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.

The College supports and promotes the principals 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, and
- The values of openness and tolerance

Our Mission and Values

Scopus Values

Excellence in Learning  Holistic Development  Jewish Identity  Community and Service
Introduction – Rabbi James Kennard


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

Opt Out Forms (NB: must be returned to the College by Friday 7 February):
- 2014 Circulation of Contact Details 48
- 2014 Use of Visual or Audio Content 49

Other Forms
- Request for Bus Travel for Before School Activities Form 50

All forms listed above are also available as separate PDF documents on the website

Section 1. General Information

1.1 College Hours 4
1.2 Contact Numbers for College Staff 4
1.3 College Council 5
1.4 College Leadership 6
1.5 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 12
2.09 College Chaplain 13
2.10 College Council 13
2.11 Communicating by Text Message 13
2.12 Diary 13
2.13 Early Learning Centre Fee Government Rebates 14
2.14 Foundation 14
2.15 Health Centre 15
2.16 Jewish Studies Curriculum 15
2.17 Leadership and Captains 18
2.18 Learning Resource Centres 20
2.19 Lost Property 20
2.20 Newsletters 20
2.21 Old Collegians 21
2.22 Parents’ Association 21
2.23 Parent and Adult Education 22
2.24 Performing Arts 22
2.25 Primary Years Programme (PYP) / Middle Years Programme (MYP) 22
2.26 Roslyn Smorgon Outreach Program 23
2.27 Sharing Your Simcha 23
2.28 Sports Houses 23
2.29 Support Services and Special Programs 24
2.30 Uniform Supply 25
2.31 VET Program 25
2.32 Website and Social Media 26
2.33 Withdrawing a student 26
Contents (Cont’d)

Section 3. College Policies

3.01 Acceptable Use of the College Computer Network and the Internet 27
3.02 Alcohol 28
3.03 Anaphylaxis 29
3.04 Attendance 30
3.05 Body Piercing and Dyeing of Hair 30
3.06 Bullying 30
3.07 Bus Passes, Alternative Transport and Special Requests 32
3.08 Cigarettes and Smoking 33
3.09 Class Placement 34
3.10 Collecting Children from School / Delivering Items to Children at School 35
3.11 Communications 35
3.12 Customer Service (extract) 36
3.13 Drugs 36
3.14 Personal Electronic Devices Policy 37
3.15 Excursions 38
3.16 Food and Kashrut 38
3.17 General Behaviour in the College 39
3.18 Head Lice 40
3.19 Homework 40
3.20 Kippah 42
3.21 Privacy 42
3.22 Sport 42
3.23 Student and Staff Academic Integrity 43
3.24 Students’ Driving and Conduct on School Grounds 44
3.25 Traffic Safety 44
3.26 Truancy and Out of Bounds 45
3.27 Uniform 45
3.28 Work Completion Policy for Years 7 - 10 45
3.29 Year 10 Policy 46

Appendix: Child Protection Policy

Incorporating:

1. Mandatory Reporting of Child Physical and Sexual Abuse
2. Staff Contact with Students
3. Working With Children Checks
4. Camps/Extended Programs
Section 1: General Information

1.1 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 Fink Karp Ivany Campus
- Monday to Thursday: 8.30am – 3.30pm
- Friday (Summertime): 8.30am – 3.30pm
- (Wintertime): 8.30am – 3.00pm

1.2 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

Secondary School Office: 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
1.3 College Council

Mount Scopus Memorial College Council

President           Mrs Lisa Kennett (LC)
Past President      Dr Ann Wollner (LC)
Treasurer           Mr Shane Gild
Principal           Rabbi James Kennard
P.A. President      Mrs Lysette Shaw

Dr Sam Alter        Ms Lisa Farber
Mr Cyril Ashton JP (LC) Mrs Agnes Freeman (LC)
Mr Johnny Baker (LC)  Mr Joe Gersh AM (LC)
Mr Reuben Benkel (LC) Mr Shane Goldberg
Mr Ivor Berman      Mr Anthony Goldman
Mr Marc Besen AO (LC) Dr Brendan Hayman
Mrs Susan Boltin (LC) Mrs Amy Hershon
Mrs Lyn Borowski (LC) Mrs Marie Hirsch (LC)
Mr Michael Borsky    Mr Errol Katz
Mr Rodney Brott     Dr Barry Kave (LC)
Mr Russell Casper   Mr Yehuda Kemelman
Mrs Rachel Chrapot  Mr Steven Klein
Mr Adrian Cohen     Mr Henry Lanzer (LC)
Mrs Naomi Lenga     Mrs Rachel Mieszelewicz
Mr Paul Ramler AM (LC)
Mr Benjamin Slonim OAM (LC)
Mr Daniel Slonim
Mr Garry Stock (LC)
Mrs Hayley Southwick
Ms Karen Stock-Schnall (LC)
Mr Phillip Stock-Schnall (LC)
Mr Roy Tashi OAM (LC)
Mr Jonathan Tisher
Mr Philip Weinman (LC)

LC = Life Councillors

Executive of the Mount Scopus Memorial College Council

President           Mrs Lisa Kennett
Vice President      Mr Steven Klein
Treasurer           Mr Shane Gild
Principal           Rabbi James Kennard

Dr Sam Alter        Mr Shane Goldberg
Mr Russell Casper   Dr Brendan Hayman
Mr Adrian Cohen     Mrs Amy Hershon
Mr Errol Katz
Mr Jonathan Tisher
1.4 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.

<table>
<thead>
<tr>
<th>President</th>
<th>Lisa Kennett</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Rabbi James Kennard</td>
</tr>
<tr>
<td>Deputy Principal, Director of the Alter Family School of Jewish Studies and Ivrit</td>
<td>Avi Cohen</td>
</tr>
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</table>

### Secondary School

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal, Secondary</td>
<td>Sharon Stocker</td>
</tr>
<tr>
<td>Director of Student Services, Secondary</td>
<td>Pam Rowe</td>
</tr>
<tr>
<td>Director of Teaching and Learning</td>
<td>Emma Shulman</td>
</tr>
<tr>
<td>Director of Student Development</td>
<td>Jared Alford</td>
</tr>
<tr>
<td>Faculty Leaders:</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Bridget McDermott</td>
</tr>
<tr>
<td>English</td>
<td>Robert Bryson</td>
</tr>
<tr>
<td>Humanities</td>
<td>Lorraine White</td>
</tr>
<tr>
<td>LOTE</td>
<td>Michie Bunn</td>
</tr>
<tr>
<td>Maths</td>
<td>Allason McNamara</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Evie Gawenda</td>
</tr>
<tr>
<td>Science</td>
<td>Tony Peake</td>
</tr>
<tr>
<td>Sport and Physical Education</td>
<td>Rob Scholz</td>
</tr>
<tr>
<td>MYP Co-ordinator</td>
<td>Matthew Dufty</td>
</tr>
<tr>
<td>Educational Resources Manager</td>
<td>Glenda Scott</td>
</tr>
</tbody>
</table>

### Primary Schools

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Deputy Principal, Primary</td>
<td>Greg Hannon</td>
</tr>
<tr>
<td>Director of Student Services, Primary</td>
<td>Rene Israel</td>
</tr>
<tr>
<td>Director of Teaching and Learning/PYP</td>
<td>Layla Sacker</td>
</tr>
<tr>
<td>Campus Co-ordinator, Fink Karp Ivany</td>
<td>Dana Rosenzweig</td>
</tr>
<tr>
<td>Campus Co-ordinator, Gandel Besen House</td>
<td>Monica Brivik</td>
</tr>
<tr>
<td>Campus Co-ordinator, Smorgon Family Primary School</td>
<td>Hailey Joubert</td>
</tr>
<tr>
<td>Student Services Co-ordinator, Fink Karp Ivany</td>
<td>Christy Rankin</td>
</tr>
<tr>
<td>Co-ordinator of Teaching and Learning/PYP</td>
<td>Edna Sackson</td>
</tr>
<tr>
<td>Head of Informal Jewish Education, SFPS</td>
<td>Erez Fineberg</td>
</tr>
<tr>
<td>Head of Primary Learning Resource Centre</td>
<td>Fiona Birkin</td>
</tr>
<tr>
<td>Gan Gani Facilitator</td>
<td>Tahni Grinblat</td>
</tr>
<tr>
<td>Kindergarten Convenor, Gandel Besen House</td>
<td>Bella Maevsky</td>
</tr>
</tbody>
</table>

### Heads of Year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Breyten Storm</td>
</tr>
<tr>
<td>Year 8</td>
<td>Belinda Ross</td>
</tr>
<tr>
<td>Year 9</td>
<td>Charlene Storm</td>
</tr>
<tr>
<td>Year 10</td>
<td>Jennifer McKinnon</td>
</tr>
<tr>
<td>Year 11</td>
<td>Rob Scholz</td>
</tr>
<tr>
<td>Year 12</td>
<td>Sylvia Haber</td>
</tr>
</tbody>
</table>
1.5 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: Mrs Anna Faiman
For all matters relating to student enrolments.

Chief Finance and Operations Officer: Mr Maurice Wulfssohn
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.

Transport Manager: Mr Michael Cemm
For all matters relating to student transport.

Foundation Executive Director: Mrs Marilyn Simon
For all matters relating to the Foundation and major fundraising.

Matrons: Gandel Besen House
Rosemary Feneziani, Suzanne Jeffrey
Fink Karp Ivany
Mrs Michelle Bergman
Gandel Campus, Burwood
Mrs Michelle Jackson, Mrs Helen White, Ms Cathy Canestra and Ms Louise Niklaus
For all matters relating to student and staff illnesses and injuries whilst at the College.

Parents’ Association President: Mrs Lysette Shaw
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 can be placed with the College’s bookseller, Campion Education (Aust) Pty Ltd directly. Orders are placed on-line at www.campion.com.au or they can be contacted via email on sales@campion.com.au or 1300 433 951. Batteries and padlocks are now available from the College Uniform Shop situated at the Gandel Campus in Burwood.

School bags, camp bags and Kippot can now be purchased from the College Uniform Shop situated at the Gandel Campus in Burwood or directly from Dobson’s store situated at 667 Glenferrie Road, Hawthorn 3122.

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 8.00 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 provide an envelope containing their food order to their class teacher each morning. The orders are collected prior to lunchtime by student monitors.
Gandel Besen House

The Parents’ Association runs a Tuck Shop on Tuesday and Thursday, providing pre-ordered lunches for students. Gandel Besen House parents will receive communications from the Parents’ Association in this regard at regular intervals.

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.

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 (17 November to 19 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, supporting attitude toward each other.

A diversion on the way to the camp is Hedgend Maze, where students enjoy a packed lunch from home in a beautiful picnic area near the giant hedge maze. It also has a unique pavement rainbow maze, an 18-hole mini-golf course and a new Frisbee golf course.

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, giant swing, a 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 (24 November to 27 November)

Coonawarra Farm Resort is in East Gippsland. Year 5 daily activities include: canoeing, ropes courses, building rafts, giant swing, campfire cooking, 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, co-operation, co-ordination and coping are key aspects of the camp. The camp is staffed by Year 5 General Studies teachers, some Year 5 Jewish Studies teachers, some specialist staff and an Informal Jewish Studies team. The camp is for three nights and four days.

Year 6 (17 March to 20 March)

A real highlight for Year 6 students, this camp is accompanied by several Year 6 staff as well as specialist staff. The students fly to Sydney, walk around the historic ‘Rocks’, around 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 Rydges Motel in Canberra. The students then spend the next three days visiting the amazing attractions Canberra has to offer.
Year 7 Outdoor Education Camp (9 December to 12 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 (8 December to 11 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. An itinerary will be arranged that reinforces classroom teachings.

Year 9 Outdoor Education Elective

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.

Seminars

Year 9 Mitgashim Seminar (Camp 1 – 12 August – 17 August) (Camp 2 – 19 August – 24 August)

Year 10 Etgarim Seminar (Camp 1 – 2 September – 7 September) (Camp 2 – 9 September – 14 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 August to 30 August)

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 (13 June to 14 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 Kehilati Conference (1 December – 3 December)

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

Mount Scopus has in the past four years offered families of the College community the opportunity to tour Israel as a family group. The trip itself is conducted by the Jewish agency and run 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 four distinct elements: extensive travel throughout the country, Shoah studies at YadVashem, experiential learning relating to Israeli society and history, and a Gadna experience. 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

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.

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. The career program is supported by the latest information technology network infrastructure and technical assistance. Students are invited to visit the Careers Centre to use a variety of career oriented on-line resources and software, or to browse.

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 (http://www.scopus.vic.edu.au/Scopus-Parents/parentlounge/).


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 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.

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. Please note that chaplaincy services are funded by the National School Chaplaincy Program and student participation is voluntary.

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 of 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 pages 28 and 29 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 Primary School, each student from Years 1 to 6 will record their homework 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 homework or communication from teachers.
In the Secondary School, each student will receive a custom designed College Diary in which they will record homework tasks, general reminders and their goals. The diary provides students with all the Jewish holiday dates, the Hebrew calendar date on each day and the relevant Parsha for each Shabbat.

Secondary students are expected to be independent and self-organised. The manner in which they use their diary 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. The diary may also be used by teachers and parents to communicate with one another.

Absentee forms and forms for early departure or late arrival are also located in the College diary. Parents can use this as a quick and effective form of communication to explain a student’s absence from the College.

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 $145,642 in the 2013-14 financial year, or up to $170,404 with three children in care. Even if your income is too high for you to receive CCB 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.

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 Nurses Rosemary Feneziani and Suzanne Jeffrey from 10.30am till 3pm. At other times it will be staffed by a Level 2 First Aider.

At Fink Karp Ivany, first aid is provided by Michelle Bergman, 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 Louise Niklaus, all RN’s Div 1. 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 hats 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 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 Hakol Chadash 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.

**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.

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. In addition, Year 12 students are able to enrol in Tertiary Hebrew via The University of Melbourne.

**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 ‘Kehilati’ or ‘My Community’. 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).

On most 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.

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 begun to evolve. In particular, the College has decided to implement a new leadership model this year, which has been successfully trialled in recent years.

The new leadership model will be based on the ‘Achrayim’ (Responsibility) program that has been run successfully as an option for Year 6 students for the past two years. Students participating in the program will learn about taking responsibility in all facets of their lives – within their personal lives and within the wider community. 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

Secondary School Student Leadership

Vaad

Vaad is the Student Representative Council. Two students from each year from Years 7 to 12 form the committee.

Middle School and the 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.

Senior School and the 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. Together they also run the Student Representative Council known as ‘Vaad’.

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
- Sport

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 in a basket, marked as such, and located under the stairs in the foyer. All named items are returned to the students. Parents also 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 kept in a box in the Primary Office. Named items are returned to students weekly.

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 term reporting on progress and celebrating the achievements of our students. Newsletters are distributed by email and posted on our web site. Parents who have
opted out of email communication receive hard copies of the newsletter via their children or by post. Notices and information of a more timely nature are distributed by email or post.

The newsletters are:

*Scopus Matters* – A weekly general newsletter containing weekly notices from the Primary Schools and Parents’ Association and a weekly forward calendar for Secondary events.

*What’s New* - Gandel Besen House and Szalmuk Family Early Learning Centre

*FYI @ FKI* - Fink Karp Ivany Campus

*Have You Heard* - Smorgon Family Primary School

*Focus on Scopus* - Secondary School

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 Kehilati (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 following graduation provide events for maintaining connection with peers and teachers. Refer to issues of *Kaleidoscope* for updates.

The Old Collegian Online Communication Directory is a secure two-way communication tool enabling networking throughout the world. More than 3,000 Old Collegians, from the earliest students to the most recent graduating years, are making use of its business directory and bulletin board.

Go to [www.scopus.vic.edu.au](http://www.scopus.vic.edu.au) and follow the links.

For any 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 Mount Scopus school spirit while engaging parents in roles that enable them to spend time doing things with and for their children, the Scopus 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, either at your child’s campus or as part of the Executive.

For any enquiries, or more information please contact:
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. Generally, there are three 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 investigation and Theatre Studies are all 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, Scopus Idol, Performing Arts Showcases, Scope You Think You Can Dance, The Eva and Marc Besen Orchestra, The VCE Theatre Studies play, Secondary Drama play, The Scopus Choir, Performance Ensembles and various other performance events. Scopus is rich with performance and learning skills.

The College Musical (Years 7-12), Secondary School Play (Years 9-12), Scopus Idol (Years 7-12), Scope You Think You Can Dance (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 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.

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 discover and 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 Student Support Group (SSG).

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 requirements is printed in the student diary and more information is provided in the policy section of this handbook.

New uniform items can be purchased from the uniform shop on the Gandel Campus, either in person on Mondays, Tuesdays and Wednesdays during the term between 8:30am and 4:00pm, or by phone on 9808 9909. Alternatively, parents can also purchase uniform items by going directly to the Dobsons store situated at 667 Glenferrie Road, Hawthorn, 3122.

Staff from the uniform shop visit GBH and FKI campuses twice a year and deliver orders there twice weekly throughout the year.

For information on availability of second-hand uniforms please contact Yvonne Fayman on 9571 7304 or 0414 555 532.

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. School based new apprenticeships and pathway programs are available in the wider community and may be integrated into the College curriculum. Please contact the VET Co-ordinator, Sandra Katz, for further details.
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) 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

Full versions of relevant summarised College policies will be placed on the school website in the near future. In the meantime, parents who wish to obtain copies 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.
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.

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

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.

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.

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

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.

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 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.

Years 11-12

Year 12 students and Year 11 Unit 3/4 students are reminded that the formal 90% attendance policy remains in place at all times and failure to meet these requirements may result in not being allowed to complete any given subject at Unit 3/4 level.

The only exceptions to the above rules will be in cases where, for clear medical or family reasons, absence from the College will be acceptable.

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.

A note must be submitted within three days of the absence otherwise an after-school detention will be imposed.

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.

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

The following is summarised from our bus policy.

Rules of Bus Travel

• Students must always carry a valid bus pass or bus note and present it to the driver or a member of College staff upon request. (Lost passes can be replaced for nominal fee.)

• Buses are to be boarded and departed in an orderly manner.

• Students must be considerate of all other passengers and the driver.

• Eating, drinking (other than plain water) and chewing gum are not permitted.

• Standing or changing seats are only permitted when the bus is absolutely stationary.

• Seat-belts, if fitted, must be worn at all times.

• Bags must remain on the floor or in bins beneath the bus.

• Students are to sit upright and facing the front of the bus.

• Kneeling or placing feet on seats are not permitted.

• Teasing, bullying and any forms of physical violence are looked upon very seriously by the College and will result in disciplinary action.

Bus Conduct

Misconduct during school bus travel will result in disciplinary action being taken including the temporary and/or permanent removal from travelling on the bus. If misbehaviour during the homeward journey jeopardises the safety of students, drivers are authorised to return to the College immediately.

Students who have concerns about bus behaviour should approach their Captains or Monitors, who will report to College transport staff. Parents who have concerns should contact College transport staff.

Bus Notes

Bus notes are available to regular student passengers (to travel on a bus or use a stop other than their usual), and on a casual basis for a fee to those who usually travel by other means.

Please remember that there is no guarantee we can accommodate your child on a particular bus or a particular day, and at least 24 hours notice is required. Bus notes are obtained from the
Transport Office at morning recess and require a **written note** from a parent or guardian. Unfortunately, electronic communication does not work when requesting Bus Notes.

**Early and Late Buses**

Early and late buses cater for regular student passengers attending before and after school activities. There is no additional charge. Students must carry their regular bus pass.

Early buses are offered on most school days, usually commencing within a few days of the start of each term – the exact commencement date each term can be determined by contacting transport staff during the preceding holidays. With the exception of students attending compulsory Early Morning Service, students wishing to use early buses must first consult with the Transport Manager.

Late buses are offered on Tuesdays, Wednesdays and Thursdays, except for the first and last week of every term. There is no need for students to consult with transport staff before using the late buses.

**Breakdowns**

If a morning bus does not arrive at the stop within 10 minutes of its scheduled time, a student with a mobile phone should call the College for information. If there is no student with a mobile phone, students are to wait at their stop for 30 minutes before one of them returns home to call the College. Students should **remain at their stop** unless advised otherwise.

In the event of an afternoon bus breaking down before arriving at the College, transport staff will organise a replacement bus or send students home by taxi at no cost to parents.

In the event of a bus breaking down on route, students are to remain on the bus until a replacement arrives, unless instructed otherwise by the driver. Parents may collect their children from a broken-down bus provided they give the driver a **written note** with their children’s names. No other students may be collected unless the parent taking them has similar written authority from their parents.

**Change of Home Address**

Please contact the transport staff as soon as you know your moving date. If the bus, which stops nearest your new address has no spare seats, your children will use the nearest bus with seating available 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 Co-ordinator 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 classroom environment.

Requests for specific teachers will not be considered.

**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. As these are based on payment information, parents will not be able to access it prior to receiving your 2014 fee statement.

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 Heath 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.

The College’s system allows us to record one default e-mail address per residential address within a family. 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 do one of the following:

- Log into the Parent Lounge and make changes
- Call the College on 9834 0000, or
- Email us at accounts@scopus.vic.edu.au

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:

3.1.1 If the student appears to be in physical distress, action will be taken immediately to obtain medical care as deemed appropriate by the College.

3.1.2 Attempts will be made to notify the parents immediately.

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

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

3.1.5 The student will be suspended from the College by the Head of Campus (Greg wants this changed to Deputy Principal) for a period of five school days.

3.1.6 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.

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

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

3.1.9 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.

3.1.10 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 live and work with others

For further details about the Primary Excursion Policy, please contact the Campus Co-ordinator.

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 Head of Campus.

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 annual fridge calendar identifies dates during the Jewish Year that should be avoided for social functions.

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.

*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.


### 3.19 Homework Policy

Homework 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 compromised of both formative and summative tasks.

Tasks might include:

- Assigned reading
- Creation
- Revision
- Reflection
- Consolidation
- Research
- Problem Solving
• Analysis Activities

Homework for Prep to Year 4 will enable the extension of classwork by practicing skills or gathering extra information or materials. At this level homework will consist principally of daily reading to, with and by parents/caregivers or older siblings.

Homework for Years 5 and 6 should include daily independent reading and may include extension of classwork, inquiry and assignments, essays and research. For a copy of the complete Primary Homework Policy, please contact the PYP Coordinator.

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 Mechanec 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 in their school Diary and/or PED
• 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: stationary, 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 Planning Diary.
• 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.

The College policy states:

- Male students will be encouraged to wear a kippah at all times whilst on College premises or engaged in College activities.

In addition:

- Primary College boys are required to wear a kippah at all times during the school day.
- 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 Vicki Davis our Communications Manager at vdamis@scopus.vic.edu.au or Daniel Sherr at dsherr@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.

Please refer to the College website for a full copy of the College Academic Integrity policy.

3.24 Students’ Driving Conduct on School Grounds

Students of Mount Scopus Memorial College may access the College car park when using their motor vehicles for transport to and from the College. The use of the car park, however, is offered only once signed consent has been formalised, by the student and a parent, of the undermentioned conditions and understandings:-

3.24.1 The driver of the vehicle will hold a current Victorian Driver’s Licence.

3.24.2 The driver of the vehicle will be a current student of Mount Scopus Memorial College.

3.24.3 Parking will only be permitted in specific areas designated as ‘Student Parking’. Vehicles may not be parked or left anywhere else.

3.24.4 Cars are parked at the owner’s and/or driver’s own risk.

3.24.5 Cars shall be driven at no more than 10km per hour and with due care and attention, in compliance with all signs and instructions.

3.24.6 The Transport Manager has the right at any time to request that a student move their car or reassign any previously approved designated car park space.

3.24.7 The owner and/or driver of the vehicle will be responsible for all damage caused and will indemnify the College against any claims for damages caused by negligent use of the vehicle on College grounds.

3.24.8 All drivers are required to obey directions given by the security guards or Transport Manager and must follow speed signs, directional arrows and other traffic restrictions in the car parking areas. Pedestrians using the car/bus park for access to or from the College will always be given right of way.

3.24.9 The driver will not transport student passengers whose names are not recorded by the College as having permission to travel in the car with the student. Transport staff issue passenger permits.

3.24.10 At all times the student will have visibly displayed in the vehicle their Mount Scopus Memorial College car park permit. Relevant passenger permits must be displayed at all times.

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:

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

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 printed in the school diaries given to students. A comprehensive list of compulsory and optional items can also be found on the web site. 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 Head of secondary School 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.
Circulation of Contact Details

All parents of students in Years 6, 7 and 8 are entitled to one set of labels for the entire year level for use on Bar or Bat Mitzvah invitations at no charge. Second or further sets are provided at a nominal charge. We recommend requesting your label sets only a few days before the date on which you will be using them (eg sending out invitations) to ensure that you receive the most recent contact information. To request your label set(s) please contact Jenny Stosser on 9834 0046.

Fill in this form only if you do not want your address details included in the labels to be given to Bat/Bar Mitzvah parents.

☐ I do not want my details included for labels for Bat/Bar Mitzvah distribution.

☐ I understand that unless I have opted to not Share my details on the Parent Directory; other parents can access this information for the creation of class list labels.

Name(s) of child(ren):

________________________________________

Year and class:

________________________________________

Please return to:
Jenny Stosser
Mount Scopus Memorial College
245 Burwood Highway
Burwood, Vic, 3125

Or fax to: (03) 9834 0001 – by Friday 7 February 2014
Use of Visual or Audio Content

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

☐ I do not want visual or audio content of my child(ren) 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

Or fax to: (03) 9834 0001 – by Friday 7 February 2014
Request for Bus Travel for ‘Before School Activities’
During Term 1 / 2014 Year 5 – 12 Students

*** Please print all details ***

Student’s surname _______________________________________

First name _____________________________________________

Year level _____________________________________________

Home address __________________________________________

If you used the early bus last term, where was your stop?

_____________________________________________________

Why do you need to catch the early bus? (please tick)

Early morning service  □

Sport □

Other activity (please specify) □ __________________________

Member of staff in charge __________________________________

Which mornings do you need the Early Bus during Term 1, 2014? (please circle)

Mon  Tue  Wed  Thu  Fri

When do you wish to take the first ride?

_____________________________________________________

Please return this form to the Transport Office before your first use of the early bus. Application is valid for Term 1, 2014 only
We sing with joy and celebrate
We thankfully voice our praise,
Mount Scopus College guides our fate
Throughout our student days.
To grow in knowledge is our goal,
In body, spirit and soul.
From Israel to heed the call
And find ourselves a role
Australians loyal and proud!
As Jews, complete, unbowed!
Prepared to meet life’s challenges
And stand out from the crowd.
With knowledge, wisdom, courage, faith,
Bequeathed by those before,
For life’s adventure well-prepared,
Our future safe and secure.
Child Protection Policy

Incorporating:

<table>
<thead>
<tr>
<th>1. Mandatory Reporting of Child Physical and Sexual Abuse</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Staff Contact with Students</td>
<td>6</td>
</tr>
<tr>
<td>3. Working With Children Checks</td>
<td>8</td>
</tr>
<tr>
<td>4. Camps/Extended Programs</td>
<td>10</td>
</tr>
</tbody>
</table>
1. 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. **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 Early Childhood Development (DEECD) (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.

1.1 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.

2. Report to relevant agencies

2.1 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). http://www.cyf.vic.gov.au/quick-help/first-child-and-family-information-referral-and-support-teams

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.

2.2 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.

2.3 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.

3. 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.

4. 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.

References

CEOM Policy 2.19 Catholic Education Office Melbourne, 2008

Department of Education and Early Childhood Development Victoria 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,

Resource Sites

Department of Education and Early Childhood Development Victoria

- Student Safety

- 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

Appendix 1.

Appendix 2.

Appendix 3.

Appendix 4.

Appendix 5.

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:
• Protecting the safety and wellbeing of children and young people mandatory reporting protocol (PDF - 1.5 MB)

  • Step-by-step guide to making a report to Child Protection or Child FIRST (PDF - 270 KB).

The DEECD Child Protection Website contains further information related to mandatory reporting including PowerPoint presentations.

DEECD has recently developed guidelines for use when responding to allegations of student sexual assault in Victorian Government Schools: Responding to Allegations of Student Sexual Assault - Procedures for Victorian Government Schools (PDF - 352 KB).


Last updated: 10/06/2011 12:31 AM

**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: 16 June 2014
2. 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
3. Working with Children Check

1.0 Purpose

The following covers the College’s policy on compliance with the Working with Children Act 2005.

The Working with Children Act 2005 requires the College to ensure that all employees and volunteers (excluding teachers registered with the Victorian Institute of Teaching), where the work involves (or is likely to involve) regular and direct contact with a child is not engaged or appointed as a member of staff unless the College receives a copy of a current Working with Children Check Assessment Notice/Card.

The Working with Children (WWC) Check is an initiative of the Victorian Government and is administered by the Department of Justice. The WWC Check helps to protect children (under 18 years of age) from sexual or physical harm by checking a person's criminal history for serious sexual, serious violence or serious drug offences and the person’s history with specific professional disciplinary bodies for certain findings.

2.0 Specific Policy

In order to maintain a high level of safety for all students and a commitment to maintaining high standards of professional conduct, it is a necessity that all new employees (excluding teachers registered with the Victorian Institute of Teaching) have a current Working with Children Check Card. New employees must apply for a Working with Children Check and will be required to organise and pay for the check themselves. In the event that a new 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.

- All current employees of the College, excluding teachers registered with the Victorian Institute of teaching are required to have a Working with Children Check. The Human Resources Department will maintain a database of all current staff to ensure compliance.
- The legislation also requires that volunteers who assist the College where the work involves (or is likely to involve) regular or direct contact with a child, will require a current Working with Children Check Assessment Notice/Card. There is no charge for a Volunteer worker applying for the Working with Children Check.
- The legislation also requires that Contractors are required to provide the College with a copy of their Working with Children Check Assessment Notice/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. This refers to Contractors who undertake work within the school hours.
- The Working with Children Check is valid for five years and is transferable between different employers or volunteer organisations. If a volunteer worker is appointed as an employee of the College, it will be necessary for the worker to apply again for a Working with Children Check.
- 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 College’s Human Resources Department will ensure compliance to this by assisting all new staff who require a WWC check with the application process in providing appropriate forms and information and also by maintaining the Working with Children Check database.

3.0 Responsibilities

3.1 Human Resources Manager:

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.

3.2 All other Heads of Campus and Managers:

To ensure that all volunteers and contractors, where the work involves (or is likely to involve) regular and direct contact with a child must have a Working with Children Check. Please ensure you receive a copy of the volunteer or contractors Working with Children Assessment Notice/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.

Approved by the College Principal:

Date: 16 June 2014
4. 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 conduct a Risk Assessment relevant to the particular location, which should identify any possible areas of concern. Any identified risks should be examined with possible responses determined.

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

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

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

1.6 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.

1.7 Designated roles and responsibilities should be delegated to all staff in dealing with potential issues should they arise.

1.8 Guidelines should be developed for issues relating to inappropriate behaviour of students.
1.9 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.

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

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

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 Staff accommodation should be in close proximity to student accommodation.

Staff Interaction with Students

2.6 In addition to items covered in the “Staff Contact with Student” policy, Staff / volunteers and camp staff must not be alone in an enclosed or secluded area with a student.

2.7 Older students should not have unsupervised contact with younger students, unless they are authorised Youth Leaders, and such contact is approved by staff.

Privacy

2.8 Staff must ensure children are always given appropriate privacy while changing or showering.

2.9 Staff must respond to the needs of students that may feel unsafe.

Alcohol and Drugs

2.10 No non prescribed drugs or alcohol are to be bought to the camp by any person.
Reporting of Incidents

2.11 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. Mandatory Notification of Suspected Child abuse:

4.1 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.

4.2 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.

4.3 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

5. Security

5.1 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.

6. Transport

6.1 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.

6.2 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.

7. Accommodation

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

7.2 Only recommended and checked forms of accommodation are to be used.
8. **Local Risks**

8.1 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.

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

9. **Students Suffering From Illness**

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

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

9.3 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.

10. **Billeting**

10.1 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.

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

10.3 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.

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

10.5 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.

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

10.7 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.

10.8 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 -

11.1 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.

11.2 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.

11.3 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.

11.4 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 the College Principal:

Date: 16 June 2014