<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents ..........................................................................................</td>
</tr>
<tr>
<td>Welcome .............................................................................................</td>
</tr>
<tr>
<td>Address ...............................................................................................</td>
</tr>
<tr>
<td>Purpose ...............................................................................................</td>
</tr>
<tr>
<td>Our Values .........................................................................................</td>
</tr>
<tr>
<td>Introduction .......................................................................................</td>
</tr>
<tr>
<td>Brief history of our School ................................................................</td>
</tr>
<tr>
<td>Staff 2011 .........................................................................................</td>
</tr>
<tr>
<td>Staff Roles and responsibilities 2011 ............................................</td>
</tr>
<tr>
<td>Accommodation at the Alpine School Campus .......................................</td>
</tr>
<tr>
<td>Outdoor Equipment ..............................................................................</td>
</tr>
<tr>
<td>Medical Facilities and Ambulance Subscription .....................................</td>
</tr>
<tr>
<td>Telephones and Fax ...........................................................................</td>
</tr>
<tr>
<td>First Aid Qualifications .....................................................................</td>
</tr>
<tr>
<td>Policies at the Alpine School Campus ...............................................</td>
</tr>
<tr>
<td>ICT &amp; LTs .........................................................................................</td>
</tr>
<tr>
<td>SSL INTERNET USE POLICY .................................................................</td>
</tr>
<tr>
<td>Use of School Vehicles and Trailers ...................................................</td>
</tr>
<tr>
<td>Policies at the Alpine School Campus ...............................................</td>
</tr>
<tr>
<td>The Alpine School Staff Code ............................................................</td>
</tr>
<tr>
<td>Professional Expectations ....................................................................</td>
</tr>
<tr>
<td>Program Safety Guidelines ...................................................................</td>
</tr>
<tr>
<td>Staff Duties .......................................................................................</td>
</tr>
<tr>
<td>Morning/Lunchtime Routine ..................................................................</td>
</tr>
<tr>
<td>Boundaries at The Alpine School Campus .............................................</td>
</tr>
<tr>
<td>Essential Activities for all Students ..................................................</td>
</tr>
<tr>
<td>BEHAVIOUR MANAGEMENT – A WHOLE SCHOOL APPROACH .......................</td>
</tr>
<tr>
<td>Application Process for the Alpine School Campus ...............................</td>
</tr>
<tr>
<td>The Alpine School privacy policy .......................................................</td>
</tr>
<tr>
<td>Alpine School Student Retention Policy ................................................</td>
</tr>
<tr>
<td>ALPINE SCHOOL STUDENT SUPERVISION AND MANAGEMENT POLICY ..........</td>
</tr>
<tr>
<td>Healthy Food Policy .............................................................................</td>
</tr>
<tr>
<td>Inclusion Policy ..................................................................................</td>
</tr>
<tr>
<td>Student Engagement Policy ....................................................................</td>
</tr>
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School for Student Leadership - Alpine School Campus

Visiting Staff Manual

WELCOME
The purpose of this document is to provide visiting staff new to the physical, social and professional context of the surrounding area of the School for Student Leadership, Alpine School Campus (ASC) at Dinner Plain. We believe that everyone is a learner at our school, and this is a complex school in which to work. It is a dynamic document, changing and evolving with our exceptional human architecture.

Now, in our second decade of operation, we are able to reflect on our achievements and modify what we need to do better. I trust this document reflect this.

We welcome visiting liaison staff to our community and trust their stay and input will be mutually beneficial.

Mark Reeves
Principal
School for Student Leadership

Russell Shem
Campus Principal
Alpine School Campus

February 2015.
ADDRESS

Alpine School Campus
PO Box 53.
Dinner Plain, Vic. 3898
alpine.school@edumail.vic.edu.au
www.alpineschool.vic.edu.au

Snowy River Campus
117 Aerodrome Road (Enter from Cape Conran Rd)
PO Box 85.
Marlo Vic. 3888
alpine.school.snowy.river@edumail.vic.gov.au

Gnurad Gundidj Campus
253 Black’s Road
Glenormiston, Vic. 3265
PO Box 74.
Noorat Vic. 3265
alpine.school.gnurad.gundidj@edumail.vic.gov.au

Telephone and Fax

School for Student Leadership
1300 LEADER (532 337)

Alpine School Campus
Phone (03) 51508100  Fax (03) 51596618

Snowy River Campus
Phone (03) 51548552  Fax (03) 5154 8443

Gnurad Gundidj Campus
Phone: (03) 55925193

Answering incoming phone calls:
The initial greeting is often the first and most influential contact either a student, parent, other school colleague or Department of Education and Early Childhood Development official, and of course any member of the public has with our organisation.
When answering the phone, always be ready to help and dedicate your attention to the caller, their name and the nature of their enquiry. Write down their name straight away so you don’t forget!
Answer calls as follows; “Good morning (afternoon, evening etc), Alpine School, Mark (your name) speaking”.

A State Education Initiative.
PURPOSE

The Alpine School Campus will deliver accessible, innovative and high quality residential leadership, personal development and project-based educational programs to year nine students from Victorian Government Schools. The programs will actively promote community-based leadership behaviours in the Victorian community. There are three campuses. The Alpine School is located at Dinner Plain in the Victorian Alps. Snowy River Campus is near the mouth of the Snowy River at Marlo in east Gippsland. Gnurad Gundidj Campus is located at Noorat near Camperdown in Victoria’s Western District.

Students apply to attend the programs through a process that links their application to a proposed community Learning Project or CLP. The CLP is the curriculum thread that runs in a contiguous and continuous manner through the program. It provides the rationale for attendance and the motivation for departure. Students metaphorically are wedded to their projects which aim to deliver an action outcome of their learning into their home communities.

Underlying the educational rationale is and must be a significant and contemporary understanding of adolescent psycho-social stages of development. Because students live, eat, work, play, get ill and recover, socialise and emotionalise at our place 24/7, the total care and wellbeing of our students is the number one. Understanding how to care, love, attend to and support students undertaking a significant separation and rite of passage is the first priority of the success of the schools.

While much about our larger organisation is data driven and analysed, much about the program and its outcomes may not easily be done so. The concept of delivering the missing “rite of passage” to contemporary Gen Y students is still an evolving art and one in which our schools strives to lead the way. To measure such an outcome is enigmatic.

We believe that to fully synthesise emotional, cognitive, social, physical and other elements of the whole person, and hence develop as a young adult, a form of rite of passage must be undertaken. This is missing in contemporary society and educational constructs of that society.

We strive to provide an excellent, caring and world class educational organisation that can meet these complex and continuously evolving needs.

The school will operate in a responsible and financially prudent manner and continue to appropriately engage the local community.
OUR VALUES

Our **Role** is a school for leadership and we value;
- Diversity and inclusiveness
- Experiential learning, creativity, challenge and fun
- A holistic approach to health and wellbeing
- Respect for self and others
- Living sustainably
- Fairness, equity and community
- Opportunities for growth socially, intellectually and personally
- Exercising rights, accepting responsibilities
- Accepting accountability

**These Values**
- Provide the Basis for decision making and action
- Shape the way we work together
- Create shared expectations and norms
- Keep us focussed on what is important

INTRODUCTION

Welcome to the School for Student Leadership, Alpine School Campus! You may have already received a brief outline of the programme and have some understanding of what we offer Year 9 students from Victorian regional and metropolitan government secondary colleges.

However, by working at The Alpine School Campus you have also made the decision to live either in Dinner Plain, Bright, Omeo or nearby and this manual is designed to help you settle into living & working in the community of The School. It is also designed to help guide some of both the professional expectations and assist with personal challenges of staff working at The Alpine School. This document should be read in conjunction with the *Guide to the Role of the Liaison Teacher & the Alpine School Program Guide*.

BRIEF HISTORY OF OUR SCHOOL.

The School for Student Leadership is one of Victoria’s and possibly Australia’s most innovative and exclusive schools. It is a Victorian State Government School! Only 45 students each term attend each campus. The Alpine School Campus was described in December 2001 in the Melbourne Age as “a place of liberty, light and learning”.

The Alpine School Campus is situated on freehold land, the highest in Australia and the only freehold above the snowline. It is adjacent to the superb, unique and most unusual Alpine Village of Dinner Plain. Dinner Plain is the first new settlement in Victoria in more than 100 years.
The Alpine School was a result of an unusual relationship between private enterprise and a government (education) department. Although business relationships are common (known as PPP or Private Public Partnerships), the venture philanthropic relationship here was unique.

BCR Assets Management, through a subsidiary company, Mt Hotham Skiing Company, was at the time a substantial investor in the ski industry of Mt Hotham and the alpine village of Dinner Plain. The view of one of their Directors was to create a situation where a bequest of some of their property would be made to create a school. Someone else would build the school and it would indirectly and eventually benefit their investment in Dinner Plain.

A number of independent schools were offered the land and declined the bequest. The directors of BCR had a good relationship with the then Liberal Minister for Education in the Kennet Government, Phil Gude. These relationships lead to the political (as opposed to the bureaucratic) imperative for the creation of the Alpine School. Had this been a bureaucratic initiative there may not have been the school as it is now. However, with a keen minister and government, and as it transpires considerable bipartisan support, and the considerable impetus from BCR Assets, this school was inevitable.

This all happened some time in 1998 and 1999. The Principal was recruited in October 1999 and oversaw the final project management and recruiting, among other things with a Project Manager, retired Rubicon Principal John Margetts.

The School for Student Leadership is a State education alternative to the many residential year nine programs operated by non-government sector schools. This seems to be a peculiarly Victorian trend. Many of the schools activities involve outdoor educational and adventure activities for students who stay for short intervals. As its student and parent population is continually changing, its council has a special membership, with three DEECD members and nine Nominee members appointed by the Minister for Education.

The current members of the council are as follows:

**President; Mr Bruce Hartnett.** Bruce Chairs the State Service Authority and holds a number of other significant positions including on the Government Purchasing Authority and the Australia Day Committee.

**Mr Richard Bluck,** Executive Director of Leadership Victoria – the Williamson Community Leadership Program.

**Ms Mary Crooks.** Executive Director, Victorian Women’s Trust. Mary has designed a number of significant consultation processes at both national and state levels, in areas ranging from youth health, economic restructuring and job loss, to unemployment among older Australians, and lead exposure in the environment.
**Professor Len Cairns**, Monash Education, Gippsland. Len holds a number of other chairs in USA and UK.

**Ms Sue Tait**, Deputy Director, Corporate and Strategy, Australian Institute for Family Studies.

**Lucretia Quin**, Past Student of the Alpine School

**Mr Ken McCasker**, retired finance committee chair and 27 years board member Methodist Ladies College Melbourne.

**Ms Carolyn Lloyd** - Acting Chair (Deputy Chair) : VicUrban; Board Member: Sustainability Victoria. Carolyn specialises in sustainability and environment issues in the building and development industries. In recent years she has worked in support of legislative changes which have resulted in the introduction of 6 star energy ratings in the new home building industry.

**Dr. Mark Rose** – Chair of Indigenous Knowledge Systems at Deakin University. Mark Rose is traditionally linked to the Gunditjmara Nation of western Victoria. With a thirty-year career in education Mark has contributed to a broad range of educational settings within the state, nationally and internationally.

There are a number of invited council observers who represent positions in local communities of Dinner Plain and Marlo.

The second campus of the School for Student Leadership, the Snowy River Campus (SRC) was established at Marlo in 2003, constructed in 2006 and opened in 2007. The third campus of the School for Student Leadership, the Gnurad Gundidj Campus (GGC) was constructed in 2008 and opened in 2009. Both these campuses follow a similar operational model to the Alpine School Campus.

The leadership and governance follows a multi-campus approach common in DEECD. A single Principal and separate Campus Principals comprise the Principal Class Officers. Each campus has two Leading Teacher class staff that has specific portfolio responsibilities based around current DEECD and school strategic intentions. A single overall Business manager operates out of the Alpine School Campus, with office managers at each of the other campuses. This group comprises the Leadership team of the school.

The establishment of the second and third campuses was as a result of The Labor Financial Statement (LFS) October 2002 which indicated that two new Rural Learning Campuses were to be established to expand the successful model of the Alpine School. High level discussions ensued regarding expansion of the existing facility versus establishment of further, new campuses. The latter was chosen as it was seen to offer access, economic and educational among other advantages to other Victorian communities, as has been the case for Dinner Plain and Omeo from the Alpine School campus at Dinner Plain.

A budget allocation was made to ensure the construction of two, state of the art and highly contemporary residential facilities based upon the learnings from the Alpine School experience.
Marlo was chosen after a state-wide selection process. More than 50 sites were nominated by rural shires across Victoria, after a state-wide invitation to do so. 12 sites were short listed. The site at Marlo offered significant advantages and met the selection criteria, as had been established by a Ministerial steering committee.

An architectural competition was conducted under the auspice of the Royal Australian Institute of Architecture and included a notable panel including Dimity Reed. A design was chosen submitted by FMSA architects. The same organisation has again been selected to design and oversee construction of the Glenormiston project.

The site at Glenormiston had been nominated in the initial rounds, and in earlier Melbourne University sponsored programs. It has been the opinion at many levels in DEECD that both the facilities and co-location were not viable options. It was not accepted that the existing facilities met the requirements of a contemporary, year nine residential education program.

It has been noted that many program aspects at Glenormiston and some of the facilities themselves would provide significant educational opportunities for a residential year nine program.

A rural learning campus should provide the opportunity for groups of students to access learning opportunities away from their usual school & home environments. These learning opportunities should provide experiences not normally available in their school settings. Such experiences could include leadership, teamwork, personal development, community focused projects/partnerships, theme based learning, ITC skills, adventure activities, activities of daily living including independence & interdependence.

The rural learning centre experience should be residential at a location removed from the normal school & home settings.

The Snowy River Campus was designed by FMSA architects. They were chosen after an architectural competition overseen by the Australian Institute of Architects in 2004. The design was refined over the period of 2004 - 2005 with a Department of Education and Early Childhood Development and Alpine School steering committee overseeing the project. Considerable thought was invested into ensuring much solar gain from the orientation of the building. The building is constructed using best practice ESD (Environmentally Sustainable Design) consideration. The building was built by Parnall Constructions in 2006-2007 using lightweight “Force Ten” panels from Queensland. This construction is designed to withstand cyclonic conditions, so it is hoped it will withstand year nine students!

The project had a completion cost of just under $3m.
In 2007, the Snowy River Campus was awarded a ministerial commendation for its outstanding innovation in design and construction in creating a unique learning environment. It was also the recipient of an international award by the Australasian Chapter of the Council for Education Facilities Planners International (CEFPI) for Outstanding and Innovative design.

**STAFF 2015**

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<tr>
<th>Alpine School Campus</th>
<th>Snowy River Campus</th>
<th>Gnurad Gundidj Campus</th>
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<tbody>
<tr>
<td><strong>School Principal</strong></td>
<td>Mark Reeves</td>
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<tr>
<td><strong>Business Manager</strong></td>
<td>Sallyann Doyle</td>
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<td><strong>Heads of Campus</strong></td>
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<tr>
<td>Russell Shem</td>
<td>Robyn Francis</td>
<td>Michael Castersen</td>
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<tr>
<td><strong>Curriculum Coordinators</strong></td>
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<tr>
<td>David Chlebna</td>
<td>Terry Gladstone</td>
<td>Mikal Dyer</td>
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<td><strong>Organisational, Health &amp; Wellbeing Coordinator</strong></td>
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<tr>
<td>Brett Michie</td>
<td>Jennifer Beck</td>
<td>Jordan Smith</td>
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<tr>
<td><strong>Office Manager</strong></td>
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<tr>
<td>Sallyann Doyle</td>
<td>Selina Morton /Megan</td>
<td>Andrea Moloney</td>
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<td>Russell</td>
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<td><strong>Teaching Staff</strong></td>
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<tr>
<td>Anthony Pike</td>
<td>Gary Johnston</td>
<td>Sam Barker</td>
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<td>Andrew Whyte</td>
<td>Holly Furmann</td>
<td>Tina Reilly</td>
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<tr>
<td>Caroline Michie</td>
<td>Cameron Morton</td>
<td>Phil Dennis</td>
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<tr>
<td>Nicola Winter</td>
<td>James O’Hagan</td>
<td>Danielle Willis</td>
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<tr>
<td>Kahra Trower</td>
<td>Sonja Patterson</td>
<td>Bianca Przovska</td>
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<tr>
<td>Daniel Sgambelloni</td>
<td>Tiwana Merritt</td>
<td>Kylie Moroney</td>
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<tr>
<td>Aislinn Williams</td>
<td>Finn Den Otter</td>
<td>Brett Easton</td>
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<tr>
<td>Toby Hill</td>
<td>Brendan Pfanner</td>
<td>Claire Bishop</td>
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<tr>
<td><strong>Overnight Supervisors</strong></td>
<td></td>
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<tr>
<td>Michelle Heesom, Dale</td>
<td>Peter Brown, Susan</td>
<td>Christine James, Bruce</td>
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<tr>
<td>Cunningham</td>
<td>Hopkins, Suzie Herbert,</td>
<td>McIntosh, Cheryl</td>
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<tr>
<td>Leanne Guy; Sam Heesom</td>
<td>Leigh Stafford.</td>
<td>Helman</td>
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<td>Bruce McDonald</td>
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<td><strong>Catering Staff</strong></td>
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<tr>
<td>Christian Sablatnig</td>
<td>Michele Pascall</td>
<td>Leonie Wearmouth</td>
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<tr>
<td>(Manager)</td>
<td>(Manager),</td>
<td>(Manager)</td>
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<tr>
<td>Liz Hannah (Ass.)</td>
<td>Gwen Holloway (Ass.)</td>
<td>Helen Vogels (Ass.)</td>
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<tr>
<td><strong>Cleaning Staff</strong></td>
<td></td>
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<tr>
<td>Glenn (Smarty) Smart</td>
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**ACCOMMODATION AT THE ALPINE SCHOOL CAMPUS**

A State Education Initiative.
The power supply at the Alpine School Campus is provided by underground cable from both Mt. Beauty and Harrietville. It is sometimes a tenuous link. Liquid sewerage is processed on site in Dinner Plain and grey water is irrigated in the paddock adjacent to the school. Our beautiful water comes from the aquifer under Dinner Plain, and is in effect untreated (apart from UV sterilisation) mountain spring water. Anyone living at the Alpine School Campus will need to be aware of the need to conserve power and water and needs to consider these resources in everyday living. Staff are requested to minimise electrical appliances on site. We ask that you do not use appliances such as electric heaters or electric blankets, which use a lot of electricity. Please check with the Campus Principal if you wish to bring a number of electrical appliances with you. Computer equipment is fine in our context but be aware of cold if leaving laptops in vehicles. The power supply can be erratic and UPS are installed...everywhere!

There are two staff overnight accommodation rooms at the Alpine School Campus. They are located one each in the boy's and the girl's accommodation wings respectively. Each has an en-suite and are designed for staff responsible for the overnight supervision overnight supervision.

There is a walk in fridge and large freezer in the kitchen. A full commercial kitchen and appliances is a feature of the catering area of the school.

Gas for cooking, heating and water heating is stored in Dinner Plain at the bottom of the ski slope in a large white “bullet”. It provides all the heating and cooking.

Gas-powered hydronic heating panels heat all areas in the building. There is no building thermostat as it relies on the return temperature of the heating water. The boiler is in the bike shed/workshop and the temperature should not be fiddled with.

There are two Maytag washing machines and dryers in each of the accommodation wings for student washing. Bed linen will be changed and laundered off site once a week, usually Tuesday.

There is a wireless network in the building, as well as Kat 5/6 cable points for staff work areas and in some student common areas. The IT room features a range of high speed Broadband and communications equipment.

School Liaison staff can be accommodated in the appropriate gender wings if room permits, or we can provide information so you can make your own arrangements in the Dinner Plain village. The school will not be responsible for any costs incurred.

Visiting staff while on expedition programs will need appropriate specialist equipment. Please talk to the appropriate staff member if you are unsure of the quality or suitability of personal equipment if providing your own.

**OUTDOOR EQUIPMENT**
Many staff bring their own personal outdoor items to The Alpine School, especially those people who have been previously working in the area. Staff are certainly encouraged to own their own personal equipment such as japaras and fleece, however some staff have limited access to such items. The environment determines that high quality equipment is used.

Visiting Liaison Staff are able to borrow the following items from the duration of their stay, please let your Alpine School Staff member what gear you require for your stay. Please let us know if the equipment is not functioning properly.

<table>
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<th>Item</th>
<th>Comments</th>
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<tr>
<td>Gore-Tex/Mountain Jackets</td>
<td>Seasonal variation and use. Range of sizes</td>
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<tr>
<td>Closed Cell Foam Mat</td>
<td>Full or ¾ length</td>
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<tr>
<td>Therma-rest</td>
<td>BYO</td>
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<tr>
<td>Packs</td>
<td>85 litre canvas.</td>
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<tr>
<td>Compasses &amp; GPS</td>
<td>Silva &amp; Garmin Etrex</td>
</tr>
<tr>
<td>Inner sleeping bags</td>
<td>Personal requirement</td>
</tr>
<tr>
<td>4 Seasons Sleeping Bag</td>
<td>Appropriate for the environment</td>
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<tr>
<td>Eating Utensils</td>
<td>Plate, mug, knife/fork/spoon sets</td>
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**MEDICAL FACILITIES AND AMBULANCE SUBSCRIPTION**

A registered nurse is NOT employed at the Alpine School Campus, and medical or paramedical support is limited to the highly trained staff at the Alpine School Campus. There is at least one doctor located at or on-call at the Omeo Doctor’s Surgery (03) 51591040 and others are available through the Omeo Hospital (03) 51590100. The Medical Centre is 40 minutes by road in dry and NON ICY conditions. It can be a lot longer in poor weather.

It is recommended all staff visiting the Alpine School Campus, either permanently or as School Liaison staff members, have their immunizations up-to-date. Hepatitis B immunizations are especially valuable.

All staff are encouraged to take out their own Ambulance Subscription as the cost to travel in an ambulance to the nearest hospital is about $2,000.00 and air-ambulance to Melbourne is astronomical. Private Medical insurance payments can be arranged from fortnightly pay.

**TELEPHONES AND FAX**
Staff needing to use the school fax for personal reasons are asked to consider the extent to which they use the facility and the impact on the legitimate, school use of it.

**FIRST AID QUALIFICATIONS**

It is an expectation at the School for Student Leadership that all teaching staff will maintain a current Remote Area (or equivalent or higher) 1st Aid Qualification. ESS staff are required to hold a current Level 2 Senior 1st Aid Qualification.

The School currently conducts annual Remote Area First Aid courses and refresher courses for all staff.

**POLICIES AT THE ALPINE SCHOOL CAMPUS**

The Alpine School Campus is a young and evolving institution. It has in its short life devised and implemented a range of policies. The School acknowledges that some policies are departmental requirements, and some are required due to the specific and unusual nature of the Alpine School Campus. Policies which are not immediately obvious are not so deliberately. Some are imbedded in the Alpine School Campus Beliefs and Values, and should be interpreted through this guide.

Policies include Bullying, IT, Flexible Work arrangements, Staff Code of Conduct, Safety and Supervision, Vehicle and travel, PD, Harassment, Supervision, Clothing and Gear and so on.

Specifically, The Alpine School Campus subscribes to DE&T policies. Where this deviates from DE&T policy, the Alpine School Campus has sought legal advice and implemented a policy appropriate to our need.

**ICT & LTS**

The Alpine School Campus has an up to date network and incorporates LT into every day aspects of its program. Staff are expected to maintain currency with best practice and every opportunity will be provided for Just in Time (JIT) training on site, or for staff to participate in Departmental training as it avails itself and in negotiation with the Campus Principals. Roster and timetable considerations must come into play in making these negotiations, and Personal PD Plans should pre-empt this need.

Teaching staff have access to the Department of Education and Early Childhood Development’s Laptop for Teachers program. There is a minimum 40 hours PD required to maintain this access. The principal can provide information on this.

Several desk top machines are provided in the staff work area and around the campus.
There is an expectation that use of school download and hardware is for work use, not personal use.

The Department of Education and Early Childhood Development has clear process and procedures for inappropriate use of Department of Education and Early Childhood Development IT facilities.

USE OF SCHOOL VEHICLES AND TRAILERS.

School vehicles may only be used for school related activities. All vehicles are registered and insured in the name of the Principal as nominee, so he/she must be informed of all non-school related uses. They are not available for private use in or out of term/program time. Direct program related activities will have precedence over other uses, although every attempt will be made to make vehicles available to staff for PD or in-service.

- The School Vehicles represent one of the greater hazards in the operation of the school and only staff who have undertaken appropriate training will be allowed to use the vehicles. On appointment, staff must provide the Principal or Campus Principal with a current copy of their driver’s licence in order to drive equipment. Staff without a licence will not be permitted to use equipment. Only staff on a full licence will be permitted to drive cars with students. Staff are expected to obey all state rules and regulations when using equipment and seatbelts must be worn at all times, including when vehicles are being driven on the property. Speed limits on and beyond the property must be obeyed.
- Because of our VERY PUBLIC face in the local community, Alpine School Campus vehicles MUST be driven very conservatively, especially in Dinner Plain Village. A walking pace speed limit is recommended.
- It is requested staff obtain a Drivers Certificate. Contact the Driver’s Certificate Section on Toll Free 1800 638 802. This is a requirement in many schools especially when using/obtaining an endorsed licence. It ensures you are fit and able to carry passengers in our vehicles. It is a protection for you!
- All vehicles will contain correct safety equipment (first aid kit, fire extinguisher, spare tyre, torch, drag chain, bow saw, woollen blanket and spade). Staff need to check water, oil and tyre pressure each time a vehicle is filled with fuel.
- A logbook entry must be completed in each vehicle prior to use and the sign in and out system at the Key Cupboard must be completed. The “Who’s Got What” board is also to be used to indicate equipment use. This is located above the VHF Base Station in the Main Office.
- On long trips, drivers are expected to have at least a ten-minute break every two hours. Several drivers may be allocated to a vehicle or arrangements made for an overnight stay.
- Any offences or traffic infringements committed by staff in school vehicles will be that staff member’s responsibility.
• Vehicles may be driven only on formed roads on public land and all laws and regulations must be adhered to. There really is not such a thing as “off-roading” in our situation.

**Vehicle travel policy**

This policy refers to travel to and from Professional Development opportunities.

1. Any travel must be authorised by the Principal or Campus Principal, after the Curriculum Coordinator has agreed on the nature and benefit of the PD.
2. Wherever possible, an Alpine School Campus vehicle will be available and is the preferred option. There are two VW vehicles and a Toyota Prado.
3. The Business Manager is able to advise on the process for reimbursement.
4. A vehicle log must be tendered and a copy made of the appropriate entry.
5. The Business Manager makes reimbursements. Either a cheque will be forwarded or the payment made into the nominated account and shown on the next pay advice.

**POLICIES AT THE ALPINE SCHOOL CAMPUS**

The Alpine School Campus is a young and evolving institution. It has in its short life devised and implemented a range of policies. The School acknowledges that some policies are departmental requirements, and some are required due to the specific and unusual nature of the Alpine School Campus. Policies which are not immediately obvious are not so deliberately. Some are imbedded in the Alpine School Campus Beliefs and Values, and should be interpreted through this guide. Policies include Bullying, IT, Flexible Work arrangements, Staff Code of Conduct, Safety and Supervision, Vehicle and travel, PD, Harassment, Supervision, Clothing and Gear and so on.

Specifically, The Alpine School Campus subscribes to DE&T policies. Where this deviates from DE&T policy, the Alpine School Campus has sought legal advice and implemented a policy appropriate to our need.

**THE ALPINE SCHOOL STAFF CODE**

By living at Dinner Plain and working at the Alpine School Campus, an isolated residential community, staff need to be prepared to understand and implement many practices and standards that reflect both the philosophy and policy of the whole school and the Alpine School Campus programme.

The nature of the residential programme indicates that there may be implications for the personal life of staff. As much as possible, the rostering and timetabling is set-up to ensure a balance between both the adherence to safe systems and practices and the longevity of staff in their roles.

**PROFESSIONAL EXPECTATIONS**

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Dress
Dress at the Alpine School Campus is casual, neat, clean, modest and sensible but most of all appropriate to the environment. On special occasions such as Parents' Weekend a special effort is required as staff are representing the school to the parent body. The governing principle for clothing, whether for staff or students, is that the clothing is functional and offers protection from the hazards of the environment in which we work and live, be they sun, (UV) wind or cold.

Singlet tops, strap sandals and some jewellery for example, are seen as inappropriate given the close residential nature of our environment.

Outdoor Clothing and Footwear
During term-time, we are consistently presenting ourselves as role models to the students. We need to make sure that we are wearing sunscreen and hats as appropriate and encourage students to do the same. Shirt tops, which do not encourage sunburn, are encouraged. Students are not permitted to bring thongs or Teva-type sandals as outside shoes, but they are acceptable in warmer months as river or wet shoes. Staff are also encouraged to wear appropriate footwear in these locations during term time as we can have a marked influence on students with our messaging.

Mentors and Collegiate Groups
At the Alpine School Campus we attempt to support each other and maximise the opportunities for students by encouraging mentoring with more experienced staff and each other. There are many aspects to this mentoring relationship. For new staff, it provides a contact person for the important transfer of knowledge and the "oral histories" of the Alpine School Campus. It also allows a single point of contact or a known person for the new staff member to find, should the need arise. The mentoring concept acts to ensure a staff member is able to seek and find information or knowledge.

Collegiate groups have been formed across campuses of the SSL. The intention of the collegiate groups is to enhance the learning and care of our staff & students. A cross section of campus location, teaching range and ESS roles has been the endeavour in the formation of the groups. As staff change and move campuses, the membership will grow and change.

Each teacher collegiate group is coached and mentored by a Leading Teacher, supported by the PCOs.

The ESS have a collegiate group formed by the cross-campus, like-responsibility areas: Overnight staff with Overnight, Kitchen with Kitchen and Office with Office. It is recognised there is value in the different ESS being able to share within a larger ESS collegiate group. The ESS collegiate group is lead by the senior ESS in the school with assistance by a LT or PCO.
The Leading Teachers have in turn a collegiate group lead by a PCO. The Principal Class Officers (Campus Principals at each campus) have formed a collegiate group with the Principal. The Campus Principals are encouraged to have a collegiate group with colleagues outside their campus as well as within the school, but consistent with their geographic location: i.e. Alpine School Campus Principal has a collegiate group in the Alpine Cluster, Snowy Campus Principal in the Far East (Gippsland) Cluster and Gnurad-Gundidj in the Corangamite Cluster, if at all possible. The Principal’s collegiate group was initially allocated through colleagues in Hume region and is a strong and successful model.

When used in conjunction with the PDP checklist and the PDP, the collegiate group can be a powerful and purposeful learning opportunity.

It is neither a punitive forum nor is it a place to initiate unsatisfactory performance.

The collegiate group’s purpose is to:
- Support the cross campus intentions and aspirations of the SSL to strengthen teaching, learning and care outcomes.
- Make the PDP process a more personal and better process for all.
- Provide support and feedback for professional growth and development.
- To share best practice in teaching and learning.
- Provide a close, confidential and shared structure for professional discourse.
- Provide contacts for intercampus exchanges.
- Provide a peer structure for completion of Checklists and review of PDP outcomes.

**Student & Personal Confidentiality**
- Staff are able at Alpine School Campus to work closely with students in a very personal manner through the programme. Students will naturally want to know more personal details about staff, or want to become closer to the staff and it is within this context that staff must use their professional integrity in giving answers to questions, which are appropriate. It is vital that the professional distance between students and staff is never compromised.
- Students need to be able to “leave” the Alpine School Campus. We need to be mindful of and actively create relationships, which develop foster INDEPENDENCE and not DEPENDENCE on us, the program or the physical location.
- We expect students to use the terms Mr., Mrs. or Ms., as appropriate in our context. It is felt this encourages respect and helps ensure an appropriate professional distance (without limiting potential appropriate relationships between staff & students) and does not create potential confusion with students. Liaison teachers are also thus named.
- Whenever working with students, staff need to respond in a way that strengthens their position and enriches the operation of the Alpine School Campus and the experience of the students. It is also appropriate to check if responses to questions compromise oneself, other staff, students or the School.
• Inviting students into staff homes is not encouraged but it is recognised that there are odd situations in which it may be desirable if done with a great deal of discretion. The School recognise & supports the need for personal space for staff whilst reinforcing the professional relationship with students.

• Pastoral care in the accommodation areas must be done with a sense of timing and space. All staff should take special care and avoid being with a student on their own in a room. It is essential that they work with students in public locations. The Principal or Campus Principal in conjunction with the

• Student Health & Wellbeing Coordinator should be notified of any meetings with students extending past about 9.00pm.

• There may be times when a staff member drives a student to a doctor’s appointment, for example, or some other appointment in, say, Omeo or Mt Hotham, alone. It may be appropriate to adopt some or all of the following to protect oneself and the student;
  ❖ Ring the parents first as part of the normal contact protocol, advising them of the appointment. Describe nature of appointment.
  ❖ Advise and ask if mum/dad are comfortable with son/daughter travelling alone with staff member.
  ❖ Ask the student to travel in the back seat.
  ❖ Ask the student, with another staff member present, if he/she is comfortable riding in the front seat.
  ❖ Ask the student if he/she would like an advocate/friend/another student to travel with them as a supporter.
  ❖ Seek permission of student about whether he/she is comfortable being alone or would they like the teacher/staff member with them in the doctor/dentist or whomever (naturally depends on nature of appointment).
  ❖ Allow student to call home with doctor (for example) after the consultation. Doctor should talk to parents directly. Staff should follow-up with another call.
  ❖ Get doctor to complete a written management form for the student.
  ❖ Advise campus when returning home.

All this can happen quickly and as a matter of course. Please feel free to discuss this and these ideas with senior staff.

In the unfortunate event that student needs to be transported by Ambulance to Hospital.
  ❖ Advise the Campus Principal as soon as practicable. If they are not contactable ring either Lead teacher
  ❖ A staff member (preferably of the same gender) needs to go with the student in the Ambulance, or follow behind in School Car.
  ❖ If the situation is after 4.38pm and before 8.30am, an overnight supervisor can go with the student, leaving one overnight supervisor and the teacher at the campus.

Language
Our language should reflect appropriate attitudes and our professional relationships with students. Swearing is inappropriate and discouraged strongly. There may be very odd occasions when, for example, paraphrasing and quoting may make mild course language appropriate in context. Be aware that even though we might have certain liberal values with regard to language, our families and parents may not hold similar values. Moreover, our students will love to “quote” you!

Many of our students do not yet possess the skills to accommodate this sophistication of language “code switching” (see Mel Levine). They will not yet be familiar with the changes in what and how we speak depending on the situation. Hence, they often use poor language in the wrong setting, even though they may have good language ability in some situations. We can assist this and guide them. Moreover, a “pocket full of profanities” limits our students’ abilities to develop more sophisticated and appropriate adjectives! Here is another learning opportunity!

**Liaison teachers and Home Schools**

The term prior, an Alpine School Campus Staff member will be allocated a school team(s) as their primary “carer”. The Home School will have already allocated a Liaison teacher to the group. It is advised contact is made by the Alpine School Campus allocated teacher to the home school liaison teacher the term before. The content of that contact should include the following:

- Collection of primary data.
- Action outcomes intended.
- ALP and CLP articulation.
- Liaison teacher visiting dates.
- Information on how to get here, road conditions and chain hire.
- Expectations and expedition requirements.
- Daily routine at the Alpine School Campus.
- Emphasize that they should try to stay for 2 or more days and nights to maximize their understanding of the program
- Other information they may require.

A Draft email is available for staff to use at T:\Documentation & Manuals\Liaison Teacher Info.

**Organisation of Classes and Punctuality**

Staff are responsible for the preparation and implementation of whole activities and aspects of the curriculum. This will also involve cleaning and tidying rooms or vehicles after the activity. Punctuality is a vital aspect of the programme, which extends to the meals and Home Group activities.

**Student Issues and Information**

In such a location information must be dealt with in a very careful manner. The Principal or Campus Principal, in conjunction with the OHWC and individual teacher, are all ultimately responsible for issues of student welfare and pastoral care, so it is essential that all staff convey any relevant information to the Principal or Campus

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Principal. However, issues of confidentiality may cloud the clear application of this concept.

Staff should feel it appropriate to discuss concerns AND keep confidentiality in appropriate discussions with appropriate other staff.

The underlying issue in regard to sharing information is never to make unkeepable promises and to ask oneself “how is sharing this information going to ultimately benefit the student?”

When staff who are working with students on an issue either go on days off or an expedition, a formal hand over of information to the OHWC, Principal or Campus Principal must occur. When the staff member returns, the information on the student will be handed back, once again in a formal way.

It is may not always be appropriate for all staff to know all information about all students, as often individuals’ privacy needs to be protected. This is not an issue about the ability of the staff member. Offence should not be taken if information is unable to be shared. The permission of the student, and his or her wellbeing, is our underlying premise. It is not acceptable to discuss confidential information about students in inappropriate forums and staff must use their professionalism & discretion to ensure that in their close personal community this does not happen.

Any deviation of a student routine must be coordinated through the Principal or his/her delegate.

Work Management
Staff are employed at the Alpine School Campus to contribute to the primary task and implement their job description. It is recognised that staff also contribute to a wide range of activities in addition to their primary responsibilities, however the primary responsibilities take precedence.

Staffing
Staff are timetabled with respect to their classes, duties and expeditions. Timetable changes are only made by the Principal, Campus Principal, Curriculum Coordinator or Organisational Health & Wellbeing Coordinator. If there are any questions regarding the allocation of duties, times, rosters, timetables, please seek-out the Principal, Campus Principal, Curriculum Coordinator or Organisational Health & Wellbeing Coordinator.

PROGRAM SAFETY GUIDELINES

All staff members are expected to be familiar with the safety guidelines for all aspects of Alpine School Campus program. Specific guidelines exist on the Shared Drive of Alpine School Campus Server, and Hard Copies can be distributed to all staff. All staff have a professional obligation to be familiar with these documents. This is
especially so for specific activities or use of specific equipment. Guidelines apply to both staff and students alike. For example, when students are expected to wear life jackets for water-based activities, so must staff.

We follow and support the DEECD Guidelines for Outdoor and Adventure Activities. This is on-line at:

Alcohol and Drugs
If working with students, the consumption of alcohol is strictly prohibited. It is a staff member’s professional duty to inform the Principal or Campus Principal of any consumption of alcohol is involved in any School activity. This may be an issue in some cultural situations. Staff are responsible for being in a fit state to work in the mornings. Appropriate rest and sleep patterns are to be encouraged.

Illegal drugs on site are totally unacceptable at all times.

Vehicles, Skidoo, Mowers, Trailers and Chainsaws etc.
• In time, the Alpine School may need to purchase and operate a range of ancillary equipment such as those listed above.
• Staff must complete in servicing through the person or trainer designated by the Principal or Head of Campus before using any of the school equipment listed above. Their operation will be covered in the Operations Manual.
• On appointment, staff must provide the Principal or Campus Principal with a current copy of their driver’s licence in order to drive equipment. Staff without a licence will not be permitted to use
• Only staff on a full licence will be permitted to drive cars or other machinery with students. Staff are expected to obey all state rules and regulations when using equipment and seatbelts must be worn at all times, including when vehicles are being driven on the property. Speed limits on and beyond the property must be obeyed.
• All vehicles will contain correct safety equipment (first aid kit, fire extinguisher, spare tyre, torch, drag chain, bow saw and spade). A pre-trip vehicle check must be completed on vehicles by staff taking them off the property.
• A logbook entry must be completed in each vehicle prior to use and the sign in and out system at the Key Cupboard must be completed.
• On long trips, drivers are expected to have at least a ten-minute break every two hours. Several drivers may be allocated to a vehicle or arrangements made for an overnight stay.
• Work experience students, student teachers and visiting staff are not permitted to drive any of the above equipment unless they have special permission by the Principal or Campus Principal. Staff are expected to be familiar with the guidelines for operating any equipment as set out in the staff operations manual.

STAFF DUTIES
Staff duties will include but not be limited to the following:

**Communal Breakfast Duty**

Breakfast is scheduled for every morning. During the first part of the term there are two staff rostered on breakfast one of whom may be the catering manager/assistant, however during the second half of term there may be only one. Staff responsibilities include the following:

1) Arrival at 0645 to commence preparation of breakfast and to eat with the assisting duty Group/s before the students arrive.
2) At 7.30am undertake a head count to ensure all students are in attendance.
3) Students may have breakfast any time between 0700am and 0800am but MUST be in the Dinning Room at 0730am for the head count (run by student leader).
4) Ensure the set-out of the breakfast foods and tables.
5) Whilst the students are eating the duty Group/s should complete the tasks, which are listed on the noticeboard in the kitchen. They include: running breakfast & cleaning up any dishes as they are used.
6) Students will largely take responsibility for the running of the meals and should be encouraged to do so.
7) Announcements will be given at 7.30am. Students should be dismissed from breakfast before 8.00am.
8) The duty group are responsible for the clean-up of the kitchen, wet areas (bathrooms) and dinning room. This includes mopping, vacuuming, dishwashing, rubbish and dinning room sink area cleanliness.
9) There is a scheduled staff meeting every morning from 08.30am-0900am. The daily Student Leaders will attend that meeting. It will cover a standard agenda which is

**Morning Meeting Agenda**

Student leaders from the previous day and current day are to meet with the overnight teacher after the 7:30 head-count. The student leaders are expected to represent the student body and share their perspective on matters that concern them, report on community progress, provide program feedback, and acknowledge successes.

**Morning Meeting Agenda (Students)**

- Student leaders from the previous day and current day are to meet with the overnight teacher after the 7:30 head-count. The student leaders are expected to represent the student body and share their perspective on matters that concern them, report on community progress, provide program feedback, and acknowledge successes.
- Put the date at the top of the page and record the main points of your discussions under each of the following headings.
Everyday except for Sunday, at 8.25am we conduct a HDTV link up with the student leaders from our two other campuses. Each Student leader will introduce themselves and where they are from; a highlight from the program from the past 24hrs and their personal goal and community goal for the day.

**HDTV HOSTING TIMETABLE**
Snowy will dial in for everybody everyday however each campus will take it in turns to host the morning meeting.

- Units on at 8.20am ready to receive call at 8.25am.
- Link to finish promptly at 8.30am.

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<td>Alpine</td>
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Then at 8.30am you begin the staff meeting by discussing the main points above. Make sure you bring a pen along too. Then continue with the following points.

1. **Today**
   - Allocate a space for each class.
   - Check for specific requests, if there are none, then allocate spaces.

Please stay while the staff discuss past student news. You don’t need to write anything down. Once this has happened you may leave. At 9am meeting share relevant information including weather and staff on duty.

### Morning Briefing Minutes (Staff)

**MORNING MEETING MINUTES**
Overnight Teacher to fill in the minutes during the morning briefing. Please save an electronic copy in the appropriate folder in the staff share and inform Office Manager or Leading Teacher on duty.

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| Staff Present | • |
| Student Leaders | • |

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Staff on Duty

- 

Minute Taker

- 

WEATHER

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LOCAL HEROES

Students of Success

- 

Staff of Success

- 

HEALTH AND WELLBEING

Ill or Injured

- 

Case Management Summary

(Staff to complete a student case management summary prior to staff meeting. This section is for brief summary only)

- 

OHS

- 

CURRICULUM

Yesterday

- 

Today

- 

Tomorrow

- 

Logistics

- 

Issues & Opportunities

- 

OTHER

Past Students

- 

Guests/Visitors

- 

Other

- 

Cleaning Duties; Common Areas & Wet Areas

Students will be allocated a cleaning duty as part of their responsibilities. As the term progresses, students will take-on the role of updating the cleaning roster.

Inspections (or lack of them; Choose the Battle).

On some mornings there may a short inspection where staff may check the appropriate accommodation wings are neat, clean, bedrooms tidy and washing happening. The purpose of such an inspection, if initiated by staff, needs to be clear.

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No student at the Alpine School Campus (or indeed at subsequent campuses) has ever died as a result of an untidy bedroom. If untidiness or hygiene becomes a safety matter, the individual or room concerned should be counselled.

The threat of having a clean room should never be confused with other matters about care, program participation or “reward” or “punishment”. The rooms have been specifically designed to be adolescent friendly, easy to clean and maintain, and we should not care if they choose to leave their clothes in a lump on the floor.

Students will assist in developing a roster for cleaning common and wet areas. Students are also expected to assist with identifying maintenance items and missing inventory items.

Students haven a cleaning responsibility area allocated as discussed above.

There will be Room Responsibilities on the back of each student door.

**Lunch or Dinner Duty**

Normally there is a communal lunch this will be at 1230pm. Lunch duty begins at 1215, and the food group will prepare the lunch with the caterer. A staff member will be rostered on to oversee the lunch. There will always be a Duty Group with a teacher or other member of staff rostered on duty to assist with running the meal and cleaning-up afterwards. The Duty Group with the staff member is also responsible for messages afterwards. Responsibilities include the following:

- Setting-up the dinning area.
- washing all dishes
- assisting with cleaning the kitchen, including sweeping and mopping the floor

Common Areas will undertake the;

- wiping down tables (and chairs if necessary)
- Vacuuming the dinning room afterwards.

**Evening**

Evening staff begin at 1630 (430pm), and day staff finish at 1638! The roster finishes after the completion of the morning meeting the next day, usually at or after 0900am.

Staff are rostered on to evening duties during the term at the Alpine School Campus. Duty may take the form of supervising or teaching an evening class, checking accommodation wings or being available on call.

Students must be in their own room by 0900pm, in their own bed at 0915 pm and lights off at 0930pm. Any deviation from this practice and policy must be through consultation with the Principal or Campus Principal.

**MORNING/LUNCHTIME ROUTINE**

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>6:30am</td>
<td>Alarms for wing doors turned off. Showers may start</td>
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<tr>
<td>6.45- 7.00</td>
<td>Unlock front doors for the cleaning staff.</td>
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</table>
Breakfast set up (rostered students). Students may shower in the mornings but they should be finished before breakfast.

7:30  Breakfast head count. Students can leave the table once they have finished and cleared their dishes. Breakfast finishes at 8:00 or earlier so it is important that students don’t arrive at five to eight! A group to rally people in the morning is an option to deal with this.

8:00  Breakfast finishes and the breakfast group help clean up. Students now have an hour to do teeth get organised etc and be ready to begin the day by 9:00 am. The common areas group stay and help clean up.

8:30  HDTV Student Leader meeting & Staff handover and briefing. Any students of concern, sick students, previous night incidences, logistics of that day, logistics of tomorrow, maintenance and pastoral team issues are discussed and documented. The minutes need to be read by staff that has had the previous day off so they are up to date with what is happening.

9:00  Days activities begin.

1030 or so  Morning tea (snack food organised by the kitchen duty group and cleaned by lunch group at lunch time).

12:00pm  The duty group breakfast set up group also do lunch. This set up time may vary depending on the morning activities.

12:30pm  Lunch begins.

1:30pm  Head Count/ Afternoon Class Begins

3.30pm  Class Finish / Free Time

4.40pm  Community Walk (Tuesday and Friday) and/or free time.

**Evening Routine**

5.00pm  DEARR (Drop everything and REFLECT or READ).

5.30pm  DEARR finish / Free Time

5:45pm  Evening kitchen crew help set up dinner.

6:00  Everyone is seated ready for dinner. Student leader to do a thank-you. After each course one person from each table clears the dishes onto trolleys set up near the kitchen. Make sure the top plate has all the food scraps and the cutlery is all on one separate tray, as are the cups plates etc. Students may leave when their whole table has finished. Students must clear their own table before leaving.

7:30  Dinner finishes and people may leave the table. Kitchen crew clear and wipe down tables, clean kitchens and do the dishes.

7:30 – 9:00  Evening Class / activity depends on the night (see the evening activity sheet).

9:00 – 9:15  Teeth and into bed. Overnight staff locks all doors to the outside as well as the front office and staffroom. Switch the phone to divert to staff room. Log off student access to Internet and lock kitchen, cool room, external doors are all closed/locked and that dishwasher is turned off.
9:30pm  Lights out, supervising teacher checks every room making sure students are in bed and lights are out. Alarm switched on.

**Overnight Duty**

- As a general rule, staff will sleep in the appropriate gender wing. There **MAY** be occasions when a couple who are employed as Overnight Support Staff sleep overnight in the same supervision/overnight accommodation room. Students **will** be consulted in that accommodation wing.
- Staff who are on "Overnight Duty" of an evening will be responsible for the following **(3 staff will be working together, at least one male and one female in each appropriate wing):**
  - Ensuring the evening program is delivered as intended. Overnight Supervisors will assist the teaching staff as directed/requested.
  - Ensuring the general security of the building between 8.30 and 9.00pm. i.e. Lock all external doors.
  - Ensuring vehicles are parked **outside the school office**, locking them and returning the key to the key cabinet with house keys after duty (then ensure that the cabinet is locked).
  - Quick external visual check of the student accommodation wings to ensure blinds are pulled and nothing left outside.
  - Ensuring that students are in their own room, in their own bed. This will mean checking each room.
  - Checking the laundries and the washing machines and dryers are shut down.
  - Turn off any extra lights around the building, especially in the staff work area and check that the computer equipment is turned off if it should be. Make sure that the lights in the toilets are off and that the laundry and kitchen doors are shut so that no rodents enter the building through the doors.
  - Check that all offices are locked, the staff office door is shut (and the heater is turned off if appropriate) and that all external doors are shut locked. The light on the porch to the office area should remain on.
  - **Students are to be in their own beds at 9.15pm & the lights off at 9.30pm. Any change from this routine must be in consultation with the Principal or his/her delegate.**
  - Divert switch phone through to staff accommodation rooms
  - Turn off computer network
  - In winter, in the morning, the school vehicles must be started and run to ensure their operation after the cold of the evening.
  - Any students who are out of bed or talking loudly without a reasonable excuse should be reported at staff morning meeting the next morning.
  - Turn the alarm on in the wings at 9.30pm
  - Turn the alarm off at 6.30am
  - Do head count at 7.30am
**Overnight Supervision Staff**

**Main Focus:**

- To ensure the continued Wellbeing and Care of the students at the Alpine School Campus.
- To have an understanding of the Alpine School Campus values and beliefs
- To support staff members for the evening
- To work closely as a team and take on a leading role. For example, if the staff member is busy with other duties, especially at bedtime.
- To be familiar with & be able to carry out Displan/evacuation process.
- To ensure the safety of students.
- To be **firm and consistent** with rules, create a sense of “authority”
- To use discretion on other issues. Essentially encourage students to do things for themselves.
- To ensure the correct students are in the correct rooms and in bed by 9.30pm.
- Learn the students names and get to know who is sleeping in which rooms
- Move around the areas where students are. Be aware of what the students are actually doing in their own wings and on the computers.
- Encourage students to utilise time effectively (help keep them on task in evening sessions).
- Strongly encourage students to be getting ready for bed. I.e. PJ’s, Teeth, and quietness after 9.00pm.
- Turn the alarm on in the wings at 9.30pm
- Monitoring eating habits at dinner.
- Encourage acceptable behaviour at all times
- Consult with students who may feel ill, seek advice of teacher on duty or on call person if unsure. Be kind and supportive. You do not need to administer medication, this can be referred to the teaching staff if you feel uncomfortable

- Turn the alarm off at 6.30am
- Do head count at 7.30am at breakfast.
- Attend staff briefing in the morning and either raise students as a concern or sick or leave a note for the school counsellor if requiring confidentiality and further consultation.
- Any incident, (medical, confrontational, disciplinary, pastoral, etc) needs to be acted upon/referred to teaching staff member on duty, and documented appropriately.

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**Directly preceding or during any of the duties, staff are not permitted to consume any alcohol. Staff are also not permitted to drive equipment including vehicles and if they have consumed any alcohol in a reasonable period beforehand.**

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**On Call; the Principal**

| 0417 319 342 |

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**A State Education Initiative.**
If there is an emergency, the Principal or Campus Principal should be contacted in the first instance. The DE&T Emergency number is 9589 6266 and incident should be reported to DE&T through the Principal or delegate on that number.

**Communications Systems**

The Alpine School Campus has a dedicated VHF radio system, two digital mobile phones and two CDMA/Satellite phones. Staff are encouraged to familiarize themselves with their operation. Training can be easily undertaken.

**Mobile phone numbers are:**
1. 0458 025315
2. 0458 042567

**Satellite phone numbers are:**
3. 0420 106 583
4. 0420 106 580

**VHF Radio System**

Call Sign: VLF413 (Staff do not need to know this nor use it)

We tend not to use this, even though it is our official call sign. All transmissions are to reduce the opportunity for potential listeners to identify us.

**Bases and mobile base stations**

- School Office base set (Base).
- Repeater Station Mounted on the water tower and in the fire pump shed.
- Vehicle Sets/Mobile sets.

Each of the two school VW Transporters has a mobile set.

**Hand Held Sets**

Four portable Sets as follows: Portables 1 to 6.

**Spare Batteries**

In addition to one battery per hand held, there are 4 spare batteries, which are kept near the base station in the front office.

**Battery Charging Units**

There are four, one for each portable, all of which will be kept in the front office and a Sign-in Sign-Out sheet for each radio will be located with the Chargers.

**Magnetic extension Line Aerial**

This can be taken and placed on the roof of a vehicle (Prado) to increase the power of Transmission
Equipment Repairs
Should equipment need to be repaired the supplier of The Alpine School's radio equipment is CA Communications in Albury. Clive Baker is the contact and the number is 02 6041 4060.

“Tait” brand Set features (The Alpine School Campus Frequency):

Frequencies:
* All radios, whether base, mobile or portable have 16 channels available to them.
* Channels 1-10 are the Alpine School Campus repeater.
* Channel 11 is the Alpine School Campus “simplex” frequency (set to set directly).
* Channel 13 is Falls Creek Ski Patrol
* Channel 14 is Hotham RMB admin.
* Channel 15 is Hotham Ski Patrol
* Channel 16 is Alpine Search and rescue.

Red Transmit Light:
Illuminates when the message is being transmitted.

Green Call Light:
Illuminates when the airway is being used.

Blue Emergency Button/Sel Call:
When pressed will set of ringing tone on the specified set if it is turned on. THIS IS AN EMERGENCY PROCEDURE ONLY. A return “beep” is heard on the calling set if the receiving set is contacted. This is heard at the start of the repeater “tail”.

UHF
There are two UHF radio’s located in The Alpine School Campus vehicles. They allow communication with local “public stations”, also known as private users. Their real use in limited in our context and they can be useful for emergency vehicle communications. Many locals or farmers in the Omeo/Tambo valleys listen to channel 4 duplex.

How to use the radios:
Switch the set on by use of the volume knob. Adjust the volume to between a third and a half its capacity. Do not speak directly into the mike, but place it perpendicular to your mouth and speak normally, but slowly and clearly. Speaking directly into the mike will not give a clear pick-up and will distort, as will raising your voice.

Keep your messages simple and short. Others may be trying to get through with important information. The portables discharge when used, hence if you keep transmissions to a minimum then they will have more power if needed in an emergency.

The station initiating a call will always be the controller of the call, unless an emergency dictates otherwise. They will also dictate the termination of the call, too.
Terminology and correct radio procedure.

In line with international standard practice, the following terms are to be used in all The Alpine School Campus radio calls:

- Transmission; any radio communication is referred to as a transmission.
- Station; anybody using a radio is referred to as a “station”. Our radio in the main office is a “BASE STATIONS”, the vehicles are “MOBILE STATIONS”, and the portables used on expeditions are “PORTABLES”
- “OVER”; I have finished saying what I wanted to say and am inviting a response.
- “OUT”; I am finishing my transmission and have nothing further to add and do not expect to hear from the other station any more.
- “GO TO...”; used to tell responding station which channel to switch to.
- “SAY AGAIN”; I did not understand what you said, could you repeat it.
- “UNDERSTOOD”; I understood your message.
- “THIS IS...”; prefix used before identifying oneself as, for example, “MIKE ROMEO”.
- “‘NOTHING MORE”; I have nothing more to add to the current transmission. Followed by “OVER” or “OUT”
- “STAND BY”; Please wait with your radio on, nobody else talk over us, I will get the information/find what you need to know and will call you back.

Common errors.

- Saying “OVER & OUT” . Really impossible if one is inviting a response with “OVER” but then ending the transmission with “OUT”.
- Using the term “CLEAR’, or “GOING CLEAR”. Say "OUT".
- Raising your voice when transmission is poor. It won't help!
- Speaking too fast.
- Cutting yourself off. Press the transmit button and wait a second, speak and finish your message, then release. When receiving transmission, wait until the repeater's click off is heard and then transmit your message.

Examples of calling

This is an example of correct Radio procedure. There are several elements to a radio transmission;

BEFORE MAKING ANY TRANSMISSION, TURN THE SET ON AND LISTEN TO ENSURE YOU WILL NOT BE TALKING OVER ANOTHER PARTY USING THE SAME FREQUENCY!!

1. Test for repeater "hit' and listen for the “tail”.
2. Initiate the call.
3. Respond to the call.
4. Indicate a working channel.
5. Agree the working channel ( and switch to it).
7. Respond to message.
8. End transmission.
In our The Alpine School Campus radio system, the need for steps 4 and 5 are less likely as we have a dedicated system which we do not have to share with anyone else.

**Example for an expedition leader calling-in**

1. “BASE BASE, THIS IS QUEBEC YANKEE, OVER” (Wait for response from base for up to one minute before retrying the transmission. Base could be on the phone or in the kitchen and may take time to respond.)
2. “QUEBEC YANKEE, THIS IS BASE . GO AHEAD, OVER”
3. “HELLO BASE. WE ARE AT JB Plain AND ALL IS OKAY, OVER.” (In situations of poor transmission, messages MUST be kept short and repeated up to THREE times, eg. “…AT CAMP ALL OKAY, AT CAMP ALL OKAY, AT CAMP ALL OKAY, OVER”.)
4. “PERCY, MESSAGE UNDERSTOOD. YOU ARE AT CAMP AND ALL IS OKAY, OVER.”
5. “BASE, NOTHING MORE, OUT.”
6. “THANK-YOU PERCY, BASE OUT.”

**Notes**

- All transmission are to be kept as brief as possible to allow for the fact that another station may be trying to call-in in an emergency.
- All conversations to be under the assumption that radio transmission is public property! This is especially so when transmitting on the vehicles with students. Be aware too if one is discussing a sick student. Privacy is paramount.

- In emergencies, assume that the media and students can be listening to most radio communications. Reference to injuries or accidents must be couched in the most delicate of terms.

- Practice using the radios and do so properly. Perfect practice! Once mastered, this procedure is common internationally. It is a skill you can take anywhere.

**Privacy**

Whilst we have what is called a "private channel", we must remember that with some basic equipment anyone can monitor our transmissions. We must be very careful with how we use the radio network and what we say during transmissions.

**Expedition Radio Checks**

There will be morning and evening radio checks during Expedition at 8.00am and 6.00pm (4.30pm in winter due to shorter daylight hours i.e. Term 2 & 3) respectively unless otherwise arranged. The Base person monitoring base is the duty staff member..

The Expedition Groups out contact Base 1, though Mobile Phone or Satilite Phone, or VHF Radio. The checks are to establish that the party has arrived safely at the campsite, that everyone is fine and to pass on any relevant information including weather forecasts if available or necessary.
If transmission is very poor, often the base station can be heard, but the base has difficulty in understanding the transmission from the hand held set. At this stage the following clicking code should be adopted.

**Clicking Code**

YES - 2 Clicks,  
NO - 3 Clicks

1. First ask if it is the person, e.g. "Is that you Percy? Give me two clicks for YES and three clicks for NO".

2. "Can you hear me clearly? Two clicks for YES and three clicks for NO".

3. "Is everyone alright? Two clicks for YES and three clicks for NO".

4. Give them the weather and then ask them if they understood the message. Secondly ask them if they had any concerns with the weather.

5. Ask them if they are happy to go out.

6. Ask them to give two clicks to confirm going out.

The following page shows an example of the form filled out with each radio check. It is imperative that they are filled out at the time. Should a search or rescue need to be implemented, documentation of all conversations will be required. Also included is a sample Emergency communications sheet.

**Expedition Radio Checks**

The overnight staff member allocated to radio checks of an evening will be responsible for communicating with each of the groups close to 5.00pm (4.30pm in winter) in the evening and 8.00am in the morning.

There will be a clipboard/document holder in the office where relevant details must be recorded. It is **not** assumed that weather will be given at this check. Any essential changes to routes will be conveyed at the evening check and confirmed at the following morning check.

Prior to the morning check, the person on radio checks will need to download the latest weather information from the Bureau of Meteorology Website. The radio checks will then be conducted in the same format as for the evening check with the weather included.

**BOUNDARIES AT THE ALPINE SCHOOL CAMPUS**

The Alpine School Campus has 3 designated zones in which the students are allowed to recreate and socialize in their free time.
Zone 1: This zone is the non-sign out area. When the weather is bad and there is limited visibility this is the only zone available for use. Basically students must not leave the pebbled area at the front of the school and must stay very close to the school while outside at this time. If there is a white out there is really no need for students to be outside anyway.

Zone 2: This is a sign out area for when the weather is fine. Zone 2 really only includes the toboggan slope over the area of Zone 1. It is worth mentioning the importance of sticking to tracks in the interest of the environment.

Zone 3: Students need to sign out to be in this area in groups of minimum of THREE (3). They need to return in the same numbers, that is THREE. If anyone would like to use the tennis court they need to see Monique at the booking office for the tennis court key. On busy weekends when there are a lot of people wanting to use the court the residents of the village and visitors take precedence.

ESSENTIAL ACTIVITIES FOR ALL STUDENTS

These activities will need to be undertaken by all students on a regular basis.

- **Linen:** There will be two sets of linen for each bed. A commercial laundry will wash the linen but all students will have to strip and make their own beds. Each wing will have to strip and change their beds every Tuesday. All students will strip their beds on the morning of the delivery and put on the new sheets that night. The contracted cleaner is responsible for collecting dirty linen and distributing clean. Student make their own beds. All students must sleep in and on sheets and use pillow slips.

- **Clothes Washing:** Each wing has two washing machines and two dryers. Some system may be required if the load on the laundry proves too great. One system is described below.

  Exemplar of a roster for the laundry:

  - Two rooms per night will be assigned use of the laundry. That means there will be one room per machine (i.e. Two girls). They will be allowed to use the laundry on their night, between 4 and 6pm and then between 7 and 8pm. This will take up 6 nights of the week with one night spare for emergencies or extra washing. If students need to use it on another night they will be able to ask the assigned girls if they can.

- **Showering:** There are four showers in each wing. That means that it would be possible for two rooms (i.e. Four students), to shower at a time. A time limit of 15 minutes per two rooms will be enforced. Showers will be open for anyone from 4 – 5pm. A room-by-room timetable may apply (see Showers Timetable). Showers will also be open in the morning between 7 & 8am.

- **Student leader.** Every day for the duration of the term a student is allotted the task of Daily leader. The daily leaders tasks include the following:
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- Breakfast head count
- Cleaning of the tea and coffee areas
- Adventure rec. day organisation with staff assistance.
- Newspapers
- Letter distribution at 330pm
- Other tasks as required.

- **Community Walk / Activity:** All students participate in a community walk or activity (in inclement weather) at 4pm on Tuesday and Friday afternoon’s. It is expected that all staff working participate with Students. The staff member on overnight are able to take their 1 hour break during this time if they wish to do so.

- **Cleaning:**
  - **Common Living Areas:** This includes the girls and boy’s lounge rooms, laundry, and drying rooms. Each wing will be responsible for their own Common Area’s. Once again the students will work in groups consisting of two rooms. A commercial contractor is responsible for vacuuming the floors of the lounge rooms and bedrooms and cleaning the bathrooms but students will be responsible for the general tidiness of the rooms. This could be very different.
  - **Own Rooms:** Students will be responsible for keeping their own rooms tidy. As they are being commercially vacuumed it is the students’ responsibility to keep things off the floor when being cleaned.
  - **Dining Room and Classroom:** The group on kitchen duty will be responsible for wiping down tables, and making sure all the dishes are cleared after meals. Individuals are responsible for removing any personal items from the Dining Room and the Classroom. The user should return books and games to their place.

- **Meals / Kitchen Duty:** Each CLP team will be rostered on to help with serving of Breakfast, Lunch and Dinner. They will also replenish the Fruit Basket once a day after lunch. Students are not permitted in the kitchen without staff supervision.

The students on duty follow the guidance of the Kitchen Staff and the goal is for them to be learning hospitality skills such as food preparation and storage, rotating and ordering stock, proper serving skills and presentation. The kitchen is also available for rest day cooking activities.

**BEHAVIOUR MANAGEMENT — A WHOLE SCHOOL APPROACH**

<table>
<thead>
<tr>
<th>Core Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity &amp; Inclusiveness</td>
</tr>
<tr>
<td>Experiential Learning, creativity, challenge and fun</td>
</tr>
<tr>
<td>A holistic approach to health and wellbeing</td>
</tr>
<tr>
<td>Respect for self and others</td>
</tr>
<tr>
<td>Living Sustainably</td>
</tr>
<tr>
<td>Fairness, equity and community</td>
</tr>
</tbody>
</table>

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Opportunities for growth socially, intellectually and personally
   Exercising rights, accepting responsibilities
   Accepting accountability

**Aims:**
   For students to take ownership of their behaviour
   To respect the mutual rights of everyone
   Build workable relationships with staff and peers

**Preferred Practices – professional consistency**
   Establishment of common rights, responsibilities, rules.
   Least to most intrusive discipline/management
   Avoid **unnecessary** confrontation in discipline and application of consequences
   Keep fundamental respect and dignity in tact in management/discipline contexts

<table>
<thead>
<tr>
<th>Classroom Plans</th>
<th>Free time Plans</th>
<th>Individual Behaviour Plans</th>
</tr>
</thead>
</table>
| Common rights and responsibilities
  Class based rules and routines
  Least to most strategic discipline plan
  Time out options | Management of free time in different zones.
  Management of accommodation wings during free time. | Developing individual behaviour management plans. (contracts)
  Case supervision of students with behaviour disorders. |

**School-Wide Consequences**
   Negotiable (common framework) consequences
   Non-negotiable consequences (drugs, alcohol, sex)

**Behaviour Recovery**
   Mediation
   Counselling
   Restitution
   Behaviour Contracts

Considerations that need to be made when making decisions about student behaviour.

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When making decisions regarding our expectations of student behaviour, we should always look at our values and the principles that support that value and this should then inform our practice. Some examples are:

1. **Should students be able to remain in their pyjamas on rest days?**

<table>
<thead>
<tr>
<th>Believes &amp; Values</th>
<th>Principles</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for self and others</td>
<td>Leaders need to role model appropriate clothing for appropriate situation. All students need to dress appropriately for the time of day. Unhealthy and unhygienic to remain in pyjamas all day. Unhygienic to wear pyjamas into the kitchen and outdoors. Students pyjamas need to meet dress guidelines. Eg. Modest.</td>
<td>Students on rest days may wear pyjamas provided they do not go outside in them, they are not on washing up or common duty or are student leaders. Student leaders must be in appropriate clothing by 7.30 headcount. Pyjamas must meet accepted dress code</td>
</tr>
</tbody>
</table>
2. Should wrestling be allowed?

<table>
<thead>
<tr>
<th>Beliefs and Values</th>
<th>Principles</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for growth, socially intellectually and personally Holistic approach</td>
<td>We have a duty of care that underlies everything we do. Boys need to have some sort of physical contact. Adolescents fail to discern subtle differences between a friendly tussle between friends and a wrestle that has potential consequences.</td>
<td>We don’t condone wrestling because our ultimate responsibility is for the safety of our students. If you see it occurring have a discussion with students involved. Encourage alternative activities such as sport, etc.</td>
</tr>
</tbody>
</table>

3. Should we allow students to throw snowballs?

<table>
<thead>
<tr>
<th>Beliefs and Values</th>
<th>Principles</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun Safety</td>
<td>Flat rule – no enjoyment Students will throw snowballs when you are not there or behind your back Snowballs at people could result in eye damage</td>
<td>Staff supervision of throwing snowballs at targets. Enhance ski practice exercises.</td>
</tr>
</tbody>
</table>

4. Hand holding or cuddling?

<table>
<thead>
<tr>
<th>Beliefs and Values</th>
<th>Principles</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusiveness Respect for self and others Fairness, equity and Community</td>
<td>Excludes others Is not fair to all members of the community Does not respect others and puts staff in a compromising situation.</td>
<td>No promotion of couples or relationships of a physical nature. This includes the “goodnight hugs” that occur at bedtime.</td>
</tr>
</tbody>
</table>

Some points to remember when dealing with student management issues.

- Communicate **calmness** and **assertiveness** at all times.
- Describe what you see eg., Michael, I’ve noticed you are on the internet. Michael, you are out of your seat or Michael you are not listening. (Describe the obvious reality).
- Avoid asking questions such as why are you on the internet? Or why are you out of your seat? Or would you like to listen now?
- Keep intervention to a minimum.

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• Describe what you see eg., Michael, you are on the internet. Michael, you are out of your seat or Michael you are not listening. (Describe the obvious reality).
• Follow this with a sentence reinforcing what they need to be doing. You need to be working on your passport. You need to be sitting in a seat. You need to be listening to instructions.
• Repeat if you need to but avoid raising voice.
• Tactically ignore any sulking behaviour or mutterings. (These are secondary behaviour but not the main behaviour which you need to focus on.)
• Use non-verbal clues where possible. (eg. Hand direction gestures).
• Verbal clues such as eyes and ears this way is also useful. (Repeat if necessary until you have their attention).
• Simple direction – rule reminder.
• If you are confident and respectful to students the majority of them will support you.
• Avoid calling them ‘mate’ and treating them as such.
• When a student is “on show” you may need to be a bit more assertive but also “partially agree” with them on the issue at hand. For instance if it involves them having to sit where they don’t want to because they have turned up late you might say something like “I didn't realise that you sat there”, we’ll catch up later and have a chat about it. For the moment you will need to sit here.
• May be useful to remove them from their ‘audience’ or the ‘audience’ from them.
• Catch up with students after class ask them if it is okay to demonstrate their behaviour – (mirroring the student.) This is what you look like when you...
• Make sure you make eye contact. (Respect cultural norms though).
• If you do not say to students that they shouldn’t be doing something it is as good as saying that they can. For instance, if they are on the basketball court in thongs and you choose not to say anything, you are really reinforcing that it is okay to do that. Everyone needs to be consistent and vigilant in this area and students will respond appropriately.
• If you do need to approach a group of students for doing the wrong thing warm up to it. Ask them how their day has been. Acknowledge that you need to discuss something with them but it shouldn’t take up too much of their time. Be polite but direct.
• If you are sworn at by a student respond by saying – if you are upset with me please find another way to say it.
• If it is a more serious offence, you need to give the student a ‘right of reply’ instead of making assumptions. Use the Behaviour Reflection Sheet (What did you do? How did my actions go against school values? What was my side of the story? What can I do to fix things up? What would be an appropriate consequence for this action.) See the attached form. Try to identify the issues behind the behaviour, eg. family life.
• This can lead to a Behaviour Management Contract that can be negotiated with the student. The contract should reflect and be relevant to the
behaviour. It is best if one or two staff members are responsible for following through with this (supported by Health and Welfare Co-ordinator).

- Important to have a list of Expected Behaviours (on the next few pages) that students need to follow for example, everyone should have a right to learn – this means getting to class on time, settle and relax quickly, have appropriate materials, put your hands up if you want to talk and talk at appropriate noise level.

If we are all consistent with these points then we should be able to deal with most of the issues that confront us. For more serious issues such as bullying, drugs/alcohol or sex then that should be handled by either Head of Campus and Principal after the appropriate forms (5w’s) have been filled in. This will lead to follow up such as parents/school being informed and perhaps a parent interview at Parents Visiting Weekend or at the most extreme the student being removed from the school.

We may sound like broken records, but we all need to constantly reinforce appropriate behaviours until it finally becomes second nature for the students. The issue/action/decision sheet is a good starting point to maintaining consistency. Please add to it as necessary.

For more detailed information regarding this please see the Behaviour Management Book by Bill Rogers.

**Common Set of Expectations**

It is important to have a common set of expectations to avoid inconsistency between staff especially because of the shift work nature of our job. Below are some common expectations for different aspects of our program. They can be revisited from time to time to be added to, changed or even as a reminder.

**Classroom**

Be learning ready
Students have a right to learn
Teachers have a right to teach
Everyone has a right to be listened to and everyone’s opinion needs to be respected.
No putdowns/use constructive feedback
Students should be appropriately dressed – no hats, no pyjamas
Use appropriate body language – good posture, no slouching or lying down
Students should be on time, have the right equipment and be organised
Students should stay with their own class group
Students need to have water bottles and NO OTHER FOOD OR DRINK (tea, coffee)
Laptop needs to be charged
Encourage participation and team work as an expectation.

**Free Time**

Mail will only be given out once all students have finished activities for the day
Appropriate physical contact only – no fighting, wrestling, cuddling, kissing
Minimum of 3 students needed to visit zone 3 and need to sign out
Zone 3 can be visited up until 5.10 need to be back in time for DEARR
Return sports equipment after use
Shared music only to be played in designated area
Respect other’s space such as bedrooms, kitchen, staffroom.
Return items to art trolley and clean up your mess
No pyjamas to be worn outside, to class or to morning meeting if you are student leader.
Hats, sunscreen and appropriate shoes to be worn outside.

Residential Living
9.00 start to get quieter, 9.15 in bed (between sheets), 9.30 Lights out, no noise within 100 metres, 10.00 silence (staff aware of this only)
No unsafe behaviour in wings- piggy backing, running, jumping, carrying people, dragging people, swinging on poles or wrestling
Take care of school property – no shoes on furniture, no sticky tape on walls, no posters, etc. on ceiling.
Must have permission from both room mates to enter another’s room. Do not enter another’s room if no-one is present. Knock before entering. No visiting other rooms after 9.00 pm.
Toilet after 9.15 – only if genuine – staff discretion needed here. If socialising with others, may need to only send 1 at a time.

Physical Contact
Wrestling – not allowed, try to encourage alternative activities such as sport.
Inappropriate hugging not permitted – avoid the group hugging at bedtime.
No hand holding or kissing
No piggy backing, carrying people, dragging people.
No building human pyramids

Clothing
No singlets
No midriffs or low cut tops
No low fitting jeans that show boxer shorts
Need rashy or T-shirt when swimming (no bikinis)
Sunhats compulsory in Terms 1 and 4
PJ’s allowed only on rest days and cannot be worn outside, into the kitchen or if you are a student leader.
Closed shoes on when outside.
Wet shoes are at the discretion of teachers on duty when visiting the beach or river to swim.

Rest Days
Only 1 movie to be played.
No blankets, pillows, etc. from rooms
Shared music in designated area only.

General Behaviour

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- 42 -

No swearing
No drugs or Alcohol
No sex

Site Specific (Snowy River Campus)
Inside shoes, slippers or thongs are okay inside.
Movies on rest days in the afternoon only

Individual Behaviour Contract
The important point about individual behaviour contracts is that they are negotiated with the student, are fair, consistent and followed through preferably with the person who instigated it. They also need to have an end point.

Behavioural issues should be handled in the following way:

1. Ensure that you find out exactly what happened from all concerned. The Behaviour Reflection form should be filled in to assist this process. Forms need to be filled in individually, in different rooms (if necessary) to avoid students coming up with same version of events. Ensure that details are included in the student file. This may also assist you when making a decision based on prior behavioural issues.

2. In consultation with the student, and based on the Behaviour Reflection form agree on an appropriate consequence to the behaviour. Ensure that staff are all aware of the existence of this contract. Send out an email. Make sure student’s notes are extensively filled out with a copy of the behaviour contract in the student’s file.

3. Be sure to have an end date or time and follow up with the student to see how they are going.

4. If it is a more serious offence make sure that you have consulted with management staff.


Behaviour Reflection Form

1. Think back to what happened. What did I do?

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2. How did my action go against our school’s values? What rights were affected?

3. What is my side of the story?

4. What can I do to fix things up? Make things better?

5. What would be an appropriate consequence for this behaviour?

APPLICATION PROCESS FOR THE ALPINE SCHOOL CAMPUS

The Alpine School Campus offers a fully residential, nine-week leadership and enterprise education experience for Year Nine students from Victorian Government Schools. There is a program cost of $1050 per participant.

For details on how Schools can apply for our program please refer to our school website for details: http://www.alpineschool.vic.edu.au/applications/
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