Parent Handbook
(Incorporating Child Protection Policy)
2016
Our Mission and Values

The mission statement of Mount Scopus Memorial College is to provide each student with an education and an environment that

- promotes excellence in learning and academic achievement by means of inquiry and critical thinking and by creating a desire for lifelong learning
- develops the student’s whole personality by offering a wide range of activities, inside and outside of the classroom
- provides Jewish learning, values, experiences, within a Modern Orthodox and Zionist framework, that enable each student to make an informed choice as to the meaning of their Jewish identity
- engenders values, knowledge and skills so that students can play their full part in their communities – as members of the College, as Jews, as Australians and as citizens of the World.

Mount Scopus Memorial College aims to provide a high-quality schooling to all of its students that

- is free from discrimination based on gender, sexual orientation, health, disability, race and socioeconomic background,
- is underpinned by respectful relationships between all members of the school community, and
- takes place in an environment that is supportive and engaging for all school community members.

The College supports and promotes the principles and practice of Australian democracy, including:

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

Scopus Values

Excellence in Learning  Holistic Development  Jewish Identity  Community and Service

Welcome back to our students after their Summer holidays and welcome also to many new students and their families who are joining us this year for the first time. We wish you an enjoyable and challenging year of growth and learning at Mount Scopus.

This booklet contains everything you need to know in order to start the academic year at the College – our calendar, school hours, contact details and much more. It also includes information about every aspect of life at the College and the wide variety of activities available on the campuses.

An important part of the parent handbook is the section on College policies. This is where we explain our expectations in relation to student conduct, privacy, bus travel and other aspects of behaviour in and around the College and we also detail the consequences of breaches of these policies. Please take care to familiarise yourself and your children with these expectations.

In some cases the policies have been summarised and we are happy to provide you with the full versions on request.

Wishing students and their families every success in the coming year,

Kind regards,

James Kennard
Principal
## Contents

2016 Form for Use of Visual, Audio or Online Content * 49

* Also available as a separate PDF document on our website

### Section 1. General Information

1.01 College Hours 4
1.02 Contact Numbers for College Staff 4
1.03 College Council 5
1.04 College Leadership 6
1.05 Non-Educational College Leadership and Staff 7

### Section 2. About the College

2.01 After-School Care and Holiday Programs 8
2.02 Annual Giving 8
2.03 Book Supplies 8
2.04 Cafeteria and Tuck Shops 8
2.05 Camps, Seminars, Conferences and Tours 9
2.06 Careers Counselling 12
2.07 Circulation of and/or changes to Parent Contact Details 12
2.08 Communicating with Separated Parents 13
2.09 College Chaplain 13
2.10 College Council 13
2.11 Communicating by Text Message 13
2.12 Diary 14
2.13 Early Learning Centre Fee Government Rebates 14
2.14 Foundation 15
2.15 Health Centre 15
2.16 Jewish Studies Curriculum 16
2.17 Leadership and Captains 19
2.18 Learning Resource Centres 20
2.19 Lost Property 20
2.20 Newsletters 21
2.21 Old Collegians 21
2.22 Parents’ Association 22
2.23 Parent and Adult Education 22
2.24 Performing Arts 22
2.25 Primary Years Programme (PYP) / Middle Years Programme (MYP) 23
2.26 Roslyn Smorgon Outreach Program 23
2.27 Sharing Your Simcha 23
2.28 Sports Houses 24
2.29 Support Services and Special Programs 24
2.30 Uniform Supply 26
2.31 VET Program 26
2.32 Website and Social Media 26
2.33 Withdrawing a student 26
## Contents (Cont’d)

### Section 3. College Policies

<table>
<thead>
<tr>
<th>Number</th>
<th>Policy</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.01</td>
<td>Acceptable Use of the College Computer Network and the Internet</td>
<td>27</td>
</tr>
<tr>
<td>3.02</td>
<td>Alcohol</td>
<td>28</td>
</tr>
<tr>
<td>3.03</td>
<td>Anaphylaxis</td>
<td>29</td>
</tr>
<tr>
<td>3.04</td>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td>3.05</td>
<td>Body Piercing and Dyeing of Hair</td>
<td>30</td>
</tr>
<tr>
<td>3.06</td>
<td>Bullying</td>
<td>30</td>
</tr>
<tr>
<td>3.07</td>
<td>Bus Passes, Alternative Transport and Special Requests</td>
<td>32</td>
</tr>
<tr>
<td>3.08</td>
<td>Cigarettes and Smoking</td>
<td>34</td>
</tr>
<tr>
<td>3.09</td>
<td>Class Placement</td>
<td>34</td>
</tr>
<tr>
<td>3.10</td>
<td>Collecting Children from School / Delivering Items to Children at School</td>
<td>35</td>
</tr>
<tr>
<td>3.11</td>
<td>Communications</td>
<td>36</td>
</tr>
<tr>
<td>3.12</td>
<td>Customer Service (extract)</td>
<td>36</td>
</tr>
<tr>
<td>3.13</td>
<td>Drugs</td>
<td>37</td>
</tr>
<tr>
<td>3.14</td>
<td>Personal Electronic Devices Policy</td>
<td>38</td>
</tr>
<tr>
<td>3.15</td>
<td>Excursions</td>
<td>38</td>
</tr>
<tr>
<td>3.16</td>
<td>Food and Kashrut</td>
<td>39</td>
</tr>
<tr>
<td>3.17</td>
<td>General Behaviour in the College</td>
<td>39</td>
</tr>
<tr>
<td>3.18</td>
<td>Head Lice</td>
<td>40</td>
</tr>
<tr>
<td>3.19</td>
<td>Homework</td>
<td>41</td>
</tr>
<tr>
<td>3.20</td>
<td>Kippah</td>
<td>42</td>
</tr>
<tr>
<td>3.21</td>
<td>Privacy</td>
<td>43</td>
</tr>
<tr>
<td>3.22</td>
<td>Sport</td>
<td>43</td>
</tr>
<tr>
<td>3.23</td>
<td>Student and Staff Academic Integrity</td>
<td>44</td>
</tr>
<tr>
<td>3.24</td>
<td>Students’ Driving and Conduct on School Grounds</td>
<td>44</td>
</tr>
<tr>
<td>3.25</td>
<td>Traffic Safety</td>
<td>45</td>
</tr>
<tr>
<td>3.26</td>
<td>Truancy and Out of Bounds</td>
<td>46</td>
</tr>
<tr>
<td>3.27</td>
<td>Uniform</td>
<td>46</td>
</tr>
<tr>
<td>3.28</td>
<td>Work Completion Policy for Years 7 - 10</td>
<td>47</td>
</tr>
<tr>
<td>3.29</td>
<td>Year 10 Policy</td>
<td>47</td>
</tr>
</tbody>
</table>

### Appendix: Child Protection Policy

Incorporating:

1. Foreword
2. Mandatory Reporting of Child Physical and Sexual Abuse
3. Student Welfare/Special Education Needs
4. Staff Contact with Students
5. Working with Children Checks
6. Camps/Extended Programs
7. Crimes Act (1958)
8. Risk Management Strategies
Section 1: General Information

1.01 College Hours

Gandel Campus, Burwood  
Monday to Thursday  
8.50am – 3.55pm  
Friday (Summertime)  
8.50am – 3.15pm  
(Wintertime Primary)  
8.50am – 2.55pm  
(Wintertime Secondary)  
8.50am – 2.50pm

Buses leave 15 minutes after closing times (10 minutes for Primary on wintertime Fridays)

Gandel Besen House and Monday to Thursday  
Fink Karp Ivany Campus  
Friday (Summertime)  
8.30am – 3.30pm  
(Wintertime)  
8.30am – 3.00pm

1.02 Contact Numbers for College Staff

Main Reception:  
03 9834 0000
• For general enquiries at the College
• To contact Director of Alter Family School of Jewish Studies and Ivrit
• To contact specific heads of faculty
• To contact all Secondary staff
• To contact financial and clerical administrative staff
• To contact Secondary Student Services

Principal's Office:  
03 9834 0005
• To contact College Principal only

Deputy Principals:
• Deputy Principal, Director of Alter Family School of Jewish Studies and Ivrit  
03 9834 0003
• Deputy Principal, Primary  
03 9900 4600
• Deputy Principal, Secondary  
03 8888 8500

Lew Family Secondary School:  
03 8888 8500
• To contact Deputy Principal, Secondary
• To contact VCE Co-ordinator
• To contact Heads of Years 7, 8, 9, 10, 11 and 12

Smorgon Family Primary School:  
03 9834 0100
• To contact Campus Coordinator, Smorgon Family Primary School
• To contact all Smorgon Family Primary School staff

Gandel Besen House:  
03 9900 4600
• To contact Campus Coordinator, Gandel Besen House
• To contact all Gandel Besen House staff

Szalmuk Family Early Learning Centre (Kindergartens):  
03 9900 4600

Fink Karp Ivany:  
03 8554 4700
• To contact Campus Coordinator, Fink Karp Ivany
• To contact Kindergarten
• To contact all Fink Karp Ivany staff
1.03 College Council

Mount Scopus Memorial College Council

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Mrs Amy Hershan</td>
</tr>
<tr>
<td>Past President</td>
<td>Mrs Lisa Kennett (LC)</td>
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<tr>
<td>Treasurer</td>
<td>Mr Shane Gild</td>
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<tr>
<td>Principal</td>
<td>Rabbi James Kennard</td>
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<tr>
<td>Mrs Helen Apelbaum</td>
<td>Mrs Agnes Freeman (LC)</td>
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<tr>
<td>Mr Johnny Baker (LC)</td>
<td>Mr Joe Gersh AM (LC)</td>
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<tr>
<td>Mr Reuben Benkel (LC)</td>
<td>Mr Shane Goldberg</td>
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<td>Mr Marc Besen AO (LC)</td>
<td>Mr Anthony Goldman</td>
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<tr>
<td>Mrs Susan Boltin (LC)</td>
<td>Dr Brendan Hayman</td>
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<tr>
<td>Mrs Lyn Borowski (LC)</td>
<td>Mrs Marie Hirsch (LC)</td>
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<tr>
<td>Mr Michael Borsky</td>
<td>Dr Zivit Inbar</td>
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<tr>
<td>Mr Rodney Brott</td>
<td>Dr Errol Katz</td>
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<tr>
<td>Mr Russell Casper</td>
<td>Dr Barry Kave (LC)</td>
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<tr>
<td>Mrs Rachel Chrapot</td>
<td>Mr Yehuda Kemelman</td>
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<tr>
<td>Mr Adrian Cohen</td>
<td>Mr Henry Lanzer (LC)</td>
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<tr>
<td>Mrs Laura Davis</td>
<td>Mrs Naomi Lenga</td>
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<tr>
<td>Ms Lisa Farber</td>
<td>Mrs Rachel Mieszewicz</td>
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<tr>
<td>Mrs Paul Ramler AM (LC)</td>
<td>Mr Adir Shiffman</td>
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<tr>
<td>Mr Benjamin Slonim OAM (LC)</td>
<td>Mrs Sharonne Slonim</td>
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<tr>
<td>Mr Gary Starr</td>
<td>Mr Garry Stock (LC)</td>
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<tr>
<td>Ms Karen Stock-Schnall (LC)</td>
<td>Mr Phillip Symons OAM (LC)</td>
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<td>Mr Roy Tashi OAM (LC)</td>
<td>Mr Jonathan Tisher</td>
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<tr>
<td>Mr Philip Weinman (LC)</td>
<td>Dr Ann Wollner (LC)</td>
</tr>
</tbody>
</table>

LC = Life Councillors

Executive of the Mount Scopus Memorial College Council

<table>
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<th>Position</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Dr Ann Wollner (LC)</td>
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</tr>
</tbody>
</table>
1.04 College Leadership

For an immediate and informed response to any issues, parents are strongly advised to contact their class teachers (Mechanchim in Secondary School) in the first instance, then the respective Campus Coordinators or Deputy Principals.

### Secondary School

- **Deputy Principal, Secondary**: Sharon Stocker
- **Director of Student Services, Secondary**: Kerry-Ann Wainwright
- **Director of Teaching and Learning**: Emma Shulman
- **Director of Student Development**: Jared Alford
- **Secondary School Faculty Leaders**:
  - **Art**: Bridget McDermott
  - **English**: Robert Bryson
  - **Humanities**: Lorraine White
  - **LOTE**: Michelle Bunn
  - **Maths**: Allison McNamara
  - **Performing Arts**: Bridget McDermott (2016 only)
  - **Science**: Tony Peake
  - **Sport and Physical Education**: Rob Scholz
  - **MYP Co-ordinator**: Matthew Dufty
  - **Educational Resources Manager**: Glenda Scott

### Primary Schools

- **Deputy Principal, Primary**: Greg Hannon
- **Director of Student Services, Primary**: Rene Israel
- **Campus Co-ordinator, Fink Karp Ivany**: Dana Rosenzweig
- **Campus Co-ordinator, Gandel Besen House**: Monica Brivik
- **Student Services Co-ordinator, Fink Karp Ivany**: Christy Rankin
- **Co-ordinator of Teaching and Learning/PYP**: Edna Sackson
- **Head of Informal Jewish Education, SFPS**: Erez Fineberg
- **Head of Primary Learning Resource Centre**: Fiona Birkin
- **Gan Gani Facilitator**: Tahni Grinblat
- **Out of School Hours Care Coordinator**: Bella Maevsky
- **Early Learning Centres Coordinator**: Shana Uplter

### Heads of Year:

- **Year 7**: Breyten Storm
- **Year 8**: Belinda Ross
- **Year 9**: Charlene Storm
- **Year 10**: Matti Borowski
- **Year 11**: Rob Scholz
- **Year 12**: Sylvia Haber
1.05 Non-Educational College Leadership and Staff

The College has a leadership structure in place to ensure that the non-educational and administrative tasks in the organisation are effectively handled.

Enrolment Director: Ms Denise Kain

Registrar: Ms Rachael Simmelmann

For all matters relating to student enrolments.

Chief Finance and Operations Officer: Mr Maurice Wulfsohn

For all matters relating to the financial running and organisation of the College.

Head of Operations: Mr Brendan Blaney

For all matters relating to the operations of the College.

Human Resources Manager: Mr Howard Kindler

For all matters relating to employment, contracts and monitoring of Workplace Agreement Regulations.

Foundation Executive Director: Mrs Marilyn Simon

For all matters relating to the Foundation and major fundraising.

Matrons: Gandel Besen House
Fink Karp Ivany
Gandel Campus, Burwood

Suzanne Jeffrey

Mrs Anna Faiman
Mrs Michelle Jackson, Mrs Helen White, Ms Cathy Canestra and Rachel Carra

For all matters relating to student and staff illnesses and injuries whilst at the College.

Parents’ Association Administrator: Judy Prager

For all matters relating to the Parents’ Association.
Section 2: About the College

2.01 After-School Care and Holiday Programs

At our Early Learning Centres we provide all day care on most days, 48 weeks a year. This includes before and after school hours care and a school holidays program which may be run at either GBH or FKI.

After school and holiday programs are also available for school age children at both GBH and FKI.

2.02 Annual Giving

During our Annual Giving Campaign, volunteers reach out to parents, alumni and the community for donations to our Scholarship Fund, which assists with the provision of needs-based tuition fee subsidies for approximately one in four families who seek our assistance every year. Donations are tax deductible.

You can help in two important ways: by volunteering your time as a telephone canvasser and with your own valued donation.

You can also contribute to the College with donations to our Foundation and library; by sharing your simcha; endowments, bequests and more.

For details please call Marilyn Simon on 9834 0033.

2.03 Book Supplies

Textbook orders and secondary school stationery supplies are sourced through the College’s bookseller, Campion Education (Aust) Pty Ltd. Orders are placed on-line at www.campion.com.au (School Code is MTEE) or Campion sales staff can be contacted via email on sales@campion.com.au or 1300 433 951. Primary school stationery supplies are provided in-class.

Batteries, padlocks, Kippot and school bags are available from Dobsons Pty Ltd, located at 667 Glenferrie Road, Hawthorn 3122 – Ph: 9819 1122. Business hours are from 8.30 am – 5.30 pm Monday to Friday.

2.04 Cafeteria and Tuck Shops

All food provided by our cafeteria or tuck shops is either Milchig (milk) or Pareve, unless otherwise notified. The cafeteria is closed on fast days.

Gandel Campus, Burwood

The Baker Family Cafeteria services the whole campus. The cafeteria opens each morning (except for fast days) by 7.00 am. A comprehensive menu is provided for each day of the week and is prominently displayed for students’ information. Secondary students access the cafeteria directly. Students at the Smorgon Family Primary School access cafeteria menu through www.flexischools.com.au. Orders are paid online and orders are then delivered to the classroom. Extensive menus, including gluten free options, are available. The cafeteria is fully supervised by Kosher Australia and uses Chalav Israel dairy products.
Gandel Besen House

The Parents’ Association runs a lunch order service on Tuesday and Tuckshop on Thursday each week. Gandel Besen House parents will receive communications from the Parents’ Association in this regard at regular intervals. Volunteers are always welcome.

Fink Karp Ivany

The Parents' Association runs a Tuck Shop at Fink Karp Ivany every Wednesday. All items cost 50 cents each. Parents will receive more direct information regarding this arrangement from the Parents’ Association. Volunteers are always welcome.

2.05 Camps, Seminars, Conferences and Tours

Camps are an integral part of the College curriculum and all students are expected to attend the camp for their appropriate year level unless unable for medical reasons. No refunds will apply in the case of non-attendance.

Camps

Year 4 (7 November to 9 November)

Alexandra Adventure Resort, located in Alexandra, is a magnificent scenic spot in a farmland setting with crisp, clean air. It provides a wonderful opportunity for our Year 4 students to develop independence, confidence, leadership skills and a caring attitude toward each other.

Wildlife around Alexandra Adventure Resort includes kangaroos and native water birds. Activities while at the camp include sporting and indoor games, canoeing, rock-climbing wall, flying fox, a high ropes course, bushwalking (including a night walk), Ruach, informal activities run by the Jewish Informal team and lots more. The camp is for two nights and three days.

Year 5 (21 November to 24 November)

Coonawarra Farm Resort is in East Gippsland. Year 5 daily activities include: canoeing, ropes courses, building rafts, giant swing, flying fox, swimming, horse riding and various activities at night. Benefits to students include: team work, outdoor activities and new experiences, as well as getting to know each other and staff in a different environment. In a nutshell, cooperation, co-ordination and resilience are key aspects of the camp. The camp is for three nights and four days.

Year 6 (7 March to 10 March)

A real highlight for Year 6 students, who fly to Sydney, walk around Government House, the Opera House and then board the Manly Ferry for a scenic trip across the harbour. The students then bus down to Canberra where they are based at a motel. The students spend the next three days visiting the amazing attractions Canberra has to offer and learning about Australia’s government and its role in history. They return to Sydney to fly back to Melbourne on Thursday 10 March.

Year 7 Outdoor Education Camp (5 December to 8 December)

This is a four-day mobile camp centred around the Eildon National Park. Students sleep in tents. During the day they participate in camp craft skills courses, high ropes, rock climbing and abseiling, rafting and bushwalking. They explore the beautiful and unique Cathedral Range State Park. Students learn self-challenge through the various hands-on activities, and develop the skills needed to ensure minimal ecological impact. They are encouraged to maximise their appreciation of the sights, sounds and smells of their surroundings.
Year 8 (5 December to 8 December)

The Year 8 camp is scheduled to take place in Term 4. This camp is intended to consolidate the knowledge students have acquired in the last couple of years of their schooling incorporating the MYP areas of interaction.

The camp takes place in the Grampians, and focuses on three predominant areas; Leadership, Aboriginal Culture and History and outdoor education.

Year 9 Outdoor Education Elective (5 December to 9 December)

The elective is of one semester in duration, and includes in-school activities, four external practical activities and a two and a half day camping experience at the end of the school year. It is intended that, through the blend of activities and class-time theory, students will develop a greater understanding and knowledge of the natural environment and the need to live harmoniously within it.

Throughout the semester, all elective participants are given the opportunity to study our natural world and use the environment to enrich their traditional subject matter. Much time is spent in the classroom in preparation for these experiences. Both the activities and the camp offer practical ways to allow the students to use what they have learned in the classroom into the outdoors setting.

Activities include bushwalking, caving, mountain-bike riding and canoeing. Each of these activities is linked specifically to a unit of work.

Year 9 Yorta Yorta Elective (31 May to 3 June)

Students who are part of the Aboriginal Studies elective spend four days in the Shepparton region studying indigenous Australia. They meet with members of the local aboriginal community as well as exploring the history of the area, including its role in Jewish Australia.

Seminars

Year 9 Mifgashim Seminar  (Camp 1: 2 August – 7 August)  
(Camp 2: 16 August – 21 August)

Year 10 Etgarim Seminar  (Camp 1: 23 August – 28 August)  
(Camp 2: 30 August – 4 September)

Based in Portsea, the Year 9 seminar explores Israel as an integral part of students’ Jewish identity. The Year 10 seminar builds on this concept and aims to challenge students with the fundamentals of Jewish belief and practice. Run by madrichim (leaders) from the Jewish Agency in Israel as well as from local Zionist youth movements, both seminars feature educationally based informal activities utilising indoor and outdoor settings. Supervisory staff are present at all times.
Year 11 Shabbaton (29 July to 30 July)

The College offers an optional Shabbaton for all Year 11 students. The Shabbaton offers a wonderful opportunity for students to spend time away with the Informal Jewish Education team, together with the Zionist Seminar Madrichim.

Year 12 Shabbaton (17 June to 18 June)

The College offers an optional Shabbaton for all Year 12 students. The Shabbaton offers a wonderful opportunity for students to spend a final Shabbat away with the Informal Jewish Education team. The Shabbaton focuses on issues of Jewish identity and continuity, which is relevant to our students as they contemplate life away from Mount Scopus.

Conferences

Year 11 Shiluv Conference (28 November to 30 November)

This non-residential conference builds on students’ appreciation of the importance of both Israel and Judaism to their individual and communal Jewish identities. It focuses on the importance of our local Jewish community and its part in students’ daily Jewish life. Students choose from more than fifty different topics covering a broad range of communal interests.

Tours

Israel Family Trip

For the past decade Mount Scopus has offered families of the College community the opportunity to tour Israel as a family group. The trip itself is conducted by Jewish Journey and runs for twelve days in late December and early January. The trip is unique in that it caters for participants of all ages but has a particular emphasis on school-age children. It is an intense program with an emphasis placed on experiential learning.

Ulpan

The College provides a voluntary Israel Experience Program for Year 10 students each year. The program is educational in design and structure. It incorporates a number of distinct elements: extensive travel throughout the country, Shoah studies at Yad Vashem, experiential learning relating to Israeli society and history, Summary on Israeli politics and the Arab/Israeli conflict. In addition, the group spends three days in Prague investigating Jewish History. Students are accompanied by a staff member and sessions are conducted by qualified professionals. The program takes place during the final weeks of the College’s school year and concludes in early January. There will be two different version of the Ulpan programme offered:

1. Ulpan Jerusalem (nine to ten weeks)

Students will have the opportunity to spend approximately four to five weeks living in Jerusalem. During this time, they will spend time learning at an Israeli high school, studying at Ulpan and spending extensive time with Israeli students of their own age.

2. Ulpan (five weeks)

In early December the nine week group is joined by the rest of the Ulpan students. Together, they will experience Israel from top to bottom with extensive hikes taking them through much of biblical and modern Israel.
2.06 Careers Counselling

The focus of career counselling at the College is on ascertaining individual student career requirements. Particular emphasis occurs during the transition from Year 10 into VCE and from Year 12 into tertiary destinations and beyond. All students in Years 10 and 12 have a consultation with a career counsellor during the course of the year. Year 10 students also undertake the Morrisby Career Guidance Profile testing in Term 1 to assist them with their subject choices for VCE.

Our professionally accredited career counsellor provides up-to-date, high quality guidance and information to students and parents. A comprehensive range of current career resources are featured in our spacious Henrik Aroni Careers Centre as well as our dedicated careers portal. Students are invited to visit the Careers Centre to use a variety of career oriented on-line resources and software, or to browse. A careers newsletter is produced fortnightly and disseminated to all parents and students in Years 10 to 12.

A number of careers-related activities are arranged throughout the year. These include visits from Old Collegians and representatives from various tertiary institutions to provide students with insight in regard to future occupations that they may be considering.

2.07 Circulation of and/or Changes to Parent Contact Details

Contact information for fellow parents is now made available on-line via Parent Directory, part of the College’s online Parent Lounge application.

It is parents’ responsibility to check the contact details the College has for them and then to ‘share’ those details (according to their preference) via Parent Directory. Parents who do not login and share their details will not have their details made available to other parents in their child’s year group. You can choose which details are shared and which are not via the Parent Lounge.

Changes to contact details eg address and phone numbers must be made via Parent Lounge. Once the changes have been confirmed by the College the new information will become immediately available via Parent Directory (if those details have been shared).

Instructions on how to log into Parent Lounge are available on the College website (Parent Lounge Instructions).

Information on how to use Parent Directory can be found here Parent Directory FAQ.

For further assistance contact our Data Controller, Jenny Stosser, on 9834 0000 or email jstosser@scopus.vic.edu.au.

Please note that Parent Directory and the information provided therein is for personal use only, to assist student growth and development in the College community. Access to and use of the information is subject to the College’s Privacy Policy. Use for commercial purposes is prohibited.
2.08 Communicating with Separated Parents

It is important that parents advise us of changes to their family, particularly in the event of a separation or divorce, which could impact their communication preferences.

If parenting or other court orders are issued then both parents should forward a copy, along with any subsequent updated or replacement orders, to the Enrolment Director for dispersal to relevant staff. All communications will be directed to parents in line with those orders. This includes, but is not limited to, orders relating to contact with children, payment of tuition fees, or attendance at school premises or events.

If there are no orders in place then the College will presume both parents share joint parental responsibility and will communicate accordingly with both parents.

2.09 College Chaplain

Rabbi Shamir Caplan is the College Chaplain and provides pastoral services to students and parents across all campuses. He spends time each week at each of the Mount Scopus campuses working directly with students and is accessible to meet with individuals or groups on request. In addition, he is involved in adult education and is available to all parents of the Mount Scopus community for life cycle events or pastoral support.

Rabbi Caplan can be contacted via email at scaplan@scopus.vic.edu.au

For information or comments about the chaplaincy program, feel free to write to acohen@scopus.vic.edu.au.

2.10 College Council

The College Council and its Executive Committee work closely with the Principal on matters of College policy, philosophy and strategic direction. The Executive Committee is supported by the College Council, an advisory body which also elects some of their number to serve on the Executive Committee. Council members represent the College in the community. Specialist committees have been established by the Council to advise the Executive Committee on the development and implementation of policy and strategic direction. Reports on College activities are presented to each Council meeting and to the annual meeting of parents each March when new members are elected to the College Council.

2.11 Communicating By Text Message

See page 30 for detailed explanation of attendance processes

Should parents forget to advise the school of a child’s absence, Mount Scopus uses a personalised Short Message Service (SMS) sending text messages directly to mobile phones to alert parents that their child has not arrived. This is the quickest and most reliable way to discreetly alert parents allowing them a convenient way to advise the school of the reason their child is absent.

Please make sure the school has your current mobile number and notify the school immediately if this number changes. You can also update your own details via the Parent Lounge.
2.12 Diary

In the Junior Primary School, each student from Years 1 to 3 will record their home learning in their Learning Journal. The journal will also be used as a means of communication between home and school. Parents will be encouraged to sign or comment in the journal in order to indicate that they have taken note of any home learning or communication from teachers.

In the Upper Primary School, each student from Years 4 to 6 will record their home learning online. Students and their teachers will choose a suitable online tool for this at the start of the school year.

In the Secondary School, students will receive a School Diary and also use the eDiary on the College intranet.

Secondary students are expected to be independent and self-organised. The manner in which they use their Diaries is largely their own responsibility. Students are expected to hand in required homework or projects on time and therefore are encouraged to use their Diaries effectively to help keep them organised and on task.

2.13 Early Learning Centre Fee Government Rebates

Our Early Learning Centres are Approved Long Day Care centres and able to receive the Child Care Benefit directly from the Family Assistance Office on your behalf. This means that you may be eligible for a reduction in the kinder fees when you register with the Family Assistance Office (FAO) for the Child Care Benefit (CCB).

If you meet certain requirements set by the Australian Government you may be eligible to receive the CCB which is means tested and phased out once a household with one child in care has an income of $152,147 in the 2015-16 financial year or up to $178,023 with three children in care. Even if your income exceeds the CCB threshold you can still receive the Child Care Rebate (CCR).

You will need to provide a Family Assistance Office Assessment Notice detailing the Centrelink Customer Registration Number (CRN) of the child and of the parent claiming, along with the parent’s date of birth.

Even if you are not eligible for CCB, you will need to register in order to receive the Tax Rebate if you meet those criteria.

Contact the Family Assistance Office on 13 16 50 or visit www.familyassist.gov.au for further details or to register.

Fee rebates are also available for junior primary school students up to Year 3 using after care and school holiday programs.
2.14 Foundation

Our Foundation is responsible for major fundraising to advance the College. Funds raised can be applied to capital works, endowment, tuition fee subsidies, scholarships and programs as prioritised by the educational leadership. Businesses and families may become members with classifications and recognition dependent on gift level. Membership is recognised by inclusion on the Honour Board, acknowledgment at the Annual General Meeting and in the Annual Report, and by invitations to College and Foundation only events.

Foundation membership may not be out of reach as evidenced by the growing number of young parents becoming involved. Donations are tax deductible. Entry Level is $20,000 which can be paid over four years and is tax deductible.

If you wish to be involved in any way or to discuss making any gift, bequest or scholarship endowment, please contact Marilyn Simon, Foundation Executive Director on 9834 0033 or email msimon@scopus.vic.edu.au.

2.15 Health Centre

Each Campus has a First Aid facility.

Gandel Besen House is staffed by Registered Nurse Suzanne Jeffrey from 10.00am till 3pm. At other times it will be staffed by a Level 2 First Aider.

At Fink Karp Ivany, first aid is provided by Anna Faiman, who holds a Level 2 First Aid certificate.

At Gandel Campus in Burwood, the Health Centre is responsible for policy, organisation, stock levels and entering student and staff information into a confidential database. It also develops procedures and processes for all three facilities. The Centre is staffed by Registered Nurses Michelle Jackson, Helen White, Cathy Canestra and Rachel Carra. The College has the support and guidance of two honorary physicians, Dr Phillip Boltin and Dr Gerald Segal.

The Health Centre is open during College hours and all staff welcome contact from parents and guardians regarding any health concerns they may have with their children.

Important points to note about the facility are:

- Students who are ill and need to go home must be collected from the centre and will be given a pass, which is handed to the guards at the security gate on departure.
- Students going home ill will not be permitted to go home by public transport. They must be collected by a parent or nominated person.
- Should the need arise, every effort will be made to contact parents and guardians or nominated emergency contacts. Please ensure that contact numbers are current and any restrictions eg joint parental responsibility arrangements, and any parenting orders and/or intervention orders held by the College are current.
- During the summer months, it is expected students will supply their own sunscreen so as to reduce the chances of an allergic reaction. All students are also encouraged to wear a hat and sunglasses when outdoors.
- Anti-inflammatory medications are not administered by the College, unless supplied by, and with written permission from, parents/guardians.
- Short term medications such as antibiotics and naturopathic drops will no longer be administered during school hours by any Mount Scopus staff. Parents are recommended to advise their doctors of this fact when being prescribed antibiotics and other short term medications.
Long term medications for chronic conditions are to be stored in the Health Centres and are to have an accompanying letter from the prescribing doctor. Such medication will be administered at the discretion of the Nurse-In-Charge in consultation with the Honorary Physicians.

Please contact Matron for a complete list of medical policies.

2.16 Jewish Studies Curriculum

Formal Jewish Studies

**Hebrew**

In Years Prep - 3 students learn through the Tal Am programs, which are curricula designed for Jewish day schools in the diaspora. They promote the development of Jewish concepts as well as reading, writing and speaking skills.

When the students commence Smorgon Family Primary School they begin to study using the Chaveim B’Ivrit program. The program emphasises the basics of grammar as well as focussing on spoken Hebrew.

From Year 6 and throughout the Secondary years, Hebrew language is taught utilising the NETA Hebrew language curriculum. It has been written by a team of expert curriculum writers from the Hebrew University in Jerusalem.

The six-year curriculum, which is divided into four levels (introductory, beginners, intermediate and advanced), is driven by the belief that mastery of Hebrew promotes a better understanding of our history, culture and tradition. Through this program we are seeking to create a community of Hebrew speakers who can enjoy a lecture in Hebrew, participate in serious discussion or casual conversation in Hebrew, read an article in an Israeli newspaper and write a letter to the editor in Hebrew.

In addition we have recently established Hamakom, a language centre which provides students with an opportunity to utilise spoken Hebrew.

At the VCE level, we offer Hebrew units 1/2 and Units 3/4. In addition, Year 12 students are able to enrol in Tertiary Hebrew via The University of Melbourne.

The College also offers a TAFE course in Applied Languages (Hebrew) which will be open to students from Year 10 -12. The course focusses on workplace Hebrew with an emphasis on oral language. The course counts towards VCE.

**Judaic Studies Curriculum**

In the upper Primary the *Tanach* (Bible) curriculum has been developed in conjunction with Bar Ilan University. It is a spiral program which strives to give students the skills for independent study. Weekly parashat hashavua ensures an understanding of the flow of the Torah.

In Years 7-10, Judaic Studies is part of the core curriculum. Judaic Studies is divided into units of *Tanach* (Bible), Jewish History, *Tosha* (Jewish law and lore) and Israel Studies (Years 7 and 8). The Judaic Studies curriculum has been developed by Mount Scopus teachers, including the production of all student booklets both in print and electronic forms.

In Years 7 and 8, students may choose to participate in the Master Talmud class. This is a textual enrichment class taught by Rabbi Shamir Caplan and Keren Harel-Gordon.
A text-based Judaic Studies class is also offered in Years 9 and 10. In Year 9, students may choose the electives entitled Israel Studies and / or Tough Choices. In Year 10, students may choose the electives Israel Studies and / or Holocaust Studies.

In both Years 11 and 12, it is compulsory for students to study a VCE Jewish Studies subject. Students may choose Hebrew, Religion and Society, Texts and Traditions, Media Studies-Jewish Stream, Studio Art (Jewish), Jewish Lit and History units 1 and 2. In addition, Year 12 students are able to enrol in Tertiary Hebrew via The University of Melbourne or a VET course in Applied Language.

Informal Jewish Education

The Informal Jewish Studies department is a cornerstone of a Mount Scopus education. It is well recognised that informal and experiential undertakings have a positive and long-lasting effect on Jewish identity.

In the Primary years, learning about the Chagim (Jewish Festivals) and Israel take place in an informal environment utilising experiential methodologies.

In the Secondary years, the Informal Jewish Studies Department is responsible for Jewish camps, regular assemblies, major full-day celebrations such as Purim and Yom HaAtzmaut, fund-raising drives and consciousness-raising activities. In addition, the Informal Jewish Studies Department is housed in its own dedicated centre, called the Merkaz. Every recess and lunchtime the Merkaz is a central meeting place for many of our students.

During Year 10, an intensive Hadracha (leadership training) program is offered for all students. This is followed up by many opportunities for these students to undertake leadership roles, for example, being madrichim (leaders) at camps for younger students, Shabbatonim for Primary students and various community-wide events held on Sundays.

In Year 11, a very important part of our Informal Education Program is the Year 11 Conference. The conference theme is ‘Shiluv’ or ‘Integration’. The aim is to expose the students to a range of diverse and interesting speakers from throughout Australia and overseas ranging from Performing Arts to Middle East Politics. This will enable them to begin evaluating and focussing on their future roles within the Jewish and broader Australian community.

Year 11 students have the opportunity to participate in the Roslyn Smorgon Outreach program. This program involves our students meeting with their peers from a wide variety of schools across Melbourne, in order to talk about Judaism, Israel and their lives as young Australian Jews. In addition, these students may volunteer to participate in an interfaith program called Building Bridges. This is a structured program designed for Jewish, Christian and Muslim high school students.

Tefillah (Prayer)

Primary students have Shacharit (morning) services in their classrooms every morning.

Bar Mitzvah students from Years 6, 7 and 8 attend Shacharit (morning) services from Mondays to Fridays in the College Synagogue. They learn how to daven (pray), put on their Tefillin, gain understanding about the deeper meanings of prayer and have the opportunity to learn how to lead services.

On Mondays and Thursdays the relevant section from the Torah is read. Often the first time that a Bar Mitzvah boy will be called up to the Torah, will be at morning services at school, in front of peers, teachers and family.
The Kew Hebrew Congregation Smorgon Scholarships offer an opportunity for post Bar Mitzvah boys to learn how to lead services and to actually do so at Kew Hebrew Congregation. This program takes place under the supervision of Rabbi Shamir Caplan.

Early Friday mornings a voluntary Shacharit (morning) service is held in the Merkaz. It is run by, and attended by, enthusiastic students. This is followed by a communal breakfast. Students have the opportunity to organise their own Kehilah (prayer community).

Recently we have also commenced a girls tefillah group which meets once a week before school.

On Friday nights, a Shabbat youth service is held by students at the Szalmuk Family Early Learning Centre. This takes place under the direction of the Informal Jewish Studies department.

Bat Mitzvah Program

The College has adopted the Matan Bat Mitzvah program. This is a mother-daughter, text-based learning program. The year level (Year 7 and then Year 6) is divided into groups usually based upon the dates closest to the Bat Mitzvah of the girls. Each group consists of between eight to twelve girls, each accompanied by her mother.

Each week, a different woman in Jewish history is studied, spanning from Biblical to modern times. Through the study of texts, Bibliodrama and other creative activities, there is a focus on the values which make these women unique. The program is run over eight to ten sessions, culminating in a Siyum (end-of-learning celebration), wherein the girls present a Dvar Torah (prepared speech that incorporates religious teachings) on a woman who has inspired them. Girls also have the option to prepare for a Dvar Torah at school with a JS teacher and we offer a mother/daughter weekend for all Year 6 girls.

Bar Mitzvah Program

Bar Mitzvah boys learn their Torah portions (Maftir, Haftarah) at the College with Program Co-ordinator, Rabbi Avrohom Goldberg. All boys are required to attend the early-morning service (commencing at approximately 8am) for two terms during their Bar Mitzvah year and are called to the Torah at the College near the time of their Bar Mitzvah day. All students receive a Bar Mitzvah workbook, an interactive booklet which contains information about the Bar Mitzvah, a project about the Parasha and Haftarah and a record of attendance. Avi Cohen oversees the program and services.

Chagim (Jewish Festivals) Education / Beit Midrash

During the Primary years, learning about the Chagim (Jewish Festivals) takes place in an informal environment utilising experiential methodologies.

Prior to the Chagim (Jewish festivals), students from Years 8 to 10 participate in Beit Midrash learning. Echoing the ancient Talmudic study mode of paired or small-group learning, students are guided by Youth Movement madrichim (leaders) in studying classical Jewish texts. These texts focus on the upcoming Jewish festival, allowing students to discuss and engage in a learning mode outside of the traditional classroom setting.
2.17 Leadership and Captains

We encourage leadership, independence and responsibility in all our students throughout their College life. This applies to regular classroom activities, routines and broader responsibilities.

Smorgon Family Primary School

Year 6 Leadership Opportunities

As the way in which our students learn has dramatically changed over the past number of years, so has our leadership program.

The leadership model follows the ‘Achrayim’ (Responsibility) program that has been run successfully as an option for Year 6 students for the past three years. Students participating in the program will learn about taking responsibility in all facets of their lives. They will explore these ideas both theoretically and practically. They will look at what it means to take responsibility and how one is able to actually make a difference. This is a strong component of the Primary Years Programme.

The students nominate themselves to be accepted into the program and will take on responsibilities in the areas of:

- Social Action
- Jewish Life
- School Spirit
- School Environment
- Israel Kesher
- Sport

Lew Family Secondary School Student Leadership

Netzigim (Representatives) Program

Year 9 students undertake an intensive leadership-training program. Leadership groups are then formed and assigned to one of the four school terms. Each group will be responsible for the planning and running of a major event in the assigned term.

Hadracha Program

During Year 10 there is an extensive out of school leadership-training program for students. They become leaders in the Middle and Primary Schools’ Informal Jewish Studies Programs.

Years 11 and 12

There are a number of leadership positions available in Years 11 and 12.

School Captains

The two College Captains oversee student leadership.

Working with the College Captains are the Portfolio Captains. There are two captains for each of the following portfolios:

- Social Action
- Jewish Life
- School Spirit
• School Environment
• Israel Kesher

Year 12 Portfolio Committees

Year 12 students apply to form portfolio committees. Under the leadership of the portfolio captains these committees take responsibility for all projects and activities.

The other Leadership positions are:

• Two Sport Captains
• Four House Captains (one for each House)
• Two Performing Arts Captains
• Visual Arts Captain
• Minyan Merakezet
• Minyan Gabbi
• Radio Manager
• Opus Editor
• Video Crew Manager
• Tzedakah Coordinator

For details regarding Secondary Student Leadership, please contact the Director of Student Development.

2.18 Learning Resource Centres

The College has four Learning Resource Centres – the Debbie Pastor Library at Gandel Besen House, the Yvonne and Ian Fayman Library at Fink Karp Ivany, the Aaron and Frania Gelbard Junior Library at the Smorgon Family Primary School and the Susie and Norman Rockman Library located in the Slezak Multi Media and Technology Centre at the Lew Family Secondary School.

The four resource centres are linked by a computerised library system, ensuring that all resources at the College are easily accessible to all members of the school community and providing access to a wide range of print, audio-visual and digital resources that support the PYP, MYP and VCE curricula.

Each resource centre plays an integral role in the support of students' learning in Information Literacy and in fostering an appreciation of literature and a lifelong love of reading. Each offers a welcoming, learning-centred environment appropriate to the needs of its student and staff users.

2.19 Lost Property

The surest way of reclaiming items is by attaching a label or tag marked with details of the student’s name and year level with an indelible marker. The ‘Artline 750’ is recommended. Every effort is made to retrieve lost items, but the College can only be effective if the items are passed in when found and are identifiable.

Gandel Besen House: The lost property is kept in a basket, marked as such, and located under the stairs in the foyer. Parents and students are encouraged to retrieve lost items.

Fink Karp Ivany: Outside each classroom there are storage boxes which may house lost property. Parents are encouraged to check the boxes outside every classroom for lost items.

Smorgon Family Primary School: Lost items are located near the Primary Office. Named items are returned to students weekly.
Lew Family Secondary School: The lost property room is located in room 330. This is a service provided for students who have misplaced items of clothing and equipment. The lost property room is open for the first ten minutes of Tuesday and Friday recess (this may vary depending on the term). Students will be notified via College email if they have lost an item of clothing which bears their name. Students may then retrieve items by way of donation. A charity/ tzedakah box for this purpose is kept by the teacher responsible for the lost property room.

It is the student’s responsibility to remove their own lock and empty their locker of all their belongings on the last day of lessons at the end of their own academic year. Items left in lockers after that date will be deemed ownerless.

2.20 Newsletters

The College issues a newsletter each week, and the Secondary School and the Primary School produce newsletters each week reporting on progress and celebrating the achievements of our students. Newsletters are distributed by email as part of *Scopus Matters* and posted on our website.

*Scopus Matters* incorporates the following:

- Primary weekly notices for:
  - Fink Karp Ivany
  - Gandel Besen House
  - Smorgon Family Primary School

*LFSS News*
*LFSS weekly forward calendar*
*PA Scopus Scoop* (Parents’ Association news)

Parents also receive the College magazine, *Kaleidoscope*, twice yearly by mail, and the yearbook *Scope*.

2.21 Old Collegians

The College welcomes the ongoing involvement and support of its past students. Old Collegians can stay in touch in many ways.

- Old Collegians are invited to return to school for occasions such as Purim and Yom HaAtzmaut. They are encouraged to participate as mentors for programs such as Shiluv (the Year 11 Conference) and Beit Midrash, as well as various co-curricular activities such as musical and drama productions.

- Regular reunions from five to fifty years and more following graduation provide opportunities to maintaining connection with peers and teachers. Refer to issues of Kaleidoscope for updates.

We request that Old Collegians update the College with any change of contact details. You can email Jenny Stosser, Data Controller, directly on jstosser@scopus.vic.edu.au.

For any general enquiries please call Denise Kain, Enrolment Director at the Gandel Campus on 9834 0000.
2.22 Parents’ Association (PA)

Working to further foster that unique and coveted Mount Scopus school spirit while engaging parents in roles that enable them to spend time doing things with and for their children, the Parents’ Association (PA) is a bustling entity comprising of parents from across all three campuses.

Central also to the PA is fundraising for equipment and facilities to enhance our children’s experiences throughout the entire school.

There are so many opportunities to become involved, with a number of committees bridging across all the campuses, including Events, Communication and PR and Student Food Services.

The PA welcomes input, enthusiasm and passion from within the College Community in order to help enhance our children’s school journeys.

For any enquiries, or more information please contact: Judy Prager, Parents’ Association Administrator on 9834 0256 or email jprager@scopus.vic.edu.au.

2.23 Parent and Adult Education

A number of information evenings are staged throughout the year, with topics ranging from school curriculum, to community issues and current affairs. Information on these evenings is circulated to all parents in advance.

We also offer education evenings to kinder and pre-kinder parents at our Early Learning Centres. These cover a wide range of topics where specialist guest speakers talk on issues relating to early childhood development, such as nutrition, developing resilience and toilet training, as well as topics relevant to the curriculum. Generally, there are three or four sessions held each year with details sent to parents. For further details please contact Denise Kain at dkain@scopus.vic.edu.au.

2.24 Performing Arts

Performing Arts is central to Secondary School life. And the program has grown enormously over the past few years. A rich diversity of Performing Arts studies are available for students, including VCE studies. Music Performance and Theatre Studies are both being offered this year at Year 12.

Theatre Studies has had enormous success at Mount Scopus in the past five years, with our students scoring in the top five percent of the state.

Secondary students can enhance their school experience by participating in a wide range of extra-curricular activities, such as the College Musical, The Secondary School Play, Middle school house plays, Musical instrumental and vocal Soirees, Performing Arts Showcases, The Marc and Eva Besen Orchestra, The VCE Theatre Studies play, Secondary Drama play, The Scopus Choir, Performance Ensembles and various other performance events. We also have a new talent contest starting in 2015 called Scopus Star-wars! It’s going to showcase the best of dance, music, drama, special talents from Years 7-12. Scopus is rich with performance and learning skills.

The College Musical (Years 7-12), Secondary School Play (Years 10-12), Scopus Star Wars (Years 7-12), are audition only events and this process mirrors the professional arts industry.
All other events are all inclusive and students are nurtured and welcomed into programs to better their skills and prepare them for auditions for the high profile events as mentioned above.

The department works closely with the school, the student Performing Arts Captains and the wider community.

2.25 Primary Years Programme (PYP) / Middle Years Programme (MYP)

Mount Scopus Memorial College is an authorised provider of the International Baccalaureate Organisation’s Primary Years Programme (PYP) and Middle Years Programme (MYP). These programs have been developed by the IBO to help create independent, responsible and knowledgeable young people.

Parents and students will notice a focus on inquiry as a learning methodology, and an emphasis on the values espoused by the PYP/MYP student learner profile. Learning how to learn and how to evaluate information critically are as important as learning facts. These skills and attitudes in the MYP have an added benefit: they help prepare students for the demands of senior school and the VCE. For more information please contact Layla Sacker (PYP) or Matthew Dufty (MYP).

2.26 Roslyn Smorgon Outreach Program

The Outreach program presents a wonderful opportunity for our Year 11 students to meet with young people from a variety of schools, in order to describe and discuss with them aspects of Judaism and Jewish life. Our students cover topics such as central beliefs in Judaism, Shabbat, festivals, life-cycle events, Australian Jewry, the Shoah and the centrality of Israel to the Jewish people.

During Term 1 our students undertake a demanding training schedule. This begins with a seminar held at the Jewish Museum and continues on a weekly after-school basis for the duration of the term.

The interaction between our students and their non-Jewish peers enables our students to articulate the rhythm of their lives as young Australian Jews and thereby accurately portray Jewish life in Melbourne, in all its diversity. It is hoped that these face-to-face encounters will overcome lack of knowledge about Jews, break down stereotypes and promote understanding and tolerance in the wider community.

The feedback from both teachers and students with whom we have met has been very positive, most especially in terms of the eloquence, knowledge, and openness of our students.

2.27 Sharing Your Simcha

Scopus is very appreciative of the friends who direct donations to the College in lieu of receiving gifts for special occasions and to those who choose to mark an event with a donation, which may be tax deductible. Our students are especially encouraged to consider Tzedakah at the time of their Bat Mitzvah or Bar Mitzvah. Please call Marilyn Simon on 9834 0033 to talk about your wishes.
2.28 Sports Houses

Mount Scopus has a long-standing House system that has been operational in the College over a number of decades.

The four Houses of the College are:
- Monash - Yellow
- Bialik - Red
- Ashkanasy - Green
- Hillel - Blue

Each student of the College is placed in a House during their early Primary school days. This is to be their House for the entirety of their time at Scopus. Members of the same immediate family are placed in the same House. House allocation will be based on maintaining equal numbers in each of the four Houses.

During the year the students undertake many activities and sporting events as part of the Inter-House competition. House points are awarded for each activity and are carefully recorded and added up over the course of the year.

At the completion of the year the perpetual House competition trophy is awarded to the top points scoring House in all College House activities. Both the Primary and the Secondary School appoint Portfolio Captains to assist with the running of the House system and to help ensure that each House is well represented in each activity.

2.29 Support Services and Special Programs

Counselling

The College psychologist endeavours to provide services that optimise the wellbeing of students and staff at the College. To do this the psychologist assists with programs that are conducive to promoting healthy attitudes and behaviour. When necessary the psychologist can provide additional mental health intervention on an individual or group basis.

The psychologist is the professional to consult if your child is having difficulties concentrating on school-work, is anxious, has friendship issues or is affected by a crisis at home.

Student Support

The Learning Support Centre (LSC) supports children in their academic learning, focusing on literacy and numeracy. We aim to create a learning environment that will be both motivating and suitable for the full range of diversity among our students. Within this environment we provide learning opportunities that are stimulating, relevant and developmentally appropriate, where children’s individual strengths are recognised and valued.

The LSC provides additional support for students at risk of being unable to access the regular year level curriculum due to significant learning gaps and/or learning disabilities. The primary focus of the LSC is to ensure all students have adequate English skills. Identified students may need diagnostic assessments before being offered individual or small group instruction.

During the secondary years, additional English classes at Years 8, 9 and 10 focus on the reteaching and revision of essential English skills. In some cases, staff members are supported in the preparation and modification of work to suit individual students who cannot fully participate in the regular program.
A support teacher for mathematics works in conjunction with the Year 7, 8 and 9 maths teachers. Assistance is provided as needed, within the classroom, for small groups or on an individual basis.

Lunchtime Enrichment Activities

We believe that all students in the Primary should be appropriately challenged and stimulated by their school experience and as such we provide school-wide enrichment opportunities for all children to pursue areas of interest, develop skills as well as further develop their innate talents.

Integration

The College supports the inclusion of students with a disability and promotes respect and tolerance for individual differences. Each student on the Integration Program has a flexible and individualised program that establishes short and long-term goals and is regularly monitored by the members of the Program Support Group (PSG).

All students are invited to attend the homework club which runs on Thursday afternoons (excluding the first and last week of term) from 4.15pm – 5.15pm. A literacy and maths teacher are in attendance to assist students who need help. A late bus is available to take students home.

Hebrew Immersion Program

Selected students in this Year 7 and 8 program study the regular curriculum of the College, with most of the subjects taught in Hebrew so that their Hebrew is enhanced. Benefits include a more positive attitude towards language study, in addition to the significant academic advantages that come with bilingualism and meeting the challenge of learning new subjects in a ‘second language’.

The Immersion program is not for every student, but it is appropriate for many. It is open to native English-speaking students who are at least average in their studies and in their Hebrew language skills. The Mount Scopus Hebrew Immersion Program is recognised by the National Language Institute of Australia as a project of national significance.

Mechanech Program

Mechanchim share the development of the child with parents and subject teachers who work closely with Heads of Year and support staff. As such, they are the people to contact initially about a child’s general academic or personal progress at the College.

The Mechanech Program is a combination of pastoral care, personal development, human relations and social skills. It is specifically designed to cater for the changing student needs at each year level, and can also be structured to adapt to issues arising at a particular year level. Mount Scopus has an ongoing commitment to the welfare and growth of the whole child.

Information on Support Services and Special Programs for Primary students – please refer to the Primary Curriculum Handbook which is available on the school website at www.scopus.vic.edu.au
2.30 Uniform Supply

All students are required to wear correct uniform that is in good repair. A full list of uniform items and our uniform policy are published in the school diaries provided to students, and on the College website, and more information is contained in the policy section of this handbook. Secondary students can access details of uniform items and the uniform policy in the Student Code of Behaviour published on the College intranet (myScopus).

New uniform items can be purchased from our uniform supplier, Dobson's, located at 667 Glenferrie Road, Hawthorn, 3122 from 8.30 am – 5.30pm Monday - Friday. Enquiries can be made via phone on (03) 9819 1122.

Second-hand uniforms are available for purchase by appointment only. The shop is located in the Resource Centre at Fink Karp Ivany campus in Caulfield South. Please contact Yvonne Fayman by email at yfayman@scopus.vic.edu.au or on 0414 555 532 for enquiries.

2.31 VET Program

Some of our students choose to pursue a combined school and Vocational Education Training (VET) program. VET subjects are offered in Years 10, 11 and 12. Please contact the VET Coordinator, Sandra Katz, for further details.

For information about VET Applied Languages – Hebrew, please contact Avi Cohen.

2.32 Website and Social Media

The Scopus website provides an overview of the College and its learning programs, values and philosophy, along with information on the Scopus community, Foundation and Parents’ Association, as well as a link to the Old Collegians’ Online Communications Directory.

The ‘Scopus Parents’ section includes useful information for parents such as tuckshop and uniform price lists, calendars and notices. The website also provides access to the Parent Lounge, where parents can access specific information about their children (eg: timetable) and update their details. Accessing Parent Lounge is as simple as clicking on the ‘login’ button using your parent code as the username and Bpay reference number as the password both of which are found on your College fee statement. Staff and students can also access on-line resources - www.scopus.vic.edu.au.

The College Facebook page (https://www.facebook.com/MountScopus), Parents’ Association Facebook page (https://www.facebook.com/MountScopusPA) and Twitter feed (https://www.twitter.com/MountScopus) help keep our community up to date on news, events and success stories from around the campuses.

2.33 Withdrawing a Student

Parents intending to withdraw a student must notify the Principal in writing. A full term’s notice is required, otherwise a term’s fees in lieu of notice is payable, for all year levels other than Upper Kinder, where two full terms notice is required. Naturally we will want to understand why parents have made this decision, and will be in touch to discuss their reasons. We also have a brief survey which we ask parents to complete, so that we can improve our operation and the educational experience for all Scopus families.
Section 3: College Policies

Parents who wish to obtain a full version of any of the following summarised policies should direct their request to Gandel Campus Reception on 9834 0000 or reception@scopus.vic.edu.au.

3.01 Acceptable Use of the College Network and the Internet

Purpose

It is an aim of the College to ensure that information and communications technologies (ICT) are fundamental aspects of a Mount Scopus Memorial College education.

The purpose of the College ICT network policy is to ensure that all users of its ICT network are aware of their rights and responsibilities, ensuring fair and equitable access to technology resources. This policy applies to all College staff, students and members of the MSMC community (eg, support groups, parents and guests) using the College’s ICT network.

Policy

The College ICT network and hardware is provided for educational purposes only. Students who do not abide by the rules of conduct stated below will lose their right to use our College ICT network and access to ICT hardware.

Student Rules for Use of the College ICT Network - (this includes the internet).

- Use the College ICT network and hardware only for purposes directly related to your studies.
- Use only your own school provided access accounts, and take care to keep your username and password private.
- The unauthorised use of passwords to gain access to another user’s information or communications is prohibited.
- Do not use the College ICT network for electronic ‘snooping’, ie to satisfy idle curiosity about the affairs of others.
- Do not solicit or advocate issues, causes or organisation of any kind deemed personal unless it is to further the reputation and interests of the College.
- Do not use the College ICT network for unauthorised fundraising of any kind.
- Do not change the setup of the College owned network or ICT hardware.
- On College owned devices, only use software that is owned by the College and installed on the network.
- Be aware of copyright (refer to the College’s Student and Staff Academic Honesty Policy), and always acknowledge the work of another person.
- Do not download unauthorised and/or unapproved files, including copyright materials in all forms.
- Do not play games.
- Do not publish personal details, such as home address or telephone number, in email, on the Internet or in any other electronic form.
- Do not compromise the welfare or interfere with the privacy of other users.
- Do not email, print, save or search for anything that will offend parents, teachers or other students.
- Interactions on all blogging and social networking sites using the College ICT network or personal electronic devices (PED) (see Personal Electronic Devices policy for definitions) are subject to the terms of College policies.
- Do not use impolite or inflammatory language in any electronic communication.
• If offensive material is found accidentally, report it to your teacher or the ICT Service Desk immediately. If in doubt about any content and whether or not it may be offensive, ask your teacher.
• Look after ICT equipment at all times and immediately report any problems to your teacher or the ICT Service Desk.
• Damage to College ICT equipment caused by neglect or improper use could, in extreme cases, be charged to the user directly.
• The College does not accept responsibility for stolen lost or damaged student PED
• No food or drink is to be brought into any of the computer rooms.

Consequences for breaches of the policy

Any use of the College’s ICT network contrary to this policy may result in a withdrawal of access or other disciplinary action. In the case of students, it may also be dealt with under the Student Welfare Policy.

In the event of what the College considers to be a serious breach by a user, disciplinary action may be taken against those users which may result in counselling, warnings or dismissal/expulsion. Any breach of Federal or State laws could also result in criminal charges being brought to bear.

3.02 Alcohol

As a college, Mount Scopus has a legal responsibility to take reasonable measures to protect its students from risks of injury that we should have reasonably foreseen, including risks associated with alcohol usage, whilst students are in our care.

Therefore, the possession, supply or consumption of alcohol is not permitted at the College or at College functions or in the vicinity of other students.

The practice of young adolescents experimenting with alcohol at parties and celebrations can affect them with serious ramifications. The College, through its educational program, counselling services and leadership programs, will provide its students with knowledge regarding issues of alcohol usage and its abuse. Students are encouraged to seek counselling and will be supported by the College in their strategies to avoid or refrain from such dependency only in as much as such students are not seen to be influencing others by promoting alcohol usage in any way.

It is the responsibility of every staff member to immediately report any indication of alcohol use, at College or any official College function or activity, including external events, to the Principal of the College and to the appropriate Deputy Principal.

The procedures listed below will be followed when a student is found in possession of, associated with, trading in, or under the influence of alcohol while on College premises or during College – supervised activities:

3.02.1 If the student appears to be in physical distress, action will be taken immediately to obtain medical care as deemed appropriate by the College.
3.02.2 Attempts will be made to notify the parents immediately.
3.02.3 The student will be kept under the supervision of designated College personnel at all times.
3.02.4 Whenever possible, parents will be notified immediately and asked to collect the student to take him or her home. This requirement being appropriate whilst students are also on College camps, outings etc.

3.02.5 The student will be suspended from the College by the Head of Campus for a period of five school days.

3.02.6 A conference with parents will be held before the end of the five school day period to discuss the student’s behaviour. Possible results of this conference can include:
   - Re-admission to the College once specified conditions have been adopted and put in place.
   - A recommendation to the College Principal that the student be removed from the College.

3.02.7 The issue of ‘influencing others’ and the student’s personal record regarding all issues of discipline at the College will be reviewed by the College Principal before a final decision is reached when considering removal from the College.

3.02.8 Before a student is removed from the College by the College Principal, the College President will be consulted.

3.02.9 The College, at all times, and in the interests of the safety of all students, reserves the right to inspect students’ lockers and/or bags where a suspicion of alcohol may be evident.

3.02.10 The College reserves the right, in the interests of the safety of all students, in the presence of a student’s parents, to engage in testing for alcohol, if it feels the safety of students or staff are at risk.

3.03 Anaphylaxis

Anaphylaxis is a severe, life threatening allergic reaction. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, sesame, bee or other insect stings and some medications. Even a small amount of the allergen can cause a reaction that could threaten the life of a child (at risk of anaphylaxis).

At Mount Scopus Memorial College, The Baker Family Cafeteria and all Junior Campuses are nut free. Policies, procedures and risk minimisation strategies are in place to reduce the risk of a student having an anaphylactic reaction. These include strategies to minimise the presence of the allergen on the respective campuses.

To minimise the risk of exposure to the allergen:

- Parents are asked not to send nuts or products containing nuts. This applies to our Junior Campuses, on our buses and on all camps.
- Parents and staff encourage students not to share food.
- Staff are trained yearly in all aspects of Anaphylaxis.

It is not possible to achieve a completely allergen-free environment in any service open to the general community. Therefore in keeping with expert advice, when students proceed to Secondary School, those students with allergies are encouraged to learn to take responsibility for themselves in regard to their food intake and management of their allergy.

For further information, please see the Anaphylaxis Policy, which is available from the appropriate Deputy Principal.
3.04 Attendance

Years 7-10

Students are expected to attend at least 90% of the sessions in each area (including Sport). Failure to do this may be grounds for unsatisfactory completion of the subject.

A school attendance of less than 90% is generally regarded with concern. Students who are not regular in their attendance may find their selection into important co-curricular activities jeopardised.

*Please refer to section 2.11 of this Parent Handbook – Communicating by Text Message.*

Should a student be absent from school, parents are required to contact the Secondary Office by 10.00am acknowledging the student's absence. Absences from school must also be supported by a parent note stating the reason for the absence.

Years 11-12

Students are expected to attend at least 90% of the sessions in each area (including Sport). Failure to do this may be grounds for unsatisfactory completion of the subject.

A school attendance of less than 90% is generally regarded with concern. Students who are not regular in their attendance may find their selection into important co-curricular activities jeopardised.

*Please refer to extract 2.11 of this Parent Handbook – Communicating by Text Message.*

Should a student be absent from school, parents are required to contact the Secondary Office by 10.00am acknowledging the student's absence. Absences from school must also be supported by a parent note stating the reason for the absence.

3.05 Body Piercing and Dyeing of Hair

A single plain sleeper or stud may be worn in each ear. Ornaments, even if "clear", piercing other parts of the body must not be worn. Where students engage in such a practice, the College may send the student home with immediate effect until such time as the object or ornament is removed.

The same ruling applies for hair dyeing that draws undue negative attention to the student, that is: bright reds, lime greens, purples etc. In judgement, the College will exercise its own discretion (without discussion or negotiation) and may require the student to leave until their hair is restored to a natural colour. The final decision in this matter rests with the College Principal.

3.06 Bullying

What is Bullying?

Bullying occurs when an individual or a group of students repeatedly and intentionally use negative words and/or actions which cause distress or pain to another student or risks that student's wellbeing.

Bullying may take place in class, in the playground, on the bus, online or via other digital technologies. In any such instance, the College has the right to intervene.
**Bullying is not**

- Mutual arguments or disagreements
- Single episodes of social rejection or other negative acts
- Random and non-selective acts of aggressive behaviour or intimidation

(The College’s response to behaviour such as this is covered under the General Behaviour policy)

Where bullying, including “cyber-bullying”, is suspected or identified, the College will actively intervene and respond with appropriate consequences.

Where the College deems an issue is serious enough it may, *at its own discretion*, accelerate the process of consequences; bullying of a very serious and violent nature will result in harsher consequences being implemented.

The College will offer appropriate support for the victim of any bullying in accordance with the school’s policies and procedures for ensuring the safety and wellbeing of students.

1. All allegations of bullying will be investigated by senior College staff. On occasions they may conclude that bullying has not taken place.

2. Students who are reported for ongoing bullying incidents will be interviewed by either the Head of Year, mechanic or class teacher and parental involvement will be sought to help modify their behaviour.

   - Should the bullying type behaviour continue, students will be interviewed by the Head of Year and/or the Head of Campus and a conference with parents will be arranged. Further consequences will be determined at the time of the conference.

   - Students who are reported for a third bullying incident will automatically be withdrawn from school for the remainder of the day and for the following day.

3. Further bullying incidents may lead to the suspension from school of the student by the Head of Campus for a period of up to five school days. A conference with parents would then be held before the end of this period to discuss the student’s behaviour. Possible results on this conference can include:

   - Re-admission to the College once specified conditions have been adopted and put in place.

   - A recommendation to the College Principal that the student be removed from the College.

4. The College Principal will review the student’s personal record regarding all issues of discipline at the College before a final decision is reached when considering removal from the College.

5. In cases where the recommended removal from the College of a student is upheld by the College Principal, the College President will be consulted.

6. The College will not discuss discipline applied to students with the parents of other students.
Bullying Behaviour Involving Teachers or Parents of the College

- Allegations of Bullying by members of staff or Parents of the College will be investigated by the College Principal. Bullying behaviour may result in:
  - Disciplinary measures for teachers, up to and including dismissal
  - Termination of family’s involvement with the College
  - Litigation by aggrieved/affected parties

3.07 Bus Passes, Alternative Transport and Special Requests

**Arrangements for Bus Travel**

Regular bus travel is arranged by parents online, by setting up an account to which students are attached to enable regular bus travel to and from school. Parents may from that point access the system at any time to produce a bus pass for any changes to student bus travel.

All requests for school bus passes must be authorised online by the student’s parent or guardian in order to be effective and valid.

**Yearly Pass Accounts** - for full year prepaid bus users.

Refer to [Yearly Pass Account](#) booklet.

**Casual Pass Accounts** – for irregular users who use the bus on a pay as you go basis. This includes regular, early or late bus use.

Refer to [Casual Pass Account](#) booklet.

**Early and Late Buses for Before and After School Activities**

Early morning buses run every day of the week.

Late buses run only on Tuesdays and Thursdays.

**Before and After School Activity forms**

For attendance at a series of early morning or after school program activities such as swimming, call-ups, informal education or sports programs, parents should complete and sign one of the two forms linked below, and return it to the respective activity co-ordinator to be passed on to the Transport Office.

- [Before school activity bus application form](#)
- [After school activity bus application form](#)
Summary of Bus Policy

Important rules for travelling students

Students riding on College buses must comply with the following rules concerning bus travel:

- The driver is in full charge of the bus and students. Students must obey the driver promptly and fully.
- Students must carry a valid bus pass, and present the bus pass. The bus pass is for that student and that the student is boarding the correct bus and for the driver to know which stop the student will disembark.
- Students must remain well behaved whilst travelling on the bus, be courteous to other students and the driver. Behaviour such as teasing, bullying or any form of physical violence is unacceptable behaviour. Disciplinary action will be taken against anyone responsible.
- Students must wait on the pavement for the bus and never stand on the roadway while waiting for the bus.
- Students must arrive on time to their bus stop; the bus cannot wait for late arrivals.
- Unnecessary conversation with the driver is prohibited. The driver needs to give his/her full attention to driving.
- Students must not throw waste paper or other rubbish on the floor of the bus.
- Students must not, at any time, extend their arms or heads out of the bus windows.
- Students must remain seated with their seat belt fastened whilst the bus is in motion.
- When exiting the bus, students must follow the directions of the driver and must follow the road safety rules.
- On all buses there are a number of students who suffer from severe food allergies. To avoid allergic reactions, students must not consume any food or drink (other than plain water, if thirsty) on the bus.
- Students must not play any loud devices in the bus. Noise levels should allow conversation without shouting.
- Students must not change seats when the bus is in motion.
- Any wilful damage caused to the buses by students may be charged to the parents.
- Parents are not allowed to get onto the buses to approach other students for any reason, for example with the aim of resolving issues. Refer to our website for our disputes and complaints policy.
- Bags must stay on the floor or in the luggage bins beneath the bus.
- Students are to sit up, facing the front, and not kneel on seats or put their feet on them.
- Electronic multi-player games are not permitted.
- Airdropping another passenger on the bus with an iPad is not permitted.

Breakdowns

If a bus breaks down before reaching its destination, a replacement bus will be arranged, or taxis called. There will be no charge for the taxis.
If a morning bus does not arrive at the stop within 10 minutes of its scheduled time, the Transport Office should be called on 9834 0057. More information is available in the full bus policy, supplied on request.

**Departure Times**

If there are no passengers waiting at the bus stop, the bus will wait until one minute after the stop’s departure time, then proceed to the next stop.

**Misbehaviour**

Misbehaviour during school bus travel will result in disciplinary action being taken. If misbehaviour during the homeward journey jeopardises the safety of students, drivers are authorised to return to the College immediately.

Students concerned about behaviour on their bus should speak with their Bus Captains, who will tell College transport staff. Parents with concerns should contact College Transport staff directly.

**Change of Home Address**

Please contact Transport on 03 9834 0057 or at transportoffice@scopus.vic.edu.au as soon as you know your moving date, no matter how far ahead it may be. If the bus which stops nearest your new address has no spare seat/s, your child/ren will be allocated to the nearest available alternative until the ideal bus has room.

**3.08 Cigarettes and Smoking**

Cigarettes pose a serious health threat. The College is, therefore, committed to promoting a cigarette- and smoke-free environment for all students, staff and families. Such measures, we believe, are a responsible approach in promoting the health interests of our students.

Cigarettes and smoking of cigarettes are prohibited on College premises, at all College-related activities or whilst in school uniform, or at any time that a student is expected to be in school and has no permission to be absent.

It is the responsibility of every staff member to immediately report any smoking activity to the Head of Campus or Head of Year. The procedures listed below will be followed when a student is found in possession of cigarettes at the College or is caught smoking:

3.08.1 The Deputy Principal or Head of Year will inform the parents of the student concerned.

3.08.2 The student will receive a Sunday detention for a first offence.

3.08.3 For a second offence the student will receive a one-day suspension and a due warning that a further offence may lead to a recommendation of withdrawal from the College.

3.08.4 For a third offence, the student will be suspended for five school days and a conference with parents will be held before the end of the five school day period to discuss the student’s behaviour. Possible results of this conference can include:

- Re-admission to the College once specified conditions have been adopted and put in place.

- A recommendation to the College Principal that the student be removed from the College.
3.08.5 Before a student is removed from the College by the College Principal, the College President will be consulted.

Consequences may also be applied to students who associate with smoking groups whilst on the College premises or at College activities.

3.09 Class Placement

Primary

The class placement process will begin each year in Term 4. This will be co-ordinated by the Campus Coordinator and includes students transferring from other campuses.

Staff members who are involved with the child will meet a number of times to share information and to place students accordingly.

Information gleaned from assessment, observation and consultation, together with sociograms at the Junior campuses, will be used to place students in an optimal learning environment.

Requests from parents for specific teachers will not be considered.

Children will have the opportunity to nominate peers they work and play with co-operatively.

Criteria considered in Class Placements include the following.

- Academic
- Behavioural
- Emotional
- Gender Balance
- Social

All the above criteria will be considered when making Class Placements and will be done in consultation with involved staff.

For further details about the Primary Class Placement Policy, please contact the Campus Coordinator.

Secondary

The class placement process at each level in the Secondary School is under the direct control of the Head of Year in consultation with the Faculty Head and Deputy Principal, Secondary.

Heads of Year will be responsible for consulting with Faculty Heads and members of staff who teach at their level. This will enable Heads of Year and Faculty Heads to clarify points of information that will assist them in compiling each class.

For Year 7 placements, the Year 6 Convenor and teachers will consult with the Head of Year 7. Every student will be placed with at least one friend.

Parents may bring such information that they feel is relevant to assist the Head of Year in making a decision. The reasons must be justified. The Head of Year will refer to this information when putting classes together but is under no obligation to meet such requests. This information must be presented in writing and reach the Head of Year by no later than first Friday of November. Requests for specific teachers will not be considered at any level, including Units 3/4.
Class lists will be available online once school commences. You will be able to update your own contact details and view the contact details for the other parents of students in your child’s class and entire year group.

These lists are only to be used for contacting other families in your child/ren’s year for invitations, play dates and the like. It is not to be used in any way for commercial or other purposes. To access the class lists please visit the Parent Lounge on the Scopus Parents page of the College website, where the login instructions are detailed.

3.10 Collecting Children from School / Delivering items to Children at School

Any visitor seeking to collect children, or to deliver any items to them, must do so through the relevant Campus office (i.e. Secondary, SFPS, FKI or GBH), or from the Health Centre only.

Furthermore, if any visitor other than the child’s parent seeks to collect the child or deliver any item, the office or Health Centre staff will phone the parents for permission. Without this permission, the collection or delivery will not be allowed to take place.

3.11 Communications

Parents should ensure that their contact numbers at the College are current, and any restrictions eg. joint parental responsibility arrangements, parenting orders and/or intervention orders advised to the College are current.

The following is a summary of the College’s communication policy as it applies to parents and students. For a copy of the complete policy, please contact the College.

The College uses e-mail as the primary communication method. Parents who opt out of e-mail communication receive notifications by post or via their children.

In general, items of the following nature are communicated by e-mail:

- Notices of upcoming events in the school community.
- All school notices, including information about uniform policy, letters from the Principal and school administration.
- Year-level specific notices, such as information about camps and parent teacher evenings.

Items of the following nature are not communicated by e-mail:

- Personal information or communication about a specific student or family, unless authorised by the parent.
- School information of a confidential nature.

Campus Coordinators or administration decide whether an item will be posted or e-mailed.

We attempt to ensure emails are sent at least 10 days prior to dated events. Parents are encouraged to check their e-mail on a regular basis to remain up to date.

It is important that parents advise us of changes to their e-mail address and their communication preferences, particularly in the event of a separation or divorce. Parents may opt out of e-mail communication at any time.
To change your email address or your communication preferences please log into the Parent Lounge and make changes. Instructions on accessing Parent Lounge are contained in Section 2.07 of this handbook.

3.12 Customer Service (extract)

We will deal with inquirers respectfully and honestly and expect to be dealt with respectfully and honestly in return. We will show courtesy and empathy for inquirers and regard for their relationship with us.

Our standard is to provide a response to all inquiries within 48 hours, although in most cases the desire is to respond as soon as possible. If more time is needed, the inquirer will be advised and given a likely response time. Note a response is not a resolution – it is an acknowledgment by the College of the inquiry.

The handling of inquiries should be done thoroughly and professionally, within the guidelines of our privacy policy and with due regard for the sensitivity which many issues require. Our goal is for inquirers to be satisfied that the issue has been resolved or that all possible steps have been taken to resolve it. However this goal does not override existing College policy.

If the inquirer is not satisfied with the resolution, they may escalate the matter to the next level, as per our Customer Service Policy. Please contact the College for a copy of the full policy. In the event of an issue remaining unresolved after escalation, it may be referred to the Principal.

3.13 Drugs

The use and presence of illicit drugs in any situation involving students of Mount Scopus Memorial College poses a serious threat to the health, safety and wellbeing of our students, staff and families. Mount Scopus is therefore committed to promoting a drug-free academic and social College environment in the best interests of all its students, staff and families.

Illicit drugs are prohibited on College premises and at College-related activities. This applies to drugs which are illegal, or prescription-only drugs used or handled by anyone other than the one for whom they are prescribed.

This prohibition also applies at College-related activities in which students participate directly or indirectly (by simply being there) that are not held on College premises eg. camps, seminars, rehearsals and performances, buses.

Mount Scopus Memorial College believes that a co-operative approach between the College and its parents is necessary to eliminate drug use among our students. Through educational programs, counselling and parent and peer leadership and support, the College works towards this objective. Continuing efforts will be made to improve programs designed to educate students as to the physical, psychological and social/legal consequences of drug use.

Students are encouraged to seek counselling and will be supported by the College in their strategies to avoid or refrain from such dependency only in as much as such students are not seen to be influencing others by promoting drug usage in any way.

It is the responsibility of every staff member to immediately report any indication of drug use to the Principal of the College and to the appropriate senior member of staff responsible for the program.

The procedures listed below will be followed when a student is found in possession of, associated with, or under the influence of drugs while on College premises or at College-sponsored events:
3.13.1 If the student appears to be in physical distress, action will be taken immediately to obtain medical care as deemed appropriate by the College.

3.13.2 Attempts will be made to notify the parents immediately.

3.13.3 The student will be kept under the supervision of designated College personnel at all times.

3.13.4 Whenever possible, parents will be notified immediately and asked to collect the student to take them home.

3.13.5 The student will be suspended from the College by the Deputy Principal for a period of five school days.

3.13.6 A conference with parents will be held before the end of the five school day period to discuss the student’s behaviour. Possible results of this conference can include:
   - The likely recommendation to the College Principal that the student be removed from the College.
   - Re-admission to the College once specified conditions have been adopted and put in place.

3.13.7 Students found to be selling or supplying drugs will be removed from the College.

3.13.8 Before a student is removed from the College by the College Principal, the College President will be consulted.

3.13.9 In all cases where possession of an illicit drug is in violation of the law, the College reserves the right to file an official complaint with the Police.

3.13.10 The College reserves the right, in the interests of the wellbeing of all students, to search a student’s locker or possessions, or, in the presence of a student’s parents, to engage in random drug testing if it feels the safety of students or staff are at risk.

3.14 Personal Electronic Devices Policy

For the purposes of this policy, ‘personal electronic devices’ (PED) include, but are not limited to; tablets, mobile phones, laptops, portable music players, cameras, video recorders and any similar or like devices.

The College does not accept responsibility for stolen, lost or damaged student PED.

Students’ PED can be used in classes, meetings, assemblies or similar organised activities with the express permission and/or specific instruction from a teacher.

Students misusing PED at school or causing a nuisance will be brought to the attention of the relevant Deputy Principal and appropriate disciplinary action will be taken.

The College reserves the right to prohibit students from bringing PED into certain spaces or during certain activities eg: science rooms, kitchens, exam rooms, physical education classes etc.

If the Deputy Principal or Campus Coordinator suspects the PED is being used to breach any of the College’s policies the contents of the PED may be examined. PED will be returned at the Deputy Principal’s discretion and may revoke a student’s network privileges or their privilege of using PED whilst at school for a period of time.
3.15 Excursions

Primary

Excursions are regarded as an essential part of the teaching and learning program for all students.

The key purposes of excursions are:

- To enhance the student’s program of inquiry in each particular year level.
- To enhance children’s learning through the provision of real or first-hand experiences
- To increase knowledge, understanding and appreciation of the local area and other areas that are different from our own
- To develop skills in observation, recording and reporting
- To assist in the development of children’s confidence, independence, sense of adventure and sense of responsibility, particularly towards their own safety and the safety of others
- To help children learn to collaborate with others

For further details about the Primary Excursion Policy, please contact the Campus Coordinator.

Secondary

Purpose

The Secondary College’s excursion program enables students to further their learning and social skills development in a non-school setting. Excursions complement, and are an important aspect of, the educational programs offered at Mount Scopus Memorial College.

Aims

- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to the College, and that valuable and powerful learning takes place in the real world.

For further details about the Secondary Excursion Policy, please contact the Deputy Principal, Secondary.

3.16 Food and Kashrut

All food brought into the College is expected to be kosher, with only kosher items and no combinations of meat and dairy products.

Our College has an inclusive policy and our students come from varied backgrounds. Please respect the religious standards of the many students who do keep Kosher and observe Shabbat and Chagim when planning birthday parties and s’machot. Hosting a party or function that doesn’t cater to those students who keep Kosher or observe Shabbat or Chagim, may send a message that they are not welcome.

The Principal, Chaplain and Director of Jewish Studies are always happy to help you with any questions you may have regarding Kashrut and regarding suitable dates for parties. The College’s
3.17 General Behaviour in the College

Mount Scopus Memorial College has a commitment to promote and facilitate the all-round growth of each student to their maximum potential and to enable all students to learn and to feel safe and secure in the College. To this end, the College has expectations of its students' general behaviour. These expectations are designed in such a manner so as to be of benefit to our students in creating a safe, non-threatening and respectful College environment. Expectations placed on students include:

- Being courteous and well-mannered at all times.
- Showing respect for teachers, fellow students and the College community.
- Showing respect for the personal property of others and the environment of the College.
- Avoiding use of foul language and swearing.
- Respecting the rights of others to learn in the classroom environment by not engaging in disruptive behaviour.
- Avoiding aggressive or antagonistic language.
- Being punctual at all times.
- Behaving outside of the College in such a manner that the image of the College is not brought into disrepute.
- Displaying honesty and personal integrity.
- Wearing the College uniform in the stipulated and appropriate manner.
- Maintaining a clean and neat appearance (boys should be clean-shaven, except for religious reasons).

In all instances of a contravention of the above expectations, the College will treat each misconduct individually and impose a consequence ranging from a verbal warning and clean-up duties to an after-school detention or a Sunday detention. Offences deemed by the Deputy Principal or Principal to be of extra significance may result in suspensions or removal from the College, following a thorough investigation of the incident(s).

These may include issues related to theft, swearing at members of staff, violence, vandalism or repeated class disruption. This is also the case in the event of repeated misbehaviour, even of a lower level.

Ongoing and repeated behaviours that cause concern to the College will have a cumulative effect on the level of consequence that will be administered. Where continued misbehaviours occur, suspensions or withdrawal may result.

The College does not use corporal punishment as a disciplinary procedure or under any other circumstances.

The Positive Relationships Policy, which details the expectations of Primary students in and out of the classroom, is available on request from the Smorgon Family Primary School office.

*VCE students need to take particular note of the fact that where a suspension is put in place, their 90% attendance requirement may be adversely affected.*
3.18 Head Lice

Head lice present a continuing problem across all Victorian schools.

All three campuses of Mount Scopus Memorial College will be guided by State Government; Human Services Regulations 2009.

A child with head lice can be treated at home and may return to school the next day. Every attempt should be made to remove all eggs and treatment should be continued daily until there are no eggs present. This can take up to two weeks.

While at school, students will be examined on a case by case basis. There is no legal requirement to obtain consent for head lice inspections, but we ask for your consent on enrolment and this is updated yearly.

It is recommended parents check their child’s head frequently during the school term and keep long hair tied back, particularly those students in the primary schools and kindergartens.

If you require further information, please feel free to contact:

- Health Centre staff at the Gandel Campus on 9834 0077
- Health Centre staff at Gandel Besen House on 9900 4677
- FKI parents, please call either of the above telephone numbers or 8554 4700

To view the School Head Lice Policy please contact the school.

More information may be obtained from www.health.vic.gov.au/headlice/regulations

3.19 Homework Policy

Home learning assists students by complementing and consolidating the learning in the classroom. However the College recognises it is important that students unwind after a school day.

Types of Home Learning Tasks:

Home learning should be comprised of both formative and summative tasks.

Tasks might include:
- Assigned reading
- Creation
- Revision
- Reflection
- Consolidation
- Research
- Problem solving
- Analysis activities

Please follow the link to the Primary Home Learning Policy which outlines further details for Prep to Year 6 - https://docs.google.com/document/d/16v8rVFr5QzsHS9krmCcxCOiLYxONXs4iY3T-18Bis/edit?usp=sharing
During the Secondary years, the number of hours of home learning students are expected to do per week is approximately:

Seven hours for Year 7
Eight hours for Year 8
Nine hours for Year 9
Ten hours for Year 10

The Role of the School is
- to assign an appropriate amount of homework on a regular basis.
- to ensure that all assigned homework is checked and acknowledged.
- to provide homework assignments that challenge and expand a child's thinking as well as reinforce concepts.
- to apportion long-term assignments with consideration to the possibility of conflict with other work or tests assigned.
- to address the skills required for successfully organising and completing homework formally during class time, during Mechanech sessions, and by individual student support where necessary.
- to communicate with parents the non-completion of homework.

The Role of the Student is
- to ensure that instructions are clearly understood, and to ask for help from teachers where necessary.
- to record details of homework
- to complete all assigned homework to the best of his/her ability.
- to practice the skills of time management and prioritise longer and short-term work requirements with the aid of an assignment and study calendar if necessary.
- to find out what assignments have been missed because of illness, appointments or special events, and to arrange a reasonable completion time with the teacher if necessary.

The Role of the Parent is
- to provide the student with a place suitable for learning that will be conducive to the completion of homework.
- to provide the student with access to resources eg: stationery, paper and digital resources, internet access etc. that will be conducive to the completion of homework.
- to monitor the student's work to ensure completion and to communicate with the teacher when work is not completed. Parents should regularly check the Parent Lounge.
- to be in communication with the teacher as soon as concerns arise.

3.20 Kippah

The College accepts, and acts on the premise, that the wearing of a kippah or head covering has become a symbol of Jewish self-affirmation in society. As such, the act of covering one’s head is a conscious expression of one’s Judaism, especially so when living and working in a predominantly non-Jewish cultural environment.

Male students are encouraged to wear a kippah at all times whilst on College premises or engaged in College activities.
Specifically:

- Primary College boys are required to wear a kippah at all times whilst on College premises or engaged in College activities.

- Secondary School boys are required to wear kippot in Hebrew and Jewish Studies lessons, in Assemblies and in certain College activities as determined by the Head of Campus.

3.21 Privacy

The following is a summary of our privacy policy as it applies to parents and students. For a copy of the complete policy, please refer to the College website.

In relation to personal information of students and parents, the College's primary purpose of collection is to enable the College to provide schooling for the student and to communicate with parents. This includes satisfying both the needs of parents and the needs of the student throughout the whole period the student is enrolled at the College.

College staff are required to respect the confidentiality of students' and parents' personal information, and to protect such information from misuse, loss, unauthorised access, modification or disclosure.

Social Media

With the growing popularity of online social media sites, the College is acutely aware of the need to respect individuals' privacy. We ask that parents, students and staff consider the privacy of all Mount Scopus students before posting photos and videos of school events to Facebook, Twitter, YouTube and other social media sites. Please be aware that some parents within the College have expressly asked that images of their children not be used publicly.

We welcome any individual photos or video you think may be appropriate for the official College Facebook page, Twitter or Scopus YouTube channel and ask that you kindly email them to our Communications Manager Vicki Davis at v.davis@scopus.vic.edu.au or Daniel Sherr at d.sherr@scopus.vic.edu.au for approval and uploading.

3.22 Sport

The following is an excerpt from our Sports policy and procedures. For further details, please contact the Head of Sport and Physical Education.

It is compulsory for all students in Years 7 - 11 to take part in the weekly Sport programs.

Year 12 students are encouraged to assume a leadership role and also to participate. Senior Sport teams are chosen on merit, while Middle School teams are selected to ensure that all players get several opportunities to participate and represent the College. Those senior students who are not selected in inter-school squads choose between other recreational activities.

For our Middle School students, maximum participation, skill development, teamwork development and an enjoyment of sport are our major objectives.

Overall, our sporting school life provides our students with an opportunity to:

- Participate in sport
- Experience regular exercise
- Work within a team of their peers
- Develop leadership skills
- Develop self-discipline
• Build sport specific skills
• Increase an understanding of the complexities of competition
• Build and sustain school spirit

Primary Sport

It is encouraged that all students in Years 4, 5 and 6 take part in the sports program. For our students, skill development, maximum participation, developing teamwork and being part of a team is our major objective.

Selected Years 4, 5 and 6 students are given the opportunity to try out and represent the College in Athletics, Swimming, Cross Country and Vic Team trials. With this in mind, individual students can progress through the Division, Regional and possibly State level stages.

Upper Primary Interschool Team Competition (Mulgrave District School Sports Association - MDSSA)

All Year 6 students compete in the MDSSA team sport competition (with the possibility of competing in the Division, Regional and State competitions). Year 5 students are also given the opportunity on a rotation basis.

Overall, our Primary sport program provides our students the opportunity to:

• Participate in sport
• Work and participate within a team with enthusiasm and cooperation
• Experience and understand the meaning of winning and losing
• Develop leadership and self-discipline skills
• Build and sustain school spirit

3.23 Student and Staff Academic Integrity

Academic Integrity is about the honest presentation of academic work. When one’s knowledge and ideas are developed based upon those of others, care must be taken to appropriately acknowledge the knowledge and ideas of others.

Why is Academic Integrity important?

• Honesty and a respect for knowledge, truth and ethical practices are fundamental to the College and its learning objectives. Dishonest practices compromise academic standards and devalue the quality of learning.

What is a breach of Academic Integrity?

• Academic integrity is breached where there is dishonesty in the preparation or presentation of any work. This includes fraud and plagiarism.

A full copy of the College Academic Integrity policy is available on request from the Principal’s Office.
3.24 Students’ Driving Conduct on School Grounds

Students of Mount Scopus Memorial College who have reached 18 years of age and possess a Victorian Driver’s Licence may access the College car park when driving to and from school on the conditions detailed below, all of which are to be acknowledged by both the student and his/her parent or guardian on the Student Parking Permit application form available from the Transport Office.

3.24.1 The student makes application for a ‘Student Parking Permit’ through the College transport manager or staff representing that person.

3.24.2 The student presents his/her current Victorian driver’s licence (or a VicRoads receipt in the interim) and a photocopy of same when submitting the application form.

3.24.3 The student complies with College rules covering driving and parking on campus.

3.24.4 The student is currently enrolled at the College.

3.24.5 The student acknowledges that all pedestrians on campus have right of way.

3.24.6 The student complies with all signs and road-markings regulating parking and driving within the College grounds.

3.24.7 The student complies with directions pertaining to driving and parking given by the Head of Operations or Security personnel.

3.24.8 The student is responsible for any damage to property caused by driving on campus and will indemnify the College against any claims for damages caused by such driving.

3.24.9 The student will only carry a passenger (other than a sibling) whose parents/guardians have previously endorsed and submitted to the transport manager a separate authority allowing such travel, upon receipt of which a ‘Student Passenger Permit’ will be issued.

3.24.10 The student ensures that a valid ‘Student Parking Permit’ is clearly displayed on the dashboard at all times his/her car is parked on campus.

3.24.11 The student acknowledges the dangers of driving amongst potentially hundreds of very young pedestrians and exercises maximum care and attention every moment whilst driving and parking on Campus.

3.24.12 The vehicle driven and parked on campus is registered and roadworthy.

3.24.13 The vehicle is parked in designated “Student Parking” areas or as directed by staff detailed at point 3.24.7 above.

3.24.14 The vehicle is driven and parked at the owner’s / driver’s risk.

3.24.15 The student accepts that a contravention of any of these conditions may result in permission to drive and park on campus being withdrawn or suspended for a period of time.
3.25 Traffic Safety

We ask all parents who drop off or collect children from the College to be especially vigilant and co-operative in helping to ensure our children’s safety and wellbeing. In particular, we require parents and visitors to:

- Note that the Bus Park is out-of-bounds to all vehicles except for buses and other authorised vehicles, all of which must comply with strict OH&S requirements.
- Adhere to an absolute maximum speed of 10kph at all times on Campus.
- Use designated drop-off zones located at the school end of the car park.
- Always give way to pedestrians.
- Always move in the direction of the arrows.
- Not engage in U-turns in the vicinity of children.
- Be mindful of the fact that they are driving on a School Campus where there are upwards of 1,000 pedestrians.
- Not obstruct traffic or the driveways of neighbouring homes.
- Be aware of parking restrictions.

3.26 Truancy and Out of Bounds

Parents send their children to the College each day in the belief that they are in the care of the College. The College has an obligation to provide a safe and supervised environment for its students. Students who leave the College grounds unsupervised or enter ‘out of bounds’ areas place the College’s duty of care requirements under undue pressure and the College is not able to provide for their safety and wellbeing.

Absenteeism from the College without parental knowledge and leaving the College grounds during school times - including before and after school - is prohibited and will result in disciplinary consequences.

Staff of the College will patrol known problem areas around the College neighbourhood.

It is possible that in cases where the College feels it can no longer take responsibility for a student’s safety due to repeated truancy or leaving of College grounds that the parents of such a student will be required to remove him or her from the College.

3.27 Uniform

Students’ uniform and appearance are monitored and those who do not respect the College’s policy may be excluded from assemblies, outings and other activities. Other sanctions may also apply. The policy allows for students who are constantly in breach of uniform requirements to be sent home until such time as they are able to appear in correct uniform.

The support of parents is crucial. **Please ensure that your children meet our uniform regulations when they leave home each morning.** Even on designated non-uniform days, students are expected to dress appropriately for the College environment (including wearing suitable footwear), and to be neat and tidy.

Please note that the sport uniform is not an alternative to the regular uniform - it is only to be worn on days the student is engaged in sport or PE lessons.
Details of uniform items and our uniform policy are published in the school diaries provided to students. Secondary uniform items and the uniform policy can be accessed by students in the Student Code of Behaviour published on the College intranet (myScopus). A comprehensive list of compulsory and optional items can also be found on the website. Please familiarise yourselves with the rules and help ensure that your children adopt a serious attitude towards the wearing of the correct school uniform.

Information on where to buy the uniform is in the General Information section of this handbook.

3.28 Work Completion Policy for Years 7 – 10

This policy will apply to all faculties when pieces of work have been set. To be regarded on time, work must be completed by the beginning of the period on the day it is due.

**For major assessment tasks staff are expected to:**

Provide clear instructions in writing regarding the nature of the task, with details of length of task, due date, criteria for assessment and other relevant details.

Provide support for those students who request extra assistance.

**If work is not completed by due date:**

- The subject teacher will notify the parents and demand submission by another date set by the teacher
- If the student still fails to submit by the set date, the teacher will notify the Head of Year and an after-school detention will be imposed.

**Note**

1. The policy will not apply when medical reasons for late work have been given. The student can apply to the teacher for a reasonable extension.

2. A letter will be sent out by the Deputy Principal, Secondary to inform parents of this policy.

3. In relation to tests that are missed, and if medical reasons have been communicated to the school, allowance must be made for the student to do the test at the first reasonable opportunity after their return (within one week). If a student is unable to present for a test within the given period, the class teacher with the relevant Head of Faculty will decide on an appropriate replacement assessment task, or if necessary, an indicative grade. A comment will appear in the student’s report.

4. With regard to cheating, where a piece of work is not the student’s own, the student will be given an N grade.

3.29 Year 10 Policy

Year 10 is the last school year offering a broad curriculum before students narrow down their range of studies into their five or six VCE subjects in Year 11.

We expect students to take all of their subjects seriously, whether they will be continuing with a particular study into VCE or not.
A lack of application in some Year 10 subjects renders a student unsuitable for accelerating their VCE studies in Year 11. Therefore the policy on permitting students to undertake Unit 3/4 subjects in Year 11 instead of Year 12 takes into account students’ attitude to all of their subjects in Year 10.

In particular students that receive an MYP grade of 1 or 2 in any subject in Year 10, or who fail to achieve an average MYP grade 4 across all subjects in Year 10, will not be permitted to undertake a Unit 3/4 subject the following year.

Exceptions to this policy may be made by the Principal on the advice of the Director of Student Services and all parents of students affected by the policy will have the right to appeal to the Principal.

In order for parents to be able to track their children’s progress against these criteria, students and their parents will be informed at the end of each semester as to their current average grade as part of their report.

In addition, if a student is obviously ‘at risk’ of a poor grade at the end of a term, parents will be informed in writing by the subject teacher. If appropriate, an opportunity for a supplementary or repeated task will be given to such students at end of each term, which may improve their grade.

Students who are not permitted to undertake Unit 3/4 subjects in Year 11 will, naturally, be able to study the Unit 1/2 subjects of their choice in Year 11 and Unit 3/4 subjects in Year 12.

It should be stressed that there is absolutely no intention to limit Unit 3/4 subjects in Year 11 to the most academically able students; this policy is designed to focus on attitude and commitment to studies rather than academic achievement.
Use of Visual or Audio Content (Including Online)

Fill in this form only if you do not give the College permission to use visual or audio content, including online material, in which your child(ren) appear(s).

☐ I do not want visual or audio content of my child(ren), including online material, to be used by the College for any purpose.

Name(s) of child(ren):

Year and class:

Please return to:
Vicki Davis
Mount Scopus Memorial College
245 Burwood Highway
Burwood, Vic, 3125

Email: vdavis@scopus.vic.edu.au
Fax: (03) 9834 0001
Mount Scopus
Memorial College

Child Protection
Policy
Child Protection Policy

Incorporating:

1. Foreword 1

2. Mandatory Reporting of Child Physical and Sexual Abuse 2

3. Student Welfare/Special Education Needs 7

4. Staff Contact with Students 10

5. Working With Children Checks 12

6. Camps/Extended Programs 15

7. Crimes Act 1958 22

8. Risk Management Strategies 27
1. Foreword

In reading the policy outlined on the following pages, all College community members, including staff and parents, should note the following:

- The College’s mission and values inculcate our commitment to the principles of child safety, empowerment and inclusion.

- Our policies and procedures are designed to embed a culture of child safety in all school environments.

- The College practises zero tolerance to child abuse.

- Regular briefings are provided to staff, and education provided to students and parents in order for them to understand, identify, discuss and report child safety matters.

- The College Principal is responsible for monitoring overall school compliance with all aspects of this policy. In the Principal’s absence, the Deputy Principal responsible for the relevant campus takes over responsibility.
2. Mandatory Reporting of Child Physical and Sexual Abuse

Purpose

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (Vic) for the protection of children from harm due to physical injury and sexual abuse. School personnel mandated under this Act who, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical injury or sexual abuse, or if the child’s parents or guardians have not protected or are unlikely to protect the child from harm of that type, must report that belief and the grounds for it as soon as possible.

This policy assists schools to comply with this requirement and fulfill their responsibilities regarding the welfare and protection of children at risk. This policy complements guidelines provided by the Department of Human Services (DHS) to all Victorian schools.

Definitions

Child: For the purpose of the relevant parts of the Children, Youth and Families Act 2005 (Vic.), a child is any person 17 years of age or younger.

Child FIRST: The Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to family services.

Child Protection: The Victorian Government agency, provided by DHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

Mandatory report: A report made to Child Protection, by a person mandated under the Act, which is based on a reasonable belief that a child is in need of protection from physical injury that results from abuse or neglect or harm caused as a result of sexual abuse.

Mandatory reporter: Person(s) required under the Children, Youth and Families Act 2005 (Vic.) to make a report to the Child Protection if they believe a child is in need of protection from physical injury or sexual abuse. In the school context, these person(s) are registered school teachers, principals and registered nurses.

Reasonable belief: A reasonable belief that a child is in need of protection is more likely formed in circumstances where:

- a child states that they have been physically injured or sexually abused (self-disclosure);
- a child states that they know someone who has been physically injured or sexually abused (sometimes the child may be talking about him or herself);
- a relative, friend, acquaintance or sibling of the child states that the child has been physically injured or sexually abused;
- professional observations of the child’s behaviour or development lead the mandated professional to form a belief that the child has been physically injured or sexually abused;
- signs of physical injury or sexual abuse lead to a belief that the child has been abused.

Procedures

1. Employment of staff

All prospective staff will be asked at interview about their knowledge of Child Protection procedures, and asked to give details of any Child Protection issues that they have dealt with previously.

Referees will be asked regarding candidate’s knowledge of Child Protection issues.
2. Forming a belief

A requirement of the Children, Youth and Families Act 2005 (Vic.) is that when a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable. It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child’s wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

If a mandatory reporter suspects that a child is in need of protection it is essential that he/she document any concerns and observations in a confidential file. This process of documentation may occur over a period of time.

A series of documents published by the DHS and the Department of Education and Training (DET) (see Appendix 1) provides background information and guidance for professionals mandated to make a report. These resources have been prepared to:

- ensure that mandatory reporters are aware of their legal responsibilities to report child abuse and neglect to Child Protection;
- provide mandatory reporters with information on how to recognise and respond to child abuse;
- provide mandatory reporters with advice about sharing information with Child FIRST or Child Protection.

It is important that the recommended procedures are followed to support and protect the child at risk.

These procedures are to be followed in all situations mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse. This includes situations where the alleged perpetrator is another member of staff.

2.1 Discussing concerns

It is recommended that the mandatory reporter’s concerns and observations regarding the suspected physical injury or sexual abuse of a child are discussed with the College Principal. However the responsibility for making the referral rests with the mandatory reporter who has the right, if he or she so chooses, to make the referral without consultation.

3. Report to relevant agencies

3.1 Department of Human Services Child Protection

The mandatory reporter may form the belief that it is necessary to make a report to Child Protection. In this case, the teacher is required to make a report as soon as practicable (see Appendix 2 for a list of Child Protection offices).

The mandatory reporter may continue to suspect that a child is in need of protection. In this case, the mandatory reporter should continue to record any further observations made and make a report on each occasion where they form a belief, on reasonable grounds, that a child is or is likely to be at risk of physical or sexual abuse.

Appendix 3 provides a summary of school and DHS processes for the mandatory reporting of child physical and sexual abuse.

Appendix 4 provides a summary of the responsibilities of principals and teachers for the mandatory reporting of child physical and sexual abuse.
3.2 Contact with Child FIRST

A registered school teacher or principal in Victoria can seek advice from or make a referral to Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised. The teacher or principal should share relevant information with Child FIRST to help them complete their assessment of the referral. Contact should be made with the nearest Child FIRST office (see Appendix 2) for information and advice.

A mandated reporter may wish to keep their identity confidential when they make a referral to Child FIRST or a report to Child Protection, or when they share information with these agencies. A Child First or Child Protection worker cannot disclose the identity of the person making a referral or report without their consent. The publications listed in Appendix 1 provide advice on why it may be appropriate for a person making a referral or report to disclose their identity.

3.3 Allegations of misconduct against employees

If the alleged perpetrator is a staff member, principal or any other person employed by the school, contact should be made with the Victorian Institute of Teaching.

Appendix 5 provides information on the Victorian Institute of Teaching ‘Code of Conduct’

This action and all other procedures to be followed in this case are outlined in The Education Training and Reform Act 2006.

4. Ongoing support

The principal has a role in seeking or offering appropriate pastoral support for the staff member making the report, for the student and student’s family. The principal’s actions in this regard should be informed by the school’s policies and procedures for ensuring the safety and wellbeing of students.

All documentation associated with the report will remain filed in the Principal’s office, or, if the reporter prefers, in the office of the Head of Student Services in the Secondary School, or in a secure and confidential repository of the reporter’s choosing.

All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential. New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.

In service training to update staff knowledge on mandatory reporting responsibilities will be provided at regular intervals.

5. Non Mandated Reporters

Although only mandated reporters have a legal responsibility to report physical and sexual abuse, everyone has a moral responsibility to report all types of known or possible child abuse.

Non mandated people who believe on reasonable grounds, that a child is in need of protection, should report their concerns to the principal immediately.

Non mandated staff include:

- Registered psychologists
- Social workers, speech pathologists, aides
- Non-teaching staff including administration, canteen staff, cleaners
In addition, failure to disclose to the police suspicion of possible child sexual abuse is a criminal offence. Details of this offence and the obligations it places on all members of the College community are to be found in section 6 of the collated Child Protection Policy (this document) and separately on the College’s policy framework entitled ‘Crimes Act 1958 (Vic) Policy’.

References

Department of Education: Allegations of Student Sexual Assault in Schools: Information for school staff

Department of Human Services 2007: Providing Support to Vulnerable Children and Families: An information sharing guide for registered school teachers and principals in Victoria

Department of Human Services Victoria 2001: Safe From Harm: The role of professionals in protecting children & young people

Resource Sites
- Student Wellbeing Branch
- Emergency and Security Management
- Victoria Police Sexual Offences and Child Abuse Unit
- Department of Human Services Every child every chance
- Office for Children, Youth and Families (Child Protection)
- Victorian Institute of Teaching VIT Code of Conduct

Appendices
More advice on mandatory reporting

The documents and resources below were developed in consultation with the Catholic Education Office and Independent Schools Victoria and are relevant to all Victorian school staff. *Protecting the safety and wellbeing of children and young people*, a joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, licensed children’s services and Victorian Schools, is now available online:


The [Department of Education and Training Child Protection Website](http://www.education.vic.gov.au/) contains further information related to mandatory reporting including PowerPoint presentations.


Responsibilities

To All Managers and Heads of Campus:

- To ensure that this policy is adhered to and to ensure that all staff under their control are aware of this policy.

Approved by the College Principal:

Date: 31 July 2015
3. Student Welfare/Special Education Needs

**Purpose**

In accordance with the Commonwealth Consolidated Disability Discrimination Act of 1992 and in line with the Victorian Disability Act 2006:

**Student Welfare** relates to all the curricular activities that MSMC undertakes in order to provide for the physical safety, well being and Special Education Needs of its students, including those with a physical disability.

**Special Education Needs (SEN)** refers to a diverse continuum of need and wellbeing, encompassing the cognitive, social, emotional and physical development of students (cf. International Baccalaureate, 2010).

The aim is to ensure that the school

- creates and maintains a caring environment in which the experience of teaching and learning is enhanced for all students.
- fosters the personal and social development of the individual and is the prerequisite for a student’s capacity to learn.
- develops and maintains policies and procedures to ensure that all students, including those with a physical disability, are protected from the threat of physical or sexual abuse.

There is recognition by the school that the safety and well being of its students is inextricably interwoven with the school’s curriculum and social organisation.

**Support Centre**

The Learning Support Centre supports children in their academic learning, focusing on literacy and numeracy. We aim to create a learning environment that will be both motivating and suitable for the full range of diversity among our students. Within this environment we provide learning opportunities that are stimulating, relevant and developmentally appropriate, where children’s individual strengths are recognised and valued.

**Counselling**

The College psychologists endeavour to provide services that optimise the safety and wellbeing of students and staff at the College. To do this they assist with programs that are conducive to promoting healthy attitudes and behaviour. When necessary they can provide additional mental health intervention on an individual or group basis.

The psychologists are the professionals to consult if your child is having difficulties concentrating on schoolwork, is anxious, has friendship issues or is affected by a crisis at home.

**Enrichment**

We believe all children should be appropriately challenged and stimulated by their school experience and that there should be school-wide enrichment opportunities for all children to discover and develop their innate talents.

At Mount Scopus we aim to provide for advanced and high potential learners through a differentiated curriculum which is provided in the regular classroom and a continuum of services from which a personalized program may be shaped, taking into account the specific needs of each child. Students are identified through classroom performance, outside testing, parent and self-referrals.
Integration

The College supports the inclusion of students with a disability and promotes respect and tolerance for individual differences. Each student on the Integration Program has a flexible and individualized program that establishes short and long term goals and is regularly monitored by the members of the Program Support Group (PSG).
(Refer to the Mount Scopus Integration Handbook, for details.)

Special Education

The Learning Support Centre (LSC) provides additional support for students at risk of being unable to access the regular year level curriculum due to significant learning gaps and/or learning disabilities. The primary focus of the LSC is to ensure all students have adequate English skills. Identified students may need diagnostic assessments before being offered individual or small group instruction.

In the Secondary School, additional English classes at years 8, 9 and 10 focus on the re teaching and revision of essential English skills. In some cases, staff members are supported in the preparation and modification of work to suit individual students who cannot fully participate in the regular program.

Mechanech Program

Mechanechim share the development of the child with parents and subject teachers who work closely with Head of Years and support staff. As such, they are the people to contact initially about a child’s general academic or personal progress at the College.

The following policies have been developed to ensure the care, safety and welfare of students and to ensure compliance with any State and Commonwealth laws that apply.

- Class Placement Policy – Refer Section 3.08 of the College’s Parent Handbook 2016
- Work Completion Years 7 - 10 Policy
- Child Protection Policy, incorporating policies on:
  1. Mandatory Reporting of Child Physical and Sexual Abuse
  2. Student Welfare/Special Education Needs (this policy)
  3. Staff Contact with Students
  4. Working with Children Checks
  5. Camps/Extended Programs
  6. Crimes Act 1958
  7. Risk Management Strategies
- Duty of Care Policy
- Managing Complaints and grievances – refer to Communication with Abusive Parents and Parental Complaints
- On site supervision of students – refer to Duty of Care Policy
- Ensuring the safety and welfare of students with an external provider – refer to Liability section in the Camps and Other External Activities Policy

Code of Behaviour Policies

The following policies are located in the Parent Handbook 2016
- Bullying policy – (section 3.06)
- Attendance Policy - (section 3.04)
- General Behaviour (section 3.17)
- Uniform Policy (section 3.27)
- Body Piercing Policy (section 3.05)
- Traffic Safety (section 3.25)
- Students Driving and Conduct on School grounds (section 3.24)
- Truancy and Out of bounds (section 3.26)
- Cigarettes and Smoking (section 3.08)
- Drugs Policy (section 3.13)
- Alcohol Policy (section 3.02)
- Disciplinary Procedures

Health Policies
- Arrangements for ill students – refer to Health Centre Practices and Procedures
- Anaphylaxis management plans:
  1. Gandel Campus at Burwood
  2. Fink Karp Ivany
  3. Gandel Besen House
- Policy and Procedures for distributing medicine – refer to section 1.3.6 Health Centre Practices and Procedures
- Register of Staff trained in First Aid (Documents are located in the school Health Centre)
- Records of Student medical conditions and management (On file in the school Health Centre)
- Accidents and Incidents register (On file in the school Health Centre)
- First Aid Policy and Procedures – refer to Health Centre Practices and Procedures

Approved by the College Principal

Date: 20 July 2016
4. Staff Contact with Students

Purpose of Policy

To remind all staff that that communication and contact with students, for the sake of their studies, is to be encouraged, but it must be done in such a manner so that staff must never put themselves in a position where their intentions can be misconstrued, or where they can be vulnerable to accusations. All staff need to be meticulous in how they deal with students in and outside of the classroom.

The watchword therefore is openness – all dealings with students must be visible and known to others.

Communication

All email communication from teachers to students must be from the teacher’s school email account, and a cc must be sent to studentmail@scopus.vic.edu.au.

SMS messages must only be sent to students when the matter is urgent, and a copy of SMS’s sent to, and received from students must be retained on the teacher’s phone.

Phone calls to students should also only be made when no alternative medium is possible. No other electronic communication with students is permitted (e.g. Facebook, Twitter, etc) unless prior approval is obtained from the Principal or Deputy Principal.

Tutorials

When arranging extra tutorials, it is preferable for them to take place in school itself (in rooms with windows and open doors). If this is not possible, and the tutorial takes place out of school, then it must involve two or more students, or alternatively a single student with their parent in attendance.

All meetings with students that take place outside of regular classes – either in school or outside – must be reported, in advance if possible, to one’s line manager.

(The above section does not apply to arrangements whereby the teacher is hired as a tutor by a student’s parents).

Physical Contact

Physical contact with Secondary School students, of either gender, is not permitted, unless strictly for educational purposes (e.g. for PE or Instrumental Music). Even in those circumstances, it should only be conducted in sight of others.

Physical contact with Primary School students should only be conducted when appropriate and only in sight of others.
Transporting Students

Students may be passengers in a staff member’s car if:

- There is more than one student in the car throughout the journey, and
- Written (or emailed) permission has been obtained from the student’s parent for each journey or set of journeys, and
- Written (or emailed) permission has been obtained from the Principal or Deputy Principal for each journey or set of journeys.

Policy Implementation

It is the responsibility of all staff to ensure this policy is adhered to.

*Failure to follow these procedures will result in disciplinary action.*

By following these procedures, we can ensure that we continue to serve our students’ needs, without risk to them or to us.

Approved by College Principal:

Date: 16 June 2014
5. Working with Children Check

Date of Issue: 1 September 2007
Revised: 1 February 2010
Revised 19 February 2015

1.0 Purpose

The following covers Mount Scopus Memorial College’s policy on compliance with the *Working with Children Act 2005* (the Act).

The Working with Children (WWC) check is an initiative of the Victorian Government and is administered by the Department of Justice. The WWC Check policy assists Mount Scopus Memorial College (MSMC) in the protection of our students and maintains a safe environment by ensuring any person engaged in child related work (paid or unpaid) is compliant with the *Working with Children Act 2005* (the Act).

2.0 Aims

- To ensure Mount Scopus Memorial College is compliant with the *Working with Children Act 2005*.
- To ensure employees, volunteers, contractors and visitors working at Mount Scopus Memorial College who fall within the guidelines determined by the *Working with Children Act* are compliant with the Act.

3.0 Guidelines

- Mount Scopus Memorial College has legislative obligations under the *Working with Children Act 2005* with respect to ensuring certain employees, contractors, volunteers and visitors have applied for and have a WWC Check.
- WWC Checks are valid for five years and are transferable between jobs or volunteer organisations.

*Compulsory WWC Checks*

- All non-teaching staff either employed full time, part time, fixed term or casual by Mount Scopus Memorial College
- Parents and volunteers engaging in work as a volunteer in which their child does not participate.
- Parents and volunteers who coach and/or support sports teams in which their child does not participate.
- Parents and volunteers attending school camps.
- Representatives from organisations not employed by the College.
- Any casual or short term staff employed by Mount Scopus Memorial College (e.g. staff employed to assist with productions or other special activities)
- Outside of school hours care staff employed by Mount Scopus Memorial College.
- Other volunteers engaged in child related work either paid or unpaid.
- Student services support staff contracted to Mount Scopus Memorial College.
- Those contractors identified as required to obtain a WWC check (including Information Technology staff) are required to provide Mount Scopus Memorial College with a copy of their Working with Children Check Card prior to entering the premises and commencing their work. It is the Contractors responsibility to cover the cost associated in obtaining their Working with Children Check.

**Exemptions**

- Teaching staff who are registered teachers under the Victorian Institute of Teaching (VIT) Act 2001 employed at Mount Scopus Memorial College, as they have undergone criminal records checks through the VIT.

**Implementation**

- The College will keep a register listing the relevant details of those people who have obtained a WWC Check so that it will not be necessary to produce the check on every occasion. This register will be maintained by the Human Resources Department in conjunction with the Operations Manager. The register will be updated with new WWC checks on an ongoing basis. Human Resources will notify staff whose WWC is due for renewal in advance of their renewal date.
- Casual relief teaching staff employed by the College must provide a copy of their current VIT registration before commencing.
- Sufficient time should be given for volunteers attending camps to obtain a WWC Check.
- All employees, contractors and volunteers of Mount Scopus Memorial College are responsible for acquiring and maintaining current WWC Checks.
- In the event that an employee commences employment with the College and fails to provide proof of their Working with Children Check Card, the College reserves the right to terminate employment without notice.
- In the event of the College becoming aware of an employee being charged with, convicted of or found guilty of any relevant offences since having provided their last Working with Children Check, the College reserves the right to terminate employment without notice.
- The cost of future Working with Children Check Renewals will be the employee’s responsibility.

**4. Responsibility**

- The Human Resources Manager is to ensure that this policy is adhered to and on a regular basis review its administrative compliance systems in relation to Working with Children Checks.
- All Deputy Principals and Managers are to ensure that all categories identified in this policy who are required to have a WWC check must have a WWC. Please ensure you receive a copy of the volunteer or contractors WWC card before he/she commences their volunteer or contract work. A copy of that check must also be forwarded to Human Resources.
• Please note it is an offence (punishable by up two years imprisonment and/or a fine) to knowingly engage a person in child related work without a WWC check.

• Reference and further information in relation to WWC checks can be found at: http://www.workingwithchildren.vic.gov.au/

Approved by the College Principal:

Date: 19 February 2015
6. Camps/Extended Programs

Introduction

Mount Scopus Memorial College has an obligation to ensure all students of the College are safe at all times whilst under the care of the College.

Purpose

The following serves the college’s policy in relation to teaching staff, volunteers, youth leaders at School Camps, sleepovers and billeting whilst overseas.

A. Camps Involving Sleepovers

1. Prior to Camp / Trip

1.1. Staff should have confirmed with the proposed Campsite / accommodation, that an appropriate Child Protection Policy (or similar) and/or Code of Conduct is in place.

1.2. Staff should ensure key OH&S risks associated with the activity have been considered - complete ‘Form 001 Outdoor Education – Camp Checklist’.

1.3. Staff should conduct a risk assessment relevant to the particular location, which should identify any possible areas of concern, including bushfire. Any identified risks should be examined with possible responses determined. Complete ‘Form 014 – Outdoor (Off Campus) Risk Assessment’, which contains questions for camp/excursion providers and teachers in charge.

1.4. Staff should complete details listed in ‘Form 005 – Emergency Response Plan Proforma’ and keep with them throughout their preparations and the camp/excursion.

1.5. Ensure that all school camp staff / volunteers have been interviewed, recommendations checked and verified.

1.6. Ensure all staff, camp staff / volunteers have a current working with children check or similar type police check from the country of origin.

1.7. Ensure staff / volunteer training is carried out to all staff in regard to Mount Scopus Memorial College Child Protection Policy

1.8. This training should include information in relation to:

- This policy
- An established set of guidelines with staff volunteers as to what constitutes appropriate behaviour, in accordance with the ‘Staff Contact with Students’ policy.
- Personal safety and security
- What is proper supervision
- Mandatory reporting of incidents.
- The need to de-brief any incidents with authorised persons.
1.9  Designated roles and responsibilities should be delegated to all staff in dealing with potential issues should they arise.

1.10 Guidelines should be developed for issues relating to inappropriate behaviour of students.

1.11 Students' medical records should be fully examined (by a designated staff member), with any medical or other issues which may become problematic being clearly identified.

1.12 An appropriately qualified person or persons should be made responsible for the medical welfare of students.

1.13 Students should be fully briefed in relation to current Mount Scopus Memorial College policies.

1.14 Bushfire Preparedness

Schools, kindergartens and licensed child care centres that have been identified as being at high fire risk and on the Department of Education and Training's Bushfire At-Risk Register will close on days determined ‘Code Red’ by the Emergency Management Commissioner (see website at http://www.emv.vic.gov.au/).

Mount Scopus Memorial College is among those schools and services not on the Department’s Bushfire At-Risk Register and will remain open, unless directly threatened by fire or another emergency.

Staff in charge of camps and excursions must be sure to take the following steps in preparing for the offsite activity:

- Check the College’s Emergency Management Plan for guidance with regard to bushfire preparedness, and complete and submit any relevant checklists to the Principal or the campus’s relevant Deputy Principal.

- Confirm with the proposed campsite / accommodation to determine the facility’s bushfire plan and have a full understanding what their requirements are to be bushfire prepared.

- Check Department of Education and Training website / MFB Websites / Fire Ready APP for potential and actual closure notifications.

- Check relevant emergency services websites for current information.

- Monitor ABC radio 774 on Code Red days (as determined by the Emergency Management Commissioner for emergency alerts if decision was made to go ahead with offsite excursion.

2. During Camp

General

2.1 Staff should ensure all policies and procedures are followed.
Security
2.2 All staff should monitor any unknown person/s on the camp / grounds at all times, and unknown person/s should be approached and questioned as to the reason for the presence.

Supervision
2.3 All areas that are required for camp activities should be under supervision when being used by the students.

Student Accommodation
2.4 Student accommodation should be kept secure at all times.
2.5 Under no circumstances should students and staff be sleeping in the same room.
2.6 No student may sleep, even in a separate room, on their own, in an area to which only staff have access.
2.7 Staff accommodation should be in close proximity to student accommodation.

Staff Interaction with Students
2.8 In addition to items covered in the ‘Staff Contact with Students’ policy, Staff / volunteers and camp staff must not be alone in an enclosed or secluded area with a student.
2.9 Older students should not have unsupervised interactions with younger students, unless they are authorised Youth Leaders, and have been approved for such interaction.

Privacy
2.10 Staff must ensure children are always given appropriate privacy while changing or showering.
2.11 Staff must respond to the needs of students that may feel unsafe.

Alcohol and Drugs
2.12 No non prescribed drugs or alcohol are to be bought to the camp by any person.

Reporting of Incidents
2.13 All staff is to report any situation of concern to the authorised person who is in charge of the camp.

3 After Camp
3.1 A full debrief should be held at the conclusion of the camp. Any issues or potential ongoing issues should be discussed with the Teacher in Charge and the relevant College Leadership Member.
3.2 These discussions should be properly documented and then forwarded to the authorised person.
4 Ongoing

The Operations Manager is responsible for:

4.1 Determining who should monitor fire risk information and how.

4.2 Reviewing the College’s Emergency Management plan prior to the official start of the Bushfire season.

4.3 Ensure communication procedures are in place to contact parents / guardians in the event of a closure or evacuations.

4.4 Allocating roles and responsibilities of principals, staff and parents in regard to emergency evacuation positions.

5 Mandatory Notification of Suspected Child abuse:

5.1 Camps create opportunities for extended and relaxed contact with students during which supervisors might observe physical or emotional signs that suggest possible physical sexual or emotional abuse or neglect, either at home, at school or at the camp.

5.2 If a member of staff has reasonable grounds for suspecting such abuse or neglect they must inform the police and relevant authorities, as prescribed in the College’s Mandatory Reporting policy.

5.3 The member of staff making the report may choose to inform the College Principal, but the responsibility to make the report rests entirely with the member of staff.

B. Overseas Travel

6 Security

6.1 A separate Threat Assessment document is provided for overseas trips, and it is incumbent on all staff to read and understand the content of this document.

7 Transport

7.1 Travelling on extended plane, train or bus trips can create additional risks to students, and appropriate measure should be put in place ensuring any potential issues are minimised.

7.2 A roster system should be established between staff, ensuring at any one time at least one member of staff is awake and supervising the students.

8 Accommodation

8.1 Student and Staff accommodation should be planned and booked prior to the departure of students from Melbourne.

8.2 Only recommended and checked forms of accommodation are to be used.
9 Local Risks

9.1 At all times Mount Scopus Memorial College must be familiar with local customs and laws, ensuring students and staff do not put themselves into situations that may create unnecessary issues.

9.2 Restrictions in relation to where individuals may travel, or when photos may be taken are examples of these restrictions.

10 Students Suffering From Illness

10.1 Appropriate arrangements should be put in place in the event that a student becomes sick during a trip.

10.2 These measures should include local medical facilities that have been checked and approved, as well as local Emergency Care facilities and hospitals.

10.3 A sick student (or staff member) must not attend any medical facility alone. A staff member is to attend with the student, and remain with them at all times during treatment.

11 Billeting

11.1 It is the responsibility of the Mount Scopus Memorial College to ensure the host families provide suitable accommodation for students to live in and pose no risk to their safety.

11.2 Schools must try to match students by age, sex, and cultural groupings.

11.3 Participating students should understand that they might encounter different social and cultural practices. While an appreciation of these might enhance social and multicultural awareness, students should feel free to ask the teacher in charge for help to change accommodation, if they find themselves in an uncomfortable situation.

11.4 Each billeted student must have means to communicate with a staff member at all times.

11.5 Staff members must ensure that host families are provided with all relevant information, including health care needs of the student, contact details of staff, transport arrangements, and the students’ program of activities. If the billeted student has any special health care needs, related contingency planning must be included.

11.6 The teacher in charge must maintain a current list of billeted students and their addresses and telephone numbers.

11.7 Where students are staying on farms or in other areas where hazardous machinery is located, safety arrangements must be discussed beforehand between teachers and the students, billeting families and the school. Rules include no dangerous activities, no access to dangerous weapons.

11.8 Effective communications protocols must be in place for leaders to ensure the welfare of billet students at their billets at any time.
C. Roles and Responsibilities

All staff and specific roles and responsibilities:

- Principal -
- Teachers -
- Teachers in Charge -
- Leadership team -

12.1 Principal

For each camp or excursion, it is the responsibility of the Principal to:

- ensure compliance with this policy
- endorse the curriculum component
- ensure that planning has taken account of the special needs of students
- ensure that planning has considered any reasonably predictable conditions and hazards that could be encountered
- approve appropriate safety procedures and ensure that they are instituted
- be satisfied that the camp leadership team has the necessary skills and experience
- approve the selection of a leadership team
- approve the nomination of the leadership team’s teacher-in-charge
- ensure all leaders are aware of their mandatory notification responsibilities
- ensure that the leadership team-to-students ratio is adequate
- ensure that bookings, consents and notification of relevant agencies, local authorities and landowners have been made
- enunciate acceptable behaviours for all participants
- advise the leadership team of procedures for withdrawing students from the excursion or campsite in cases of serious misconduct or if the staff can no longer ensure the welfare of the student due to reasons of the student’s health
- ensure that correct protocols for gaining parents’ consent have been observed
- ensure that the appropriate approvals have been received.
- ensure that documentation is kept as required.

12.2 Teachers

Teachers must:

- ensure compliance with this policy
- identify and assess the hazards likely to face students involved in any activity. Such an assessment must consider special hazards identified in participants’ health care records
- take whatever steps are practicable to minimise those hazards
- take all reasonable positive measures to prevent injury to students
- observe the standards of safe practice in any activity established by accredited organisations and other specialist practitioners
- use correct activity equipment, including any required safety equipment
- employ any other required principles of safe practice.
12.3 Teacher-in-charge

All camps and excursions must be under the leadership and control of a ‘teacher-in-charge’. Where more than one teacher is involved in supervising a camp or excursion, a ‘teacher-in-charge’ must be appointed. This teacher has a supervisory role over the educational program and the activities undertaken. During a camp or extended activity, when the teacher-in-charge is rostered off duty, she/he can delegate the role to another teacher if adequate levels of supervision can be maintained. The teacher-in-charge must ensure that:

- this policy is followed
- leaders and students are well equipped for all reasonably predictable conditions
- appropriate first aid kits are available
- leadership team members are fully briefed and trained for their roles and responsibilities, including mandatory notification.

12.4 Leadership team

The leadership team consists of all those with a supervisory responsibility for the camp or excursion. These leaders could therefore be any of the following:

- teachers, including the teacher-in-charge
- appointed instructors
- voluntary workers, e.g. parents, Madrichim

Each member of the leadership team must have a clear understanding of:

- the program, its purpose, the itinerary and any contingency plans
- the relative skills of leadership team members
- his/her role and responsibilities under this policy including mandatory notification
- relevant OHS&W issues.

Approved by College Principal: ____________________________

Dated: 5 December 2016
7. Crimes Act 1958

Mount Scopus Memorial College (‘the College’) is committed to fulfilling its duty of care to all students and specifically students under the age of 16 in relation to the Crimes Act 1958 (Vic), which was amended in 2014 to include offences of:

(i) failing to disclose a sexual offence,
(ii) grooming for sexual conduct, and
(iii) failing to protect a child from sexual offence

Aims

Through the application of this policy, the College aims to:

• Ensure that all reasonable steps are taken so that students are safe from sexual abuse and that they feel safe at all times.

• Enable the College Council members, all persons in positions of authority, care or supervision, all employees of the College and where applicable, students of 18 years or over to understand their role and responsibility in protecting the safety and wellbeing of children and young people under the age of 16 in accordance with the Crimes Act 1958 (Vic).

That is, to ensure individuals associated with the College who have the power or responsibility to reduce or remove a substantial risk, take steps to reduce or remove any substantial risk that a student under 16 years of age will become the victim of sexual assault, including the recognition of ‘grooming’.

• Ensure all members of the College community aged 18 and over understand their reporting obligations in accordance with the Crimes Amendment (Protection of Children) Act 2014 (Vic).

That is, to ensure all members of the College community aged 18 and over (who are not Mandatory Reporters) who for a reasonable belief that a sexual offence has been committed by an adult against a child under 16, report that information to police.

This policy is underpinned by the Crimes Act 1958 (Vic).

Guidelines

The Principal will:

• Ensure that all staff members, volunteers, students aged 18 and over, College Council members and the College parent community are aware of the Crimes Act 1958 (Vic) Policy and have access to a copy of the policy.

• Ensure that all adults within the College community are aware of their obligation to report suspected sexual abuse of a child under 16 years to the police.

• Provide support for staff in undertaking their responsibility in this area.

1 Note: section 49C of the Crimes Act relating to the ‘failure to protect’ came into effect on 1 July 2015.
All staff members will:

• Be aware of the College’s Crimes Act 1958 (Vic) Policy and the College’s Child Protection - Mandatory Reporting Policy.
• Report any reasonable belief of child sexual abuse to the police or fulfil their obligation as Mandatory Reporters.
• Provide an educational environment that is supportive of all children’s emotional and physical safety.

Parents/Guardians/Volunteers/Students 18 and over will:

• Be aware of the College’s Crimes Act 1958 (Vic) Policy and the Child Protection - Mandatory Reporting Policy.
• Understand their obligations to report reasonable belief of child sexual abuse to the police.

Specific Offences

1. Failure to Disclose

Reporting child sexual abuse is a community-wide responsibility. The failure to disclose offence imposes a clear legal duty upon all adults aged 18 and over to report information about child sexual abuse to police.

Definition

Under section 327 of the Crimes Act, any person (including any staff member) of or over the age of 18 years who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 years of age must disclose that information to police, as soon as it is practicable to do so. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHS Child Protection.

The offence applies to all adults in Victoria, not just professionals who work with children.

Forming a ‘Reasonable Belief’

A ‘reasonable belief’ or a ‘belief on reasonable grounds’ is not the same as having proof but is more than mere rumour or speculation.

A ‘reasonable belief’ is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a ‘reasonable belief’ might be formed if:

• a child states that they have been sexually abused
• a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
• someone who knows a child states that the child has been sexually abused
• professional observations of the child’s behaviour or development leads a professional to form a belief that the child has been sexually abused or is likely to be abused
• signs of abuse lead to a belief that the child has been sexually abused.
Procedure

Any adult aged 18 or over who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to Victoria Police by dialling 000 (or otherwise to a member of the police force of Victoria).

An adult will not be guilty of an offence if they do not report in the following circumstances:

- The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed decision; and he/she does not want the information reported to the police
- The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor.
- The victim turned 16 years of age before 27 October 2014.

Reasonable excuses for failing to comply with the requirement include:

- a reasonable belief that the information has already been reported to police or DHS Child Protection disclosing all of the information
- a reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm

A person in the College may have a mandatory reporting obligation under the Children, Youth and Families Act 2005. In summary, this obligation requires teachers to report concerns about child welfare to child protection authorities within the Department of Human Services (DHS). DHS passes all allegations of child sexual abuse to police so it will be a reasonable excuse for not reporting to police if a person has made a report to DHS or reasonably believes a report has been made to DHS (please refer to the College’s Child Protection – Mandatory Reporting Policy).
2. Grooming

Section 49B of the Crimes Act relates to the offence of “Grooming for sexual conduct with a child under the age of 16 years.” The offence targets predatory conduct designed to facilitate later sexual activity. The offence can be committed by any person aged 18 years or over.

Definition

• The offence of grooming concerns predatory conduct undertaken to prepare a child for sexual activity at a later time.

• The offence applies where an adult communicates, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child’s engagement in or involvement in sexual conduct, whether with the groomer or another adult.

• Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.

• The sexual conduct must constitute an indictable sexual offence. This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as ‘upskirting’ and indecent behaviour in public.

Procedure

Should any member of the College community aged 18 and over become aware of grooming behaviour by a person aged 18 years or over, they should notify the police and/or the Principal immediately.

It is the responsibility of the Principal and/or others associated with the College with authority or responsibility, to take action upon becoming aware of grooming behaviour to protect (so as to reduce or remove a substantial risk) in accordance with the ‘failure to protect’ offence (see point 3).

1. Any member of school community aged 18 years or over forms a reasonable belief of grooming taking place.
2. Member of College community notifies the police and/or the Principal or other senior staff member.
3. Take steps to protect child including reduction or removal of risk
4. Subject to guidance from the police, follow College policies on Investigations.

3. Failure to Protect

Section 49C of the Crimes Act makes it a criminal offence in Victoria for a person in authority to fail to protect a child under the age of 16 from criminal sexual abuse. This applies where there is substantial risk that a child under the care, supervision or authority of an organisation (including schools) will become a victim of a sexual offence by an adult associated with the College. The person in a position of authority may be guilty of an offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
Definition

If a person associated with the College who by reason of their position has the power or responsibility to reduce or remove a substantial risk that a child will become a victim of a sexual offence committed by an adult associated with the College, they must not negligently fail to reduce or remove the risk.

That is, as soon as a person in authority becomes aware of a risk of child sexual abuse, they will be under a duty to take steps to remove or reduce that risk.

A person who has the power or responsibility to reduce or remove a risk will include the Principal, College Council members and senior staff, as well as teachers by virtue of their responsibilities. For the avoidance of doubt, any member of staff or person associated with the College who knows of a substantial risk that a child will become a victim of a sexual offence should notify the Principal as soon as is reasonably practicable.

Procedure

When aware of a substantial risk of criminal sexual abuse to a child in the College from an adult aged 18 or over associated with the College, the Principal will act to reduce or remove the risk. The person will be removed from any child-related role pending an investigation.

1. Principal becomes aware of risk of sexual abuse to a child in school from an adult aged 18 years or over associated with the school community.
2. Principal takes immediate action to reduce or remove the risk to the child. Such an action might include: if the adult concerned is a staff member, immediately standing that person down or otherwise removing their access to students while an investigation is underway.
3. Notify police and/or other authorities.
4. See College policy on mandatory reporting. Seek guidance from police.

Approved by College Principal: [Signature]

Dated: 31 July 2015

1 Note: section 49C of the Crimes Act relating to the ‘failure to protect’ offence came into effect on 1 July 2015.

2 Under the proposed s.49C(1), a person associated with an organisation includes but is not limited to a person who is an officer, an office holder, employee, manager, owner, volunteer, contractor or agent of the organisation but does not include a person solely because the person received services from the organisation.
8. Risk Management Strategies

The College has formulated and implements the following risk management strategies to ensure compliance with child safety standards:

General

- Child safety code of conduct
- Child safety reporting procedures
- Induction for all visitors, staff, volunteers and contractors
- Training for students and staff to detect inappropriate behaviour
- Student and staff counselling and other resources available within the Student Services faculty

Environment

- CCTV for unsupervised and low visibility areas
- Clear windows in walls to enable visibility of occupants
- Assessment of new or changed physical environments for child safety risks
- Supervision or monitoring of activities

Staff Recruitment

- Online searches (Google, Facebook etc) on staff candidates prior to employment offer
- Performance management procedures
- Pre-employment reference checks that include checking for child safety
- Criminal history checks and confirming currency of WWCC/VIT registration and proof of identity

Implementation

The framework is implemented and delivered within the school in the following ways:

- New staff induction policies and processes include the requirement for personal proof of identity, cross checking of qualifications and experience, and a signed acknowledgement of the College’s ‘Essential Policies for Staff’, which include our policies on child protection, duty of care, whistleblowers’ protection, personal leave, respectful workplace, dress codes, teacher workloads, and attendance at after-hours meetings.

- Child protection policies are distributed annually to all parents and staff, and made publicly available on the College website, and complemented by online and in-person training provided to all staff.
• The College’s physical environment on all campuses has been designed to prevent places where children and staff can be unobserved. Visibility is effected by windows in all classrooms, proper maintenance carried out on window coverings, regular patrols of corridors, classrooms and low visibility areas by staff during recess and lunch breaks, and CCTV cameras in low visibility areas.

• Off campus activities such as excursions, camps and overseas trips are carefully planned, and risk assessments are carried out for staff supervision and on-site facilities.

Reviews and Updates

These strategies are regularly reviewed, amended and implemented as and when necessary.

Responsibility

The implementation of these strategies will be monitored by the College Principal.

Rabbi James Kennard
20 July 2016