



MONTMORENCY SECONDARY COLLEGE

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**MONTMORENCY
SECONDARY COLLEGE**

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SCHOOL PROFILE

Montmorency Secondary College (population approximately 1080 students) is a stand-alone Year 7-12 school situated approximately 20km north-east of Melbourne in the City of Banyule.

Located in a pleasant, parkland environment on the banks of the Plenty River, the school has excellent sporting and recreational facilities including a twin court multi purpose Basketball stadium, 400 seat Auditorium and Performing Arts complex, and hall/gymnasium. We also have access to neighbouring Municipal facilities.

The redevelopment by the School is made possible via a State Government grant of \$14 million and includes the refurbishment of existing facilities as well as the construction of new assets. The building works will begin in late 2016 and be completed by 2018-9.

The school is committed to maintaining a wide curriculum following the Victorian Standards and containing elements which will meet the needs of all students. Towards that end, the curriculum is designed to give students a broad, common range of experiences during the first year and then become increasingly tailored to meet individual student needs and interests in the Arts, English, Health and Physical Education, LOTE (French/Japanese), Mathematics, Science, Studies of Society and the Environment, and Technology (Material and Information) and a wide range of options at VCE level including Intermediate and Senior VCAL which is offered as an alternative pathway for senior students.



BELL TIMES

SESSION	BEGINS	ENDS
Staff Briefing	8.40am	8.55am
Home group	8.55am	9.05am
Period 1	9.07am	10.05am
Period 2	10.05am	11.03pm
Recess	11.03am	11.33am
Period 3	11.33am	12.31pm
Period 4	12.31pm	1.29pm
Lunchtime	1.29pm	2.14pm
Period 5	2.14pm	3.12pm
Buses Depart:	3.30pm approximately	



BELL TIMES

Note that no changeover time is allowed between periods except after morning home group. Students and staff are expected to move quickly from one class to the next. Time is NOT allowed for locker visits or toilet breaks.

ROLL MARKING

Home Group teachers must ensure that students are familiar with the contents of the Daily Bulletin and must mark the roll. (Electronic Roll marking must not be delegated to a student). Any money collected during Home Group should be paid in to the Office immediately.

As students enter the room, check that they are in correct uniform. Those out of uniform should have a UNIFORM PASS from their Home Group teacher or Year Level Coordinator. Students who are out of uniform without a pass should be made to change into uniform if possible or sent to the co-ordinator at the recess or lunch break. Teachers should note in their own records students who are late or out of uniform.

OTHER CLASSES

Students must not enter the classroom until directed to do so by the class teacher. All students are required to wait quietly outside the classroom door until their teacher arrives. Where the classroom door leads off a foyer, students must wait outside the foyer.

If a door is normally kept locked, the teacher should lock the door when leaving. Should the teacher not arrive, one student should report this fact to the Daily Organiser or to one of the Assistant Principals.

Classes must not be dismissed early. Classes should not go outside for a break in the middle of a double period unless supervised by a teacher. If a class is using a room that is neither its timetabled room, nor the Resource Centre nor a room listed on the Daily Bulletin, the teacher should notify the Office in advance.

PUNCTUALITY

Punctual arrival to class is most important. If students are late for classes without a legitimate excuse, then you should instigate appropriate consequences. This may include additional work or detention. If a detention is given, it is important to notify the parents via the correct slip. Such a detention must be supervised by you, or by a colleague on your behalf.

If a student is persistently late, the matter should be referred to the Level Co-ordinator.

LATE PASSES

Passes are issued to students in the following circumstances:

A student who arrives late enough in Period 1 to miss being recorded present in Home Group must report to the office and have his/her name recorded. The student will be issued with a **LATE ARRIVAL** slip. Students who arrive late **retain their late pass** as evidence that they have had their attendance noted (since their names should appear on the absence list).

A student who has been detained by another teacher should be given a LATE PASS. Students returning from sick bay or interviews with co-ordinators should have a pass.



NASA Study Tour

ATTENDANCE AND LEAVING THE ROOM

Keep an attendance roll for each of your classes and mark it at the beginning of every class. Note latecomers.

In general students should not be visiting the toilets during class time. If essential, they must ask the teacher for a pass.

It should not be necessary to allow students to leave the classroom in the middle of a double period. Our policy is that students should stay in the classrooms during class time and not be allowed to roam the school. If very special circumstances cause you to send a student out of the room please ensure that they have the relevant pass out card, or a note from you.

Students should not be sent to the sick bay for minor reasons during class time. A headache, a slight cut, a blister or sunburn may be uncomfortable but can wait until the end of the period. On the other hand, nausea, a freely bleeding cut or blood nose, any eye irritation, strong cramps or pains, sprains or possible fractures will require immediate attention. Urgent cases may require another student to escort the patient to the sick bay.

We are not permitted to supply medication to students except in special circumstances, and only with parental approval.

Check the disabilities list at the General Office to determine whether any of your students have particular medical problems, including asthma, epilepsy, diabetes or severe allergens.

STAFF BRIEFINGS

Staff briefings are held Monday, Wednesday and Fridays at 8:40am. Alternate Wednesday times are reserved for year level coordination meetings.

EQUIPMENT

Students should not have white-out or spirit-based marking pens at school. If these items are needed in your classes, they should be available from the Learning Area Leader for loan to students. Any such materials should be confiscated from offenders and handed to the Level Co-ordinator naming the owner. Also confiscate smoking materials (including lighters and matches), alcoholic drinks, and weapons and report the matter to the Level Coordinator.

Be alert to the scribbling of graffitists. Check the walls and desktops before the class begins work and again before they finish. Graffitists should be made to clean away their scribbling after school and their actions should be reported to the Level Co-ordinator.

Markers should be removed from the whiteboard ledge at the end of the class and the board left clean for the next class.

Consult the Learning Area Leader if you need materials for use in class.

Chairs need to be placed on tables and windows closed and locked at the end of Period 5.



“Oliver” the Musical

TEACHER ABSENCES

If you will be absent or will be late please ring as early as possible, ideally before 7.30am .

(Please call the Daily Organiser's direct number, which is 94221501).

The office opens at 8.15 a.m. and a message can be left on the answering machine before then. You should be prepared to specify the work that each of your classes for the day should complete so that this information can be passed on to the CRT or teacher taking the extra.

If you know of your absence in advance, please notify the Daily Organiser as early as possible so that a replacement teacher can be arranged.

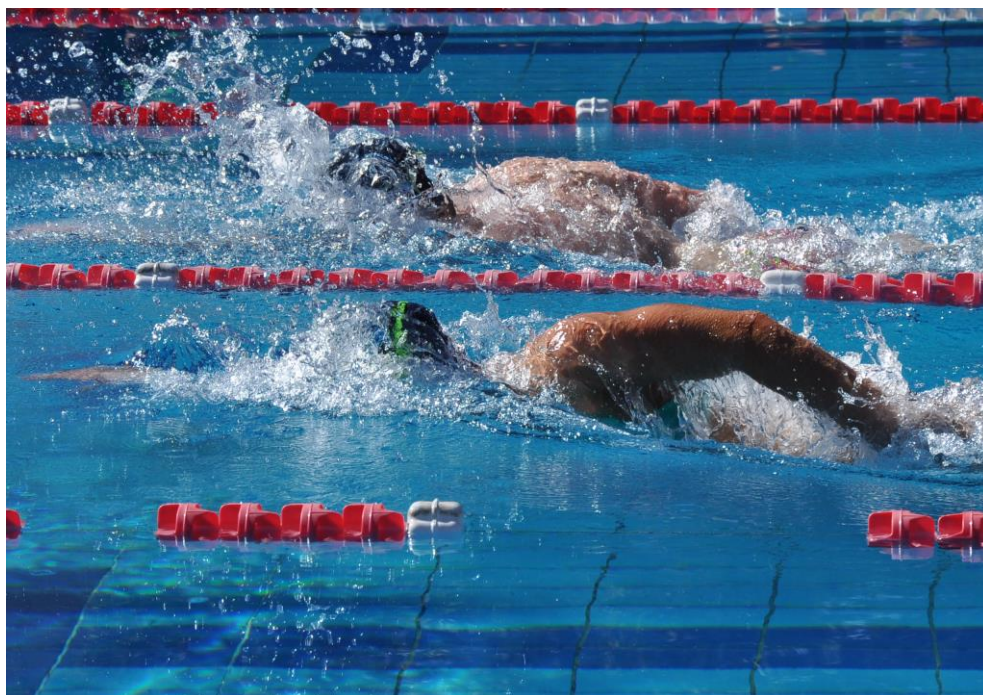
Please complete the yellow slips available in the staffroom and leave them in the correct slots or with the Daily Organiser. If possible, set tasks using worksheets or students' textbooks, rather than work requiring the replacement teacher to track down equipment.

EXTRAS

Always check the notice board in the staffroom before Briefing or Homegroup in case you have a class extra or yard duty extra. Take the slip indicating the set work, and a class list should be attached. If no work has been set (most unlikely) or you have queries, please consult the relevant Learning Area Leader. It is essential that the set work is done.

SOME SUGGESTED STRATEGIES FOR EXTRAS

- 1 Remember to take a form list (although most paperwork for extras is accompanied by a class list.
- 2 Remind students of the basic classroom expectations and rules.
- 3 Call the roll and mark it on **Xuno**
- 4 Every 5 or 10 minutes mark on the form list with a tick or cross whether each student is working satisfactorily or not.
- 5 If a student breaks a rule, implement the Classroom Management Plan calmly and without hesitation. (See Welfare and Engagement Policy.)
- 6 If the class is significantly uncooperative, ask a teacher in a nearby room to contact an Assistant Principal, coordinator or sub-school leader to assist.
- 7 If a persistently disruptive student refuses to leave the room, seek similar assistance.



Swimming sports

LEARNING AREA MATTERS

PHOTOCOPYING

The costs of photocopying material for class use are borne by the Learning Area and is budgeted from subject fees. Use the Learning Area and individual staff Copyguard Codes for all photocopying. If you wish to do large amount of photocopying check with the Learning Area Leader first.

Try to minimize the amount of photocopying required. Copying should be only as permitted by the Copyright Act. The copying of substantial portions of copyright works is permitted under the Act in certain circumstances. If in doubt, check the Copyright Act with the Resource Centre staff.

The photocopying machines are easily damaged. Seek help if you have a paper jam or the machine gives poor copies or malfunctions. If you need an operating lesson, please ask at the Office. If the machine breaks down notify the Office immediately. If necessary, the service technician will be called to the school.

COMPUTERS

For advice about computers and the network see our computer technicians.

Mark Lohrey (particularly regarding our Markbook Assessment and Reporting program) may also be of assistance.

LAMINATORS

The College laminator is available for use at the Resource Centre.

CLASS SETS, PRESCRIBED TEXTS, STATIONERY, TEACHING AIDS ETC

Consult the Learning Area Leaders. Some Learning Areas/subjects allow students to borrow class sets overnight. The Learning Area Leaders will indicate the procedure to be used where this applies.

EXCURSIONS

Day excursions require the approval of the FORWARD PLANNING COMMITTEE, together with the Daily Organiser and the Year Level Coordinator. Forms are available on the staff T-share.

Parents must be made fully aware of the nature of the excursion, any particular hazards, and the extent of supervision to be provided.

Consent forms must be obtained from the parents of the students BEFORE a student is permitted to go on to the excursion. Special forms for UNSUPERVISED excursions are also available.

Plan WELL IN ADVANCE, ensuring time for the school to approve the excursion and for the parents to be able to afford the cost. All costs should be paid to the office 3 days before the activity.

Overnight excursions or adventure-type excursions need to be discussed with a member of the Principal team prior to approval. They also require the approval of the School Council and notification to the Region.

THE RESOURCE CENTRE

The Resource Centre has an excellent collection of literature, references, periodicals and audio visual material. The Librarians will arrange to copy any current programs for you.

Bookings must be made in the Resource Centre for the use of recording facilities in advance.

CURRICULUM (SEE DIAGRAM ON NEXT PAGE)

Montmorency Secondary College has an educational philosophy which encourages individual students to develop to their full personal and academic potential. The College is guided by the following purpose statement:

Montmorency Secondary College aims to encourage members of the school community to achieve their personal best in an environment that promotes excellence and responsibility and recognises individual differences.

The school has developed a disciplined, caring environment within which the social and emotional needs of the individual are recognised whilst promoting academic rigor. The current size of the school population ensures that a wide range of subjects and courses can be offered across the various year levels.

The Year 7 program is a comprehensive one which introduces students to subjects in all the Key Learning Areas. The students have the choice in LOTE of either Japanese or French. A Pastoral Care program is a key feature of the first year.

Students in Years 8 and 9 have a common curriculum of core subjects including English, Maths, Science, PE and Health & Human Relations/Pastoral Care. In addition, students will complete 8 semester Learning Units over a two year program. These units are offered by the Key Learning Areas and allow students to pursue their skills and interests. To ensure that students pursue a broad education, there is requirement that at least two selections over the two years must be made from the following: Technology, The Arts, SOSE and LOTE.

The Year 10 program includes English, Science, History and Maths as core subjects. Beyond this,

students have the opportunity to tailor a program that best suits their interests and needs by completing a number of Learning Units over two semesters. In 2016 students undertook units such as Dance, Drama, Photography, Food subjects, music etc. Many Year 10 students take up the opportunity to undertake studies in VCE Units 1 and 2 as part of the College Acceleration Program.

A full VCE program runs at Year 11 and 12 as students undertake the two-year Victorian Certificate of Education. In 2016, about one third of Year 11 students chose to complete an accelerated Year 12 (Unit 3 and 4) sequence. Increasing specialisation in subjects is possible, although over the two years students are required to study four units of English, two units of Arts/Humanities and two of Maths/Science/Technology subjects.

The school also offers VCAL, the Victorian Certificate of Applied Learning, an alternative pathway for Year 11 students to pursue VET & TAFE options as part of their studies. To give an indication of the breadth of courses available at Montmorency Secondary College, the VCE units being undertaken by students in the last few years include:

Accounting, Art, Biology, Business Management, Chemistry, Food and Technology, Geography, Health and Human Development, History, Information Processing and Management, LOTE: French, LOTE: Japanese, Legal Studies, Maths: Foundation, Advanced, Further, Methods and Specialist, Media, Music Performance, Physical Education, Physics, Psychology, Studio Arts-Photography, Visual Design and Communication.

Many **Co-curricular** activities are offered to the students and include:

Yearly Athletics, Swimming and Cross Country competitions
Year level camps in Years 7,8 and 9
Borneo Sustainable Rainforest Tour
Trips to Japan, Noumea, USA NASA space camp
Interschool sport
Bands, ensembles and choirs

A musical production
Debating teams
House Competitions including the Talent Quest
Interact Club
Student Union
Science Club
Duke of Edinburgh Program

Montmorency Secondary College Years 7-9 Curriculum Grid 2019

10 Day Timetable – 25 periods a week @ 58 minutes each

Year 7 Timetable

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English				Maths				Hums Geog/Hist			Science (5 periods 10-day cycle)		LOTE (5 periods 10-day cycle)		PE			Wood/ Metal	Art/ Ceramics	Music	HHR			
																		Food	VCD	Drama				

Year 8 Timetable

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
English				Maths				Science			History		PE/Health		LOTE			Elective 1			Elective 2			
											Geography							Elective 3			Elective 4			

Year 9 Timetable

English	Maths	Science	History	PE/Health	LOTE or ENDEAVOUR	Elective 1	Elective 2
			Geography			Elective 3	Elective 4

Notes:

1. Students at Year 8 & 9 must choose at least one elective Learning Unit each year from the non-core VELS domains of *The Arts* and *Design, Creativity & Technology*.
2. Student may choose no more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Food Technology units).
3. Challenge & Bridging Units run in the elective block. Entry into these units is by invitation only based on student academic results in the previous semester or year in the relevant subject.
4. Students in Year 9 choose to continue with a language (Japanese or French) with a view to doing it in VCE or they participate in the Endeavour Program.



Kryal Castle Excursion

Montmorency Secondary College Years 7-9 Curriculum Grid 2019

10 Day Timetable – 25 periods a week @ 58 minutes each

Year 10 Timetable

Year 10 Timetable						
English (core)	Maths (core)	History (core)	Learning Unit 1	Learning Unit 2	Learning Unit 3	VCE Industry & Enterprise
		Science (core)	Learning Unit 4	Learning Unit 5	Learning Unit 6	
<p>In line with the Victorian curriculum and National Standards, all students are required to undertake both Australian History and a unit of Science for a semester. Year Ten students may choose either ‘General Science’ which is a semester length subject, or, ‘Science for VCE’ which is a year-length subject. It is strongly recommended that any student who wishes to undertake VCE Biology, VCE Physics or VCE Chemistry in later years study ‘Science for VCE’ in Year 10. Undertaking ‘Science for VCE’ as a subject means a student would only select 5 learning units, as ‘Science for VCE’ counts as a ‘double’ unit.</p> <p>Many students undertake a Unit 1 & 2 acceleration study in Year 10.</p>						

Year 11 students generally undertake six VCE subjects, including English, each for four periods per week for the whole year. Choices include a wide range of humanities, business studies, mathematics, sciences, visual and performing arts and materials & technology subjects. Many students take a Unit 3 & 4 study.

Year 12 students generally undertake five Unit 3 & 4 VCE subjects, including English, for four periods per week for the whole year, with a range of choices as in Year 11. Some students take a university enhancement subject.



Arts Alive Music Evening 2018

MANAGEMENT

COLLEGE ORGANISATIONAL STRANDS		
EDUCATION PROGRAMS AND DELIVERY	STUDENT MANAGEMENT AND WELFARE	SCHOOL ORGANISATION RESOURCE MANAGEMENT
PRINCIPAL TEAM / BUSINESS MANAGER STRATEGIC PLANNING TEAM ORGANISATIONAL STRAND LEADERS (LEADING TEACHERS)		
TEACHING & LEARNING LEADER	YEAR 7 LEADER	PD/VIT ACCOUNTABILITY AND REVIEW LEADER
KLA / FACULTY COORDINATORS	YEAR 8 LEADER	DAILY ORGANISER
PROFESSIONAL LEARNING TEAMS	YEAR 9 LEADER	TIMETABLER
CAREERS AND PATHWAYS LEADER	YEAR 10 LEADER	COLLEGE PROMOTION AND COMMUNITY LIASON
RESOURCE CENTRE COORDINATOR	YEAR 11 & 12 LEADER	
	LEVEL COORDINATORS	
	STUDENT INVOLVEMENT LEADER	
	STUDENT WELFARE COORDINATOR	

Principal Class

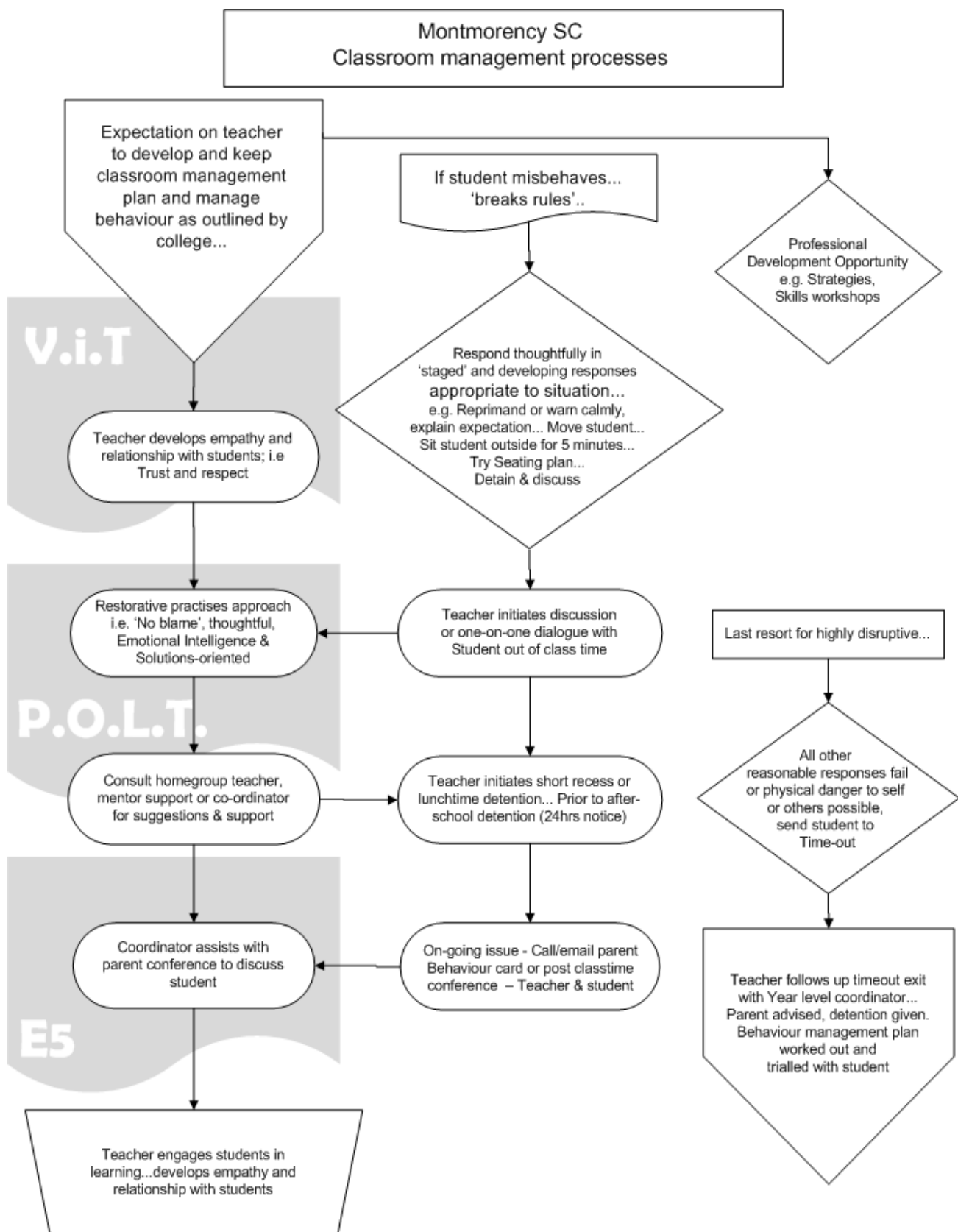
The Principal is assisted by two Assistant Principals.

Administrative and Technical Support Staff

The school has a Business Manager, a Bursar, three Office Administrative Staff, a Resource Centre Technician, Food Technology Assistant, two Computer Technology Assistants and a Laboratory Technician.

Level Coordinators

Each year level has a Leader together with a number of coordinators and/or assistants.



"When I have been listened to, when I have been heard, I am able to re-perceive my world in a new way and go on. It is astonishing how elements that seem insoluble become soluble when someone listens."
- Carl Rogers

"Kids are kids. If they are not actively engaged in the lesson, they will become actively engaged in something else – disruptive behavior."
- Kellie Haydon

COMMITTEES AND GROUPS

School Council

The School Council takes ultimate responsibility for policy-making and financial accountability.

It has regular subcommittees including:

- Finance and Facilities
- Education (ESCOM)
- Grounds and Maintenance

The Council and many of its subcommittees meet monthly.

Strategic Planning

This team, consisting of the Principal, Assistant Principals, together with a number of Leading Teachers, meet every three weeks. They are responsible for the MSC Strategic Plan and College directions.

Professional Learning Teams (PLTs)

All teaching staff are part of a PLT; these curriculum teams meet 2-3 times each term.

Committee for the Implementation of the Agreement (CIA)

This committee consists of the Principal, one Assistant Principal, and six staff representatives (5 teaching, 1 ES). It meets twice a term to deal with matters such as staffing changes and other organisation matters.

Learning and Teaching Team

This comprises the Principal and the Learning Area Leaders and Faculty Heads... staff are also free to attend... and deals with implementation aspects of curriculum.

Learning Area Leaders

They meet monthly to discuss curriculum implementation practices at faculty level.

Staff Meeting

The staff meet twice a term to receive and discuss information and to make recommendations.

IMPORTANT POLICIES

School policies are available on the T-Share. Notes on two essential policies **Student Engagement** and **Harassment** are included here, and teachers should make sure they have a copy, and are familiar, with both.

WELFARE & STUDENT ENGAGEMENT POLICY

In keeping with the educational and learning philosophy of Montmorency Secondary College, the school's Welfare and Student Engagement Policy has been devised to acknowledge and support the rights of all, and to make clear the responsibilities of all members of the school community. Respect for one another is an important factor on which the policy has been framed.

For all common areas of the school, the policy provides rules, which are formulated to be clear, positively-stated, well publicised and behaviourally-based. It provides known, stepped consequences for inappropriate behaviour while encouraging active recognition of appropriate behaviour. Students are in control of, responsible for and accountable for their own behaviour. They are encouraged to develop self-discipline.

Teachers, as professionals, in addition to supporting the general rules, will devise their own classroom management strategies within the general framework of the school's policy. Level Co-ordinators will provide support to teachers as required. The Principal, Assistant Principals and Student Welfare Co-ordinator will be involved in the implementation of the policy.

Details of this policy and consequences for behaviour are provided in a separate booklet. Teachers are advised to familiarise themselves with this policy, including exit procedures, and to keep a supply of the relevant slips (available from the staffroom).

A classroom management plan should be developed for each class and a copy given to the level coordinator.

CHILDSAFE POLICY

Acceptable and unacceptable behaviours

The followings lists provide examples of statements about acceptable and unacceptable behaviours which could be included in our code of conduct. The lists are not intended to be exhaustive but may assist in clarifying expectations of all staff.

Acceptable behaviours

All staff, volunteers and board/school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours

Staff and volunteers must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)

CLASSROOM MANAGEMENT PLAN: SUGGESTED PLAN FOR EXTRAS

RULES

- 1 All normal school rules still apply; students will respect the teacher's right to manage the class and the students' right to learn.
- 2 Students will follow the teacher's instructions immediately.
- 3 Students will respond clearly and accurately when the roll is called.
- 4 Students will do the set work, and any additional work given by the teacher, seriously, quietly and cooperatively.
- 5 Students will enter and leave the room quietly and remain in their places unless given permission to move.
- 6 Students will treat school property and personal property appropriately.

POSITIVE CONSEQUENCES

- 1 A productive, quiet, working atmosphere will be maintained.
- 2 The teacher will be able to learn students' names and assist them with their work.
- 3 The work of the class will be kept up to date.
- 4 The class teacher will receive positive reports about students.

NEGATIVE CONSEQUENCES

- 1 A student who breaks a rule or does not work steadily will receive a verbal warning.
- 2 Continued unsatisfactory behaviour or poor effort will be recorded.
- 3 A student who continues to break the rules will be removed from the classroom for a short time, or placed in another class for a short time.
- 4 Persistent misbehaviour will result in exit from the class to the time out room, together with an interview with the teacher and the Level Coordinator.

HARASSMENT POLICY

We believe that staff and students have a right to be respected by other members of the school community, and to feel safe within that community. Students and staff should not have to work in an environment where they may be offended, where their self-esteem and morale may be undermined and where their work and their ability to learn may be impeded through the words and actions of other students and/or staff.

Principles

- 1 The policy is based on the principles of respect and caring for others and not causing damage or hurt to others. People have the right to feel safe at all times.
- 2 All members of the school community witnessing harassment should take appropriate action.
- 3 All complaints of harassment should be treated as genuine.
- 4 All complaints of harassment should be treated confidentially. As few people as possible will be informed and deal with the complaint.
- 5 All complaints of harassment should be acted on immediately.
- 6 Every effort will be made to ensure that the harassed will be protected from further harassment when they make their complaints.
- 7 The grievance procedure must support all parties involved so a resolution will have the greatest chance of success.
- 8 The harasser may need help to understand that the behaviour which she/he thinks is acceptable, is interfering with the rights of others.
- 9 The harasser should always be given the opportunity to alter his/her unacceptable behaviour.
- 10 Both the harasser and the harassed are entitled to counselling.
- 11 False accusations of harassment are themselves a form of harassment and will be dealt with as such.

YARD DUTY

Yard duty areas are specified on the Staff Room notice board. In Terms 1 and 4, the Simms Road Oval may also be used, so yard duty areas may vary for these two terms. Make sure that your duty is commenced promptly.

The yard duty roster is on the notice board and on the daily bulletin. Daily changes and yard duty extras appear on the daily extras sheet. (Any swaps should be registered with the Daily Organiser). Yard duty ends when the **second** bell rings for lessons to recommence.

Yard duty times:

Briefing	8.40 – 8.55
Recess 1	11.03 – 11.18
Recess 2	11.18 – 11.33

Lunch 1	1.29 – 1.44
Lunch 2	1.44 – 1.59
Lunch 3	1.59 – 2.14
Bus duty:	3.20 until buses depart - @ 3.40pm

During yard duty use the opportunity to socialize with the students but keep moving and maintain vigilance.

If your duty area includes toilet blocks, walk into the toilets several times during your duty period and report any smokers (and those with them) to the appropriate year level co-ordinators.

Students should not be in the car park at the Dobsons Road end of the school or in the areas near the Gymnasium, except for the basketball court.

Ball games must not be played in the courtyard areas and garden beds must be avoided.

Students should remain within the College boundaries. However, the Simms Road oval, which is not part of the College grounds, may be used for sporting activity in Term 1 and 4.

Note that the Montmorency oval and the river area are out-of-bounds. Any students out-of-bounds during College hours should possess a signed pass from their coordinator or be reported to their level co-ordinator.



Architectural rendering of Drama classroom 2018

ACCIDENT AND ILLNESS PROCEDURES

Accidents/illnesses occurring in class

Depending upon the severity of the accident or illness, send the student alone or accompanied by another student to the General Office.

If necessary, ask another teacher to watch your class and take the student to the office yourself or contact the office to bring aid to the classroom if the student should not be moved. Administer first aid if necessary.

When an accident has occurred in your class, you should report to the Office at the next break and complete an accident report.

Accidents/illnesses occurring in the yard

Send or take the injured student or teacher to the Office, or summon help from the college nurse. If you are on yard duty and need to leave your area, notify the person on duty in an adjacent area. Complete an accident report form.

Accidents/illnesses occurring on excursions

Be sure to take excursion permission forms with you. Ensure that the injured student receives appropriate first aid.

If there is **any** indication that medical help is needed, call the office staff or school nurse who will call an ambulance if necessary.

Ensure that the other students are supervised and note the names of any witnesses. Notify parents and the school if necessary. Ensure that the injured student is supervised at all times. *Complete an accident report form on return to school.*

Accidents occurring on camps

These should be dealt with as for accidents on excursions, except for ensuring that sufficient copies of medical forms and accident report forms are taken on camp.

Staff Accidents

Staff members who are injured at work should make sure the matter is reported to the Assistant Principal and an Incident Report completed.

General Comments

Always record details of accidents while they are fresh in your mind.

SOCIAL MEDIA

It is expected that no staff will interact with students via Social Media sites such as Facebook. The Department considers it inappropriate for staff to “friend” students, or be interacting with them via such sites. However, some staff may have VCE subject sites for sharing of information etc, but this **MUST NOT** be used for informal chats, or provide access to a staff member’s personal/private site. Any such interactions are considered highly inappropriate and against College policy.



Year 10 Ski Trip 2018



Year 10 Outdoor Education

PROFESSIONAL DEVELOPMENT

Applications for teacher in-service education conducted during or outside school hours are submitted to FORWARD PLANNING COMMITTEE via the PD Leader. Please use the form available on T-share and ensure it is lodged or emailed at least a 2 weeks in advance of the FP meeting. This group meets weekly.

STAFF ASSOCIATION

The staff association organises morning teas, staff dinners, and presentations to staff members on departure, birth, marriage or similar significant occasions. All staff members belong to the association and dues are currently \$45 dollars per annum.

TEA & COFFEE CLUB

Your subscription to the Tea/Coffee Club will be gladly accepted! YOU MUST SUPPLY YOUR OWN MUG - preferably of distinctive design. If you borrow a mug in an emergency make sure you wash it and return it promptly.

Please approach the staff member in charge of Tea and Coffee to pay your subscription.

CANTEEN

A commercial catering firm operates the canteen. A comprehensive range of hot and cold meals is available.

Lunch may be purchased from the Canteen. If you forget to order before school you can purchase from the canteen at lunchtime. Staff are asked NOT to enter the canteen working area with late requests while the staff are trying to serve the students.

LOST PROPERTY

Any articles found should be handed in to the General Office. The Student Welfare Co-ordinator, keeps lost property and lost items may be claimed from her office. Lost keys, watches and jewellery are kept at the General Office.

UNIFORM

SCHOOL UNIFORM REQUIREMENTS

It is expected that all students will be wearing the correct school uniform as described below.

GIRLS UNIFORM

Summer dress, black shorts with College logo, short or long Turn Top white socks, black leather shoes (lace up or T Bar) as illustrated in our brochure.

MSC winter skirt, shirt, green college jumper (years 7 to 10), black college jumper (years 11 and 12) black tights or long black socks, black leather shoes as illustrated in our brochure.

MSC long black pants (College logo), white shirt or polo, green college jumper year 7 to 10), black college jumper (year 11 and 12), black leather shoes as illustrated in our brochure.

MSC Spray jacket

BOYS UNIFORM

MSC grey shorts, short sleeved white shirt with college logo, white or grey socks, optional college tie. Woollen MSC jumper, MSC Spray jacket, black leather shoes as illustrated in our brochure.

MSC grey trousers, white shirt or polo, white or grey socks, black leather shoes (as illustrated in our brochure).

PE/SPORT UNIFORM

MSC microfibre sport shorts, track suit pants and sports polo top

OPTIONAL ITEMS

MSC Blazer

MSC tie

NOTES ON UNIFORM

The uniform is to be worn as intended. It should be of appropriate length and size and in a good state of repair. Holes/tears should not be present. Shirts should not have buttons missing. Shoes should be cleaned. Caps should be worn with peaks to the front. If you are in doubt about the uniform requirements, please contact the school for advice or refer to our College brochure.

Shoes: Black leather shoe or T Bar (as illustrated in our College brochure)

Students representing the school in competition sport must wear their correct P.E. uniform or the specific uniform provided by the school. The rugby top and black track pants or school uniform may be worn for additional warmth.

P.E. uniform should not be worn to and from school

Jewellery/Make-up/Hair

Jewellery should be unobtrusive and safe.

Make-up is not encouraged and, unless kept to the minimum, will have to be removed.

Only clear nail polish is acceptable

Hair colouring is limited to "natural" colours. Blue, green, purple or scarlet hair, for example, is not acceptable.

Year 7 – 10 Formal Grading System and Reporting Code Definitions

Percentage	Letter Grade	S/ N
90 - 100	A+	S
80 - 89	A	S
75 - 79	B+	S
70 – 74	B	S
65 - 69	C+	S
60 - 64	C	S
55 - 59	D+	S
50 -54	D	S
45 - 49	E+	N
40 - 44	E	N
0 - 39	UG	N

Code Definitions:

S = Satisfactory

An 'S' is awarded when an assessment is completed/ attempted to a satisfactory standard. For an 'S' to be awarded, the assessment is required to be at or above 50%, which is equivalent to a D letter grade or above (see scale above)

N = Non-Satisfactory

An 'N' is awarded when an assessment is completed/ attempted to a non-satisfactory standard. For an 'N' to be awarded, the assessment is required to be at or below 49%, which is equivalent to a E+ letter grade or below (see scale above)

Clause 1.1

A student may resubmit an assessment task to gain an 'S' if at the first attempt they receive an 'N'. Students have 2 weeks to re-sit/resubmit from the time of receiving notification of the 'N', to gain the 'S'. (Please note: given the situation of some students, in exceptional circumstances, this may vary according to the teacher's discretion.)

UG = Ungraded

A 'UG' is awarded as a letter grade when an assessment is attempted, however, did not fulfil enough of the criteria for the awarding of a letter grade to be warranted, therefore Clause 1.1 is available to the student.

Codes to be used in extraordinary assessment and reporting situations:

Late

A student attempts to submit an assessment after the due date without a note/contact from a parent/guardian. In this case a student will receive a 'L' indicator in the letter grade column and are just to be assessed on the 'S' or 'N' requirements of the assessment. In the event the 'Late' assessment receives an 'N', clause 1.1 still applies, however, the student has only one week to resubmit the task to gain the 'S'.

Abs = Absent

The 'Abs' is awarded when the student is absent from an assessment and the majority of an assessment topic information over a prolonged period of time. In this case the 'S' is awarded assuming all other Assessment Tasks have been deemed 'satisfactory'.

NA = Not Assessed

'NA' is awarded in the letter grade column when the student makes no attempt to complete/submit an assessment task. In this case an 'N' is awarded and the student will have 2 weeks to complete and submit the work from the original date.

FIRST AID POLICY

PURPOSE

To ensure the school community understands our school's approach to first aid for students.

SCOPE

First aid for anaphylaxis and asthma are provided for in our school's:

- *Anaphylaxis Policy*
- *Asthma Policy*

POLICY

From time to time Montmorency Secondary College staff might need to administer first aid to students at school or school activities.

Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The principal will ensure that Montmorency Secondary College has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

A list of names of Montmorency Secondary College trained first aid officers can be requested from the General College Office.

First aid kits

Montmorency Secondary College will maintain:

- A major first aid kit which will be stored in the Montmorency Secondary College sick bay
- 13 portable first aid kit/s which may be used for excursions, camps, or yard duty. The portable first aid kit/s will be stored:
 - In the general college office sick bay

The College Nurse will be responsible for maintaining all first aid kits.

Care for ill students

Students who are unwell should not attend school.

If a student becomes unwell during the school day they may be directed to the sickbay and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Montmorency Secondary College will notify parents/carers.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student Montmorency Secondary College will:
 - record the incident on CASES21
 - if first aid was administered in a medical emergency, report the incident to the Department’s Security Services Unit on 03 9859 6266.

In accordance with guidance from the Department of Education and Training, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury.

FURTHER INFORMATION AND RESOURCES

- [Health Care Needs Policy](#)
- [Administration Of Medication Policy](#)
- [Anaphylaxis Policy](#)
- [Asthma Policy](#)
- [Medication Authority Form](#)

REVIEW CYCLE

This policy was last updated on 12 December, 2018 and is scheduled for review in December 2021.

ANAPHYLAXIS POLICY

PURPOSE

To explain to Montmorency secondary College parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Montmorency Secondary College is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

SCOPE

This policy applies to:

- all staff, including causal relief staff and volunteers
- all students who have been diagnosed with anaphylaxis. or who may require emergency treatment for an anaphylactic reaction, and their parents and carers.

POLICY

School Statement

Montmorency Secondary College will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medications.

Symptoms

Sights and symptoms of a mild to moderate allergic reactions can include:

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis.

Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline auto-injector for use in an emergency. These adrenaline auto-injectors are designed so that anyone can use them in an emergency.

Student Health Support Plan – Anaphylaxis

All students at Montmorency Secondary College, who are diagnosed as being at risk of suffering from an anaphylactic reaction by a medical practitioner, must have a Student Health Support Plan -

Anaphylaxis. When notified of an anaphylaxis diagnosis, the Principal of Montmorency Secondary College is responsible for developing a plan in consultation with the student's parents/carers.

Where necessary, a Student Health Support Plan – Anaphylaxis will be in place as soon as practicable after a student enrolls at Montmorency Secondary College and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up to date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline auto-injector for the student that is not expired
- participate in annual reviews of the student's Plan.

Each student's Student Health Support Plan – Anaphylaxis must include:

- information about the student's medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Plans

A student's Individual Anaphylaxis Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Student Health Support Plan – Anaphylaxis if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline auto-injectors

Where some students keep their adrenaline auto-injectors on their person and others store them elsewhere:

A copy of each student's Student Health Support Plan – Anaphylaxis will be stored with their ASCIA Action Plan for Anaphylaxis at the General Office. Whilst some students keep their adrenaline auto-injector on their person, medication for those that do not will be stored and labelled with their name at the General Office, together with adrenaline auto-injectors for general use.

Risk Minimisation Strategies

Risk minimisation strategies that Montmorency Secondary College will put in place in order to reduce the possibility of a student suffering an anaphylactic reaction at school, including:

- during classroom activities (including class rotations, specialist and elective classes)
- between classes and other breaks
- in canteens
- during recess and lunchtimes
- before and after school
- camps and excursions, or at special events conducted, organised or attended by the school (eg. class parties, elective subjects and work experience, cultural days, fetes, concerts, events at other schools, competitions or incursions).

To reduce the risk of a student suffering from an anaphylactic reaction at Montmorency Secondary College, we have put in place the following strategies:

- *staff and students are regularly reminded to wash their hands after eating*
- *students are discouraged from sharing food*
- *garbage bins at school are to remain covered with lids to reduce the risk of attracting insects*
- *gloves must be worn when picking up papers or rubbish in the playground*
- *school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination*
- *year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays*
- *a general use EpiPen will be stored in the Food Technology kitchen, General College Office and the stadium for ease of access*

Adrenaline auto-injectors for general use

Montmorency Secondary College will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first time reaction at school.

Adrenaline auto-injectors for general use will be stored at the General Office, the Food Technology staff area and the Stadium and labelled "General Use".

The principal is responsible for arranging the purchase of adrenaline auto-injectors for general use, and will consider:

- the number of students enrolled at Montmorency Secondary College at risk of anaphylaxis
- the accessibility of adrenaline auto-injectors supplied by parents
- the availability of a sufficient supply of auto-adrenaline injectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline auto-injectors, and the need for general use adrenaline auto-injectors to be replaced when used or prior to expiry.

Emergency Response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school's general first aid procedures, emergency response procedures and the student's Individual Anaphylaxis Management Plan.

A complete and up-to-date list of students identified as being at risk of anaphylaxis is maintained by the school nurse and stored at the General Office. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline auto-injectors, where appropriate.

If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:

Step	Action
1.	<ul style="list-style-type: none">• Lay the person flat• Do not allow them to stand or walk• If breathing is difficult, allow them to sit• Be calm and reassuring• Do not leave them alone• Seek assistance from another staff member or reliable student to locate the student's adrenaline auto-injector or the school's general use auto-injector, and the student's Individual Anaphylaxis Management Plan, stored at the General College Office. If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5
2.	<p>Administer an EpiPen or EpiPen Jr (if the student is under 20kg)</p> <ul style="list-style-type: none">• Remove from plastic container• Form a fist around the EpiPen and pull off the blue safety release (cap)• Place orange end against the student's outer mid-thigh (with or without clothing)• Push down hard until a click is heard or felt and hold in place for 3 seconds• Remove EpiPen• Note the time the EpiPen is administered• Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline auto-injectors are available.
5.	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

[Note: If in doubt, it is better to use an adrenaline autoinjector than not use it, even if in hindsight the reaction is not anaphylaxis. Under-treatment of anaphylaxis is more harmful and potentially life threatening than over-treatment of a mild to moderate allergic reaction.]

Communication Plan

This policy will be available on Montmorency Secondary College's website so that parents and other members of the school community can easily access information about Montmorency Secondary College's anaphylaxis management procedures. The parents and carers of students who are enrolled at Montmorency Secondary College, and are identified as being at risk of anaphylaxis, will also be provided with a copy of this policy.

The Principal, or School Anaphylaxis Supervisor, is responsible for ensuring that all relevant staff, including casual relief staff and volunteers, are aware of this policy and Montmorency Secondary College's procedures for anaphylaxis management. Casual relief staff and volunteers, who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis, will also receive a verbal briefing on this policy.

Staff training

Staff at Montmorency Secondary College will receive appropriate training in anaphylaxis management, consistent with the Department's *Anaphylaxis Guidelines*.

Staff who are responsible for conducting classes that students who are at risk of anaphylaxis attend, and any further staff that the principal identifies, must have completed:

- an approved face-to-face anaphylaxis management training course in the last three years, or
- an approved online anaphylaxis management training course in the last two years.

Montmorency Secondary College uses the ASCIA e-Training VIC-6 course.

Staff are also required to attend a briefing on anaphylaxis management, and this policy, at least twice per year, facilitated by a staff member who has successfully completed an anaphylaxis management course within the last 2 years, including the Principal or School Anaphylaxis Supervisor. Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identifies of students with a medical condition that relates to allergy and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline auto-injector, including hands on practice with a trainer adrenaline auto-injector
- the school's general first aid and emergency response procedures
- the location of, and access to, adrenaline auto-injectors that have been provided by parents or purchased by the school for general use.

When a new student, who is at risk of anaphylaxis, enrolls at Montmorency Secondary College, the Principal will develop an interim plan, in consultation with the student's parents, and ensure that appropriate staff are trained and briefed as soon as possible.

FURTHER INFORMATION AND RESOURCES

- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)
- Health Care Needs Policy
- Administration of Medication Policy
- Student Health Support Plan – Anaphylaxis
- Ministerial Order 706

MEDICATION POLICY

PURPOSE

To explain to parents/carers, students and staff the processes Montmorency Secondary College will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

SCOPE

This policy applies to the administration of medication to all students. It does not apply to:

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy
- the provision of medication for asthma which is provided for in our school's Asthma Policy
- specialised procedures which may be required for complex medical care needs.

POLICY

If a student requires medication, Montmorency Secondary College encourages parents to arrange for the medication to be taken outside of school hours. However, Montmorency Secondary College understands that students may need to take medication at school or during school activities. To support students to do so safely, Montmorency Secondary College will follow the procedures set out in this policy.

Authority to administer

If a student needs to take medication while at school or at a school activity:

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
 - the name of the medication required
 - the dosage amount
 - the time the medication is to be taken
 - how the medication is to be taken
 - the dates the medication is required, or whether it is an ongoing medication
 - how the medication should be stored.
 -
- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
- If advice cannot be provided by a student's medical/health practitioner, the principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.
- The principal may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).

Parents/carers can contact Montmorency Secondary College General Office for a Medication Authority Form.

Administering medication

Any medication brought to school by a student needs to be clearly labelled with:

- the student's name
- the dosage required
- the time the medication needs to be administered.

Parents/carers need to ensure that the medication a student has at school is within its expiry date. If school staff become aware that the medication a student has at school has expired, they will promptly contact the student's parents/carers who will need to arrange for medication within the expiry date to be provided.

If a student needs to take medication at school or during a school activity, the principal (or their nominee) will ensure that:

1. Medication is administered to the student in accordance with the Medication Authority Form so that:
 - the student receives their correct medication
 - in the proper dose
 - via the correct method (for example, inhaled or orally)
 - at the correct time of day.
2. A log is kept of medicine administered to a student.
3. Where possible, two staff members will supervise the administration of medication.
4. The teacher in charge of a student at the time their medication is required:
 - is informed that the student needs to receive their medication
 - if necessary, release the student from class to obtain their medication.

Self-administration

In some cases it may be appropriate for students to self-administer their medication. The principal may consult with parents/carers and consider advice from the student's medical/health practitioner to determine whether to allow a student to self-administer their medication.

If the principal decides to allow a student to self-administer their medication, the principal may require written acknowledgement from the student's medical/health practitioner, or the student's parents/carers that the student will self-administer their medication.

Storing medication

The principal (or their nominee) will put in place arrangements so that medication is stored:

- securely to minimise risk to others
- in a place only accessible by staff who are responsible for administering the medication
- away from a classroom (unless quick access is required)
- away from first aid kits
- according to packet instructions, particularly in relation to temperature.

For most students, Montmorency Secondary College will store student medication in the General Office.

The principal may decide, in consultation with parents/carers and/or on the advice of a student's treating medical/health practitioner:

- that the student's medication should be stored securely in the student's classroom if quick access might be required
- to allow the student to carry their own medication with them, preferably in the original packaging if:
 - the medication does not have special storage requirements, such as refrigeration
 - doing so does not create potentially unsafe access to the medication by other students.

Warning

Montmorency Secondary College will not:

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

Medication error

If a student takes medication incorrectly, staff will endeavour to:

Step	Action
1.	If required, follow first aid procedures outlined in the student's Health Support Plan or other medical management plan.
2.	Ring the Poisons Information Line, 13 11 26 and give details of the incident and the student.
3.	Act immediately upon their advice, such as calling Triple Zero "000" if advised to do so.
4.	Contact the student's parents/carers or emergency contact person to notify them of the medication error and action taken.
5.	Review medication management procedures at the school in light of the incident.

In the case of an emergency, school staff may call Triple Zero "000" for an ambulance at any time.



Year 7 camp 2018

ASTHMA POLICY

PURPOSE

To ensure that Montmorency Secondary College appropriately supports students diagnosed with asthma.

OBJECTIVE

To explain to Montmorency Secondary College parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

SCOPE

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

Asthma

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- | | |
|---|--|
| • exercise | • colds/flu |
| • smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | • weather changes such as thunderstorms and cold, dry air |
| • house dust mites | • moulds |
| • pollens | • animals such as cats and dogs |
| • chemicals such as household cleaning products | • deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays) |
| • food chemicals/additives | • certain medications (including aspirin and anti-inflammatories) |
| • laughter or emotions, such as stress | |

Asthma management

If a student diagnosed with asthma enrolls at Montmorency Secondary College:

1. Parents/carers must provide the school with an [Asthma Care Plan](#) which has been completed by the student's medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student's medical practitioner
 - the student's known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Care Plan.
3. Montmorency Secondary College will keep all Asthma Care Plans:
 - At the General Office, Sick Bay and with a designated First Aid Officer for an excursion or camp.
4. School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
 - how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with Montmorency Secondary College Health Care Needs Policy.

5. If a student diagnosed with asthma is going to attend a school camp or excursion, Montmorency Secondary College parents/carers are required to provide any updated medical information.
6. If a student's asthma condition or treatment requirements change, parent/carers must notify the College and provide an updated Asthma Care Plan.
7. School staff will work with parents/carers to review Asthma Care Plans (and Student Health Support Plans) once a year at the beginning of the school year.

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer

Students will be required to keep their asthma kits with them while at school.

Asthma emergency response plan

If a student is:

- having an asthma attack
- difficulty breathing for an unknown cause, even if they are not known to have asthma

College staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. College staff may contact Triple Zero “000” at any time.

Step	Action
6.	<p>Sit the person upright</p> <ul style="list-style-type: none"> • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student’s reliever, the Asthma Emergency Kit and the student’s Asthma Care Plan (if available). • If the student’s action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.
7.	<p>Give 4 separate puffs of blue or blue/grey reliever puffer:</p> <ul style="list-style-type: none"> • Shake the puffer • Use a spacer if you have one • Put 1 puff into the spacer • Take 4 breaths from the spacer <p>Remember – Shake, 1 puff, 4 breaths</p>
8.	<p>Wait 4 minutes</p> <ul style="list-style-type: none"> • If there is no improvement, give 4 more separate puffs of blue/grey reliever as above (or give 1 more dose of Bricanyl or Symbicort inhaler)
9.	<p>If there is still no improvement call Triple Zero “000” and ask for an ambulance.</p> <ul style="list-style-type: none"> • Tell the operator the student is having an asthma attack • Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)
10.	<p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident</p>

Staff will call Triple Zero “000” immediately if:

- the person is not breathing
- if the person’s asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

Training for staff

Montmorency Secondary College will arrange the following asthma management training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
Group 1 General Staff	School staff with a direct teaching role with students affected by asthma or other school staff directed by the principal after conducting a risk assessment.	Asthma first aid management for education staff (non-accredited) One hour face-to-face or online training.	The Asthma Foundation of Victoria	Free to all schools	3 years
Group 2 Specific Staff	Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp)	<i>Course in Management of Asthma Risks and Emergencies in the Workplace</i> 22282VIC (accredited) OR <i>Course in Emergency Asthma Management</i> 10392NAT (accredited)	Any RTO that has this course in their scope of practice	Paid by Montmorency secondary College	3 years

Montmorency Secondary College will also conduct a start-of-the-year annual briefing for staff so that they know:

- the procedures outlined in this policy
- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
 - the Asthma Emergency Kits
 - asthma medication which has been provided by parents for student use.

Montmorency Secondary College will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

Montmorency Secondary College will provide and maintain at least four Asthma Emergency Kits. One kit will be kept on College premises at the General Office and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

Montmorency has an additional kits for every 300 students stored at the General College Office, Lab Tech Staff Area, P3/P4 Staff room, Wood /Metal Rooms, the Stadium, and Food Technology Staff area. The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as *Airomir*, *Admol* or *Ventolin*
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Montmorency Secondary College will ensure spare spacers are available as replacements). Spacers will be stored in a dust-proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices
 - steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered

The Montmorency College Nurse will monitor and maintain the Asthma Emergency Kits and will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spacers.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to Montmorency Secondary College to support a student diagnosed with asthma will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

Communication Plan

This policy will be available on the Montmorency Secondary College website so that parents and other members of the school community can easily access information about Montmorency Secondary College's asthma management procedures.

Epidemic Thunderstorm Asthma

Montmorency Secondary College will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

FURTHER INFORMATION AND RESOURCES

- Asthma Online E-Training for staff <https://asthmaonline.org.au/product/asthma-first-aid-for-schools/>
- [Health Care Needs Policy](#)
- [Administration of Medication Policy](#)

- [Student Health Support Plan](#)

