

POLICY: Global & Multicultural Education

INITIAL COPY
05/05/2011

RATIFIED
01/05/2014

PURPOSE

To equip **all** students with the skills, knowledge and attitudes needed to prosper and thrive in a world characterised by global mobility and cultural, political and economic connectivity by provision of inclusive learning and teaching practices and programs.

GUIDELINES

- Education for global and multicultural citizenship is a critical component of 21st- century learning.
- Multicultural Education is a whole school process that prepares all students for their roles and responsibilities in an interdependent world.
- Schools should ensure multicultural perspectives are incorporated into all aspects of school life.
- Multicultural Education ensures that all students have access to inclusive teaching and learning experiences which enable them to participate successfully in a rapidly changing world where cross-cultural understanding and intercultural communication skills are essential.
- All programs in relation to multicultural education will reflect the Education for Global and Multicultural Citizenship: A Strategy for Victorian Government Schools 2009-2013; the Multicultural Victoria Act 2004; the Racial and Religious Tolerance Act; and the Victorian Charter of Human Rights and Responsibilities Act 2006.
- All individuals are entitled to mutual respect and understanding regardless of their cultural, religious, racial and linguistic backgrounds.

IMPLEMENTATION

- An inclusive school culture will be supported and sustained using a whole-of-school approach;
- The values in the Strategic Plan and the Student Engagement and Wellbeing Program will address the need for respect of an individual's race, gender, or cultural diversity;
- Diversity will be presented as a positive learning experience;
- Respect for diversity will be fostered through participation in programs enhancing cultural awareness and appreciation such as You Can Do It Program, The Languages Other Than English Program, Inquiry Learning, the Cookery Program and Harmony Day celebrations;

- Proficiency in English will be developed through provision of the English, English as an Additional Language and Language Support programs;
- The language of Italian and cultural studies will be taught to all students;
- Multicultural perspectives will be incorporated across learning domains;
- Multicultural, anti-racism and human rights perspectives will be reflected in the Strategic Plan, Annual Implementation Plans and Engagement and Wellbeing and Dress Code policies;
- Curriculum programs will enable students to:
 - gain an in depth knowledge and awareness of their own and other cultures, including an understanding of the multicultural nature of Australia's past and present history
 - demonstrate the skills, knowledge and attitudes necessary for active global and multicultural citizenship, including intercultural communication skills, ICT skills, proficiency in English and basic skills in a LOTE
 - recognise their membership of, and responsibilities within, both a local and a global society and economy
 - investigate and explore the social, cultural, and linguistic similarities and differences that characterise communities within Australia and around the world
 - collaborate, network, negotiate and empathise with people from different cultural, religious and linguistic backgrounds, locally and globally.
- Professional development will be provided to equip teachers with the skills, knowledge and attitudes necessary to educate students for global and multicultural citizenship;
- Teachers will incorporate global and multicultural perspectives into their teaching, thereby engaging all students in their learning;
- The school's policies, organisational structures, programs and practices will foster safe and inclusive learning environments in which all students and staff are treated with respect, regardless of their cultural identities or belief systems;
- Racism, stereotyping and other forms of prejudice will be identified and addressed promptly and appropriately;
- The school will maintain and continually build effective partnerships with parents, communities, regional networks, other schools and business and establish global linkages; and
- The school will capitalise upon the cultural and linguistic capabilities of members of the school community;

EVALUATION

The Global & Multicultural Education Policy will be reviewed by the Principal in consultation with the Education Policy Committee every three years or sooner if required.

POLICY: HEALTHY FOOD
INITIAL COPY
15/9/2009

RATIFIED / REVISED

PURPOSE

To develop within students an informed appreciation of healthy eating habits and to encourage healthy eating and lifestyle choices.

GUIDELINES

- Healthy eating and a healthy lifestyle assist children to develop and grow to their potential, thus contributing to optimal educational outcomes and a healthy adult life.
- A healthy school food service should provide foods that reflect the Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council 2003) and The Department of Education and Early Childhood Development's 'School Canteens and Other School Food Services Policy'.
- A healthy school food service: makes it easy for students to choose healthy snacks and meals; offers a variety of nutritious foods; promotes foods that are consistent with the Dietary Guidelines for Children and Adolescents in Australia; can be an avenue for consistent and continual health education; complements the diverse elements of the school curriculum; involves students, parents and the wider school community; and is an integral part of the entire healthy school environment.
- A health-promoting school is a place where all members of the school community work together to provide students with integrated and positive experiences and structures that promote and protect their health. (World Health Organization, 1996)
- Positive peer pressure within the education setting can create a culture in which nutritious foods and a healthy lifestyle are actively chosen.
- The Food Act 1984 requires all premises that sell, prepare, package, store, handle, serve or supply any food for sale, be registered as a food premises by the local council.
- Good nutrition during childhood is important in preventing lifestyle diseases such as obesity, dental disease, Type 2 Diabetes, hypertension and, in later life, osteoporosis, cardiovascular disease and a range of cancers.
- The food provided within the school environment has a considerable influence on the development of children's long-term eating habits, food preferences and attitudes towards food.

IMPLEMENTATION

- A whole-school approach to nutrition will be implemented to nurture a positive culture in which healthy food and lifestyle choices will be made;
- Students will be encouraged not to bring confectionary, high sugar drinks or fried food to school;
- School families will be regularly informed about our Healthy Food Policy and healthy food options for children through newsletters, classroom displays, at assembly and whole school activities;
- an appreciation of healthy foods, healthy eating habits and healthy lifestyle choices will be nurtured through our Health and PE Program, including direct student involvement in cultivating, harvesting and cooking school garden produce;

- The school will access the ‘Go For Your Life’ Free Fruit initiative as available, which provides three free pieces of fruit per week to Years Prep to 2 students;
- The school will involve itself in local strategies designed to raise an awareness of, or to promote healthy foods;
- The school Canteen and Before & After School Care Service will provide a good selection of nutritious, tasty and attractive foods consistent with all health regulations and guidelines;
- The school will maintain current registration as a food premises through the local council.
- Healthy foods and drinks will be available to all students at activities such as interschool sports;
- The Principal will ensure that a supply of drinkable water is available at the school at all times;
- Staff members will be encouraged to model healthy eating habits whilst at school;
- Students will have access to their own water bottles during class lessons, and have permission to eat healthy foods brought from home, such as fruits, during ‘Healthy snack time’;
- Class rewards will exclude confectionary;
- Cakes and treats brought from home to share with the class as part of birthday celebrations are ‘sometimes foods’, and as such, unless there are specific instructions from parents **not** to include their child in the distribution of cake and treats, they will be shared with the class; and
- Fund raising activities will minimise the promotion of unhealthy food.

EVALUATION

The Healthy Food Policy will be reviewed by the Student Wellbeing Coordinator in consultation with staff, the PFA, Canteen management, the Before & After School Care Service and the school community every four years or sooner, if required.

CHALCOT LODGE PRIMARY SCHOOL

POLICY: FACILITIES

INITIAL COPY
15/9/93

DRAFT REVIEW
2/ 05/14

PURPOSE

To ensure that the buildings and grounds are developed and maintained in good order and condition with regard to educational enhancement, health, safety, security and aesthetic appearance.

GUIDELINES

- All work and financing will be in line with Department of Education and Early childhood Development (DEECD) guidelines, regulations and directives, Regional priorities and initiatives and the School Strategic Plan;
- Funding for the program may be sourced from:
 - the Facilities component of the Student Resource Package (SRP) incorporating: Grounds Allowance; Maintenance and Minor Works, including Vandalism; Cleaning; and Essential Services/ Annual contracts;
 - DEECD grants for major or minor works and audited planned maintenance items;
 - Federal, State or community grants;
 - the voluntary facilities parent contribution; and
 - community sponsorship.
- The Yearly Schedule of Inspections will detail the timing and contractors of all essential and non essential inspections;
- School Council contracts will be consistent with DEECD regulations;
- When planning work to be undertaken, health and safety issues will be given priority; and
- The tendering and letting of School Council contracts must follow DEECD guidelines.

IMPLEMENTATION

- A senior staff member will be responsible for coordinating the Facilities Program and for reporting at each School Council meeting;
- School Council is responsible for the letting of School Council contracts;
- The Principal, in consultation with the Facilities Coordinator, will be responsible for coordinating the tendering process and for making recommendations to School Council in relation to the company to be successful in obtaining the contract;
- School Council contracts will be signed by the School Council President and the Principal;
- School Council contracts will be made for lawn mowing; rubbish collection; sanitary hygiene; security patrols; fire services; and other contracts deemed necessary by School Council, and may be reviewed annually;
- The Facilities Coordinator will liaise with the Student Council;
- Cleaning chemicals and equipment will be stored in secure locations and designated with the correct signage and in line with Occupational Health & Safety requirements;
- Maintenance tools and equipment will be stored in secure locations;
- All urgent repairs or maintenance requirements must be reported promptly to the Principal / AP or senior staff;
- Contractors will be required to complete the 'Contractor Management Checklist and will be issued with the current Emergency Management Plan;
- A completed 'Works Phone Call Record' slip will be provided to the Education Support Officer (ESO) responsible for recording urgent works and vandalism orders on the School Maintenance System (SMS);
- Projects, contracts, maintenance items, inspection items, inspection outcomes and expenditure will be recorded by an ESO on the SMS;
- Staff will record requests for non-urgent maintenance on the 'Minor Maintenance Request' form and hand it to the Facilities Coordinator; and
- The program will be evaluated annually through the Program Management Process.

EVALUATION

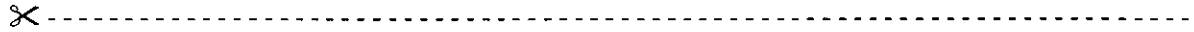
The Facilities Policy will be reviewed by the Facilities Coordinator in consultation with the Education Policy Committee every four years or sooner if required.

Chalcot Lodge Primary School
'Global & Multicultural Education' Policy – Comment Slip

SIGNED: _____ Date: _____

Name: _____

Phone Number: _____



Chalcot Lodge Primary School
'Healthy Food Policy' – Comment Slip

SIGNED: _____ Date: _____

Name: _____

Phone Number: _____

Chalcot Lodge Primary School
'Facilities Policy' – Comment Slip

SIGNED: _____ Date: _____

Name: _____

Phone Number: _____