incur costs for excessive downloading of non-work related material, St Bede's College may seek reimbursement or compensation from the user for all or part of these costs.

3. Illegal and Prohibited Use

The St Bede's College's ICT resources must not be used in any manner contrary to the law or likely to contravene the law. Electronic communications are subject to the full range of laws, including the laws of harassment, defamation, discrimination, privacy and copyright, as outlined below.

3.1 Harassment:

3.1.1 St Bede's College's ICT resources must not be used to send, publish or distribute messages that are harassing, obscene or threatening, nor may messages contain discriminatory, offensive or disruptive content. This includes sexually oriented messages and material or images/video and sexually harassing messages.

Users should be aware of and comply with the St Bede's College's *Sexual Harassment (Prevention of) Policy*.

3.2 Defamation:

3.2.1 St Bede's College's ICT resources must not be used to *send* or *publish* material that defames an individual, organisation, association, company or business. The consequences of a defamatory comment may be severe and give rise to personal and/or St Bede's College liability. Electronic communications may be easily copied, forwarded, saved, intercepted or archived. The audience of an electronic message may be unexpected and widespread.

3.3 Discrimination:

3.3.1 The content, style and tone of all messages and references to persons should avoid any comments or remarks that could be interpreted as distasteful or discriminatory. Messages that deal with political or religious beliefs, or with material that could be perceived as offensive or provocative on the basis of sex, race, age, religion, national origin, disability, physical appearance or sexual orientation are not to be transmitted, downloaded or stored.

3.4 Confidentiality and Privacy:

3.4.1 St Bede's College employees must not disclose personal or confidential information to which they have access unless required by St Bede's College or State or Commonwealth law to do so. In such cases, disclosure must comply with relevant privacy guidelines. All users should be aware that there is significant potential for breaches of privacy and security when using electronic communications.

3.4.2 As email is not a secure means of communication, emails are not private. Whilst every attempt is made to ensure the security of the St Bede's College network, users must be aware that this security is not guaranteed.

3.4.3 Caution needs to be exercised in the disclosure of personal information through emails. St Bede's College employees who in the course of their work have access to email and attachments concerning other people must take precautions to avoid invading individuals' privacy without their knowledge.

3.4.4 Where email involves the use of sensitive addresses, it is recommended that users make use of the Bcc field in their email program.

3.4.5 Any statement made by staff members, whether made online or offline or through images, videos or sound files, related to or referencing St Bede's College regardless of the media or forum used, must comply with this and other St Bede's College policies and procedures.

3.4.6 Any internet-based conversation about St Bede's College should focus on publicly-known information. If a staff member is not sure whether something is appropriate to post, they should consult the Deputy Principal for ICT and Infrastructure.

3.4.7 Users should be aware of and comply with the requirements of St Bede's College's *Privacy Policy.*

3.5 Copyright Infringement:

3.5.1 When downloading, copying, posting or distributing any material, attention needs to be paid to the copyright conditions specified on the material. All relevant Copyright laws must be adhered to.

3.5.2 Copyright material must not be distributed through email or any other means without specific authorisation to do so. Distributing copyright material increases the risk of copyright infringement and may give rise to personal and/or St Bede's College liability, despite the belief that the use of such material was permitted.

3.5.3 Any suspected offender will be referred to the police or other relevant authority and their employment may be terminated.

3.6 In relation to email, the following is not Permitted:

- use of school contacts on Microsoft Outlook for personal use or gain.
- use of non-St Bede's College accounts (such as Bigpond, Hotmail) for St Bede's College business.

3.7 If in doubt about particular usage of St Bede's College's ICT resources in relation to copyright, users should seek advice from the Deputy Principal for ICT and Infrastructure.

4. Access and Monitoring

4.1 Electronic communications created, sent or received using St Bede's College's ICT resources are the property of St Bede's College and may be **accessed by a person** authorised by St Bede's College in the case of an investigation, including in relation to investigations following a suspected breach of this policy. Electronic communications may also be subject to discovery in litigation and criminal investigations.

4.2 With respect to email, the St Bede's College conducts the following monitoring procedures:

- a copy of emails into and out of the St Bede's College may be stored, for archival purposes.
- all email may be randomly checked by the system administrator and/or the Deputy Principal for ICT and Infrastructure to ensure compliance with St Bede's College Policy.
- all email containing inappropriate or offensive words may be redirected to the system administrator.

4.3 With respect to the internet, St Bede's College records all attempts to access sites on the internet. Filtering software used by the St Bede's College blocks all sites deemed inappropriate. A breach report can be produced identifying any blocked site and the name of the person attempting to access the site.

5. Security

5.1 Users are requested to be mindful of the potential for viruses and security breaches occurring as a result of sending or opening improper email communications and accessing electronic material on the internet. While virus protection software is in place, observance of reasonable precautions is critical. These include deleting email received from an unknown sender, attachments without messages, or email with generic subjects or attachments.

5.2 Electronic and web communications are potential delivery systems for computer malware. All data, programs and files which are downloaded electronically or attached to messages should be scanned by an anti-virus program before being launched, opened or accessed.

5.3 Malware has the potential to seriously damage St Bede's College ICT resources. Do not open any attachments or click on any links embedded in an email unless you have confidence in the identity of the sender.

5.4 Users are accountable for all use of St Bede's College's ICT resources that have been made available to them or leased to them for work purposes and all use of St Bede's College ICT resources performed with their user-ID. Users must maintain full supervision and physical control of St Bede's College's ICT resources, including notebook computers, at all times. User-IDs and passwords must be kept secure and confidential. Users must not allow or facilitate unauthorised access to St Bede's College's ICT resources through the disclosure or sharing of passwords or other information designed for security purposes.

5.5 For security reasons confidential information must not be left on ICT device screens when unattended.

5.6 It is possible that communications may be modified to reflect a false message, sender or recipient. In these instances an individual may be unaware that he or she is communicating with an impostor or receiving fraudulent information. If a user has a concern with the contents of a message received or the identity of the publisher of the electronic information, action should be taken to verify their identity by other means. If a user believes an electronic communication has been intercepted or modified, the Deputy Principal for ICT and Infrastructure should be informed.

5.7 Active sessions are to be terminated when access is no longer required and computers secured by password when not in use.

5.8 If problems related to the security of St Bede's College's ICT resources are detected, an immediate referral to the Deputy Principal for ICT and Infrastructure should occur.

6. Records Management

6.1 Users are responsible for the content and maintenance of their own electronic mailboxes.

6.2 Retention of email messages fills up large amounts of storage on the network and can slow down performance. As few messages as possible should be maintained in a user's mail box. Messages for archive should be kept in separate archive files stored on the user's network home or shared drive.

7. Disclaimer

7.1 All email sent externally will automatically include the St Bede's College's official disclaimer. See the Deputy Principal for ICT and Infrastructure for a current copy of this.

7.2 The disclaimer should not be altered or interfered with in any way. The use of this disclaimer may not necessarily prevent the St Bede's College or the sender from being held liable for the contents of an email, therefore care should be taken to ensure that email is used in strict compliance with this policy.

8. Complaints

8.1 If staff wish to make a complaint because they believe they have been subject to an inappropriate use of the St Bede's College's ICT network, they should raise it with the Deputy Principal for ICT and Infrastructure. If their Deputy Principal for ICT and Infrastructure is the subject of their complaint, they should raise it with the Deputy to the Principal.

9. Breaches of this Policy

9.1 Any user who becomes aware of misuse of the St Bede's College network has a responsibility to report it to the Deputy Principal for ICT and Infrastructure.

9.2 Users who breach this policy without good reason may:

- be required to attend appropriate counselling or interviews, and/or
- have access to email and internet removed, and/or
- subject him/herself or others to legal liability, and/or
- lead to termination of employment.

9.3 Users who appear on a breach report attempting to access inappropriate sites, send offensive or inappropriate material, or breach this policy in other ways, may be contacted for an explanation.

9.4 Wilful access to blocked sites, especially where these sites are pornographic, or repeated breaches of this policy, may lead to termination of employment.

Attachment 2:

St Bede's College Acceptable Use of ICT Guidelines

The Acceptable Use Guidelines are six principles for being a responsible Digital Citizen.

Respect Yourself - I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images/video that I post online. I will only content to my online entries which shows myself, my peers, the school and the wider community in the best light and perspective. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.

Protect Yourself - I understand that all material published is not private and is subject to view by a wide range of people including members of the school as well as the wider community. I will ensure that the information, images/video and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources.

Respect Others - I will show respect to others. I will not use electronic mediums to flame, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas. I will use the facilities for the purpose they were intended, my emails, posts, comments and content will have an educational focus.

Protect Others - I will always report abuse or inappropriate behaviour to safe guard my safety and the safety of my peers and community. I will not forward inappropriate materials or communications; and not visit sites that are degrading, pornographic, racist or inappropriate.

Respect Intellectual property - I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will validate information. I will use and abide by the fair use rules.

Protect Intellectual Property - I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

I will, in all matters online, conduct myself in a moral and ethical manner.

It is expected that all members of the College community will abide by these guiding principles in their use of any form of electronic facilities.

Attachment 3:

St Bede's College Social Networking Guidelines

This section of the policy addresses the use of social media sites in student learning activities and in teacher and student relationships. The policy also differentiates between online community sites and personal social networking sites.

Online community sites such as (but not limited to) nings, wikis, cloud based services and some educational blogs are used primarily for collaboration and shared knowledge construction.

Personal social networking sites (or use of Apps) are centered on an individual rather than a group and include (but not limited to) Facebook, Instagram, Snapchat and other related sites or Apps. Such sites are used primarily for sharing personal information such as photos and updates.

GUIDING PRINCIPLES

1. Online behaviour should at all times demonstrate a Christ-centered respect for the dignity of each person.

2. The Child Protection protocols and policies of St Bede's College must always be observed.

3. Staff and student online interaction must occur only in an educational context.

4. Staff and students must behave in an ethical manner when interacting and using online community sites and resources.

5. Staff personal social networking online must be congruent with the professional standards expected of a Catholic teacher.

6. Professional development programs are provided in schools for staff on the appropriate use of social media.

7. Educational programs are provided for students to ensure the appropriate use of social network and community learning sites on the Internet.

POLICY

STAFF USE OF ONLINE COMMUNITY SITES FOR LEARNING

- Staff are encouraged to use online learning communities with their students in order to achieve educational outcomes. Currently these sites include wikis, blogs and nings.
- When using online community sites with students consideration must always be given to the age and developmental level of the students.
- Staff must ensure that they prepare students to act in accordance with the guiding principles before using online community sites for learning.
- The use of online community sites must be authorised by the Deputy Principal for ICT and Infrastructure.
- Students must not be asked to falsify their age or identity to register on any site for educational purposes.
- Staff must respect student's rights to privacy in academic work, records and results when posting online.
- The learning activity must not be linked back to student's own personal social network pages.
- Social networking sites such as Facebook, Instagram, Snapchat or similar must not be used by staff as learning tools for students without the express permission of the Deputy Principal for ICT and Infrastructure.

PROCEDURES TO BE FOLLOWED WHEN USING ONLINE LEARNING COMMUNITIES WITH STUDENTS:

- Discuss any use of online community sites with the Deputy Principal for ICT and Infrastructure outlining the activity and its educational goals.
- Keep a record of the student's login names (students should not publish their real names on a public site).
- Clearly communicate to students their responsibility for appropriate interaction with others and suitable content posting online.
- Obtain permission from the Deputy Principal for ICT and Infrastructure before school or staff images/video or other identifying images/video are posted online.
- Ensure another teacher or member of the school leadership team has full administrator access to the site.
- Monitor the site frequently and actively review the content.

STAFF ARE REQUIRED TO EDUCATE STUDENTS USING SOCIAL MEDIA OF ANY KIND TO:

- Respect themselves and others when publishing or communicating online.
- Keep communication channels transparent and supervised by adults.
- Create a sensible/ plain username or identity.
- Set social network sites to private security setting. This usually means 'friends only' can see the student's pages and details.
- Keep personal information private.
- Not share usernames and passwords with anyone.
- Report any attacks or inappropriate content directed at them.
- Encourage cybersafe practices with students.

STAFF PERSONAL SOCIAL NETWORK PAGES:

- Social networking sites (or Apps) such as Facebook, Instagram or Snapchat must not be used by staff as a platform for learning activities with students.
- Staff should not accept students as 'friends' on their own social network sites or interact with students on social networking sites.
- Staff are advised to use professional discretion before accepting ex-students or parents of current students as friends.
- Staff must not discuss students or co-workers or publicly criticise school policies or personnel on social networking sites.
- Staff must not post images or video that include students on social networking sites.
- Abide by appropriate professional standards required of staff employed in Catholic schools.
- Abide by appropriate professional standards required of staff employed by VIT/AITSAL.

MAINTAINING PROFESSIONAL STANDARDS (STAFF SOCIAL NETWORKING PAGES):

- Weigh whether a particular posting could put your effectiveness as a teacher at risk. Post only what you want the world to see.
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous
- Exercise caution with regards to exaggeration, colourful language, guesswork, copyrighted materials, legal conclusions, and derogatory remarks or characterisations.
- Discuss with personal friends the need for discretion when they post images/video or information about you on their own social network pages. Explain to them that once material is posted and identifiable, it is impossible to control its rapid sharing into school communities.
- Maintain control of security, privacy and access to your personal pages and information.
- Visit your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to 'only friends'. Do not use 'Friends of Friends' and 'Networks and Friends' as these open your content to a large group of unknown people. Your privacy and that of your family may be a risk.
- Be cautious when installing the external applications that work with the social networking site. Examples of these sites are calendar programs and games.

EXPLANATORY NOTES/GLOSSARY

a. **Web 2.0 -** Web 2.0 is defined as the 'read-write' web; it provides all the services and applications to allow individuals to **co-create content, collaborate and share** it with others. It supports **user-generated content,** that is content created by 'users', rather than specialist authors or publishers' using a variety of affordable technologies like blogs, podcasts and wikis, and encourages the social aspect of the Web, e.g. through the use of **social media** like blogs, wikis, social bookmarking tools and social networks. These tools are privately used by staff and students and increasingly are providing a learning platform for the construction of knowledge.

b. **Social Network Sites (or Apps) -** Web based external, commercial, non-educational media sites for creation of connections and maintaining relationships and communities. There are many types including those intended for personal networking and those intended for group collaboration.

c. **Personal Social Network Sites (or Apps) -** Internet services intended for use primarily for private social networking. These sites include but are not limited to *Facebook, Instagram, Snapchat, Bebo* and *Google Plus*.

d. **Professional Online Community Network Sites (or Apps) -** Sites intended for group collaboration and shared knowledge construction. Examples include but are not limited to wikis, blogs, online cloud services and ning sites.

e. **Friends and 'friending' -** Friends are those invited to access personal information on social network sites. Friends have access to photographs, text postings, and comments on a person's page. There is no limit to the number of friends a person can have and many teenagers may acquire hundreds.

The process of friending requires an invitation to be sent to an individual or a request to become a friend to be accepted by the owner of the page:

f. **Privacy Settings -** The creator of a page can set permissions to control who can view content on the page. The setting 'everyone' is usually the default on social network pages; but the page owner can also restrict all or parts of the content to be viewed only by 'friends of friends', 'friends only', or customise the access to the page.

g. Registering - When creating a personal page or registering to join an online community, users must first register with the site. This requires the user to provide their name and email address. The amount of information required varies. Many sites invite users to add a personal profile containing a photo and further personal information.

Mobile Phone Policy

Purpose:

This Policy aims to clarify the guidelines for student use of Mobile Phones within the College.

Scope:

The policy applies to all St Bede's College students.

Statement of Policy:

The rapid development in technology relating to Mobile Phones has seen schools facing a number of new issues. 'Cyber Bullying' via prank or threatening communication is now common in the wider community and schools are trying to deal with incidents that occur both in and out of the schoolyard. The use of mobile phones to take video and still images is also a concern. Footage of our students should not to be used for profit or public humiliation. The ease with which images can be downloaded to the internet should present a concern to all parents.

We ask parents to discuss mobile phone usage at school with their son. If families want their son to be accessible by phone we suggest they provide him with a mobile phone that suits his needs and is age appropriate.

GUIDELINES FOR STUDENT MOBILE PHONE USE AT ST BEDE'S COLLEGE

- We recommend that a mobile phone brought to school by a student should be secured in his locker between 8:40am and 3:15pm.

- Phones taken into a classroom must be switched "off" or set to "silent". It is expected that, in keeping with this policy, the student:

  - must ensure that his phone will not ring or emit alert tones.
  - will not use his phone to make or accept a call or a text message.
  - will not take unauthorised photos or video footage during the class.
  - will not use the phone to play games.

  Should the student fail to adhere to the above guidelines, the teacher will have the right to confiscate the phone for the rest of that lesson. In the event that the student causes further disruption to the class by not complying with the teachers request the phone will be handed to the appropriate Deputy Principal for further action.

- Should a student regularly fail to comply with the teacher's request or persistently breach the guidelines of this policy, the matter will be referred to the appropriate Deputy Principal and the phone may remain confiscated for up to one week or until parents can attend a meeting at the College to discuss the matter further.

- Harassment of another person via phone calls, text messages, taking unauthorised photographs or video footage of them, is a breach of the College Information and Communication Technology Policy and will be dealt with accordingly.

- Under no circumstance is a mobile phone to be brought into examinations.

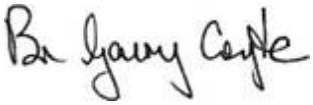
- All students have access to a phone at St Bede's College. Boys are able to use the College phone in the waiting room outside the Principal's Office should they have an urgent need to make a call.

- Under no circumstance will the College accept any responsibility for damage, loss or theft of a student's mobile phone.

Associated Documents:

St Bede's College Information and Communication Technology Policy.

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Pastoral Care Policy

Purpose:

Pastoral care at St Bede's College is about nurturing growth – it is about removing any barriers to this growth and providing the environment and structures to assist the full development of the person. As such, pastoral care at St Bede's College has the individual as its focus. It reflects the support, encouragement and care of a community living gospel values. As a catholic College in the Lasallian tradition, St Bede's College encourages through its sacramental, liturgical and daily life, the practice of the presences of God, the use of scriptures and reflection on everyday life in the light of those scriptures.

Scope:

Pastoral care is a fundamental expression of the Colleges' mission and encompasses all areas of College life. St Bede's College aims:

- to present Christ as each person's model.
- to be characterised by a concern for each person in the College community and to encourage each to achieve his or her full potential.
- to be a happy College in which relationships among students, staff and parents reveal respect, co-operation and consideration for others.
- to ensure quality education so that students pursue excellence in all aspects of College life and thus have the opportunity to continue their formal education for as long as possible.
- to encourage students to develop critical minds in today's pluralistic society and to be sensitive to current issues. (College Handbook)

Pastoral care is not just about systems, exclusively the preserve of specialists, or the property of labelled courses. It is about the relationship environment i.e the College climate. All members of the College community are involved: parents, teachers, students, brothers and priests – as are all aspects of the curriculum.

Statement of Policy:

1. <u>"WHAT MAKES A GOOD COLLEGE"</u>

- The Catholic College is a faith community. It includes priests, brothers, parents, teachers, students as well as the wider St Bede's College community. It is a place where God is named

and recognised, and where gospel values and the teachings of Christ's Church are reflected in its policies, its structures and the relationship of its members.

- It is oriented towards evangelization. All members of our community should be models of Christian living able to show each other how their faith and contemporary life can be integrated.

- It focusses on the total development – spiritual, moral, social, emotional and intellectual growth of the individual student is promoted. In doing this, it provides a context for each student's natural creativity to emerge and it stimulates a deep sensitivity to all existence.

- It enhances the dignity of each person. Its structures are liberating rather than constraining. It has a tolerance of failure and a commitment to forgiveness and reconciliation.

- It has a special orientation towards the poor. "Poor" encompasses all those who are lacking in resources, competence, power and even, in a sense 'acceptability'. Such an orientation will inevitably lead to some conflict with the demands of the competitive and materialistic aspects of our society.

- It stresses that education is a call to service. It is not merely a means of gaining material prosperity. Its pronouncements and its procedures show that it values the achievements and affirms the worth of every person.

- It values openness. This is seen in the quality of relationships existing between its members – students, teachers, parents, brothers and members of the wider St Bede's College community – in a genuine openness to criticism and renewal, and in the establishing and maintenance of structures which invite and facilitate involvement.

- It seeks truth. Our students are encouraged to be enquiring of the world around them. The curriculum is designed in such a way that students develop an openness to truth, a tolerance of different views, an ability to judge critically and become self-directed.

- It is characterised by hope. Its graduates will move into a world which can, and must be renewed, reconstructed, regenerated. They must see themselves, with God's help and as a part of His plan, as being able to make a difference pessimism and alienation from the world have no place in our College community.

- It is an instrument of authentic liberation. Its task is to set the members of St Bede's College community free – from fear, from self-absorption, from aimlessness, from despair, from consumerism, from petty ambition. It does this through the vision it offers and through the living witness its members maintain.

2. CREATING A BETTER COLLEGE

As a College community we emphasize the value of certain behaviour and actions – self discipline, self control, self respect, respect for others' rights, opinions and ideas, respect for others' talents, respect for others' characters and backgrounds, honesty, fairness, co-operation, teamwork, dignity in the way we treat each other and the building of esteem in one another.

No one can enjoy rights without due responsibility. One person's right to learn, ask a question, or be treated with respect is enjoyed only when other members of the College community are behaving responsibly and fairly. We need to teach, encourage and support responsible behaviour as a means of enjoying our rights.

3. RIGHTS AND RESPONSIBILITIES STUDENTS' RIGHTS

- to receive a Catholic education in the Lasallian tradition.
- to be part of a supportive College community which is respected in the wider community.
- to be treated justly and with understanding.
- to have their uniqueness and individuality respected.
- to express an opinion without fear of being ridiculed.
- to learn without disruption from others.
- to have a safe, clean, learning environment.

4. STUDENTS' RESPONSIBILITIES

- to be a full member of St Bede's College community.
- to treat all members of the St Bede's College community with respect and courtesy.
- to behave safely so as not to endanger themselves or others.
- to learn and respect the rights of others to learn.
- to attend all classes with appropriate equipment and on time so that learning can be maximized.
- to communicate with parents in relation to all College activities.
- to look after their own belongings and respect the belongings of others.
- to wear the full College uniform correctly.
- to care for the buildings, grounds, furniture and equipment.
- to be familiar with the Student Handbook and comply with its requirements.

5. STAFF RIGHTS

- to be treated with respect and as professional educators.
- to have the full support of staff, students, parents, administration and the College community.
- to have professional freedom to meet the needs of individual students.

- to be informed of any students' medical problems and other needs – with due regard for confidentiality – which may affect their learning.
- to be involved in decision making processes within the College.
- to be free from unnecessary classroom disruptions.
- to have a safe, clean and healthy teaching environment.

6. STAFF RESPONSIBILITIES

- to treat all students with respect and courtesy.
- to professionally and competently deliver quality learning programs which are responsive to student needs.
- to show care, concern, respect and support for each individual member of the community.
- to "discipline with dignity", so that the dignity of both teacher and student is respected.
- to provide a secure and productive learning environment.
- to provide careful supervision of all students.
- to encourage student initiative in class and at College.
- to inform parents of their son's progress.
- to be familiar with the Staff Handbook and comply with its requirements.

7. PARENT'S RIGHTS

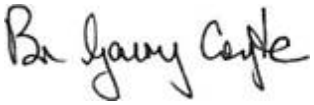
- to be respected and acknowledged as the prime influence on their son's development.
- to expect that their son will be safe at College.
- to expect that their son will be treated justly.
- to be informed of their son's academic progress, personal growth and faith development.
- to be able to express themselves on College matters and have access to College personnel.
- to receive regular communication on current College issues.
- to be informed on College policies.

8. PARENT'S RESPONSIBILITIES

- to ensure their son attends College and is punctual.
- to be respectful towards all members of the College community.
- to participate in College activities.
- to be supportive of College policies.
- to develop an open communication with their son, teachers and other College staff.
- to be familiar with the St. Bede's College Student Handbook and be supportive of its requirements.

Parents along with teachers, have the responsibility to be sensitive to each others' roles in the education of their sons.

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Privacy Policy

Purpose:

This Privacy Policy sets out how the College manages personal information provided to or collected by it.

Scope:

St Bede's College aims to maintain the highest level of integrity in its dealings with all members of the St Bede's College community. St Bede's College will demonstrate its firm commitment to protecting personal privacy and address the collection, use, security of and access to information that may be obtained by the College in its day to day organisation and respect the rights of the individual to confidentiality.

The College is bound by the Australian Privacy Principles contained in the Commonwealth Privacy Act 1988. In relation to health records, the College is also bound by the Health Records Act 2001 (Vic).

The College may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the College's operations and practices and to make sure it remains appropriate to the changing College environment.

Statement of Policy:

In dealing with personal and sensitive information about individuals, St Bede's College is bound by the Privacy Act 1988 (Cth), the Australian Privacy Principles (APPs) in the Privacy Amendment (Private Sector) Act 2000 (Cth) and the Health Records Act 2001 (Vic). This policy describes the way St Bede's College uses and manages personal information provided to or collected by it in accord with these principles and laws.

Guidelines:

- **What kinds of personal information does the School collect and how does the School collect it?**

  The type of information the School collects and holds includes (but is not limited to) personal information, including health and other sensitive information, about:

- pupils and parents and/or guardians ('Parents') before, during and after the course of a pupil's enrolment at the School;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the School.

- **Personal Information you provide**

  The School will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than Parents and pupils provide personal information.

- **Personal Information provided by other people**

  In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

- **Exception in relation to employee records:**

  Under the *Privacy Act*, the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the College's treatment of an employee record unless required by law or organisational policy where the treatment is directly related to a current or former employment relationship between the College and employee. The College handles staff health records in accordance with the Health Privacy Principles in the *Health Records Act 2001 (Vic)*.

- **Anonymity:**

  The College needs to collect identifiable information to facilitate the delivery of educational and support services, the job application process and fulfil other obligations and processes. However, some activities and interactions with the College may be done anonymously where practicable, which may include making an inquiry, complaint or providing feedback.

- **How will the School use the personal information you provide?**

  The School will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected by you, or to which you have consented.

- **Implementation:**

  The College collects and holds personal information about students, parents and/or guardians before, during and after the course of a student's enrolment the College. The College also holds personal information from job applications, staff members, volunteers, contractors and other people who come into contact with the College.

  This information is provided to the College by the individuals (or families) concerned usually by way of forms filled out by parents or students, face-to-face meetings and interviews, and telephone calls and by a third party, for instance a report from a medical professional or a reference from another school.

The use of this information is primarily for the intended use of it collection and a secondary purpose related to the primary purpose of collection and which are reasonably expected, or to which the individual or family has consented.

- **Students and Families**

In relation to personal information of students and Parents, the College's primary purpose of collection is to enable the College to provide educational and support services for the pupil. This includes satisfying the needs of Parents, the needs of the student and the needs of the College throughout the whole period the student is enrolled at the College.

The purposes for which the College uses personal information of students and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration of the College;
- looking after students' educational, social and medical wellbeing;
- seeking donations and marketing for the College; and
- to satisfy the College's legal obligations and allow the College to discharge its duty of care.

In some cases where the College requests personal information about a student or Parent, if the information requested is not provided, the College may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity.

- **Job applicants, staff members and contractors**

In relation to personal information of job applicants, staff members and contractors, the College's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.
The purposes for which the College uses personal information of job applicants, staff members and contractors include:

- in administering the individual's employment or contract, as the case may be;
- for insurance purposes;
- seeking donations and marketing for the College; and
- to satisfy the College's legal obligations, for example, in relation to child protection legislation.

- **Volunteers**

The College also obtains personal information about volunteers who assist the College in its functions or conduct associated activities, such as Old Collegians/College productions, to enable the College and the volunteers to work together.

- **Marketing and fundraising**

The College treats marketing and seeking donations for the future growth and development of the College as an important part of ensuring that the College continues to provide a quality learning environment in which both students and staff thrive. Personal information held by the College may be disclosed to organisations that assist in the College's fundraising, for example, the Old Collegians organisation.

Parents, staff, contractors and other members of the wider College community may from time to time receive fundraising information. College publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

- **Disclosing personal information**

  The College may disclose personal information, including sensitive information, held about an individual to:
  - School service providers, including the Catholic Education Commission of Victoria, (CECV), Catholic Education Offices specialist visiting teachers, counsellors and sports coaches, and other diocese;
  - third party service providers that provide educational support services to schools and school systems such as the Integrated Catholic Online Network system (ICON);
  - another school to facilitate the transfer of a student;
  - government departments;
  - medical practitioners;
  - recipients of School publications, such as newsletters and magazines;
  - student's parents or guardians;
  - anyone you authorise the School to disclose information to; and
  - anyone to whom we are required or authorised to disclose the information to by law.

- **Sending and storing information overseas**

  The College may disclose personal information about an individual to overseas recipients, for instance, to facilitate a College exchange. However, the College will not send personal information about an individual outside Australia without:

  - obtaining the consent of the individual (in some cases this consent will be implied); or
  - otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

  The College may also store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia. If the 'cloud' storage is outside Australia the College has taken reasonable steps to ensure that the 'cloud' storage is located in a country which offers similar protection to the APPs.

  Where personal and sensitive information is retained by the CECV by a cloud service provider to facilitate HR and staff administrative support, this information will be stored on servers located within Australia. This includes the Integrated Catholic Online Network (ICON) system.

- **How does the College treat sensitive information?**

  In referring to 'sensitive information', the College means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices or criminal record, that is also personal information; health information and biometric information about an individual.
  Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

- **Management and security of personal information**

  The College's staff are required to respect the confidentiality of students' and Parents' personal information and the privacy of individuals.

  The College has in place steps to protect the personal information the College holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records.

- **Access and correction of personal information**

  Under the Commonwealth Privacy Act [and the Health Records Act], an individual has the right to obtain access to any personal information which the College holds about them and to advise the College of any perceived inaccuracy. Students will generally be able to access and update their personal information through their Parents, but older students may seek access and correction themselves.
  There are some exceptions to these rights set out in the applicable legislation.
  To make a request to access or update any personal information the College holds about you or your child, please contact the College Principal in writing. The College may require you to verify your identity and specify what information you require. The College may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the College will advise the likely cost in advance. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal.

- **Consent and rights of access to the personal information of students**

  The College respects every Parent's right to make decisions concerning their child's education.
  Generally, the College will refer any requests for consent and notices in relation to the personal information of a student to the student's Parents. The College will treat consent given by Parents as consent given on behalf of the student, and notice to Parents will act as notice given to the student.
  As mentioned above, parents may seek access to personal information held by the College about them or their child by contacting the College Principal. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the College's duty of care to the student.

  The College may, at its discretion, on the request of a student grant that student access to information held by the College about them, or allow a student to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the student and/or the student's personal circumstances so warranted.

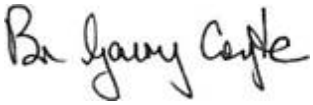
- **Enquiries and complaints**

  If you would like further information about the way the College manages the personal information it holds, or wish to complain that you believe that the College has breached the Australian Privacy Principles please contact the College Principal. The College will investigate any complaint and will notify you of the making of a decision in relation to your complaint as soon as is practicable after it has been made.

Associated Documents:

- Photograph/Video Permission Form (Attachment 1)
- Checklist for Compliance with the Australian Privacy Principles (Attachment 2)
- Standard Collection Notice (Attachment 3)
- CEOM Policy 2.21 Information Privacy Policy 2009 (Attachment 4)
- Employment Collection Notice (Attachment 5)
- National Catholic Education Commission and National Council of Independent Schools' Association, Privacy Compliance Manual, November 2013
- Enrolment Policy
- Fee Policy
- Occupational Health & Safety Policy
- Academic Progress Policy
- Financial Policy
- Confidentiality Policy
- First Aid Policy

Document Authorisation:



Br Garry Coyte
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ST BEDE'S COLLEGE
2 MENTONE PARADE, MENTONE, VICTORIA 3194

Phone: 9582 5999 Fax: 9582 5757
www.stbedes.catholic.edu.au
ABN: 59 127 195 135

Photograph/Video Permission Form

Dear Parent/Guardian

At certain times throughout the year, our students may have the opportunity to be photographed or filmed for our College publications, such as the College's newsletter or website and social media, or to promote the College in newspapers and other media.

The Catholic Education Office Melbourne (CEOM) and the Catholic Education Commission of Victoria Ltd (CECV) may also wish to use student photographs/videos in print and online promotional, marketing, media and educational materials.

We would like your permission to use your child's photograph/video for the above purposes. Please complete the permission form below and return to the College as soon as possible.

Thank you for your continued support.

STUDENT'S NAME: _____ **YEAR LEVEL:** _____

- I give permission for my child's photograph/video and name to be published in:
  - the College newsletter
  - the College intranet
  - the College website
  - social media
  - promotional materials
  - newspapers and other media.
- I authorise the CEOM/CECV to use the photograph/video in material available free of charge to schools and education departments around Australia for the CEOM/CECV's promotional, marketing, media and educational purposes.
- I give permission for a photograph/video of my child to be used by the CEOM/CECV in the agreed publications without acknowledgment, remuneration or compensation.
- I understand and agree that if I do not wish to consent to my child's photograph/video appearing in any or all of the publications above, or if I wish to withdraw this authorisation and consent, it is my responsibility to notify the school.

Licensed under NEALS: The photograph/video may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

Name of Parent / Guardian
(please circle) _____

Signed: Parent/Guardian _____ Date: _____

If Student is aged 15+,
student must also sign:
Signed: Student _____ Date: _____

Any personal information will be stored, used and disclosed in accordance with the requirements of the Privacy Act 1988 *(Cth).*

Attachment 2:

CHECKLIST FOR COMPLIANCE WITH THE AUSTRALIAN PRIVACY PRINCIPLES

(Annexure 1 – Summary of a School's Obligations Imposed by the APPs)

This summary of a school's obligations imposed by the Australian Privacy Principles (APPs), which can be used as a checklist for schools, is an extract from the document *Privacy Compliance Manual*, prepared by Minter Ellison Lawyers for schools and systems represented by the National Catholic Education Commission. The document was made available to schools in Victoria in November 2013.

For further information about the APPs, refer to Part 2 of the *Privacy Compliance Manual.*

Annexure 1 – Summary of A School's Obligations Imposed By The Apps

1. Manage personal information in an open and transparent way.

2. Take such steps as are reasonable in the circumstances to implement practices, procedures and systems relating to the School's functions or activities that:

    a. will ensure compliance with the APPs; and
    b. will enable the School to deal with inquiries or complaints about compliance with the APPs.

3. Have a clearly expressed and up-to-date Privacy Policy about the School's management of personal information.

4. If it is lawful or practicable, give individuals the option of interacting anonymously with the School or using a pseudonym.

5. Only collect personal information that is reasonably necessary for the School's functions or activities.

6. Obtain consent to collect sensitive information unless specified exemptions apply.

7. Use fair and lawful means to collect personal information.

8. Collect personal information directly from an individual if it is reasonable and practicable to do so.

9. If the School receives unsolicited personal information, determine whether it could have collected the information under APP 3 as if it had solicited the information. If so, APPs 5-13 will apply. If not, the information must be destroyed or de-identified.

10. At the time the School collects personal information or as soon as practicable afterwards, take such steps (if any) as are reasonable in the circumstances to make an individual aware of:
    a. why the School is collecting information about them;
    b. who else the School might give it to; and
    c. other specified matters.

11. Take such steps (if any) as are reasonable in the circumstances to ensure the individual is aware of this information even if the School has collected it from someone else.

12. Only use or disclose personal information for the primary purpose of collection unless one of the exceptions in APP 6.2 applies (for example, for a related secondary purpose within the individual's reasonable expectations, you have consent or there are specified law enforcement or public health and public safety circumstances).

13. If the information is sensitive, the uses or disclosures allowed are more limited. A secondary purpose within reasonable expectations must be directly related to the primary purpose of collection.

14. Do not use personal information for direct marketing, unless one of the exceptions in APP 7 applies (for example, the School has obtained consent or where the individual has a reasonable expectation of their information being used or disclosed for that purpose and the School has provided a simple means for the individual to unsubscribe from such communications).

15. Before the School discloses personal information to an overseas recipient it must take such steps as are reasonable in the circumstances to ensure that the recipient does not breach the APPs, unless an exception applies.

16. Government related identifiers must not be adopted, used or disclosed unless one of the exceptions applies (eg. the use or disclosure is reasonably necessary to verify the identity of the individual for the purposes of the School's functions or activities).

17. Take such steps (if any) as are reasonable in the circumstances to ensure the personal information the School collects, uses or discloses is accurate, complete and up-to-date. This may require the School to correct the information and possibly advise organisations to whom it has disclosed the information of the correction.

18. Take such steps as are reasonable in the circumstances to protect the personal information the School holds from misuse, interference and loss and from unauthorised access, modification or disclosure.

19. Take such steps as are reasonable in the circumstances to destroy or permanently de-identify personal information no longer needed for any purpose for which the School may use or disclose the information.

20. If requested, the School must give access to the personal information it holds about an individual unless particular circumstances apply that allow it to limit the extent to which it gives access.

    Note: This is a summary only and NOT a full statement of obligations.

Attachment 3:

STANDARD COLLECTION NOTICE

This standard collection notice has been prepared with consideration to legal advice

1. The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School and the Catholic Education Commission of Victoria (CECV) to meet its educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of the School.

2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.

3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.

4. Health information about students is sensitive information within the terms of the Australian Privacy Principles (APPs) under the *Privacy Act 1988 (Cwth)*. We may ask you to provide medical reports about students from time to time.

5. The School may disclose personal and sensitive information for administrative, educational and support purposes. This may include to:
    - School service providers such as the Catholic Education Commission of Victoria, Catholic Education Offices, parish, school governing bodies and other dioceses;
    - third party service providers that provide educational support services to schools and school systems such as the Integrated Catholic Online Network (ICON) system;
    - another school to facilitate the transfer of a student;
    - government departments;
    - medical practitioners, and people providing educational, support and health services to the School, including specialist visiting teachers, sports coaches, volunteers and counsellors;
    - anyone you authorise the School to disclose information to; and
    - anyone to whom we are required or authorised to disclose the information to by law.

6. Personal information collected from students is regularly disclosed to their parents or guardians.

7. The School also uses 'Google Apps for Education' (GAFE) including Gmail. Through the use of these services, personal information of pupils, parents or guardians may be transferred, stored and processed by Google in the United States, or any other country Google uses to provide these services. School personnel and the Catholic Education Commission of Victoria and their service providers may have the ability to access, monitor, use or disclose emails, communications (e.g. instant messaging), documents and associated administrative data for the purposes of administering the system and ensuring its proper use.

8. Where personal information is held by GAFE it will be limited and may include:
    - Name
    - Email Address
    - Student Date of Birth

    Personal information held by GAFE will be stored in accordance with APPs.

9. *The School may store personal information in the 'cloud' which may mean that it resides on servers which are situated outside Australia. If the 'cloud' storage is outside Australia the College has taken reasonable steps to ensure that the 'cloud' storage is located in a country which offers similar protection to the APPs.*

10. Where personal and sensitive information is retained by the CECV by a cloud service provider for educational and administrative purposes, it will be stored on servers located within Australia. This includes the Integrated Catholic Online Network (ICON) system.

11. The School's Privacy Policy is accessible via the school website, newsletter, handbook or from the school office. The policy sets out how parents, guardians or students may seek access to personal information collected about them. However, there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.

12. The School's Privacy Policy also sets out how parents and students can make a complaint about a breach of the Australian Privacy Principles and how the complaint will be handled.

13. The School may engage in fundraising activities. Information received from you may be used to make an appeal to you. [It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose.] We will not disclose your personal information to third parties for their own marketing purposes without your consent.

14. On occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on our intranet [and on our website]. This may include photographs and videos of student activities such as sporting events, school camps and school excursions. The School will obtain permissions on enrolment from the student's parent or guardian (and from the student if appropriate) prior to publication if we would like to include such photographs or videos [or other identifying material] in our promotional material or otherwise make this material available to the public such as on the internet.

15. If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties.

Attachment 4:

Catholic Education Office Melbourne

Policy 2.21

Information Privacy Policy

Rationale

In dealing with personal and sensitive information about individuals, the Catholic Education Office Melbourne (CEOM) is bound by the Privacy Act 1988 (Cth), the National Privacy Principles (NPPs) in the Privacy Amendment (Private Sector) Act 2000 (Cth) and the Health Records Act 2001 (Vic). This policy describes the way the CEOM uses and manages personal information provided to or collected by it in accord with these principles and laws. In this policy a reference to 'information' is a reference to both personal and health information.

Definitions

Personal information Information or an opinion (whether true or not) about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion. Examples includes names, addresses, telephone numbers, date of birth. Personal information does not include health information.

Health information Any information or opinion about the health or disability of an individual, an individual's expressed wishes about the future provision of health services to him or her or a health service provided, or to be provided to an individual. Examples include health records, certificates, details of medical background, health assessment results.

National Privacy Principles (NPPs) Principles established under the Privacy Amendment (Private Sector) Act 2000 (Cth) that set out minimum standards on how organisations deal with the collection, use and disclosure, transfer, handling and storage of personal information.

Sensitive information Information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record. Sensitive information includes health information about an individual.

Identifier A number assigned to an individual to identify uniquely that individual for the purposes of an organisation's work, e.g. a Medicare number. Unique identifiers are used to facilitate data matching. As data matching can reduce privacy, organisations are required under the NPPs to limit the creation and use of identifiers.

Principles

Privacy The CEOM respects the right of an individual to have their personal and health information protected.

Procedures

The following procedures describe the ways in which the CEOM collects, protects and uses information about individuals that is collected by or supplied to it.

1. **Collection and storage of personal information**

The CEOM collects information from individuals to assist it in its work of advising and supporting Catholic Colleges in the Archdiocese of Melbourne. In compliance with the relevant legislation, the CEOM only collects information that is necessary in order for it to perform one or more of its functions or activities.

The CEOM collects information by way of forms filled out by an individual, face-to-face meetings, interviews or telephone calls. In accordance with the NPPs, the CEOM will ensure

that the individual supplying the information is told why the information is being collected and the organisations (or the types of organisations) to which it usually discloses the information it collects.

In some circumstances the CEOM may be provided with information about an individual from a third party, for example, information provided by a health professional or from another employer or source.

The type of information that the CEOM collects includes (but is not limited to) information, including sensitive information, about:

- students and parents and/or guardians (parents) before, during and after the course of a student's enrolment at a Catholic College in the Archdiocese of Melbourne
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the CEOM.
  The CEOM will take reasonable steps to protect information it holds from misuse, loss, unauthorised access, modification or disclosure. Internal procedures have been developed and staff training has been provided to ensure the privacy of this information.

In accordance with the NPPs, the CEOM does not use identifiers assigned by another organisation or an agent of another organisation to identify individuals for the purposes of its work.

NOTE

The NPPs do not apply to an employee record. As a result, this policy does not apply to the CEOM's treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the CEOM and an employee.

2. Use and disclosure of personal information

The CEOM uses personal information about students and parents to:

- assist with students' wellbeing
- satisfy the CEOM's accountability and legal obligations and allow the CEOM to discharge its duty of care.

The CEOM uses personal information about job applicants, staff members, contractors and volunteers for:

- assessing an individual's suitability for employment or for work as a volunteer
- administering the individual's employment or contract, as the case may be
- insurance purposes
- satisfying the CEOM's legal obligations, for example, in relation to child protection legislation.
  The CEOM will use and disclose information only for the purpose for which it was collected (the primary purpose) or a related secondary purpose that the individual would reasonably expect, or to which they have consented. A secondary purpose may include the use of personal information to develop a case for funding increases for targeted groups of students.

3. Access to personal information

a. Access by the individual to information about them

Under the relevant privacy legislation, an individual may seek access to information held about him or her and parents may seek access to information held by the CEOM about their child. The CEOM may require verification of identity and details of the information required.

Generally, the CEOM will refer any requests for consent and notices in relation to the personal information of a student to the student's parents. The CEOM will treat consent given by parents as consent given on behalf of the student and notice to parents will act as notice given to the student.

There will be occasions when access is denied. Such occasions would include where release of information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the CEOM's duty of care to a student.

The CEOM may, at its discretion, on the request of a student, grant that student access to information held by the CEOM about him/her, or allow a student to give or withhold consent to the use of his/her personal information, independently of his/her parents. This would normally be done only when the maturity of the student and or/the student's personal circumstances so warranted.

b. Access by another organisation or individual to information held by the CEOM.

The CEOM may disclose information, including sensitive information, held about an individual to:

- a College
- another Catholic education office
- government departments
- health practitioners
- professionals providing a service to the CEOM
- recipients of CEOM publications (such information being de-identified prior to use)
- anyone you authorise the CEOM to disclose information to.

The CEOM will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (may be implied) or
- otherwise complying with the relevant legislation.

The CEOM endeavours to ensure that the personal information it holds is accurate, complete and up to date. A person may seek to update the information held by the CEOM about them by contacting the CEOM at any time.

4. Enquiries and complaints

For information about the way CEOM manages personal information, requests by an individual to access personal information, or complaints in relation to the collection or use of personal information or access to personal information held by the CEOM please contact:

Executive Director of Catholic Education
Archdiocese of Melbourne
PO Box 3
EAST MELBOURNE VIC 8002
execdirector@ceomelb.catholic.edu.au

CEOM 2009 (Revised)

Attachment 5:

EMPLOYMENT COLLECTION NOTICE

This "sample" employment collection notice is an extract from the document *Privacy Compliance Manual*, prepared by Minter Ellison Lawyers for schools and systems represented by the National Catholic Education Commission. The document was made available to Catholic schools in Victoria in November 2013.

For further information about this notice, refer to Section 9, page 29, of the *Privacy Compliance Manual*.

Employment Collection Notice

1. In applying for this position you will be providing St Bede's College with personal information. We can be contacted at 2 Mentone Parade, Mentone, 9582 5999, stbedes@stbedes.catholic.edu.au.
2. If you provide us with personal information, for example, your name and address or information contained on your resume, we will collect the information in order to assess your application for employment. We may keep this information on file if your application is unsuccessful in case another position becomes available.
3. St Bede's College Privacy Policy contains details of how you may complain about a breach of the APPs or how you may seek access to personal information collected about you. However, there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others.
4. We will not disclose this information to a third party without your consent.
5. We are required to conduct a criminal record check to collect information regarding whether you are or have been the subject of an Apprehended Violence Order and certain criminal offences under Child Protection Laws. We may also collect personal information about you in accordance with these laws.
6. St Bede's College may store personal information in the "cloud", which may mean that it resides on served which are situated outside Australia.
7. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to St Bede's College and why, that they can access that information if they wish and that the St Bede's College does not usually disclose the information to third parties.*

* If applicable

Sexual Harassment (Prevention of) Policy

Purpose:

To provide a safe working environment free of sexual harassment.

This policy describes St Bede's College's organisational position and the expected behaviour regarding sexual harassment.

Scope:

This policy applies to all St Bede's College personnel including: teaching staff, non-teaching staff, students and volunteers.

Statement of Policy:

St Bede's College is committed to providing a working environment free of sexual harassment and does not tolerate this behaviour. Sexual Harassment occurs when a person:

- Makes an unwelcome sexual advance or an unwelcome request for sexual favours to another person;
- Engages in any other unwelcome conduct of a sexual nature in relation to the other person, including acts of physical intimacy, visual, verbal or written comments, gestures or actions with sexual connotations in that person's presence;
- Should have anticipated that the other person would be offended, humiliated or intimated.

Sexual harassment may occur in a singular act or a series of incidents and can occur in any work related environment including: staff meetings, faculty meetings, social functions, conferences, social gatherings, excursions and camps.

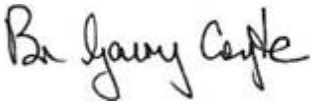
St Bede's College is committed to deal with any matters of sexual harassment in a prompt, confidential and fair way. Persons who feel they have been sexually harassed or have witnessed sexual harassment behaviour towards others, have the right to seek action through the appropriate channels. Concerns and complaints should be referred to the Deputy Principal to the Principal and for Human Resources or any other member of the College Leadership Team.

Disciplinary action will be taken against anyone considered to have breached this policy. Disciplinary action may include termination of employment or any other remedy available under applicable laws.

Associated Documents:

- St Bede's College Grievance Procedure
- Australian Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Fair Work Act 2009 (Commonwealth)
- Equal Opportunity for Women in the Workplace Act 1999 (Commonwealth)
- Equal Opportunity Act 1995 (VIC); Equal Opportunity Act 1984 (WA); Equal Opportunity Act 1984 (SA)

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Students Undertaking VCE Units 3 & 4 Policy

Purpose:

Ensure all students follow a common scheme of study towards their VCE Units 3 & 4 in respect of VCAA policies and procedures with the aim of giving students the best opportunities for a successful outcome at VCE.

Scope:

It is policy at St Bede's College that all VCE students complete five Unit 3 & 4 sequences in Year 12.

Statement of Policy:

VCE Courses
It is policy at St Bede's College that all VCE students complete five Unit 3 & 4 sequences in Year 12. Some students can take the opportunity of completing one Unit 3 & 4 sequence in Year 11, but that will not permit them to reduce their subject load in Year 12.

Students undertaking VET and University Extension courses and students that have been identified with learning difficulties may negotiate to have their courses modified. The modification in these circumstances will not be automatically granted.

Successful Completion of Units 3 & 4
In order to be successful in Units 3 & 4, students must complete all work in accordance with VCE guidelines. The Victorian Curriculum and Assessment Authority VCE Handbook outlines this quite clearly. If a student has not met VCE requirements and is in danger of failing a particular unit, a "Provisional N" form will be sent home to the parents notifying them of the situation.

Students Unsuccessful in Unit 3
Students that have not been successful in completing Unit 3 will not be permitted to undertake Unit 4 in that subject. Some exceptions will be made for those students who provide evidence that Unit 4 is vital for acceptance into further studies or employment. These students will be asked to attend a meeting at the school to discuss any special requirements.

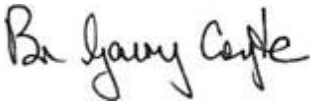
A Year 12 student who fails a Unit 3 subject due to poor attitude or lack of effort, may be required to complete a Unit 2 subject in place of the Unit 4 component in semester two. The choice of Unit 2 subject will be restricted to those available in that scheduled time slot.

A Year 12 student who fails a Unit 3 subject due to poor attitude or lack of effort will be placed on a performance contract both academic progress and behaviour will be monitored for the remainder of the year. Continued failure to meet required standards will result in the student's enrolment being reviewed and possibly terminated.

Review and Appeal Process

The College Principal can appoint a panel to review individual cases. This panel will advise the Principal on the basis of a review and/or appeal. In all cases the Principal will make the final decision.

Document Authorisation:



Br Garry Coyte
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Reviewed:	May 2016
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Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Work Experience Policy

Purpose:

Work Experience is part of the schools' educational program where students experience the world of work. It is the short term placement of secondary school students with employers, to provide insights into the industry, and the workplace in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise. It is usually undertaken at the employer's premises and has enormous benefits for our students. Work experience can be used to assist students to develop employability skills and an understanding of the work environment, career options and pathways as a positive foundation for their life-long learning.

Scope:

It is the student's responsibility to find a work experience placement and to ensure all paperwork is handed in on time. Assistance is readily at hand for students who need help. The Manager of the Work Experience Program and likely to be your son's first contact point in receiving assistance to find a work experience placement.

Statement of Policy:

All Year 10 students will undertake one week of compulsory work experience. Any student who fails to find a suitable work placement or does not meet the deadlines for handing in forms will not be permitted to commence any work experience. These students will be requested to stay home and be supervised by their parents. Each year a new timeline is posted to the College Work Experience Webpage.

Guidelines:

1. Students must be 15 years of age at the time of commencing their work experience.

2. No student will be allowed to commence work experience without completing the Safe@Work training and both the general and industry specific module tests have been passed and certificates issued.

3. The Work Experience should be allied to the student's career interests.

4. Students are not allowed to obtain work experience with their current part-time employer.

5. Students are not permitted to work outside the Melbourne Metropolitan area unless given express permission by the Careers and Pathways Coordinator, Mrs Greaves, and only if it is deemed that a similar place is not available locally. No student is allowed to work on a farm due to occupational health and safety risks.

6. Students will be expected to perform the tasks and duties which their supervisor asks them to do, to the best of their ability.

7. Students will be expected to follow instructions and abide by all the rules and regulations that apply to any full time employee.

8. Students will be expected to dress suitably for the job and comply with any safety regulations regarding dress.

9. Students will be expected to ask questions and make observations concerning their particular job and the place of work in society. At the conclusion of their placement students will be asked to complete an Evaluation of their Work Experience and to write a letter of thanks to their employer.

10. A student receives $5 per day. This is not payment for services, it is meant to cover the cost of lunch and transport. In some instances this $5 is waived e.g. charitable, educational or community welfare service. Students do not receive $5 from any Commonwealth Government Department.

11. The State Government covers the Student for Work Care.

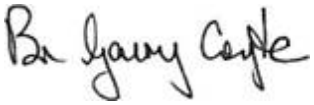
12. The employer will be asked to evaluate the student's work and this report will be made available to the student.

13. Students who will be working on any construction site will be required to complete additional occupational health and safety training and to obtain a Construction Induction Card (White Card) prior to commencing their work experience. These students will complete one full day of training for this certificate. There is no cost to the student for this training.

Associated Documents:

Resources (Attachment 1)
Government Work Experience Arrangement Form (Attachment 2)
Occupational Health and Safety (Attachment 3)
Guidelines for students working with animals (Attachment 4)
General Information (Attachment 5)
Contact Details (Attachment 6)

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

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Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Attachment 1

RESOURCES

During October each student will receive information on the College Work Experience Program including legislative requirements for Occupational Health and Safety. Students will be able to access the Work Experience website that will be given to them:

- Strategies and tips to use to find a work experience placement
- A timeline of when forms and placements need to be completed and handed in
- Advice on how best to prepare for work experience
- How to identify career interests
- A list of employers (listed by occupation) who in the past three years taken our students for work experience
- Template of an application letter that students can use as a guide
- Government Work Experience Arrangement Forms and Evaluation Forms to print
- Safe@Work information and test guides
- Advice to students before they commence their placement

The Work Experience site can be accessed by going to the College Homepage at: http://www.stbedes.catholic.edu.au and accessing the Student's Portal. Then click on CAREERS and go to the Heading WORK EXPERIENCE.

Attachment 2

GOVERNMENT WORK EXPERIENCE ARRANGEMENT FORM

When students have found a placement they must:

- Complete the Work Experience Arrangement Form and have it signed by the Employer, a Parent or Guardian, and the student.

- Students must return this form to the Careers Office **ASAP** so that the Principal can sign off on the Government Work Experience Arrangement Form. This verifies that the student has his work experience arrangements finalised.

Attachment 3

OCCUPATIONAL HEALTH AND SAFETY

Common hazards exist in many workplaces and it is important that students learn about these hazards, and how they can be controlled so that people at work are not exposed to risk. As part of the legislation for work experience, students will receive lessons in occupational health and safety and then complete and pass both a general module and industry specific test before they are allowed to commence their placements. The Safe@Work training will take place during Terms One and Two. Prior to the commencement of work experience each will need to pass both the General Module tests and Industry specific tests.

Attachment 4

GUIDELINES FOR STUDENTS WORKING WITH ANIMALS

Guidelines have been developed for secondary school students wishing to undertake work experience with animals. These guidelines allow students to have a safe and rewarding work experience. The guidelines require students and parents to consider the hazards associated with animal contact and help prospective employers to plan suitable activities by providing information about the student's experience and capabilities with animals on the *Proposed work experience with animals: summary of student's experience* Form (see Work Experience Website). Students are required to complete this form prior to any work experience being approved. Students must seek assistance early if they are unsure of what forms to use.

Attachment 5

GENERAL INFORMATION

It is the student's responsibility to find a work experience placement and to ensure all paperwork is handed in on time. Assistance is readily at hand for students who need help. This can take the form of typing letters to prospective employers, obtaining contact details and help with choosing a type of job suitable to each student. The Manager of the Work Experience Program and likely to be your son's first contact point in receiving assistance to find a work experience placement. Some placements are easy to find, whilst others like law, accounting, graphic design, hospital/pathology/medical work, television and radio work, music sound recording studios, any pilot/plane maintenance work at Moorabbin Airport are more difficult and students are STRONLY advised to seek early assistance. Students need to understand that they cannot wait till the last minute for a job, nor will it magically drop out of the sky. Like any job in the real world, finding a suitable placement will involve a certain amount of hard work. Students can access individual assistance by visiting the Careers Centre during Recess or Lunchtime and asking for an appointment.

Attachment 6

CONTACT DETAILS

Mrs Angie Greaves – Careers and Pathways Coordinator

Email address is: ag@stbedes.catholic.edu.au Direct: 95825733

Mrs Jill Gamble – Work Experience Administrator/Manager - Mrs Gamble manages the day to day tasks of work experience including collating and distributing the Work Experience Arrangement Forms, following up with employers about possible placements for students, assisting students to find a work experience placement and workplace visits. Mrs Gamble works Monday to Thursday.

Email address is: jg@stbedes.catholic.edu.au Direct: 95825733.

Uniform Policy

Purpose:

St Bede's College considers the wearing of the College school uniform an important part of the College identity.

Scope:

This policy applies to all students, whilst on the College Campus or when representing the school in public.

Statement of Policy:

SUMMER:

Term 1 and later in Term 4 (commencing after the Melbourne Cup Weekend or at the discretion of the Principal)

Shoes: Black leather lace-up shoes, suitably polished and maintained in good order.

Socks: Blue-grey school socks.

Shorts: Navy blue, school cut. NOT excessively baggy, oversized or alternatively coloured. Shorts should be clean and well maintained.

Shirt: Short sleeve, light blue, monogrammed school shirt. No school tie is required with the summer uniform.
(Please Note: If students choose to wear the long sleeve shirt they must wear the College tie and trousers.)

Hats: Students are encouraged to wear a school hat as a form of protection from the sun. School hats may be purchased via the uniform shop. Hats are worn as a compulsory part of the summer uniform in Years 7 - 9. They may be worn to and from school, during recess and lunch and during all outdoor activities. **(No other hat may be worn with the school uniform)**

Blazer: Royal blue College Blazer, clean and well maintained. The blazer may be worn to and from school as it is the only external Garment to be worn with the uniform. The blazer must also be worn

to all assemblies. In Terms 1 and 2, at times of warmer weather, students will be permitted to attend school without the blazer, provided it is not required for a special assembly.

PLEASE NOTE: In cooler weather students may choose to wear the winter uniform. See below.

WINTER:

Terms 2, 3 and early Term 4. (Normally concludes around the Melbourne Cup Weekend or at the Principal's discretion)

Shoes: Black leather lace-up shoes, suitably polished and maintained in good order.

Socks: Navy blue or black socks.

Trousers: Navy blue, school cut. NOT excessively baggy, oversized or alternatively coloured. Trousers should be clean and well maintained. **Shorts are not permitted in Terms 2 and 3**.

Shirt: Light blue, long sleeve shirt. **To be worn with the appropriate College tie and tucked in at all times.**

Jumper: Navy blue 'V' neck College jumper, clean and well maintained.

Blazer: Royal blue College blazer, clean and well maintained. The Blazer **must** be worn to and from school, as well as to all assemblies, as the external garment of the uniform.

PLEASE NOTE: The winter version of the uniform may be worn at any time of the year. The summer version can only be worn at the specified times.

***Parts of the winter and summer versions of the uniform are NOT interchangeable.**

UNIFORM VARIATIONS:

All items of the school uniform should be clearly marked with the students' name.

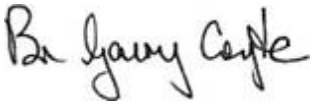
Inclement Weather: Navy blue jackets may be worn to combat inclement weather. These jackets may be worn in transit but not while indoors at school. Suitable jackets are available from the College Uniform Shop.

Jewellery: Students are not permitted to wear the following items with the school uniform: earrings or any other form of body piercing jewellery, necklaces, bangles, bracelets and rings.

Belts: Suitable belts should be black or navy blue in colour.

School Bags: Blue St Bede's College bags with the school crest, kept clean and in good order.

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

Student Bullying Policy

Purpose:

When staff, students and parents work together we create a more Christian environment at St Bede's College.

Scope:

St Bede's College does not tolerate bullying in any form. All members of the College Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem.

Statement of Policy:

1. What is bullying?

Bullying is an act of aggression causing embarrassment, pain or discomfort to another. It can take a number of forms: physical, verbal, gesture, extortion and exclusion; it is an abuse of power; it can be planned and organized or it may be unintentional; individuals or groups may be involved.

2. If we are bullied:

- We may feel frightened, unsafe, embarrassed, angry or unfairly treated
- Our work, sleep and ability to concentrate may suffer
- Our relationships with our family and friends may deteriorate
- We may feel confused and not know what to do about the problem

3. Some examples of bullying include:

- Any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another's property by stealing, hiding, damaging or destroying it
- Using offensive names, teasing or spreading rumours about others or their families
- Using put-downs, belittling others' abilities and achievements
- Writing offensive notes or graffiti about others
- Making degrading comments about another's culture, religious or social background, hurtfully excluding others from a group
- Making suggestive comments or other forms of sexual abuse
- Ridiculing another's appearance
- Forcing others to act against their will.

What do we do to prevent bullying at St Bede's College?

As a school community, we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

This will require Staff to:

a. Be role models in word and action at all times.

b. Be observant of signs of distress or suspected incidents of bullying.

c. Make effort to remove occasions for bullying by active patrolling during supervision times.

d. Arrive at class on time and move promptly between lessons.

e. Take steps to help victims and remove the source of distress without placing the victim at further risk.

f. Listen to students with respect and concern, and at all times treat them with understanding and compassion.

g. Report suspected incidents to the appropriate staff member such as Tutor, Homeroom/Class Teacher, Counsellor, Year Co-ordinator, House Co-ordinator, Assistant to the Principal, Welfare and Management, who will follow the designated procedures.

This requires Students to:

a. Refuse to participate in bullying.

b. If present when bullying occurs, take some form of appropriate, preventative action.

c. Show active support for those affected by bullying.

d. Report the incident or suspected incident and help break down the code of secrecy.

If students who are being bullied have the courage to speak out, they may help to reduce the pain for themselves and other potential victims.

The College recommends that parents:

a. Watch for signs of distress in their son, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.

b. Take an active interest in your son's social life and acquaintances.

c. Advise your son to tell a staff member about the incident. If possible, allow him to report and deal with the problem himself. He can gain much respect through taking the initiative and dealing with the problem without parental involvement.

d. Inform the College if bullying is suspected.

e. Keep a written record (who, what, when, where, why, how).

f. Do not encourage your son to retaliate.

g. Communicate to your son that parental involvement, if necessary, will be appropriate for the situation.

h. Be willing to attend interviews at the College if your son is involved in any bullying incident.

i. Be willing to inform the College of any cases of suspected bullying even if your own son is not directly affected.

Bullying may be reported by:

- Staff
- Students
- Parents
- Members of the public

Incidents of bullying should be handled by one or more of the following:

- Homeroom Teacher/Tutor
- Class Teacher
- Year Level Co-ordinator
- House Co-ordinator
- School Counsellor
- Co-ordinator of Student Welfare and Management Year 7 – 9
- Assistant to the Principal – Student Welfare and Management.

The following steps are the procedure that St Bede's has set out to deal with occurrences of bullying. These steps are designed to deal with incidences of bullying on various levels. In keeping with our pastoral care policy we aim to initially deal with these occurrences at a pastoral level by encouraging honest dialogue and positive outcomes for all involved. We recognize that these procedures may not always be successful, and we have outlined further disciplinary action that will be taken if there is a recurrence of bullying.

Step 1: Incident Register

The staff member witnessing the incident should write a short report as soon as possible, stating:

- Date
- Names of those involved
- Any witnesses
- Nature of incident

This request will then be passed on the Co-ordinator of Student Welfare and Management or Assistant to the Principal Student Welfare and Management as a matter of urgency.

Step 2: Reports

Each person involved in the incident, and witnesses, will complete the set pro-forma which seeks the following information:

- The names of those involved in the incident;
- Particulars relating to the date, time and place of the incident;
- A description of the events which took place;
- The names of witnesses to the incident;
- A list of the consequences resulting from the incident

At this point it is recommended that all concerned meet to work on a mutually acceptable resolution to the problem. This is to be done in conjunction with relevant year level and House Co-ordinator.

Step 3: Follow up

Any of the following may need to be implemented:

a. Those affected by bullying:
   - may need to express his/her feelings
   - may need to be helped with strategies/skills to handle the problem and avoid future recurrences
   - may require professional counselling

b. The Bully:
   - will discuss bullying in general (feelings of victim and bully)
   - it is expected that the bully will acknowledge and express regret for the personal hurt resulting from his/her actions
   - will be expected to pay for any damage to property caused by his behaviour
   - may be asked to take responsibility to assist in preventing further bullying
   - may require professional counselling.

c. There may need to be follow-up with a wider community, e.g., class, year level, whole school. Selected students and staff should pay close attention to the situation. Review with the victim and the bully if further incidences have occurred.

Step 4: Recurrence of bullying

Once it has been established that the bully has re-offended, the following document warning is presented and explained to the bully(ies) who read and complete it in the presence of the appropriate member of staff.

OFFICIAL WARNING – BULLYING

This document is to serve as the FINAL warning to cease the bullying of another. It is issued to repeat offenders and is designed to let offenders know that further complaints will result in more severe disciplinary action.

If it is found that I, _____ am in any way involved in further bullying, my parent(s)/guardian(s) will be summoned and appropriate disciplinary action will be implemented. This may include termination of enrolment at St Bede's College.

Students signature: _____ Date: _____ _____

Signed in the presence of: _____ (staff member)

Staff member's signature: _____

Step 5: Breach of documented warning

At the first breach of the document warning, there will be an interview with parents and the student. The consequence for this continued bullying is at the discretion of the Year Level/ House Co-ordinator in conjunction with the School Counsellor, The Assistant to the Principal (Student Welfare and Management) and the Principal.

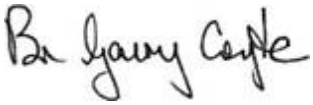
Step 6: Recording

All written material will be filed in case there are further incidents

Associated Documents:

- Incident Report

Document Authorisation:



Br Garry Coyte
ST BEDE'S COLLEGE PRINCIPAL

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reviewed:	May 2016
Board Chair:	Anthony Brinkley
Principal:	Br Garry Coyte
*Next Review Date:	May 2019

*Policy placed in Handbook and staff alerted each year to the policy

ST BEDE'S COLLEGE

Pro-Forma to be completed by Witnesses and Persons involved in any Incident of Bullying that is reported.

It is vital that each person is alone when completing this pro-forma.

Give the names of those involved in the incident.

_____

_____

_____

Give particulars relating to the date, time and place of the incident.

_____

_____

_____

Give a clear description of the events which took place.

_____

_____

_____

Give the names of the witnesses of the incident.

_____

_____

_____

List the consequences which resulted from the incident.

_____

_____

_____

Name: (Please Print) _____

Signature: _____ Date: _____