



# Board Policy Manual

# Monivae College Policy Manual

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# **MONIVAE MISSION STATEMENT**

## **Monivae 2020**

Monivae College is a Catholic independent co-educational day and boarding school conducted by the Missionaries of the Sacred Heart

### **Mission**

Monivae College provides Catholic education which encourages all to realise their unique potential in a caring environment.

***“Mind, Spirit, Heart”***



### **The Monivae Graduate**

The graduate of Monivae is a lifelong learner who is a competent, confident and compassionate citizen with spiritual awareness and the ability to lead.

### **The Monivae Teacher**

The Monivae Teacher is a lifelong learner who is competent, confident and compassionate citizen with spiritual awareness and the ability to lead students to reach their full potential in the knowledge that Jesus loves them.

## 1.1 MSC PHILOSOPHY OF EDUCATION

The Missionaries of the Sacred Heart were founded by Fr. Jules Chevalier at Issoudun, France in 1854. He had a vision of regenerating society through devotion to the Sacred Heart. Included among the ways of achieving this vision was the education of youth.

Mindful that the teaching closest to Jesus' heart is his command to love one another as I have loved you, Missionaries of the Sacred Heart especially value love, concern, compassion, understanding, respect, and acceptance of every individual.

***I give you a new commandment love one another;  
just as I have loved you,  
you also must love one another.  
By this love you have for one another everyone will know  
that you are my disciples.***

*(John 13:34ff)*

These qualities are enshrined in the charism handed on by Jules Chevalier and embodied in the current MSC Constitutions:

***As Missionaries of the Sacred Heart,  
we live our faith in the Father's love revealed  
in the Heart of Christ.  
We want to be like Jesus who loved with a human heart;  
we want to love through him and with him,  
and to proclaim his love to the world.***

#10

***Ours is a spirit of family and a spirit of brotherhood,  
formed by kindness and understanding,  
by compassion and mutual forgiveness,  
by gentleness, humility and simplicity,  
by hospitality and a sense of humour***

#32

This charism generates the spirit in which various MSC ministries recognise the importance of meeting the specific needs of our times.

***In a constant effort to share in the sentiments of the Heart of Christ,  
we will be attentive to all human needs and aspirations,  
such as,  
the need to be respected as persons,  
the need for love and peace,  
for freedom, justice and truth,  
and the search for meaning in life.  
We will become all things to all people,  
by respecting different cultures,  
and by being ready to undertake whatever apostolic services people may  
need.***

#24

The Missionaries of the Sacred Heart in Australia have had a long involvement in the education of youth. Beginning with an Apostolic School at Douglas Park NSW in the 1920s, they later opened schools in Toowoomba, Bowral, Hamilton, Darwin and Canberra, and they also accepted responsibility for two schools in Papua New Guinea.

The Australian Catholic Church has been extensively involved in the education of youth for over 100 years. The Missionaries of the Sacred Heart see this as still an effective ministry for meeting the needs of the times. Hence MSC schools proclaim and give witness to the love of God in our world.

They seek to engender a strong belief in God's love for all as manifested through the heart of Jesus Christ. *Fortes in Fide (Strong in Faith)* is the common motto of MSC schools. Father Chevalier saw particular value in the education of youth as a means of remedying the indifference of secular society to the love of God.

In the first MSC Constitutions, which were approved in 1877 and which he himself wrote, we find the following:

*The Society (of the Missionaries of the Sacred Heart) has education as one of its principal tasks. All among us who accept the care of young people should never lose sight of the sublimity of such an important mission. Considering the great usefulness of this ministry, they will apply themselves to it with all the more keenness and zeal, in so far as it is often enough a thankless task...*

*They should not forget that the salvation of civil and ecclesiastical society depends on the Christian education of youth. "Train young people in the way they should go; even when they grow old they will not swerve from it". (Prov. 22/6).*

*It follows from this that the main hope for the Church for better times rests on the religious instruction of youth.*

It was also part of the vision of Jules Chevalier that the mission to regenerate society would be carried out not only by professed religious, but also by an association of lay people who would form another branch of the Congregation. Among the staff of MSC schools are lay people who share the mission and charism of the Missionaries of the Sacred Heart, and who work with them in a special way to proclaim and witness to the love of God.

Chevalier also gives advice for those involved in the ministry of education:

*In order that a ministry of this nature be completely fruitful, it is necessary that those among us who take it on combine forces, and work with a spirit of unity.... It is also necessary that they commend themselves to their students by the goodness of their lives as well as by their teaching.*

*They should be tireless in teaching their students whatever is needed for them to gain academic results with distinction. And they should never forget that the first task required of them is that their students become "fortes in fide" (strong in faith), dedicated with great love to the practice of all Christian virtues.*

## 1.2 MSC VISION IN EDUCATION

MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

The pursuit of academic excellence to the best of the students' ability is a major underpinning philosophy at Monivae College.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community. In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help young people to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the aspirations and needs of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staffs strive to improve their professional appreciation of their work by sharing in prayer and staff development exercises, and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school.

Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith. Protection for children and young people, in MSC Schools, is based upon the belief that the inherent dignity of each person be recognized and fostered.

## **1.3 MSC ETHOS**

### **RATIONALE**

The charism of religious congregations gives a special quality to the life of the institutions which they establish. Monivae College, founded in 1954 by the Missionaries of the Sacred Heart, has been blessed with a distinct MSC Ethos which makes it different from other schools. With the decline of MSC numbers at Monivae, it is important to identify measures by which that Ethos can be maintained.

### **POLICY**

In order to maintain and strengthen the MSC Ethos at Monivae, staff and students are given time each year to reflect on and learn about the Missionaries of the Sacred Heart, their history and their spirit.

### **APPLICATION**

- Staffs are expected to participate in the Seminar weeks at Douglas Park for staff of MSC schools.
- Staff will have the opportunity each year to reflect at Monivae on some aspect of the MSC Ethos.
- Through their Religious Education courses and liturgical celebrations all students are given an opportunity to gain an understanding of MSC history and spirituality. Such courses may be discrete units or they may be integrated into existing courses of study.
- Staff and student prayers will from time to time focus on aspects of a Spirituality of the Heart.
- During the school year there will be liturgies which focus from time to time on aspects of the MSC Ethos.

## **1.4 SPIRITUAL FORMATION**

### **RATIONALE**

Monivae College is an MSC school. The MSC Vision in Education states that “MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.” In order to maintain the spiritual vision in all MSC schools in Australia, a policy was developed by the MSC Education Committee in 2009 and later approved by the MSC Provincial, which provides MSC schools with a framework for enabling all staff and Board members to explore and develop their own spirituality within the context of the MSC charism.

The Monivae College Policy for Spiritual Formation of Staff and Board members is based on the principles and expectations of the policy established for all MSC colleges in Australia.

### **POLICY**

- That the College will have a plan for the personal, spiritual and faith formation of all staff and board members.
- That the development and implementation of the plan will be the responsibility of the Principal and the College Leadership Team.
- That the electronic record will be maintained to track the formation programs undertaken by each staff member. This record will be kept by the Principal and or delegate.
- That special attention will be given to the quality of staff prayer and liturgical celebrations and to placing appropriate MSC, Catholic and Christian symbols within the College.
- It is expected that all scheduled meetings of staff will begin with a prayer.

### **APPLICATION**

#### ***New Staff***

- For staff who commence at the beginning of the school year there will be a brief introduction to the Spirituality of an MSC school on the New Staff day.
- All new staff will be provided with a copy of the text “Now You’re Working for the Catholic Church” and asked to read this. An opportunity will be provided for them to share reflections on this several weeks after starting work at the College. Usually this will be done after school.
- All new staff must attend a full day reflection, organised on a school day by the College. The day will focus on MSC charism and Spirituality of the Heart. These days will be arranged each term to accommodate staff who begin at any time in the school year.
- New staff will be advised about other opportunities for participation such as the weekly Staff Prayer and the monthly Staff Mass.

## ***All Staff***

- At the beginning of each school year all staff will be asked to write goals for their personal, professional and religious formation. This document will form the basis of a discussion between the staff member and his/her supervisor which will be held, if possible, during the first term.
- One full day will be programmed each year for all staff to participate in a retreat/religious formation/spirituality experience.
- Throughout the year the College will make available other opportunities for spiritual/religious development ranging from staff prayer to liturgical celebrations through to support for attending courses offered by the Chevalier Institute, the Diocese or other appropriate providers.
- All staff are expected to attend all major liturgical functions such as Sacred Heart Day as an example.
- Financial support will be offered to staff members undertaking or upgrading their qualifications in Religious Education, Spiritual or Theological studies.
- All staff will be strongly encouraged to attend at least one staff retreat at Douglas Park within the first five years of their employment at Monivae College.
- Staff will be encouraged to attend sessions offered by the Chevalier Institute team on their visits to the College.

## ***Middle Managers***

- As well as meeting the requirements for all staff, attendance at a Douglas Park Retreat of the Heart Centred Leadership course is a requirement for all Middle Managers. Generally this should be done either prior to starting their appointment or in the first year of their appointment.
- During their period of appointment, Coordinators will be encouraged to develop their leadership skills and to participate in the Heart Centred Leadership course or other such courses.

## ***Leadership Team***

- In addition to the formation offered for Middle Managers, members of the Leadership Team will be expected to spend a substantial time reflecting on their leadership in the spirituality of the heart.
- Each member of the Leadership Team is expected to have his/her own formation plan which will include goals related to developing their spiritual and religious growth.
- Members of the Leadership Team may receive financial support to assist with improving their understanding of the charism of an MSC college.

## ***College Board***

- Members of the College Board will spend a significant time at the annual Board Retreat focusing on developing their understanding of an aspect of MSC spirituality.
- Board meetings will begin with a prayer and should have, from time to time, an opportunity for reflection and/or sharing.
- Board members will be invited to attend liturgical events held at the College throughout the year.
- New Board members will undergo an induction procedure which will include helping them to understand better the spiritual and religious dimension of their role.

- The Chair of the Board will be offered additional opportunities for continuing study of the spiritual dimensions of the Board Chair's role

## **1.5 HUMAN RELATIONS**

### **RATIONALE**

Relationships are important in any institution. In Monivae College, which derives its distinctive ethos from the Missionaries of the Sacred Heart, relationships should be based on a Spirituality of the Heart. This implies an emphasis on love and respect among all members of the community, based on God's unconditional love for all people.

### **POLICY**

The rights of staff, students and parents should be everywhere respected as a basis for a mutual relationship of love and support. To foster this, staff, students and parents also need to accept that they have responsibilities which will ensure positive relationships.

## 1.6 PASTORAL CARE

### RATIONALE

In the spirit of Jesus, the Good Shepherd, a strong pastoral care system is appropriate in any Catholic school. Some Gospel values that characterise the approach to pastoral care at Monivae College are love, compassion, and respect for every individual.

### POLICY

The Pastoral Care program at Monivae College will respect the MSC Ethos and well embrace all members of its community.

### APPLICATION

- Pastoral Care in an attitude that underpins all aspects of College life.
- Pastoral Care at Monivae is concerned with the intrinsic value and well-being on each person. It is effected in the development of quality relationships which are based on trust, respect, commitment, acceptance of others and personal attentiveness to their needs. It is affected in the provision of care networks which foster and support the total well-being of each person in the school community.
- Pastoral Care builds community through affirmation of the giftedness of each individual. This affirmation springs from a compassionate heart which expresses itself in welcoming, listening, supporting, sharing, challenging and forgiving.
- Pastoral Care will be evident in the practice of self-discipline, which is essential for each person to attain his/her full potential. It is also evident in the overall behaviour management procedures within the school which exist to protect the rights of students and staff.
- The responsibility for Pastoral Care at Monivae rests initially with staffs, who work with one another, with students and their families to build up and sustain a supportive community.
- It is the Director of Student's responsibility to ensure there is a structure in place that provides a high level of pastoral care for students and staff.
- It is recognized that in some cases of ***serious wrongful behaviour*** it may be necessary to negotiate a transfer for a student to another school or have their enrolment at Monivae College reviewed by the Principal. Such review may lead to a termination of that enrolment from Monivae College.

## **1.7 ENROLMENT POLICY**

### **RATIONALE**

Monivae College exists to carry on the mission of the Church to preach the Gospel. It does so in a way which primarily addresses the faith development of students from a Catholic background but also supports the religious development of students of other faiths and challenges all with the message of the Gospel.

### **POLICY**

In keeping with the College's participation in the mission of the Church and the ministry of the Missionaries of the Sacred Heart, enrolment procedures at Monivae are guided by a deeply Christian and actively Catholic ethos. The College accepts students in a non-discriminatory manner but only on the condition that they are prepared to respect the religious dimension of the College and to participate in its Religious Education program and liturgical celebrations.

### **APPLICATION**

- The College asks that parents and students accept in more than a superficial manner the values on which the College is based. Parents and students will enter into a covenant with the College to support its goals and values, meet contractual obligations and accept its reasonable expectations with regard to conduct both within and outside of the College.
- Enrolments will be at the discretion of the Principal. The following points provide a guide:
  - Initial preference is given to "family" students, such as those who have brothers or sisters currently attending Monivae, those whose parents or siblings attended the College for a significant period of time and children of staff members.
  - Preference will then be given to Catholic students from Catholic Primary Schools; students from other MSC Colleges; Catholic students whose parents are members of a local parish community in rural areas where a Catholic school is not available; and Catholic students from interstate whose parents have demonstrated a long-term commitment to Catholic education.
  - Others by discretion, including Catholics from government schools and applications after the closing date.
  - That a parent or sibling having been enrolled at the College neither guarantees, nor excludes enrolment automatically. Attendance at another Catholic school does not guarantee enrolment at Monivae automatically, nor does place of residence preclude enrolment.
  - No student shall be prevented from enrolling at the College simply because of an inability to pay tuition fees. Such students will need to apply for a bursary. However failure to pay tuition fees without good cause may result in cancellation of enrolment. In all questions of tuition fee payment the good of the student, the dignity of the individual, confidentiality and justice are the predominant consideration.
  - The College welcomes students with disabilities that the College and the family are in agreement that the resources and expertise of the College can cater adequately for such disability.

- As an independent school, Monivae College is not bound by Diocesan guidelines, but will endeavour to cooperate with local schools wherever possible.

## **1.8 SCHOLARSHIPS**

### **RATIONALE**

Monivae College endeavours to provide an educational environment that promotes excellence in education and a broad range of experiences for students. Scholarships assist the College to enhance strength or overcome a weakness in the College's profile.

### **POLICY**

Monivae College, at the discretion of the Principal, offers scholarships to applicants who have the potential to contribute in a special way to school life through excellence in studies, leadership or service.

### **APPLICATION**

The number, duration and type of scholarships to be offered will be determined on an annual basis by the Principal.

## 1.9 BURSARIES

### RATIONALE

In the spirit of the ethos of the Society of the Missionaries of the Sacred Heart (MSC), Monivae was established to cater for students from various socio-economic backgrounds. The allocation of bursaries is essential to ensure Monivae addresses its objective of being inclusive of students from all backgrounds.

#### ***Definition:***

Bursaries are not academically based, but are a means tested form of financial assistance to families who, in better financial circumstances, would have enrolled or retained their child at the College.

### POLICY

Monivae will make available means-based bursaries each year for a number of students:

- Whose families current financial circumstances would otherwise prevent those students from attending the College, or
- Whose attendance at the College would create significant financial hardship for their families.

### APPLICATION

- The number and extent of bursaries to be made available each year will be subject to approval by the Principal and Business Manager.
- A bursary application must be made and submitted to the Business Manager.
- A bursary application must be made prior to accepting an enrolment.
- A bursary application may be made by an enrolled family, experiencing changed financial circumstances.
- The administration fee paid on enrolment remains applicable.
- Bursaries are to be advertised and included in the Monivae College Prospectus.
- The means test of each Bursary holder is to be reviewed annually,
- Bursary negotiations with families are in total confidence.
- A Bursary Committee chaired by the Principal has processing responsibilities.

## **2.1 SPIRITUAL DEVELOPMENT OF STUDENTS**

### **RATIONALE**

Monivae College exists to proclaim and witness to the love of God. It has as its motto, “Fortes in Fide”: Strong in Faith, and strives to create a climate in which prayer and the search for truth and meaning in life are valued and nurtured.

### **POLICY**

The fostering of the individual spiritual development of students is an essential dimension of education at Monivae College.

### **APPLICATION**

- While respecting all authentic spirituality, the Catholic ethos of the College with its MSC spirit is the source and focus of the spiritual development offered to students. They are encouraged to explore opportunities for spiritual growth beyond the school community, especially in family life, church communities and MSC sponsored Mission Experiences.
- Within the school, the spiritual development of students is the responsibility of all staff. They have the privilege and opportunity to foster religious experience, reflection and response in students, and to build up the school as a faith community. Staffs are empowered for this by praying with and ministering to each other, and forming in themselves an MSC spirit and outlook.
- The spiritual development of students is especially fostered in Religious Education and Faith Development programs, in Pastoral Care, in Liturgical celebrations, and in Christian service groups. It is implicit across the Curriculum, in co-curricular and extra-curricular activities, and in the example staff give to students.

## **2.2 BEHAVIOUR MANAGEMENT**

### **RATIONALE**

Monivae College exists to proclaim and witness to the love of God, and to make the Gospel values real in the lives of young people and their families. Each person at Monivae, made in ‘the image and likeness of God’, has real worth and dignity.

### **POLICY**

Students are encouraged to develop a sense of personal responsibility and self-esteem, and respect the rights of other people, their property and the property of the school.

### **APPLICATION**

- To enable this, student behaviour at Monivae will be in accordance with clearly established standards and procedures which will seek to ensure that behaviour management is administered justly, tempered always by mercy and compassion.
- Behaviour Management should not be based solely on legalism but take into account individual needs and circumstances. It is built around love, care, concern and forgiveness, which recognizes that students may be excluded from the community if they fail to respond to Monivae’s spirit and ethos.
- Students will be made aware that if their behaviour is unacceptable within the bounds of respect for other people and their property, they will face appropriate sanctions as approved by the Principal.

## 2.3 BULLYING / HARRASSMENT

### RATIONALE

A spirituality of the Heart, on which the ethos of Monivae College is based, presupposes that all members of the Monivae community will have a deep respect for one another. This means that all members of the school community have a right to participate, learn and work in an environment free from all forms of bullying and harassment, so that learning, personal growth and positive self-esteem are promoted and an atmosphere of trust, acceptance and compassion prevails.

### POLICY

The College aims to maintain an atmosphere free of gulling or harassment. Bullying / Harassment of any kind are not acceptable behaviour at Monivae College. Reported incidents of bullying and/or harassment are treated seriously and investigated promptly, confidentially and impartially. Appropriate action will be taken.

### EXPLANATION OF TERMS

Bullying / Harassment is any behaviour (including of a sexual nature) which is enacted by individuals or groups and which causes a person or group to feel or experience degradation or lack of self-worth, intimidation, abuse or to have their property damaged. It is the reckless indifference to, or the willful conscious desire to hurt, threaten or frighten someone that is ongoing or repeated.

Different forms of bullying / harassment may include but not limited to:

- **Physical** includes fighting; pushing; shoving; throwing objects; gestures; invasion of personal space; taking, hiding or damaging personal property.
- **Verbal** includes name calling; offensive language; putting people down directly or behind their backs, and by spreading rumours. It can also be by innuendo.
- **Sexual** includes unwelcome or uninvited touching; unwelcome or uninvited comments; attention or other behaviour of a sexual nature that makes one feel embarrassed, uncomfortable, intimidated, upset, frightened, anxious, humiliated or offended.
- **Victimisation** includes stand over tactics; threats to “get” people; repeated exclusion or isolation of a peer; spreading of rumours about a person; persistent unkind teasing; use of intimidation; exclusion; the deliberate interference of a person’s right to engage in lawful activities.
- **Misuse of Technology (Cyber Bullying)** includes electronic communications, such as text messaging, email and all forms of social media.

### APPLICATION

- Students, parents/guardians and staff have a responsibility to report any school related incidents of bully / harassment either to class teachers, Homeroom teacher / Year Level Co-ordinator / Director of Students, Counsellors, Chaplain, Deputy Principal and /or Principal.
- Students affected by an incident will be offered support and care, which may include professional counseling and therapy.
- The response of the school to an incident will be in accordance with the current behavioural management procedures.

- All bullying / harassment reports will be investigated promptly by the relevant school authority.
- The College will deal with reports / incidents of bullying in a flexible manner depending on the nature / severity and extent of the bullying in light of natural justice principals.
- The rights of the person making a report will be protected at all times. If a person making a report is subjected to further bullying / harassment because of making the report, the perpetrators of the further bullying / harassment will be dealt with swiftly and sternly.
- The College will inform parents of any serious incident involving their child.
- All reports will be treated seriously and investigated promptly, confidentially and impartially. Upon the completion of the investigation, a report will be documented and filed. The investigator shall resolve the matter so as to ensure that the aggressor is dealt with according to the seriousness of the incident, future incidents of bullying / harassment are adequately discouraged and the effects of the incident on the victim are minimized.
- Students who are repeat offenders in bullying / harassment behaviours will have their enrolment at Monivae reviewed by the Principal. Such review may lead to a termination of that enrolment.

## 2.4 CHILD PROTECTION AND SEXUAL ABUSE

### RATIONALE

Monivae College exists to proclaim and witness to the love of God. It aims to make the Gospel values real in the lives of young people and their families. Thus, any incidence of physical or sexual abuse of students is unacceptable.

As such, Monivae College adopts the BDSAC (Ballarat Diocesan Schools Advisory Council) Child Protection Policy 2015 and any subsequent revisions as its Child Protection and Sexual Abuse Policy (see below).



### BDSAC Child Protection Policy 2015

#### RATIONALE:

The dignity of the human person, who is created in the image and likeness of God, is the foundation of Catholic Social Teaching. This Catholic anthropology leads us to afford all people, but especially children, young people and the most vulnerable, the highest respect.

Within this context, effective Catholic schools provide a safe, supportive and secure environment that promotes respect and care and values diversity.

The mental, physical and emotional wellbeing of children and young people are essential preconditions for successful learning. These qualities cannot be developed for individuals in isolation from the health and wellbeing of the school community as a whole.

This policy provides a framework within which the Catholic schools and education offices in the Diocese of Ballarat can ensure a safe environment for all children and young people.

This policy applies to **all** Catholic schools and the Catholic Education Office in the Diocese of Ballarat.

#### POLICY STATEMENT:

“The Catholic Diocese of Ballarat is committed to providing a safe and supportive environment for people of all ages, with special concern for children, young people and vulnerable adults.” (*Diocesan Professional Standards Policy Statement, 2014*)

In schools in the Diocese of Ballarat, child safety policy and practices support a proactive role in the care, wellbeing and protection of children and young people, the provision of child safe environments and intervention procedures for responding to abuse and neglect.

## DEFINITIONS:

**Children and Young People: A Child** is legally a person who has not reached the age of 18. In this policy, the term “children and young people” will be used to designate legal children as well as the students and young people for whom Catholic schools have a duty of care.

**Parent:** In this policy the term 'parent' will be used for brevity, and also includes a responsible person or carer.

## PRINCIPLES:

1. Respectful relationships that support the dignity of children and young people are central to the life and teachings of the Catholic Church.
2. Primary responsibility for children and young people resides with the family and schools work  
in partnership with families.
3. The safety and wellbeing of children and young people is a shared responsibility for all members of the Catholic education community. This responsibility extends to the identification and timely response to concerns regarding the possible sexual, physical, psychological and emotional abuse or neglect of a child. This will include responses to all types of bullying.
4. All adults have the responsibility to protect children and young people.
5. When a child makes a disclosure it must be taken at face value and referred to the appropriate statutory body.
6. Children and young people have a right to be heard regarding decisions that affect their lives.
7. Children and young people are encouraged to develop skills to contribute to their own safety and wellbeing.
8. Policies and practices in Catholic schools demonstrate compliance with legislative requirements, cultural sensitivity and co-operation with Church, government, police and human service agencies.
9. Complaint processes are consistent with the principles of natural justice and procedural fairness and the relevant Diocesan and BDSAC policies.
10. All people involved in the reporting of child protection issues and incidents are to be treated with sensitivity, dignity and respect and will be provided with appropriate professional support.

## RESPONSIBILITIES:

Recognising the various governance contexts of the Catholic schools in the Diocese of Ballarat, the BDSAC endorses the following shared responsibilities for CEOB, school governors, school leaders and CEOB/school staff and volunteers with regards to Child Protection:

	<b>CEOB</b>	<b>Governor and Principal</b>	<b>Staff &amp; Volunteers (of schools and of CEOB)</b>
<b>Policy</b>	<p><b>With</b> the BDSAC, develop, monitor and review this policy in accordance with legal requirements and the Church's teachings.</p> <p><b>Ensure</b> child protection policies and procedures for diocesan schools are promoted and communicated in the diocesan community and via the CEOB website.</p>	<p><b>Implement</b> policies and organisational procedures which provide children and young people with a safe school environment in consultation with school advisory councils and parent communities.</p> <p><b>Keep</b> abreast of legal requirements advised by CECV and CEOB.</p> <p><b>Ensure</b> child protection policies and procedures are promoted and communicated in the school community and with parents/carers.</p>	<p><b>Observe</b>, implement and adhere to policies and organisational procedures which provide children and young people with a safe school environment.</p>

<b>Staff screening</b>	<p><b>Take</b> all reasonable steps to ensure that staff/volunteers engaged by CEOB to work with children and young people are screened regarding their suitability for working with children.</p>	<p><b>Take</b> all reasonable steps to ensure that staff/volunteers engaged by the school to work with children and young people are screened regarding their suitability for working with children.</p>	<p><b>Maintain</b> currency of VIT Registration and/or WWCC and/or NCRC and provide evidence of same on request by employer.</p>
<b>Child Protection Officer</b>	<p><b>Appoint</b> a Child Protection Officer to assist schools and community members in monitoring and implementing child protection policies and procedures.</p>	<p><b>Appoint</b> a Child Protection Officer to assist staff and community members in monitoring and implementing child protection policies and procedures. (This may be the Principal).</p>	<p><b>Cooperate</b> with the school's Child Protection Officer in monitoring and implementing child protection policies and procedures.</p>
<b>Compliance</b>	<p><b>Comply</b> with all relevant legislation which concerns the welfare of children and young people.</p> <p><b>Advise</b> schools and CEOB staff of changes to compliance requirements with regards to child protection.</p>	<p><b>Comply</b> with all relevant legislation which concerns the welfare of children and young people.</p> <p><b>Advise</b> staff of changes to compliance requirements with regards to child protection.</p>	<p><b>Comply</b> with all relevant legislation which concerns the welfare of children and young people.</p> <p><b>Keep</b> apprised of changes to compliance requirements with regards to child protection.</p>

Training	<p><b>Ensure</b> that resources and personnel are available to facilitate ongoing training, advice and support for school leaders and staff in the care, wellbeing and protection of children and young people.</p> <p><b>Induct</b> and update CEOB staff on matters of child protection.</p>	<p><b>Ensure</b> school personnel receive training for, understand and carry out their legal obligations, responsibilities and correct procedures when notifying suspicion of child abuse and neglect.</p> <p><b>Induct</b> and update staff on matters of child protection.</p>	<p><b>Undertake</b> regular training and education in order to understand individual responsibilities in relation to child protection and the health and well-being of children and young people.</p> <p><b>Participate</b> in induction and updates on matters of child protection.</p>
Mandatory Reporting	<p><b>Ensure</b> Diocesan Mandatory Reporting Policy reflects legislation.</p> <p><b>Induct</b> new staff and remind continuing staff of Policy. <b>Support</b> schools in training staff around mandatory reporting requirements.</p> <p><b>Support</b> school personnel directly involved with the handling of disclosures and mandatory reporting.</p>	<p><b>Ensure</b> school Mandatory Reporting Policy is up-to-date and aligned with diocesan/CEOB advice.</p> <p><b>Induct</b> new staff and remind continuing staff of Policy. <b>Ensure</b> annual training of staff around mandatory reporting requirements.</p> <p><b>Support</b> school personnel directly involved with the handling of disclosures and mandatory reporting.</p> <p><b>Provide</b> appropriate support to families affected by mandatory reporting.</p>	<p><b>Observe</b> school's Mandatory Reporting Policy.</p> <p><b>Participate</b> in induction and updates.</p> <p><b>Participate</b> in annual training around mandatory reporting requirements.</p> <p><b>Seek</b> counsel as appropriate when directly involved with the handling of disclosures and mandatory reporting.</p>
School Environment	<p><b>Ensure</b> procedures and processes are in place to provide a physically and psychologically safe environment where the wellbeing of children and young people is nurtured.</p>	<p><b>Ensure</b> procedures and processes are in place to provide a physically and psychologically safe environment where the wellbeing of children and young people is nurtured.</p>	<p><b>Provide</b> a physically and psychologically safe classroom and school environment where the well-being of children and young people is nurtured.</p>

Curriculum	<p><b>Provide</b> advice and support for school personnel to develop and/or implement curriculum in the care, wellbeing and protection of children and young people.</p>	<p><b>Provide</b> guidelines and support for staff to develop and/or implement curriculum in:</p> <ul style="list-style-type: none"> <li>the care, wellbeing and protection of children and young people</li> <li>protective behaviours for children and young people.</li> </ul> <p><b>Ensure</b> the curriculum around protective behaviours and student safety (including online safety) is explicit and monitored.</p>	<p><b>Develop</b> and/or implement curriculum in:</p> <ul style="list-style-type: none"> <li>the care, wellbeing and protection of children and young people</li> <li>protective behaviours for children and young people.</li> <li>online safety for children and young people.</li> </ul>
Risk	<p><b>Provide</b> advice to schools on:</p> <ul style="list-style-type: none"> <li>risk assessments for student activities.</li> <li>appropriateness of school buildings and facilities in relation to protection of students.</li> </ul>	<p><b>Ensure</b> risk assessments are carried out for all student activities.</p> <p><b>Monitor</b> appropriateness of school buildings and facilities in relation to protection of students.</p>	<p><b>Ensure</b> risk assessments are carried out for all student activities.</p> <p><b>Monitor</b> appropriateness of school buildings and facilities in relation to protection of students.</p>
Relationships	<p><b>Promote</b> models of behaviour between CEOB, school personnel, families, children and young people based on mutual respect and consideration.</p> <p><b>Assist</b> schools to ensure policies and procedures are in place to assist children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from both harassment and abuse.</p> <p><b>Work</b> with school governors and leaders to ensure they understand their</p>	<p><b>Promote</b> models of behaviour between school personnel, families, children and young people based on mutual respect and consideration. <b>Ensure</b> policies and procedures are in place to assist children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from both harassment and abuse.</p> <p><b>Cooperate</b> with CEOB to ensure they understand their responsibilities with regards to child protection.</p>	<p><b>Treat</b> families, children and young people with dignity and respect, act with propriety and protect children and young people in their care.</p> <p><b>Implement</b> school policies and procedures to assist children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from both harassment and abuse.</p>

	responsibilities with regards to child protection.		
Legal	<b>Provide</b> support to school personnel to review on a regular basis their legal obligations under the various acts. <b>Ensure</b> relevant legislation is referenced and readily available on CEVN.	<b>Review</b> on a regular basis the school's legal obligations under the various acts. <b>Monitor</b> school and staff compliance with relevant legislation.	<b>Be</b> aware of the legal obligations of staff/volunteers under the various acts. <b>Self-monitor</b> compliance with relevant legislation.
Partnership	<b>Support</b> schools to ensure that an inter-agency approach to the management of child protection is fostered and supported.	<b>Ensure</b> that an inter-agency approach to the management of child protection is fostered and supported.	<b>Cooperate</b> with colleagues, families and students to ensure that an inter-agency approach to the management of child protection is fostered and supported.
Privacy	<b>Advise</b> schools on appropriate confidentiality of information concerning children and young people in cases of suspected abuse or neglect.	<b>Ensure</b> appropriate confidentiality of information concerning children and young people in cases of suspected abuse or neglect.	<b>Ensure</b> appropriate confidentiality of information concerning children and young people in cases of suspected abuse or neglect.
Monitoring	<b>Ensure</b> child protection matters are monitored as part of the School Improvement Framework and School Review processes. <b>Monitor</b> and provide updated checklist on CEVN.	<b>Regularly</b> and consciously monitor child protection matters. <b>Complete</b> the Child Safety School Checklist at least annually.	<b>Regularly</b> and consciously self-monitor child protection matters. <b>Assist</b> in annual completion of the Child Safety School Checklist when required.

## RELEVANT LEGISLATION:

The following legislation provides a reference point for schools:

- *Children, Youth and Families Act 2005* (Vic.)
- *Working with Children Act 2005* (Vic.)
- *Child Wellbeing and Safety Act 2005* (Vic.)
- *Education and Training Reform Act 2006* (the Act) and the *Education and Training Reform Regulations 2007* (Regulations)

- *The Charter of Human Rights and Responsibilities Act 2006* (Vic.)
- *Family Law Act 1975* (Cth)
- *The Commission for Children and Young People Act 2012* (Vic.)
- *Crimes Act 1958* (Vic.)
- *Enhancing Online Safety for Children Bill 2015* (Cth) - Act pending

## RELATED POLICIES AND PROCEDURES:

Schools are required to ensure that the following CECV, State and Diocesan guidelines and procedures are implemented at the local level:

- CECV: ***Catholic Schools Operational Guide***, particularly the sections on “Care and Responsibility”. Available at: <http://cevn.cecv.catholic.edu.au/FinanceLegal.aspx?id=12374>.
- CECV: ***Victorian Catholic Education Multi Enterprise Agreement 2013***, particularly Clause 14 (Professional Registration and Working with Children). Available at [http://www.cecv.catholic.edu.au/vcsa/Agreement\\_2013/VCEMEA\\_2013.pdf](http://www.cecv.catholic.edu.au/vcsa/Agreement_2013/VCEMEA_2013.pdf)
- Department of Education and Early Childhood Development: *Child Protection Reporting Obligations 2015*. Available at [http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx?Redi\\_rect=1](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx?Redi_rect=1).
- Department of Education and Early Childhood Development and Department of Human Services: ***Protecting the safety and wellbeing of children and young people***, 2010. Available at <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/protectionprotocol.aspx>.
- Department of Education and Training: ***School Policy and Advisory Guide***. Available at <http://www.education.vic.gov.au/school/principals/spag/Pages/azindex.aspx>
- Diocese of Ballarat: ***Code of Conduct for Caring of Children***, 2015. To be available <http://www.ceoballarat.catholic.edu.au/policies-and-publications/>
- Diocese of Ballarat: ***Safeguarding Children and Vulnerable Adults Policy***, 2015. To be available at <http://www.ceoballarat.catholic.edu.au/policies-and-publications/>.
- Diocese of Ballarat: ***Working With Children Check Policy***, 2007. *Currently under review. Interim guidelines are provided in the CEOB VIT WWCC and NCHRC Guidelines March 2015* available at <http://www.ceoballarat.catholic.edu.au/policies-and-publications/>.
- Diocese of Ballarat: ***Protocol for Managing Allegations of Abuse of Students by Employees in Catholic Education***, 2015. To be available at <http://www.ceoballarat.catholic.edu.au/policies-and-publications/>.
- National Committee for Professional Standards: ***Integrity in the Service of the Church***, 2011. Available at <http://www.tjhcouncil.org.au/media/29458/Integrity-in-Service-of-the-Church-final27032013-v2013-1-copy.pdf>.

- Victorian Registration and Qualifications Authority: **Guide to the Minimum Standards and Other Requirements for School Registration**. Available at <http://www.vrqa.vic.gov.au/registration/Pages/schminsdards.aspx>.
- CECV Social Media Policy Guidelines 2014. Available at <http://web.cecv.catholic.edu.au/frameset.htm?page=projects>.

## APPENDIX: Child Safety School Checklist

Task	Checked on:	Action by
1. Policies and protocols are up-to-date and enacted in the following areas: <ul style="list-style-type: none"> <li>a. Integrity in the Service of the Church</li> <li>b. Mandatory Reporting</li> <li>c. Allegations of Abuse of Students by Lay Employees</li> <li>d. Privacy</li> <li>e. Child safety curriculum</li> <li>f. Staff Social Media Policy</li> <li>g. Anti-bullying policy for students</li> </ul>		
2. New staff inducted and continuing staff trained in and reminded of their responsibilities in relation to all child protection policy areas, including: <ul style="list-style-type: none"> <li>a. Integrity in the Service of the Church</li> <li>b. Mandatory Reporting</li> <li>c. Allegations of Abuse of Students by Lay Employees</li> <li>d. Privacy</li> <li>e. Child safety curriculum</li> <li>f. Staff Social Media Policy</li> <li>g. Anti-bullying policy for students</li> </ul>		
3. Staff have been inducted into and indicated their understanding of: <ul style="list-style-type: none"> <li>a. Integrity in the Service of the Church</li> <li>b. Mandatory Reporting</li> <li>c. Allegations of Abuse of Students by Lay Employees</li> <li>d. Privacy</li> <li>e. Child safety curriculum</li> <li>f. Staff Social Media Policy</li> <li>g. Anti-bullying policy for students</li> </ul>		
4. Volunteers have been inducted into and indicated their understanding of: <ul style="list-style-type: none"> <li>a. Integrity in the Service of the Church</li> <li>b. Mandatory Reporting</li> <li>c. Allegations of Abuse of Students by Lay Employees</li> <li>d. Privacy</li> <li>e. Child safety curriculum</li> <li>f. Staff Social Media Policy</li> <li>g. Anti-bullying policy for students</li> </ul>		

5. All staff hold current VIT Registration and/or Working with Children Checks or National Criminal Record Checks.		
6. The currency of VIT Registration and/or Working with Children Checks and/or National Criminal Record Checks is monitored at least annually.		
7. Staff selection processes include interviews of shortlisted candidates and checking with referees regarding the suitability of potential staff member to work with children and vulnerable adults.		
8. Staff directly involved with the handling of disclosures and mandatory reporting are trained and supported.		
9. School buildings, facilities and equipment are audited at least annually to ensure: <ul style="list-style-type: none"> <li>a. they meet safety standards prescribed by VRQA</li> <li>b. they provide private but visible spaces for staff and service providers working alone with students</li> </ul>		

## **2.5 SUBSTANCE USE AND ABUSE**

### **RATIONALE**

The Mission Statement of Monivae College encourages positive attitudes, values and behaviours, which includes respect for self and others. This responsibility has provided the framework for the development and implementation of our pastoral care program which includes:-

- Promoting an integrated approach to living that embraces the physical, mental, spiritual and social aspects of life.
- Encouraging our students to make informed and responsible decisions about the use of alcohol, tobacco and other drugs.
- Treating as confidential, subject to compulsion under law, all communications and other endeavours initiated by or on behalf of a student in the context of medical assistance or counselling.

### **POLICY**

It is the policy of Monivae College that tobacco, alcohol and drugs, other than those medically prescribed, are not to be used by or be in the possession of students in College uniform and on College property or at any College function or activity. Whilst the College will exercise pastoral care with regard to students who are victims of substance abuse, it must endeavour to ensure that its students are educated in a drug-free environment. The College will adopt educational, counselling and corrective measures as appropriate or necessary.

### **APPLICATION**

- The current student welfare policies operating in the College will be followed for students who transgress this policy.
- The College will incorporate into the curriculum, programs which focus on the use and abuse of drugs.
- The College will promote the responsibility of each student to maintain a healthy lifestyle and to avoid substance abuse.

## **3.1 RECRUITMENT AND EMPLOYMENT OF STAFF**

### **RATIONALE**

In any school, members of staff have a profound influence on the personal growth of individual students. The values that characterize the lives of members of staff are crucial in enabling a Catholic school such as Monivae to fulfill its purpose. The staffing policy of Monivae College is based on such gospel values as faith, compassion, service, respect for the individual, and the search for truth.

### **POLICY**

In the recruitment and employment of staff at Monivae College, attention will be given to:

- Suitability of qualifications and appropriate registration and ability to provide quality education.
- The individual's acceptance of the MSC ethos, and respect for Catholic teaching and practice.
- The overall composition of staff necessary to maintain Catholicity, gender balance and financial viability within the requirements and exemption for Religious Schools in Equal Employment Opportunity (EEO) legislation.
- Ability to provide quality education.

### **APPLICATION**

- Staff must be people who will mirror to students the values that the College espouses. This implies a willingness to understand and live out the MSC ethos in relationship to students, parents and other members of staff.
- Vacancies for major positions of responsibility within the school will normally be advertised nationally and notified internally.
- Promotion positions are open to all suitable qualified staff members at Monivae and other suitably qualified applicants.
- Staffs are expected to have the ability to work in a team and be loyal to the Monivae community.
- Staffs are expected to be able to use a wide range of teaching strategies and to participate in regular professional development activities.
- Staffs are expected to be involved in camps and retreats with students that may involve overnight stays.
- Membership of the lay MSC Association is encouraged.
- An induction process will occur and mentors will be appointed to all new Staff to induct them into the College.

## **3.2 PROVISIONALLY REGISTERED TEACHERS: INDUCTION AND APPRAISAL**

### **RATIONALE**

Joining the teaching staff of a school can be an exciting, challenging and even daunting experience. It is important that new staff be made to feel welcome at Monivae and to receive whatever level of support they need to assist them in their teaching. The induction and appraisal of new staff at Monivae College is based on gospel values of care and justice.

### **POLICY**

Monivae College will support provisionally registered teachers in gaining their full registration.

### **APPLICATION**

- In the week prior to commencement of work, new teachers will be required to attend a one day in-service at Monivae.
- Mentors will be appointed for all new teachers to assist them as they become familiar with their new school.
- The Deputy Principal will support provisionally registered Teachers and their mentors in developing their VIT registration documentation.
- It will be expected that provisionally registered teachers take responsibility for completion and submission of their VIT registration documentation in a timely manner.
- The Principal will interview each provisionally registered teacher to discuss his/her progress.

### **3.3 PROFESSIONAL DEVELOPMENT**

#### **RATIONALE**

In all aspects of education, there is a constant need for teaching staff to be updated and renewed in a way that enriches them both personally and professionally for their role in education. The College can promote professional development by assisting teachers to gain qualifications that directly relate to a particular need within the College, and at the same time benefit directly from the enhancement of their skills. This policy is based on the Gospel values of care and respect for the individual.

#### **POLICY**

Monivae College will promote for its staff those professional development activities which will enhance teaching and learning as well as other responsibilities within the College community.

#### **APPLICATION**

- Staffs are expected to participate in professional development activities other than compulsory whole school activities.
- Professional Development plans, which take into account the needs of individuals and the school, should be developed yearly.
- Records of attendance at in-service training sessions should be kept by staff members for their VIT registration.
- Staffs are expected to report (written or verbal) on the value, nature and content of the Professional Development activity to the relevant Faculty.
- The determination as to the amount of funding to be set aside and the courses for which the funding will be granted will be made each year at the time of budget formulation.
- Any courses to be funded must have a clear relationship to the current needs or benefits of the College.
- Applications for professional development will be submitted by PD tracker to the Deputy Principal.
- Staffs are to work towards achieving accreditation to work in a Catholic School, to be obtained within 5 years of commencement at the College.

## **3.4 EQUAL OPPORTUNITY**

### **RATIONALE**

In the sight of God all persons are equal, even though their background, talents and skills may be different. Hence all Catholic schools have the responsibility to provide the opportunities for all members of the community, students and staff to discover and develop their fullest potential. At Monivae, gospel values such as mutual trust, love and respect for others are basic to our equal opportunity policy.

### **POLICY**

Monivae College recognizes that all persons regardless of their age, race, sexual orientation, religion, physical features, career status or family background, have the right to be treated equitably and have an equal opportunity to access the resources necessary to achieve their fullest potential in all areas of life.

### **APPLICATION**

- Equality of opportunity is to be achieved by assessing the needs of the different persons and groups of people in the school and by allocating resources in response to these needs in a fair and equitable way. This includes directing resources and opportunities to those persons or areas that are seen as disadvantaged or in special need.
- Provision will be made for educating staff and students on equal opportunity principles.
- Where there is a dispute about the provision of equal opportunity, the College will provide a process that adheres to natural justice principles to resolve the dispute.

## **3.5 WORKPLACE HARASSMENT: STAFF**

### **RATIONALE**

A 'Spirituality of the Heart', on which the ethos of Monivae College is based, presupposes that all staff members at Monivae will have a deep respect for one another.

### **POLICY**

Monivae College promotes a positive workplace environment where harassment among staff members at Monivae College is unacceptable. Reported incidents will be treated seriously and investigated appropriately.

### **DESCRIPTION**

Workplace harassment consists of offensive, abusive, belittling or threatening behaviour, which is unwelcome, unsolicited, unreciprocated and often repeated. It should not be confused with legitimate comment and advice, including negative feedback from supervisors about work performance or work related behaviour.

Examples of workplace harassment include:

- Verbal abuse.
- Insulting or threatening gestures.
- Offensive physical contact.
- Interference with a person's work space.
- Unwanted sexual overtures, references to personal life.
- Continual exclusion of a person or group from normal conversation.
- Spreading misinformation or malicious rumours.
- Pictures, graffiti, phone calls, and messages that is offensive.

### **APPLICATION**

- Where a staff member considers that he/she is a victim of workplace harassment by another staff member, the first response should be one of asserting to the aggressor that such behaviour is unwelcome.
- If the behaviour persists, the issue should be reported to the Deputy Principal. The Deputy Principal will then investigate the complaint, in accordance with established procedures.

## **3.6 STAFF PERFORMANCE REVIEW POLICY**

### **RATIONALE**

The concept of accountability and professional development is widely accepted in all walks of life; hence the development of Performance Reviews for staff members in schools. The purpose of such a review is to foster professional development, through individuals reflecting on how they are performing in the light of a role description or mission statement. Such reviews are generally formative, affirming recent achievements and identifying areas for future development.

### **POLICY**

All members of staff are to participate in Annual Review Meetings. Where there are concerns about a staff member's employment, a process of managing employment concerns will be initiated.

### **APPLICATION**

- Annual Review Meetings will occur in line with Section 24 of the VCMEA Agreement (2013). The Deputy Principal will provide guidelines in preparation for the meetings.
- The process to be followed for managing employment concerns will follow Section 13 of the VCMEA (2013).
- Those staff in Positions of Leadership may have an extensive professional review during their time of appointment as indicated in their position description.

## **3.7 VOLUNTEERS**

### **RATIONALE**

Monivae College values the significant contribution that many staff, parents, ex-students and volunteers make to the various co-curricular activities that run in our College. These include various Sporting Codes, Performing Arts programs and Volunteer programs. The Monivae College Board requires clear guidelines to ensure that people participating in these activities are aware of the expectations of our College in regards to dealing with our students and staff, together with ensuring the appropriate risk management practices are in place when volunteers are engaged in activities for the College. This policy acknowledges the requirement of all volunteers to hold a current Working With Children's Check.

### **POLICY**

The nature of volunteering in schools means that there may be interactions between volunteers, staff and students. Whilst the rights of volunteers, staff, and students should be everywhere respected as a basis for a mutual relationship of love, respect and support, specific elements of professional behaviour are considered pertinent to all volunteers and what is considered acceptable and unacceptable behaviours are outlined in this policy, referred to as "Code of Conduct". All volunteers are required to provide a copy of their current Working With Children Check and complete a Volunteer Information Form. A Working With Children Check Card can be obtained via application through the Department of Justice Victoria.

### **APPLICATION**

The following are clear expectations for all Volunteers at Monivae College:

- Volunteers are asked to maintain firm, friendly but not too familiar behaviour with the students of our college. This means that Volunteers are asked to only say to a student what would be acceptable if parents were present.
- Volunteers are not permitted to touch students, except in the course of providing First Aid, to avoid harm coming to them, or another or via incidental contact (as in the case of training student's in particular physical skill in sport or music). Rough behaviour and unnecessary physical contact with students is not acceptable.
- If volunteers wish to congratulate a student, shaking hands or a "high five" is acceptable, hugging a student is not.
- Volunteers may from time to time become privy to personal information relating to the students and staff they interact with. Volunteers are to maintain such confidences in an appropriate manner in the wider community, whilst always referring any issues of concern or danger to an appropriate staff member of the College.
- Volunteers are not to assume a counselling role with students or to discuss personal matters with students.

The following list details specific behaviours that are unacceptable in dealings between Volunteers and Monivae College students, staff members and parents:

- Using any object to gain attention in a hostile or an inappropriate physical manner.
- Restraining for any purpose other than that person's action causing imminent risk of harm to self or others.
- Any form of physical contact (other than for the circumstances outlined above)
- Intimidating, swearing or using sarcasm to humiliate.
- Criticising the individual rather than the action of the individual.
- Practices which will cause a feeling of alienation
- Exposing a student to material of a sexual nature or that which contains adult concepts or themes that are inappropriate.
- Targeted and sustained criticism, belittling, teasing or verbal abuse.
- Excessive or unreasonable demands.

The rights and responsibilities of volunteers include:

### **THE RIGHTS OF VOLUNTEERS**

- The right to be treated with respect, understanding, kindness and courtesy.
- The right to volunteer in a healthy and safe environment.
- The right to the safety of one's person and property.
- The right to compassionate support when difficulties arise.

### **THE RESPONSIBILITIES OF VOLUNTEERS**

- To act in a safe and considerate manner showing respect for all.
- To take reasonable care for your own health and safety.
- Take reasonable care to ensure you don't affect the health and safety of others.
- Carry out tasks in a safe manner.
- Follow the reasonable work health and safety instructions given to you.
- Co-operate with the reasonable work health and safety policies and procedures.
- To respect College property and the property of others.
- To behave in public in a manner that enhances the College's name.
- To adhere to the Code of Conduct requirements.
- Notify the relevant staff member/supervisor if a problem arises or assistance is required.

## **APPROPRIATE PAPERWORK**

Before engaging in volunteer work at Monivae College the following steps should be taken:

### **APPLICATION FORM**

- a. Complete all details on the "Volunteer Information Form" including date of event, nature of activities, risk assessments and then sign the form.
- b. Hand the completed form to the supervisor of the event together with a current Working With Children Check card. (if applicable)

### **ADMINISTRATION REQUIREMENTS OF VOLUNTEERS ON COLLEGE GROUNDS**

- a. To report to reception on the volunteer days.
- b. Sign in the visitor book at the beginning of each day.
- c. Wear name badge issued from reception once signed in.



## VOLUNTEER INFORMATION FORM

Dear Volunteer,

Thank you for offering to assist in the upcoming Monivae College activity. Your participation is very much appreciated. Please complete this form and submit it to the activity organizer together with a copy of your current Working With Children Check card.

Monivae College has limited insurance cover on volunteers participating in College activities. Details are available at [http://www.ccinsurances.com.au/html/personal\\_accident\\_volunteer.htm](http://www.ccinsurances.com.au/html/personal_accident_volunteer.htm). It is important to read this information that outlines the extent and limitations of this cover so that you are fully aware of the financial consequences of any injury that may occur whilst involved in this activity. As a volunteer you are not paid for your contribution and therefore insurance relating to Workers Compensation is not available.

<b><i>VOLUNTEER PERSONAL DETAILS</i></b>					
LAST NAME					
GIVEN NAMES					
ADDRESS					
TOWN/CITY		State	Vic	P/C	
TELEPHONE NUMBER	(03)	Mobile			
DATE OF BIRTH					
GENDER (TICK BOX)	Male <input type="checkbox"/>				Female <input type="checkbox"/>
CONTACT NAME					
TELEPHONE NUMBER	(03)	Mobile			

<b><i>NAME OF ACTIVITY</i></b>	
STAFF MEMBER IN CHARGE	
DATE OF ACTIVITY	

<b><i>PRESCRIBED DUTIES OF VOLUNTEER</i></b>
1.

	2.
	3.

<b>RISKS ASSOCIATED WITH THE ACTIVITY</b>	
	1.
	2.
	3.

*I am aware of the duties that I am expected to undertake whilst on this activity. I have read the insurance material on the website at [http://www.ccinsurances.com.au/html/personal\\_accident\\_volunteer.htm](http://www.ccinsurances.com.au/html/personal_accident_volunteer.htm) and therefore I am aware of the financial consequences that may occur in the advent of injury or incapacitation. I realise that as a volunteer I am not entitled to claim workers compensation in the event of an injury.*

Volunteer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **4.1 CURRICULUM POLICY**

### **RATIONALE**

As a Catholic School, Monivae College aims to ensure optimal development of the whole person - spiritual, intellectual, cultural, physical and social – taking inspiration from the charism of the Missionaries of the Sacred Heart.

The College aims to provide each student with a range of learning experiences, which will:

Assist them to improve their own learning:

- Promote excellence in learning; and
- Develop their self-esteem, confidence and independence,

### **POLICY**

The teaching and learning practices evident at Monivae College should reflect gospel values and demonstrate a commitment to developing the spiritual, physical and creative dimensions of every student. The college will strive to reflect best practice in teaching and learning, informed by current research and a proactive approach towards cyclical curriculum review.

### **APPLICATION**

All curriculum documentation will be supportive of the following assumptions regarding student learning:

- all students want to learn and are capable of learning;
- a curriculum which is comprehensive will extend and develop the abilities of each student;
- learning can be fostered best in a socially supportive environment which promotes success for every student;
- students come from different backgrounds and learn at different rates and in different ways;
- students' self-esteem and confidence are central to student learning; and
- students' need regular feedback about their learning performance in order to improve their learning.

Faculty groups and classroom teachers will therefore attempt to select learning and teaching approaches which:

- involve students as active participants, both in the planning and organisation of their studies, and in the evaluation of their studies, and in the evaluation of the learning;
- assist students progressively to take responsibility for their own learning;
- offer students opportunities for success, and motivate them to continue learning;
- enable students to apply their knowledge and skills in practical situations;
- build upon previous learning and lead to further learning;
- build and support their self-esteem and confidence;
- enhance cooperation and support between students, and between students and teachers; and
- are in harmony with the culture and values of the students and the community.

### **Reference Documents**

Principals of Learning and Teaching [PoLT] (2004)

Victorian Essential Learning Standards (2005)  
Monivae College Strategic Plan (2010)  
The Melbourne Declaration on National Goals for School in the Twenty-First Century,  
(MCEETYA, 2008).

## **4.2 ASSESSMENT AND REPORTING POLICY**

### **RATIONALE**

At Monivae College, it is believed that reporting to the parents of our students should clearly communicate the achievements of the students and should also produce recommendations which will assist the students' future learning. Accurate and comprehensive reporting of school and student performance aids in establishing open communication helps to improve student learning, assists in establishing future directions, acknowledges areas of exemplary performance and recognises those in need of support and assistance.

### **POLICY**

Monivae College will provide a range of formative and summative assessments of each student's learning and will report on these assessments through accurate, detailed and meaningful feedback to students and parents in a timely manner. The College will comply with all Commonwealth and State reporting requirements.

### **GUIDELINES**

Assessment and reporting must be:

- **Valid** Assessment and reporting information on the actual ideas, processes, products and values which are expected of students.
- **Educative** Assessment and reporting should make a positive contribution to student learning.
- **Explicit** Assessment and reporting criteria should be explicit so that the basis for judgments is clear and public.
- **Fair** Assessment and reporting should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
- **Comprehensive** Judgments on student progress and reporting should be based on multiple kinds and sources of evidence.

The following guidelines should be used by teachers to implement such a policy:

- Encourage students to reach their highest achievable goals;
- Provide relevant information about the variety of learning situations which are used to help students experience success;
- Develop a cumulative record and so reflect the process of learning;
- Assist in the diagnosis of student's strengths and weaknesses;
- Provide students with the opportunity to participate in the setting and the assessment of activity and individual goals.

The consequences of such a policy are:

- To develop achievable goals for assessment within a program, involving students in the process;
- To ensure that students have a clear understanding of the activity goals: of what and how much work they will be required to do; the required quality of that work; when the work is completed;

- To develop units of work and, in consultation with students, use a variety of strategies and techniques of gathering information on progress, to cater for the range of quality of student learning.

## **DEFINITIONS**

- Assessment is the systematic process of collecting information about student learning and attainment and interpretation of that evidence in the context of course objectives. Assessment is undertaken to determine the knowledge, skills and understandings students have developed and to determine areas for improvement.
- Reporting is the communication of student's progress and achievements. It is concerned with acknowledging student's learning and providing direction for improvement. Reporting aims to develop a partnership between students, teachers and parents based on shared expectations and understandings.

## **APPLICATION**

- All College Faculties will provide their Assessment Schedules in advance for each subject offered to the Director of Studies.
- Four official College reports are to be provided to parents each year – two interim reports and two end of semester reports for each subject offered.
- Specific policies and procedures for Years 11 & 12 VET/VCAL courses are to be provided in the VCE/VCAL Handbook distributed to all students and families.

## **5.1 CO-CURRICULAR POLICY**

### **RATIONALE**

Students are strongly encouraged to support and participate in all aspects of their educational experience at the College.

The College views participation in a co-curricular activity such as sport, band, musical etc. as an opportunity for students to learn many things outside of the classroom.

This policy rests on the Gospel values of respect, collegiality and the use of gifts.

### **POLICY**

Students are encouraged to be involved in co-curricular activities at school.

The College will offer guidance in co-curricular activities to ensure that the values of participation, community, cooperation, teamwork, sportsmanship and healthy alternatives become a part of the personal development of each student.

### **APPLICATION**

- Monivae will provide co-curricular opportunities within the constraints of the educational requirements of the College
- Monivae sponsored clubs and activities will be supported and encouraged.
- Staffs are expected to be involved in at least one co-curricular activity each year.
- Parents are encouraged to contribute to co-curricular activities wherever possible.

## **6.1 OCCUPATIONAL HEALTH AND SAFETY (OH & S)**

### **RATIONALE**

The MSC vision for education emphasises the worth of every individual. Hence Monivae College is committed to achieving the goal of establishing and maintaining a safe and healthy working and learning environment, in accordance with legal obligations and guidelines.

### **POLICY**

The College will pursue continuous improvement in OH & S in line with evolving community expectations, management practices and technology.

The College will comply with all applicable laws, regulations and standards and where adequate laws do not exist, adopt and apply standards that reflect the College's commitment to health and safety and an educationalist's 'duty of care'. Discussion and consultation of health and safety issues will be encouraged.

The College will provide training as needed and will hold individual employees accountable for their area of responsibility.

The College will manage risk by implementing management systems to identify, assess, monitor and control hazards and by reviewing performance.

The College will inform visiting groups who hire the College's premises of their obligations in respect of this policy.

The College will ensure that outside contractors and visiting trades' people are aware of this policy and all work and movement around the campus is undertaken in a safe and professional manner.

The College will openly communicate with all concerned on O H & S issues.

### **APPLICATION**

- The O H & S policy is monitored and implemented by the O H & S Committee under the guidance of the Business Manager.
- The composition of the O H & S Committee shall be determined by the Principal on an annual basis.
- The O H & S Committee will:
  - Review the measures taken to ensure the health and safety of all persons on the campus;
  - Investigate all matters brought to its attention which are considered a threat to the health and / or safety of anyone on campus;
  - Establish and maintain an evacuation procedure;
  - Provide advice to the Business Manager where budget provision is required;
  - Ensure, in conjunction with the Deputy Principal that appropriate records of staff training are kept;
  - Consult with department heads on procedures specific to their departments and ensure that they maintain a folder of all department procedures;
  - Review the in-service program for staff on Health and Safety issues;
  - Ensure students are regularly reminded of O H & S issues and rules related to O H & S are implemented.
  - Review regular reports on the College Workplace Injury / Illness and Rehabilitation programs.
  - Report to the Principal on a regular basis.
  - Occupation Health and Safety committee meetings are timetabled at regular intervals or as required by immediate response to issues.

- A fire alarm system is installed for safety. Procedures for Monivae staff, students and contractors to prevent the raising of false alarms are to be maintained. Non-compliance will mean that those that cause a false alarm will be liable for the costs involved.

## 6.2 PRIVACY POLICY (INTERIM)

### RATIONALE

Monivae recognises each person as a unique creation of a loving God. Each individual person must be allowed to grow and develop. Each person has a right to have aspects of her/his life protected by respecting their privacy.

### POLICY

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

Monivae College will act in accordance with Australian privacy laws in carrying out its function. The *Privacy Act 1988* is a Commonwealth Act that regulates the collection, storage, use and disclosure of different types of personal information.

A key component of the legislation is the mandatory requirement for a School to comply with the Australian Privacy Principles (APP). The APPs set minimum standards which relate to the collection, security, storage, use, correction and disclosure of personal information and access to that information. The APPs are summarised individually and can be accessed via <http://cevn.cecv.catholic.edu.au> under *Finance, Legal, Operations / Legal / Privacy*.

When collecting personal or health information, Monivae College will take reasonable steps to advise you of what information is being sought and for what purpose.

### APPLICATION

- Monivae staff are only provided with the information necessary for them to carry out the functions and activities of their roles. Staff will be reminded of their responsibilities, particularly in relation to the collection, management of, use and provision of access to, information about its immediate community of students, parents, staff and volunteers, and its wider community of past students and friends of the College, and others associated with the College.
- Staff members are required to handle all personal and health information with discretion and to comply with the *The Privacy Act 1988* and the secrecy provisions of the *Privacy and Data Protection Act 2014*.
- Specific disclosure of information collected will be made with consent or otherwise in accordance with the use and disclosure standards of the *Privacy and Data Protection Act* and the *Health Records Act*.
- Generally, information is destroyed or permanently de-identified when it is no longer required. However, most information held by the Office is subject to the *Public Records Act 1973* and is required to be disposed of under the relevant Retention & Disposal Authority.

**Marketing and Fundraising:** The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to provide a quality learning environment in which both pupils

and staff thrive. Personal information held by the School may be disclosed to associated organisations that assist in the School's fundraising, for example, the School's Foundation or Old Collegians Association.

School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

The information that Monivae College has collected on an individual can be accessed by contacting the College directly.

## Updated Privacy Collection Notices

### Main Points

- It is essential that schools update their privacy policies and collection notices in readiness for moving to the Integrated Catholic Online Network (ICON) and Google Apps (GAFE).
- To support schools to meet their obligations under the *Privacy Act 1988* (Cth), the Catholic Education Commission of Victoria Ltd (CECV), in consultation with Minter Ellison Lawyers, has further updated the Privacy Compliance Manual, sample school privacy policy, and sample standard and employment collection notices.
- The amendments address some questions raised during the privacy training sessions held recently and throughout ICON implementation – in particular around the use of cloud services where servers may be located overseas, and of third-party online applications.
- Schools are encouraged to adopt the updated privacy notifications and can access these and other privacy resources on the CEVN website <http://cevn.cecv.catholic.edu.au> under *Finance, Legal, Operations / Legal / Privacy*.

Privacy Compliance Manual 2 December 2015

## **6.3 GRIEVANCE RESOLUTION**

### **RATIONALE**

Good relationships within school communities are paramount to the well-being and comfort of all members. To maintain good relationships, grievances or conflicts should be resolved. The aim is that all parties can feel satisfied with the grievance resolution process. Fair and open communication ensures that the rights and responsibilities of all parties are respected with the intent that consensus be achieved.

The core values of Monivae College and of the Missionaries of the Sacred Heart support a community where good relations, fair and just treatment and forgiveness are essential elements of community living. In such an environment, all are valued and respected. A strong belief in the dignity of each person and a sense of fairness and justice underpin this policy.

### **POLICY**

Monivae College is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously.

### **APPLICATION**

- An essential part of developing that environment is ensuring that all are encouraged to come forward with their grievances in the knowledge that the proper authorities will take appropriate action to address those grievances. Confidentiality will be respected.
- Grievance resolution is an integral part of an administrator's duties. Each administrator has a responsibility to identify, prevent and address problems in the workplace.
- Any member of the school community may lodge a grievance regarding school related problems. However, if other procedures exist that more appropriately address that grievance (e.g. sexual harassment or unlawful discrimination), that mechanism should be used.
- This policy applies to all forms of grievances with the exception of grievances that may constitute unlawful conduct or behaviour, which should be progressed through the more formal channels appropriate to the conduct.
- The Principal may establish a grievance resolution committee, chaired by the Deputy Principal on a needs basis to meet identified needs. When a grievance is raised between staff members or parents of the school and the school Principal and the matter has not been able to be resolved at the local level:
- The staff member / parent grievance is referred to the Director of MSC Education. The Director of MSC Education will collaborate with the Board Chair to seek a resolution to the issue. They will determine if there are sufficient grounds for an investigation. If there are sufficient grounds for an investigation they may appoint a person/s who will meet with the relevant parties and keep appropriate records.
- The reviewer/s will present findings to the Director of MSC Education and the Board Chair, who will make a decision on the issue.

- This decision will be communicated to the Principal, the complainant and the Provincial for any consequent action.
- All relevant documents will be kept in the Provincial archives.

## **6.4 OPERATION OF THE BOARD**

### **RATIONALE**

Good governance is fostered by clear guidelines for the operation of any organisation. This is based on the gospel value of stewardship.

### **POLICY**

The Board of Monivae College will operate in accordance with its Constitution and relevant corporation laws.

### **APPLICATION**

- The Board is a decision making body particularly in the area of policy and planning. The day-to-day management of the school is the responsibility of the Principal.
- While the Principal is responsible to the Provincial for the management of the College [see Articles 58(3)], the Principal is also responsible to the Board for the execution of its decisions.
- The Board will ensure that its membership involves an appropriate mix of skills and that new members receive a suitable induction.
- The Board will develop a governing style that values critical analysis and promotes deliberation.
- The Board will endeavour to be strategic in its deliberations, while leaving smaller operational details to Committee work.
- The Board will conduct a self-evaluation exercise every two years.
- The Board will take a special interest in Strategic Planning for the College.
- The Board will invite individual members of staff to its meetings in order to gain a better understanding of how Board policies are implemented.
- Documentation for meetings will be forwarded to Directors at such a time in advance that sound preparation for the meeting is possible.
- The Chairperson of the Board and the Principal will build a strong working relationship.

## **7.1 FINANCIAL POLICY**

### **RATIONALE**

Monivae operates as a non-profit institution, a community sharing a common interest. Sound financial management is basic for the survival of any educational institution. At the same time Monivae College exists to provide a service for all families whatever their financial status. The financial policy of the College rests on the gospel values of service, justice and compassion.

### **POLICY**

In all its business operations the College will demonstrate the highest level of financial responsibility.

### **APPLICATION**

- Sound financial management requires effective budgeting and careful adherence to a budget, under supervision of the Finance Committee who report to the Board at each Board meeting.
- A fair and equitable distribution of resources is required, so that all students have appropriate access to the best educational facilities that the College's finances can provide.
- Fees are set at levels appropriate both to the clientele and to the services and programs the College should provide.
- Where necessary, assistance will be given to those who demonstrate that they are in financial need.
- The fundraising of the Parents and Friends Association, other special appeals and building fund donations provide additional resources for the development and maintenance of facilities.
- The use of debt collection agencies is accepted as part of responsible management policy.

## **7.4 FRAUD POLICY**

### **DEFINITION**

There are many legal definitions of fraud. Put simply, fraud is the obtaining of money or a financial advantage, for yourself, or for another person, through dishonesty or deception.

Fraudulent activity may include the physical theft of monies or other property, deliberate falsification of statements or documents, concealment, improper use of information, conflict of interest and destruction or use of falsified documentation.

### **POLICY**

Monivae College is committed to the protection of its assets, revenue and expenditure to ensure that its assets and income are used for the purpose they were intended.

Fraud prevention policy and procedures are intended to cover all individuals and organisations associated with the school to prevent and detect fraudulent activity.

The school is committed to communicating and reinforcing the fraud prevention policy and procedures to all staff and volunteers. All individuals and organizations associated with the school are expected to act with integrity and honesty and reflect the organisation's values.

It is the purpose of this policy to:

- Establish fraud prevention systems, processes and procedures to provide structure and reasonable assurances that assets and records accurately reflect school financial activities
- Ensure that responsibility and accountability is delegated to individuals and associated organisations for the implementation and monitoring of the fraud prevention policy.
- Ensure all assets and transactions are safeguarded by physical security measures and procedures documented for the release and acquisition of assets.
- Ensure that all assets and expenditure transactions are authorized and recorded in a timely manner to identify unauthorized transactions.
- Ensure accounting reconciliations are performed properly, compared to independent data and completed on a regular basis.
- Ensure the recording and verification of assets and investigate discrepancies between actual assets and accounting records.
- Implement an effective review and monitoring process where unauthorized and inaccurate transactions are detected.
- Ensure instances of actual, attempted or suspected impropriety are investigated and appropriate action taken.
- Ensure internal procedures and controls are monitored on an ongoing basis with external reviews regularly carried out by an independent party.

## **RESPONSIBILITIES**

It is the responsibility of the Principal, the Finance Committee, and the Business Manager to ensure appropriate and effective preventative internal control systems are in place.

This includes:

- Identify, assess, control and monitor the risk of fraud
- Educate employees and volunteers about fraud prevention and protection
- Facilitate the reporting of suspected fraudulent activities

All members of staff and volunteers engaged in financial or non-financial activities share responsibility to prevent, detect and report fraudulent behaviour in their areas of responsibility.

## **7.3 FEES POLICY**

### **RATIONALE**

Monivae College is a Catholic non-profit educational institution. It shares in the educational mission of the Church. While Commonwealth and State governments contribute substantially to the costs of education, the balance is met by charging school fees. This fees policy is based on the gospel values of justice and compassion.

### **POLICY**

Fees will be set at levels that ensure that the College remains solvent and at the same time are realistic for the community that Monivae serves. Those who enter into a contract to pay fees will be required to meet their obligations. The College will consider remissions for those who for reasons of hardship are unable to pay full fees.

### **APPLICATION**

- The level of tuition fees and levies is set annually by the College Board after receiving advice and recommendations from the Finance Committee.
- Discounts are offered for students who have siblings attending the College.
- Fee remissions for hardship are considered by the Business Manager and Principal, after an application in writing and the presentation of supporting evidence. These remissions will be at various deduction rates depending on different levels of hardship and will be reviewed annually.
- Fees and levies are annual charges. The total annual fee and levy is expected to be paid for Year 12 students who complete the requirements for a Year 12 Certificate. For students in other years, one month's notice in writing of intention to withdraw is expected; otherwise a full term's fees will be charged.
- When fees are overdue with no reasonable explanation, the College may employ the services of a debt collection agency to recover such debts. Termination of enrolment may be considered in extreme cases, but only with the approval of the Principal.

## **7.4 COMMERCIAL SPONSORSHIP**

### **RATIONALE**

In keeping with the MSC Vision for Education, Monivae seeks to keep its fees as low as possible and to assist those who are financially disadvantaged. Monivae recognises the mutual benefits that can be gained from developing prospective and powerful relationships with organisations, businesses and societies in the wider community.

### **POLICY**

Sponsorship and promotional activities must be consistent with and enhance the reputation of Monivae as a Catholic School in the MSC tradition and must not be in conflict with requirements issued from time to time by the Principal.

### **APPLICATION**

Commercial sponsorship and promotional activities should be:

- sensitive to the cultural composition of the school community
- consistent with school policies, particularly those dealing with discrimination, smoking, alcohol and drug abuse
- designed to enhance curricular and extra-curricular activities in accordance with school policies
- with organisations of which the public image, products or services are consistent with Monivae policies
- on clearly negotiated terms which specify the roles and responsibilities of the parties and the nature and level of acknowledgement given to the sponsor
- on terms which clearly identify the activity being sponsored or promoted and avoid any impression that the sponsor or promoter exercises any degree of control over the conduct of the school
- be on terms which do not generate undue pressure on students, parents or the school to purchase particular products or services or to adopt particular beliefs, attitudes or courses of action
- on terms which allow the school to monitor the impact of commercial sponsorship and promotion on all school policies, particularly the Monivae Mission Statement and MSC Vision for Education.

Sponsorships will be approved by the Principal who will inform the Board of all such arrangements.