

The Avenue School

13-15 The Avenue

Ferntree Gully 3156

ABN: 30 678 186 662

ACN: 678 186 662



The Avenue School

HANDBOOK

Information for Students & Parents/Guardians

Contents

Welcome	4
Location and Contact Details	4
Term Dates 2025	4
Class times	4
The Avenue School Team	4
Updating Contact Details	5
Governance Structure	5
Australian Democratic Principles	5
Vision	5
Mission Statement	5
Values:	5
Philosophy:	6
Statement of Commitment to Child Safety	6
Child Safety & Wellbeing	7
Duty of Care	7
Specialist School Support Measures	7
Student Wellbeing	8
Wellbeing Services	8
Care Arrangements if a Student is Sick or Injured	8
Medication	9
Allergies and Anaphylaxis	9
Supervision	10
Break Times	11
VPC Curriculum	11
Individual Learning Plans	11
Educational Support Strategies	12
Special Provision	12
Physical Support for Students	13
Assessment Principles	13
Reporting To Parents/Guardians	13
Attendance	14
Excursions	15
Local Off-site Activity	15
Student Code of Conduct	15
Parent Code of Conduct	16
Internet and ICT Agreement	17
Behaviour Management	17
Suspensions and Expulsions	18
Bullying and Harassment	20
Complaints and Concerns	22
Cheating and Plagiarism	24
Privacy	24
Emergency Management	26
More Information	27

Welcome

The Avenue School is a Senior Secondary Specialist School offering the Victorian Pathway Certificate. The curriculum aims to be flexible, individually tailored and relevant for students. Alongside the education pathway is a comprehensive wellbeing program that helps to address barriers to succeeding in education, supports social and emotional development, and allows for a more successful transition to further education or employment.

Location and Contact Details

Address: 13-15 The Avenue, Ferntree Gully VIC 3156
Office hours: 9.00am - 4.00pm (hours may be limited in school holidays)
Telephone: 03 9758 7859
Email: (via MDLC) office@mdlc.org.au
Website: www.theavenueschool.org

The Avenue School is closed on all Victorian Public Holidays. The main office is open during the school holiday periods and the administration team will have limited availability during this time.

Term Dates 2025

Term 1 5th February – 4th April
Term 2 22nd April – 4th July
Term 3 21st July – 19th September
Term 4 6th October – 5th December

Class times

Session 1 - 9.30am -10.30am
Break 1 - 10.30am -10.45am
Session 2 - 10.45am -12.15pm
Break 2 - 12.15pm -1.00pm
Session 3 – 1.00pm – 2.30pm

The Avenue School Team

Principal	Jarrid Bartle
Teacher	TBA
Teacher	TBA
Youth Worker	TBA
Education Support Worker	TBA
Education Support Worker	TBA
Reception & Administration	Lyndee Stride Aimee Stride

Updating Contact Details

Students/parents/guardians are advised to update the school if there are any changes to student's contact details. So important updates to information can be passed on.

Governance Structure

The Avenue School Limited is a not-for-profit entity registered as a Company Limited by Guarantee established by Mountain District Women's Co-operative Limited (MDWC) for the purpose of operating an Independent Specialist School delivering Senior Secondary education to young people who have experienced disengagement from traditional schools.

The Avenue School is run by a Board of Directors and is subject to the Corporations Act 2001 (Cth) and administered to by the Australian Securities and Investments Commission (ASIC). The Avenue School is registered with the Australian Charities and Not-for-Profit Commission (ACNC) as a charitable organisation.

Mountain District Women's Co-operative Ltd is the sole member of The Avenue School Ltd.

Australian Democratic Principles

In its policies and practices, The Avenue School supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government.
- The rule of law.
- Equal rights for or before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

Vision

To create an inclusive learning environment where young people can access a Senior Secondary education pathway.

Mission Statement

The Avenue School recognises the rights of all young people. It is committed to creating an inclusive and supportive learning environment, where young people feel safe and can engage in their educational journey with confidence.

Values:

Our School is safe for everyone.

We celebrate diversity and are inclusive.

We are open minded, curious and accepting.

We demonstrate empathy, are compassionate and act with kindness.

We have respect for each other, our environment and ourselves.

We are honest and trusted by our people and our community.

We nurture courage in all its forms.

Philosophy:

The Avenue School....

- Believes in equal opportunities for all students, regardless of their life circumstances.
- Respects and values the uniqueness of every student and affirms their right to access education in an environment that fosters belonging, empowerment and is conducive to their success.
- Provides flexible and personalised pathways for learning by nurturing skills, knowledge, and self-assurance and by respecting individual learning styles, interests and aspirations.
- Fosters students' intrinsic motivation to learn, by ensuring learning is student focused and encouraging students to explore and embrace learning pathways that take them towards their individual goals.
- Prioritises the holistic development of students by offering comprehensive support for their social and emotional growth.
- Respects partners and related entities by working together constructively and collaboratively, operating responsibly, honestly and with accountability and ensuring our students are the focus of all our endeavours.

Statement of Commitment to Child Safety

The Avenue School is a child safe organisation that welcomes all children, young people and their families, therefore The Avenue School....

1. Is committed to providing environments where students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The Avenue School child safe policies, strategies and practices are inclusive of the needs of all children and young people.
2. Has no tolerance for child abuse and takes proactive steps to identify and manage any risks of harm to students in the physical and online environments of the school.
3. Promotes positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.
4. Takes proactive steps to identify and manage any risk of harm to students. When child safety concerns are raised or identified, they are treated seriously and responded to promptly and thoroughly.
5. Gives particular attention to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability.
6. Does not tolerate harmful behaviour such as racism or homophobia and any instances identified are addressed with appropriate consequences.
7. Recognises Child safety is a shared responsibility. Every person involved at The Avenue School has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.
8. Is committed to regularly reviewing child safe practices, and seeking input from students, families, staff, and volunteers to inform ongoing strategies.

The Avenue School listens to students or families if they have any concerns. If you have a concern about child safety or any other issue, you are encouraged to speak to a teacher, youth worker, education support worker, reception staff or the Principal.

Child Safety & Wellbeing

At all times The Avenue School is committed to promoting and protecting the best interests of students operating in the physical and on-line environment. All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, family or social background, have equal rights to a safe environment.

Child protection is a shared responsibility between The Avenue School staff members, students, parents/guardians, Board members, volunteers and contractors. The Avenue School will not treat any young person who is deemed to be at risk of child abuse will not be discriminated against or treated differently.

The Avenue School welcomes and considers the opinions of students and use their opinions to develop child safe practices.

The Avenue School Child Safe Code of Conduct is available on the School website.

Duty of Care

The Avenue School acknowledges its responsibility for the duty of care owed to any person attending the premises or engaging in The Avenue School activities. The duty of care extends to all people including employees, students, visitors, volunteers and contractors.

The duty of care includes:

- That reasonable measures are taken to protect students from reasonably foreseeable risks of injury.
- Taking reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises
- That reasonable precautions are taken to prevent the abuse of a child by an individual associated with The Avenue School while the child is under the care, supervision or authority of the school.
- That different and sometimes greater measures may need to be taken for younger students or students with disabilities when discharging the duty of care.

► **Refer to the Student Welfare Policy**

Specialist School Support Measures

As a specialist school, The Avenue School fulfils its role to help young people who have had periods of disengagement from traditional education due to mental ill health including acute anxiety disorders. The Avenue School has built on the expertise of Mountain District Learning Centre in developing a successful model of education that supports young people experiencing debilitating anxiety. All staff at The Avenue School are trained in trauma informed practice and in the characteristics of anxiety disorders and the best practice methods to support students.

Studies show that high levels of anxiety impact on cognitive function and can lead to poor concentration, poor comprehension. Misunderstanding of this impact in traditional school environments can lead to feelings of shame and humiliation.

Methods at The Avenue School include:

- Harmony – an environment that is calm and not overstimulating helps reduce anxiety. Having friends in the classroom helps build self-confidence.
- Acceptance – recognising that the young person is not responsible for their anxiety and is doing the best they can.

- Accountability – well organised classes, providing clear instructions, offering reassurance, and allowing for repetition helps to reduce the pressure of learning.
- Patience – understanding that the goal for overall success is shared, but the pathway for anxious people may take longer to navigate.
- Positivity – anxiety often leads to feelings of hopelessness; a positive environment is encouraging and non-judgmental.
- Empathy – understanding the experience of young people with acute anxiety.
- Empowerment – recognising that anxiety is lessened if the anxious person has control of their environment and the learning activities they are undertaking. Utilising adult education methodology works well for anxious learners.

► **Refer to the Student Education Support Policy**

Student Wellbeing

Individual student wellbeing needs are identified at the enrolment interview and through information provided via the referral form. The Youth Worker will work with each student to identify areas where support may be of benefit. Identified support measures will be recorded on the Student Wellbeing Plan which will assist to guide the youth worker, teachers and student support workers in the best ways to assist the student to have a positive learning experience at The Avenue School.

The Avenue School collects information about a student’s health and wellbeing on enrolment including any medical care requirements via a Medical Details form. Medical details provided are kept confidential and are stored in student files. Parents/Guardians are responsible for notifying the school of any relevant changes to student’s medical details.

Wellbeing Services

At The Avenue School students are provided with services to ensure their well-being is supported in the following ways:

- A Youth Worker is on staff to provide counselling, practical support, wellbeing information sessions and activities as well as referrals to services including:
 - Headspace Knox (Mental Health support).
 - Uniting Care (Housing support).
 - YSAS (Drug and alcohol counselling).
- Specialist professional support (fees may apply)
Students attending The Avenue School may be supported with additional support from professionals including:
 - Psychological support.
 - Specialist alcohol and drug detox services.
- Care Team Meetings.
The Avenue School staff work closely with schools, case workers, parents and caregivers to ensure students are able to progress to their best advantage. As appropriate care team meetings are arranged with relevant staff and student support workers and/or family members.

Care Arrangements if a Student is Sick or Injured

If a student is sick or receives an injury when at school, the Principal is notified to oversee their care. Unwell or injured students may need to leave the classroom and attend the first aid room. They will be looked after by the youth worker or support staff member. The classroom teacher or teacher on duty ensures the student is not left alone.

If a student needs first aid, a staff member with first aid qualifications will attend to the student and will arrange for supervision until the student is able to return to class. If the student is not well enough to

return to class, their parent/guardian will be contacted to arrange for their return home.

In the event of a student needing medical attention, staff will attempt to contact the parent to advise them. If the student needs to lie down, a folding bed, clean linen, pillow and blanket are available in the first aid room.

If a student is sick or injured outside class time, students are advised to attend the office where measures for care as outlined above will be instigated.

Details of any actions taken will be recorded on an incident report form and on the Student Management System.

Medication

Details of students' medical conditions that require medication while at school are recorded on the Medical Alert Register. All medication requirements must be documented on a Medications Authority Form and be held with the student's health & wellbeing plan.

Students with anaphylaxis, asthma or severe allergies are required to have action plans in place. Refer to the Anaphylaxis Management Policy for further information.

In circumstances where clarification is required from the student's medical practitioner, The Avenue School will seek permission prior to contact being made. General advice may be gained from medical practitioners without disclosing the student's identity.

Non-prescribed medicines such as paracetamol or analgesics must not be administered to students and are not kept on the premises.

Allergies and Anaphylaxis

Students or their Parents/Guardians are asked to provide details of allergies and anaphylaxis. The Principal will ensure that an individual management plan is developed, in consultation with the student and/or the student's parent/guardians, for any student enrolled who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

An Individual Anaphylaxis Management Plan will be in place as soon as practicable after the student enrolls, and where possible before the first day of attendance.

The Individual Anaphylaxis Management Plan will set out the following:

1. Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
2. Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of staff.
These include:
 - a) The name of the person/s responsible for implementing the strategies.
 - b) Information on where the student's medication will be stored.
 - c) The student's emergency contact details.
 - d) An emergency procedures plan (ASCIA* Action Plan), provided by the parent/guardian, that:
 - I. sets out the emergency procedures to be taken in the event of an allergic reaction.
 - II. is signed by a medical practitioner who was treating the student on the date the practitioner signs the emergency procedures plan; and
 - III. includes an up-to-date photograph of the student.
3. It is the responsibility of the parent/guardian to:
 - a) provide the emergency procedures plan (ASCIA Action Plan).
 - b) inform the School if the student's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan).

- c) provide an up-to-date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the School and when it is reviewed.
- d) Provide a secondary EpiPen for storage at the School.

*ACSIA stands for Australasian Society of Clinical Immunology and Allergy

► **Refer to the following policy and associated documents:**

- Care Arrangements for Ill Students,
- Distribution of Medication
- First Aid
- Anaphylaxis Management
- Medical Information Form
- Medication Authority Form

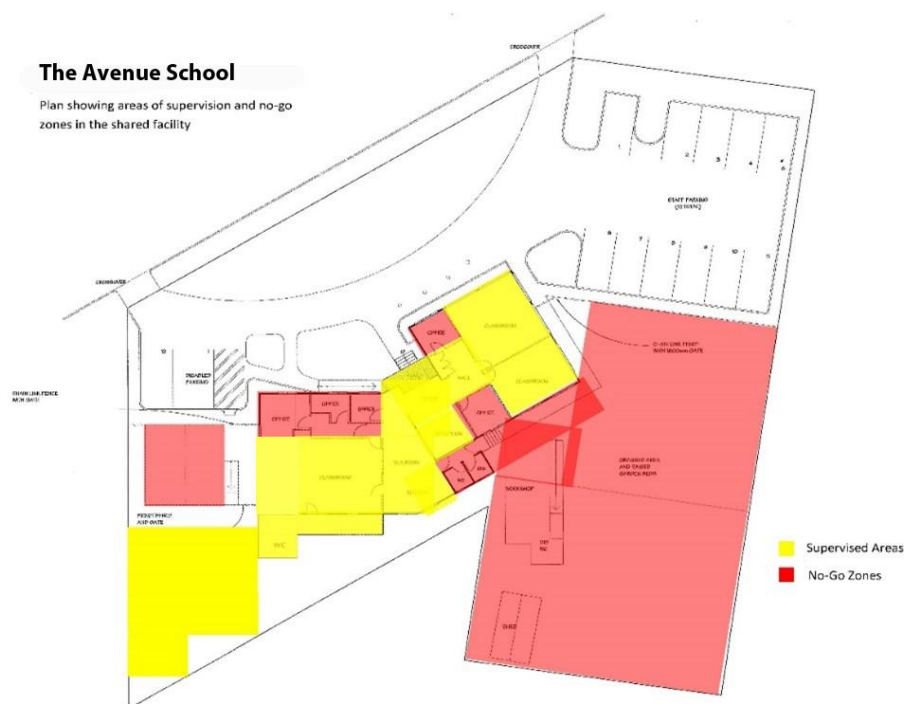
► **Supervision**

Students are supervised according to duty of care obligations.

- Students are protected from reasonably foreseeable risks of injury including hazards that are known and could have been foreseen and prevented.
- Teachers and/or other staff members are aware of their responsibilities to supervise or arrange for supervision of all students at all times whilst students are attending The Avenue School.
- Staff members have appropriate skills and qualifications to perform a supervisory role.
- Appropriate measures are in place to provide supervision to students in a shared facility.

Areas for Supervision

Signage will be in place to advise adults who are not part of The Avenue School about areas of the building where access is prohibited. Students will be advised of “No-Go Zones”. “No-Go Zones” may be accessed by teachers with students under specifically authorised arrangements. i.e. to use the Community Garden. Supervision in shared spaces must be attentive as per standards of off-site activities.



The Avenue School ONLY defined areas:

- Classrooms
- The Youth Yard – a staff member must be present any time students are present in this area.
- Student Toilets – staff members need to be aware if students have not returned from toilet breaks in a timely manner.
- Sick bay/First Aid Room – a staff member will provide supervision of students whilst they are attending this room.
- Signage is on classroom doors prohibiting entry to unauthorised people.

Break Times

Parents/guardians may provide, upon enrolment, signed consent that gives permission for students to leave the school premises during break times to attend shops or facilities in Ferntree Gully Village.

Students who are granted this permission may have it revoked if they do not return to classes in time, according to their timetable, or if their behaviour warrants the removal of the permission.

VPC Curriculum

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option to complete your studies. The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years.

Your teachers assess your progress through classroom activities.

Where the VPC can take you

The VPC will help you prepare for:

- VCE and VCE VM
- entry-level VET, which could be at a Registered Training Organisation (RTO) or a TAFE
- going straight into the workforce
- an apprenticeship or traineeship.

Your VPC subject options:

You'll need to complete 12 or more units, including at least:

- 2 VPC Literacy units
- 2 VPC Numeracy units
- 2 VPC Work-Related Skills units
- 2 VPC Personal Development Skills units.

The remaining four units can come from other VPC units or from a VET Certificate I or above subject. You could also spend time learning in a workplace. You can combine the VPC with VET Units at Certificate I level or above.

VPC Information will be provided to students detailing the rules and procedures for undertaking and completing the qualification.

Individual Learning Plans

All students will be provided with a documented Individual Learning Plan. The Individual Learning Plan will be constructed in line with the needs and goals of the student. The Individual Learning Plan will detail the qualification and/or units to be completed, delivery mode, timelines, assessment methods, teacher's name and expected outcomes. The student will receive a copy of their records.

Students who require additional support will have requirements documented within their Individual Learning Plan along with the Student Wellbeing Plan. Students (and parents/guardians) will be provided with a copy of their plans at the earliest opportunity following the student's commencement.

Educational Support Strategies

Education Support Workers assist with education tasks with a focus on Language, Literacy and Numeracy Support. Additional study support sessions are arranged with teachers to give students more time to complete tasks.

The Avenue School acknowledges that all learning includes language, literacy and numeracy tasks. Teachers monitor and assess student's language, literacy and numeracy skills whilst delivering the educational curriculum.

Opportunities for repeated and supported practice are provided. Language, literacy and numeracy support will be applied individually when it is needed. Examples of the type of support that offered are detailed below.

Language

- Presenting information in small chunks and speaking clearly, concisely and not too quickly.
- Giving clear instructions in a logical sequence.
- Giving lots of practical examples.
- Encouraging students to ask questions.
- Asking questions to ensure understanding.

Literacy

- Providing only essential writing tasks.
- Considering the use of group exercises.
- Providing examples and models of completed tasks.
- Ensuring that documents and forms are written and formatted in plain English.
- Using clear headings, highlighting certain key words or phrases.
- Providing explanations of all technical terms used.

Numeracy

- Showing how to do the calculations through step-by-step instructions and through examples of completed calculations.
- Assisting in working out which maths calculations and measurements are required to complete a task.
- Encouraging the use of calculators and demonstrating how to use them.

Special Provision

Special provision allows eligible students to have the opportunity to demonstrate their learning and achievement through alternative methods of assessment to complete their course.

The Avenue School enrolls students into an appropriate course with the reasonable expectation that they will be able to complete the course successfully. However, sometimes students may need special provision to successfully achieve this. Students who may be eligible include students who are adversely affected by:

- Acute or chronic illness (physical or psychological).
- Any factors relating to personal environment.
- An impairment or disability including learning disabilities.

Students deemed eligible will still need to satisfactorily complete all outcomes.

Ask your teacher about Special Provision and how to apply. Refer to the Student Education Support policy for further information.

Physical Support for Students

The Avenue School is accessible for students in providing the following:

- Wheelchair access, designated toilets.
- Ramps for ease of access.
- Provision of clear signage.
- Clear pathways through and into the building.
- Well-planned, uncluttered classrooms and environments.

Assessment Principles

The Avenue School has processes to assess students on an ongoing basis, integrating knowledge and skills with practical application over a period of time. Assessments are implemented with flexibility in order to meet the specific needs of students, ensuring that every student has the opportunity to demonstrate achievement at their own level and at their own pace, as appropriate to the purpose of the qualification.

The VPC studies are based on an applied learning approach to teaching and assessment. Students will receive either an S (Satisfactory) or N (Not yet complete).

Parents/guardians and students will be provided with accurate and comprehensive information about learning progress.

Summary of Guiding Principles:

- Assessment should be based on an understanding of how students learn.
- Assessment provides useful information to report to parents on student achievement.
- Assessment methods used should be valid, reliable and consistent.
- Assessment for improved performance involves feedback and reflection.

Refer to the Student Assessment policy for further information

Reporting To Parents/Guardians

Two written reports on student performance are issued at the end of Term 2 (June) and at the end of the year (December).

Reports will:

- Frame the information in a way that is positive and encouraging.
- Use plain language.
- Remain confidential.
- Clearly state the student's satisfactory completion of outcomes.
- Give an accurate and objective assessment of the student's progress and achievement.
- Identify strategies that will assist the student to achieve satisfactory outcomes.
- Take into consideration the wellbeing needs of the student.

Reports are sent home with students and a notification via email/SMS is provided to parents/guardians that the students have received their reports.

Parents/Guardians are given an option of contacting the Principal to make a time for a consultation about the reported results.

Following the end of Term 2 report (end of June) parents/guardians are invited to a three-way conference with the teacher to discuss the student's progress.

Refer to the Monitoring and Reporting policy for further information.

Attendance

Attendance at The Avenue School is accurately recorded, unexplained absences are followed up, attendance and engagement patterns are monitored, and action is taken to put measures in place if attendance becomes inconsistent. The School aims to work with students and families to support consistent attendance.

Methods employed to encourage consistent attendance include:

- Reinforcing attendance expectations.
- Encouragement and positive re-enforcement.
- Being realistic and applying a non-judgemental attitude.
- Investigating patterns of behaviour that interfere with attendance.
- Modifying expectations to accommodate student needs.
- Providing information on wellbeing strategies to assist with improved attendance.
- Providing ongoing generalised wellbeing support including confidence building.
- Work constructively with parents/guardians/families.
- Acknowledge student efforts to improve attendance.

Recording attendance

- If students are sick or absent, they or their parent/guardian are required to contact The Avenue School prior to their scheduled class with an explanation. This requirement is stated on the Enrolment Agreement.
- Messages taken at reception will be recorded and teachers will be advised.
- The reason for the absence will be recorded on the class roll.
- If notification of absence is not received within 15 minutes of class starting an SMS notification to the student's parent/guardian advising of the student's absence will be sent.
- If students leave The Avenue School prior to the end of the scheduled class time their parent/guardian will be notified with a request to contact reception to explain the absence.
- Any modified attendance plans as approved by the Principal will be recorded within the Student Wellbeing Plan and flagged on the Student Register.
- Unexplained absences will be followed up.

Monitoring Student Attendance

- If student attendance becomes irregular, defined as an absence from three consecutive classes without explanation, teachers will notify the Principal.
- If attending has become problematic, measures will be put in place regarding the student's learning or wellbeing needs.
- If frequent absences put the student at risk of not completing educational outcomes, adjustments can be made to the Student's Individual Learning Plan and/or the Student Wellbeing Plan.
- The Principal will ensure contact is made with parents/guardians to notify them of attendance concerns.
- The Principal will ensure periodical monitoring of each student's attendance patterns to ensure consistency and arrange an intervention when attendance becomes inconsistent.
- Appropriate work for students, absent for prolonged periods, will be provided by the student's teacher on request.

Excursions

Excursions and camps can provide important social and emotional opportunities for students not usually possible in the classroom. They enable students to connect with the environment, develop confidence and skills that promote independence and create situations where trust and teamwork can grow and be appreciated. Camps and excursions are not compulsory but are encouraged.

In the planning and execution of any off-site activity, excursion or camp, staff attending must be conscious of the safety and wellbeing needs of students at all times. They must take all reasonable steps to ensure that all activities are conducted safely and with consideration for individual student's needs.

The Avenue School is mindful that our students may take time to be confident about participating in excursions and/or camps and provide an 'opt-in' approach to attending.

Note: Off-site activities and excursions will be cancelled on days of Catastrophic Fire Danger. On days rated as an Extreme or High risk of fire danger, the activity will be reviewed, and a judgement made as to the fire risk posed.

Local Off-site Activity

A "Local Off-site Activity" is an off-site activity undertaken away from the classroom environment but within the local area within a 5km radius of the school.

During Local Off-site Activities students are not permitted to undertake any "high-risk" activities. Activities undertaken will include, for example:

- Walking (including walking with therapy dogs).
- Visiting local points of interest.
- Visiting the local library and shops.
- Visiting local parks and reserves.
- Low key sport activities and games.
- Researching features of the local area.
- Participating in community-based projects.

The blanket permission to participate in Local Off-site Activities, signed at enrolment is all that is required.

Student Code of Conduct

Students are required to adhere to the Student Code of Conduct.

Students must:

- Arrive on time and remain in class until the scheduled end of class time unless alternative attendance arrangements have been negotiated.
- Return from breaks on time.
- Notify The Avenue School if unable to attend scheduled classes.
- Respect the rights and property of fellow students.
- Use class time productively, participate in class work and complete work activities.
- Comply with any reasonable and clear instruction from any staff member.
- Wear clean, neat and respectable casual clothes and appropriate footwear.
- Refrain from using offensive language (swear words).
- Put away electronic devices when instructed to by teachers or staff.

Students must not:

- Take or make phone calls or send text messages during class time.
- Run or ride bicycles, skateboards or rollerblades on The Avenue School premises.

- Damage equipment, furniture or facilities at The Avenue School.
- Attend classes under the influence of unprescribed drugs or alcohol.
- Consume or carry unprescribed drugs or alcohol on The Avenue School premises or on excursions or activities.
- Participate in physical violence, intimidation or provocation to violence.
- Bully, harass or intimidate people.
- Participate in cyber bullying of anyone at The Avenue School or their family members or The Avenue School including posting videos, images, or audio etc. of any person at the School.

Consequences:

If teachers or staff members have reason to believe that this Code of Conduct has been broken, students will face one or all of the following consequences:

- The Avenue School student disciplinary procedures will be implemented.
- The students' enrolment may be suspended or withdrawn.

Parent Code of Conduct

Parents/Guardians will:

- Support the safety and wellbeing of students attending The Avenue School including Child Safe initiatives.
- Be respectful and courteous towards students, staff and other parents/guardians at all times.
- Refrain from actions and behavior that constitutes harassment, discrimination or vilification.
- Comply with reasonable requests and directions from The Avenue School members of staff.
- Raise concerns about student behavior or student welfare with the Principal, Teacher or Youth Worker.
- Refrain from personally addressing issues between students.
- Refrain from using social media to bully or fuel criticism of individual people associated with The Avenue School.
- Make reasonable efforts to ensure that their children comply with The Avenue School Student Code of Conduct and the Bullying and Harassment and Internet Use policies.
- Observe the stated The Avenue School procedures for raising and resolving a grievance/complaint.
- Encourage students to attend The Avenue School on time and consistently.
- Inform The Avenue School office of changes to emergency and other contact details.
- Notify The Avenue School of concerns relating to the student's health, mental health or other needs that may impact on the student's learning and wellbeing.
- Notify The Avenue School of any changes to the students' key welfare workers as may be applicable.

The Avenue School seeks the co-operation of parents/guardians in adhering to the codes of conduct. A serious breach, as determined by the Principal and endorsed by the Board, may result in prohibiting access to The Avenue School or the termination of student enrolment.

Procedural fairness will apply by:

- Ensuring students are familiar with the Student Code of Conduct and standards of acceptable conduct.

- Including students in decisions affecting them and providing them opportunity to be heard before a decision is made.
- Have decisions determined by a reasonable and unbiased person.
- Explaining reasons for decisions.
- Providing students with the right for decisions to be reviewed.

Internet and ICT Agreement

Computers, electronic devices and the internet provide opportunities to enhance students' learning experience and engagement. The Avenue School electronic resources are intended for learning and research. Responsible use of these resources by students, with guidance from teaching staff, ensures a secure and safe learning environment.

Upon enrolment students sign the "Internet and ICT Agreement" in which students agree to abide by a set of rules.

- Use the internet for study and learning as directed by the teacher and for the purposes of meeting course learning requirements.
- Stay within the law and use the internet legally within the law. Laws about the internet may focus on these areas: copyright, spam, privacy, discrimination, telecommunications, broadcasting, criminal law, freedom of information, human rights and equal opportunity.
- Never steal other people's work. Use the internet in a manner that does not infringe copyright, including not distributing, sharing, content (such as music and other audio materials and video materials) or software.
- Never steal anyone's identity. Do not intentionally use another person's credentials or impersonate or falsely represent oneself as another user.
- Never betray other people's confidence or secrets or privacy. Do not intentionally breach, through the use of the internet, the confidential information of other people.
- Treat other people ethically and with respect. Don't harass people. Don't bully, threaten, defame, vilify or sexually harass them.
- Keep it clean - stay away from any kind of obscene material. Don't use the internet to create, transmit, access, look for, publish or store electronic material that is obscene according to law.
- Handle all equipment with care. Notify your teacher if any damage occurs, or if something needs attention.
- Do not install any software without permission.
- The misuse of internet and computer equipment may result in disciplinary action in accordance with the Internet and ICT Agreement and the Student Behaviour Management policy.

Refer to the ICT policy, the Internet and ICT Agreement and the Student Behaviour Management policy.

Behaviour Management

Expectations for student behaviour are in accordance with the Student Behaviour Management Policy available on the school website and include the following:

- Students must adhere to the Student Code of Conduct.
- The environment at The Avenue School is respectful and safe.
- Students are not subjected to bullying and/or harassment.
- Students are participating in learning to the best of their abilities.
- Students are able to work free from disruptions from fellow students.
- Any form of corporal punishment is prohibited.
- Students will be afforded procedural fairness.

The Avenue School will:

- a) Encourage student participation in decision making by seeking their input and feedback.
- b) Establish fair and clear guidelines that are agreed to and understood by all staff and students. Guidelines directly relate to the Student Code of Conduct which outlines expectations for participation and appropriate behaviour.
- c) Identify inappropriate behaviour and manage it through restorative and reflective practices, conflict resolution, communication and negotiation skills.
- d) If a student breaches the signed enrolment agreement or the Student Code of Conduct, follow-up meetings will be arranged by the youth worker. These meetings may be in conjunction with relevant personnel such as:
 - Principal
 - Youth worker
 - Teachers
 - Education support staff
 - Parents/ guardians
 - Outside of school support personnel
- e) At the meeting, the nature of the breach and The Avenue School's decision regarding discipline for that breach is explained to the student, the reasons for any decision will be given, and the student will be given an opportunity to respond.
- f) At the discretion of The Avenue School, a student who breaches the agreement may be placed on a transition plan. The plan will outline specific behaviour expectations, directly related to the inappropriate or unsafe behaviour that led to the plan being created. The transition plan uses a restorative approach giving the student the opportunity to make better choices, learn from their mistakes, whilst being supported by staff.
- g) The Avenue School may consider it inappropriate to place a student on a transition plan when misbehaviour is of a serious nature. For example, it may not be appropriate to place a student on a transition plan when a student has been repeatedly racist.
- h) If a student is to be placed on a transition plan, a meeting will be arranged between the principal, youth worker and the student. An adult representative will be required when the student is under 18 years of age. The nominated adult could be a support worker, parent or guardian. During this meeting, the conditions of the transition plan are very carefully explained to the students and their representatives. The principal and youth worker will discuss strategies with the student to support their commitment to the transition plan.

Suspensions and Expulsions

- a) It is possible that a breach of a transition plan or repeated breaches of a transition plan may constitute grounds for suspension or termination of enrolment, in which case clauses within suspensions and expulsions below apply. In all other cases, where a student breaches a transition plan, a meeting will be held with the student and the principal or team leader, wellbeing staff, pathways and transitions coordinator and an adult representative where the student is under 18 years of age. A range of relevant options and pathways will be discussed at this meeting.
- b) Teachers may not use physical restraint or seclusion techniques unless immediately required to protect the safety of the student, other students or any other person. If this level of action is required, teachers and staff should seek immediate assistance to help de-escalate the situation and protect other students. Refer to Restrictive Practices Policy
- c) The procedure for appeal against any of the above actions is outlined in the student handbook and the Complaints and Concerns policy and procedure.

Behaviour management strategies are warranted when a student's behaviour becomes significant enough to disrupt the teacher's ability to teach and classmates' ability to learn, participate and feel safe.

Disruptive and unacceptable behaviours may include:

- a) Incidences of Bullying; including cyber bullying.
- b) Any form of racism, including racial hatred and taunts.
- c) Constant disruptions or attention seeking behaviour.
- d) Rude or disrespectful behaviour or attitudes.
- e) Consistent refusal to participate in class work or activities.
- f) Displays of violence or intimidation.
- g) Damage to equipment, furnishings or facilities.
- h) Failure to follow reasonable, clear instructions of a staff member.

Suspension

When suspension or expulsion is being considered, an investigation to ensure procedural fairness and transparent decision-making is required. A decision to suspend or expel is not a pre-determined outcome.

The following actions support procedural fairness in a suspension or expulsion decision:

- a) Establish the details of the student's behaviour.
- b) Consider the impact on all affected parties.
- c) Document the investigation.
- d) Communicate with the student and parent/guardian.
- e) Consider any new interventions or supports that can be trialed having regard to the student's individual, circumstances or behaviour.
- f) Consider if behavior meets grounds for expulsion of the student.
- g) Notify the student and their parent/guardian that expulsion is being considered.
- h) Provide an opportunity for the student and their parent/guardian to respond.

In determining whether to suspend or expel student, the Principal will consider the facts and have regard to the following relevant factors including:

- a) The seriousness of the behaviour for which expulsion is being considered and history of such behaviour.
- b) The educational needs of the student.
- c) The potential that the behaviour is due to unmanaged anxiety or other mental health concerns.
- d) Any disability or additional learning need of the student.
- e) The age of the student.
- f) The residential and social circumstances of the student.
- g) Previous interventions and supports.
- h) Level of vulnerability of the student.
- i) The student's level of remorse, if relevant.
- j) The safety of all students, staff and visitors. Grounds for suspension from school include:
 - Bullying; including cyber bullying and any form of racism.
 - The use or distribution of any alcohol, drugs, tobacco products, moth balls, aerosols, vaping materials or other substances which might be lawful (for example, they have been prescribed to the student) but nevertheless are intended to be used for illicit purposes, deliberate misuse or intoxication.
 - Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
 - Causing significant damage to or destruction of property.

- Committing or attempting to commit or knowingly being involved in the theft of property.
- Possessing, using, selling or deliberately assisting another person to possess, use or sell illicit substances or weapons.
- Possessing (including on social media accounts) material which is illegal, explicit, violent, inciteful of hate or violence, racist, misogynistic, homophobic or otherwise offensive.
- Failing to comply with any clear, lawful and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- Breaching a transition plan either significantly or repeatedly.

Instances of suspension must be approved by the Principal in consultation with teaching staff and youth worker. The parent/guardian will be contacted to attend a mandatory meeting between the Principal, youth worker and student. At the meeting, measures to ensure procedural fairness will be applied. The nature of the breach and the school's decision regarding suspension for that breach will be explained to the student, the reasons for any decision will be given, and the student will be given an opportunity to respond.

Suspension may also be relied on as an interim disciplinary measure where expulsion is being considered.

Expulsion

Instant expulsion from The Avenue School could occur for serious acts including willful misconduct. Serious acts include theft, physical or sexual assault, attendance under the influence of drugs or alcohol, and any of the grounds for suspension, where the behaviour is particularly egregious, involves violence, racism, or racial hatred and taunts, is repeated, is dangerous or is offensive. Highlighting these examples does not diminish or exclude other instances.

A student may be expelled when they are on suspension and/or a transition plan and further instances of unacceptable behaviour occur. The parent/guardian will be contacted to attend a mandatory meeting between the Principal, a member of the wellbeing team, and the student. At the meeting, to afford the student procedural fairness, the nature of the breach and The Avenue School's decision and reasons for proposing expulsion for that breach will be explained to the student, and the student will be given an opportunity to respond.

The following measures apply to decisions to expel:

1. Only a principal has the authority to expel a student from the school of which they are the principal.
2. A principal may not delegate their power to expel a student
3. The principal is responsible for contacting and advising a parent/guardian.
4. The complaints handling procedure is to be followed where there is any grievance by a student or parent regarding any discipline, including suspension and/or expulsion.

Refer to the Student Behaviour Management policy.

Bullying and Harassment

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records, images etc).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship.
- It is ongoing and repeated.
- It involves behaviours that can cause harm.

Bullying can be:

- Direct physical bullying – e.g. hitting, tripping, and pushing or damaging property.
- Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment consists of systematic and/or continued unwanted and annoying actions, including threats and demands. The purposes may vary, including racial prejudice, personal malice, an attempt to force someone to grant sexual favours, and application of pressure to carry out a specific task, or merely gaining pleasure from making someone fearful or anxious.

Sexual Harassment

Examples of what could constitute sexual harassment are:

- Unwanted touching or brushing up against another person.
- Calling another person rude names or making sexually suggestive comments or gestures.
- Commenting on the size or shape of another's body.
- Sexually oriented comments.
- Comments about another's sexual preference or alleged sexual behaviours.
- Displaying or passing on sexually graphic material.

Cyber bullying

Consists of direct or indirect bullying behaviours using digital technology which includes a mobile device, computers, chat rooms, email, social media, etc. It can be verbal or written and may include images, video and/or audio.

Cyberbullying that involves or includes students enrolled at The Avenue School that takes place within or outside The Avenue School operating hours, will be addressed by the school.

Refer to the Online Safety policy for further information.

Racism

Racism is present in Australian schools. Direct racism can be seen in incidents of racist abuse, harassment and discrimination. Racism is also manifested indirectly, in the form of prejudiced attitudes, lack of recognition of cultural diversity and culturally biased practices.

Examples of bullying and/or Harassment Behaviour

- Verbal abuse – including jokes, name-calling and put downs.
- Initiation pranks.
- Exclusion or Isolation.
- Humiliation through sarcasm or belittling someone's opinions.

- Constant criticism or insults.
- Spreading misinformation or malicious rumours.
- Manipulating the impression of others to split a group into taking sides.
- Displaying written or pictorial material which may degrade or offend certain people.
- Psychological harassment and intimidation.
- Cyberbullying either on-line or via mobile phone or device.
- Violence – including hitting, punching, pushing or employing other unwanted aggressive physical contact against another person.
- Hiding or destroying a person’s property.
- Racially offensive insults and other forms of racism.
- Threats of violence or other harm.
- Homophobia and other hostile behaviour relating to gender and sexuality.
- Discrimination.

Effects of Bullying or Harassment

When a person is bullied or harassed, they can be negatively affected by:

- Feelings of anger, embarrassment, loss of self-confidence or humiliation.
- Not wanting to attend or participate in school or usual activities.
- Becoming depressed.
- Experiencing thoughts of self-harm or suicide.

Behaviour That is not Considered to be Bullying

Mutual conflict which involves a disagreement but not an imbalance of power however, mutual conflict may develop into bullying if it is unresolved and one of the parties repeatedly targets the other party in retaliation.

Response to bullying

- Anyone who experiences or witnesses bullying must report it to the Principal as soon as possible.
- When bullying is reported an investigation will be undertaken as outlined in the Student Behaviour Policy
- Serious incidents such as physical assault, threats of violence or other criminal behaviour will be referred to police by the Principal.
- The person who has been the subject of the bullying behaviour and any person affected by the bullying behaviour will be provided with support.
- Parents will be informed of bullying incidents and provided with relevant information within the bounds of privacy legislation.

Refer to the Bullying and Harassment and Online Safety policies

Complaints and Concerns

The Avenue School is committed to building a community that features positive and respectful relationships that support the learning and development of students and value the innate dignity of each person.

The Avenue School supports the education and wellbeing of students and collaboration with their families and other members of the school community through a clear and accessible complaints process.

The Avenue School is committed to empowering our students to participate in and where possible, be a part of the decision-making processes that involve their educational journey. Positive outcomes can be achieved when everyone works together in good faith and in a respectful way.

Complaints are managed in a way that is culturally safe and sensitive to the diverse circumstances of students and their families and includes providing support in the process to students and families, especially those who may be particularly vulnerable.

Complaints will be taken seriously and responded to in a timely manner. The school will abide by the principles of procedural fairness.

Raising a Concern

A concern may be described as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A concern may also be raised when a matter needs clarification.

The Avenue School values a non-judgmental approach and welcomes the opportunity to clarify matters and to put people at ease when worries or concerns are brought forward.

Students, families and anyone in the school community are encouraged to communicate concerns to anyone at the school they feel most comfortable raising the matter with. If a concern is unable to be resolved informally, a complaint may then be raised.

Making a Complaint

A complaint is an expression of dissatisfaction with a matter at The Avenue School or about the behaviour of staff, volunteers or others in attendance at the school. The nature of complaints covered by this procedure is outlined in the Complaints Handling Policy. The policy also indicates which complaints are not covered by the policy and how these may be addressed.

Complaints are best directed to the Youth Worker or the Principal. They can be submitted via email, telephone or in-person. You may need to make an appointment so the matter can be discussed without distraction, so the matter can be understood, and the complainant has time to fully express themselves.

Where a complaint about a person at The Avenue School is received, the school will ensure the staff member managing the complaint is someone other than the subject of the complaint. In the case of a complaint involving the Principal, the Chairperson of The Avenue School Board should be contacted. Contact details are available from The Avenue School office.

Parents/guardians are asked not to approach any other student attending the school to discuss an issue or to chastise them. Direct contact with other parents to resolve the matter is discouraged if the complaint relates to issues or incidents that have arisen at the school.

Staff at The Avenue School are available to help with matters that may arise between students at the school.

Information to provide and matters to consider

When raising a concern or complaint please be mindful of the following:

- raise the concern or complaint as soon as possible after the issue has arisen.
- be clear about the topic or issue to be discussed.
- provide all the facts relating to the issues raised.
- check and observe the Complaints Handling Policy and Procedures.
- communicate and respond in ways that are constructive, fair and respectful.
- provide complete and factual information about the complaint.
- observe confidentiality and a respect for sensitive issues.
- act in good faith to achieve an outcome acceptable to all parties.
- think about what a fair outcome would be for everyone.
- have realistic and reasonable expectations about possible outcomes/remedies.

Students Raising Complaints and Concerns

Students are encouraged to communicate any concerns or worries they may have so they can be resolved as soon as possible. Concerns are usually resolved readily once communication takes place.

Concerns can be raised with any trusted adult including teachers, support staff, the youth worker or the Principal, in fact whoever student feels most comfortable with. Students may feel more comfortable having their parent/ guardian or another trusted adult outside the school to talk to the school about an issue.

Complaints made or concerns raised by students will be taken seriously.

The staff member who receives the concern or complaint will explain to the student what steps they will take to try to resolve the issue and what the school can do to support the student.

Students raising complaints or concerns in person may be assisted or accompanied by a support person. The support person could be a family member, a friend or a professional with knowledge of the student. The support person might also assist in ensuring the cultural safety of the student or families in the complaints process.

Additional resources to support students to raise issues or concerns are available at:

- [Report Racism Hotline](#) (call 1800 722 476)
- [Reach Out](#)
- [Headspace](#)
- [Kids Helpline](#) (call 1800 55 1800)
- [Victorian Aboriginal Education Association](#) (VAEAI)

Refer to the Complaints Handling policy

Cheating and Plagiarism

Submitting work that is not your own without acknowledging, citing or referencing the original source of the work, is known as plagiarism. It doesn't matter whether you do this accidentally or on purpose, whether you change the words to make them your own or simply copy and paste. When you are using another person's thoughts and ideas, you must reference the source material. (Ref: <https://www.teqsa.gov.au/>)

Strategies to avoid plagiarism include:

- Avoid cutting and pasting from websites.
- Ensure material is in your own words.
- Reference any site, any quotes, textbooks, articles or websites.
- Do not allow others to copy your work.
- Do not copy anyone else's work.
- Before using Artificial Intelligence (AI), check with your teacher.
- If you are unsure about potential plagiarism, ask your teacher for clarification.

Refer to the Student Academic Honesty policy

Privacy

The Avenue School is committed to protecting the privacy of personal information which it collects, holds and administers as required by regulatory and funding bodies. Personal information is information which directly or indirectly identifies a person.

Definitions:

Personal information is information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information or opinion – that is recorded in any form. For example, a person's name, address, phone number and date of birth (age). De-identified information about students can also be personal information.

Health information is information or opinion about a person's physical, mental or psychological health or disability, that is also personal information – whether in writing or not. This includes information or opinion about a person's health status and medical history, immunisation status and allergies, as well as counselling records.

Sensitive information is information or opinion about a set of specific characteristics, including a person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, or criminal record. It also includes health information.

The Avenue School collects information about students and their families, provided by students, their families and others. Information in a number of ways, including:

- In person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others.
- From electronic and paper documentation: including job applications, emails, invoices, enrolment forms, letters to the School, referral forms, consent forms (for example: enrolment, excursion, Student Support Services consent forms), the School's website or controlled social media.
- Through online tools: such as apps and other software used by the School.
- Through any CCTV cameras located at the School.

The Avenue School is often provided with personal information about a student from a third party (eg. via a report or referral provided by a youth support agency or via DH/DFFS, medical professionals or another school). This information is gathered to assist the School to meet the needs of the student.

Collection notices

When The Avenue School collects personal information, it takes reasonable steps to advise how the information will be handled. This includes the purpose of the collection, and how to access, update and correct information held. For information about students and their families, a collection notice is provided to parents (or students who are mature minors) upon enrolment and when referrals are made.

The Primary purposes of collecting information about students and their families is necessary to:

- Educate students.
- Support students' social and emotional wellbeing, and health.
- Fulfil legal requirements, including to:
 - Take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care).
 - Make reasonable adjustments for students with disabilities and additional learning needs (anti-discrimination law).
 - Provide a safe and secure workplace (occupational health and safety law).
 - Investigate incidents and/or respond to any legal claims.
- Enable The Avenue School to:
 - Communicate with parents about students' education, progress and wellbeing.
 - To celebrate the efforts and achievements of students.
 - Maintain good order and management at the School.
 - Fulfil statutory functions and duties.
 - Comply with reporting requirements.

The Avenue School uses or discloses information consistent with Victorian privacy law, as follows:

1. For a primary purpose – as defined above.
2. For a related secondary purpose that is reasonably to be expected – for example, to enable the Board to fulfil its objectives, functions and powers.

3. With notice and/or consent – including consent provided on enrolment and other forms (the information collected will not be disclosed without consent, unless such disclosure is lawful).
4. When necessary to lessen or prevent a serious threat to:
 - A person’s life, health, safety or welfare.
 - The public’s health, safety or welfare.
5. When required or authorised by law – including as a result of our duty of care, anti-discrimination law, occupational health and safety law, child wellbeing and safety law, reporting obligations to agencies such as the Department of Health and Health and Department of Families, Fairness and Housing and complying with tribunal or court orders, subpoenas or search warrants.
6. To investigate or report unlawful activity, or when reasonably necessary for a specified law enforcement purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency.
7. For statistical purposes.
8. To establish or respond to a legal claim.

In adhering to the requirements of Privacy Laws, The Avenue School will:

- Collect only information which is required for the school’s primary functions.
- Ensure people are informed as to why the information is collected.
- Ensure the Privacy Policy is publicly available.
- Store personal information securely, protecting it from unauthorised access.
- Provide people with access to their own information, and the right to have information corrected.
- Ensure that individuals who wish to complain about our compliance with the Australian Privacy Principles are directed to The Avenue School’s Complaints Handling Policy.

Consent

If personal information is to be accessed by a third party, as may apply when making referrals to alternative programs, the consent of the individual must be gained. If unsolicited personal information is discovered, it must be destroyed as soon as practicable. The Information Disclosure Consent Form should be completed.

Security of Information

The Avenue School will safeguard the information we collect and store against misuse, loss, unauthorised access and modification. Information will be secured in locked file cabinets or locked offices. Electronic records are protected by applying password protection on the central electronic filing system. Back-up data is encrypted so it is inaccessible by third parties. Security audits will be carried out annually.

Refer to the Privacy policy

Emergency Management

In the event of an emergency where safety within the building may be compromised, staff will implement the Emergency Management Plan and ensure all students and other people in the building are safely evacuated. The Emergency Evacuation kit and class rolls will be taken.

Catastrophic Fire Rating Days

The Avenue School will close to the public on days of Catastrophic Fire Danger ratings and all off-site activities will be cancelled. On days rated as an Extreme or High risk of fire danger, the activity will be reviewed, and a judgement made as to the fire risk posed.

Other Voluntary Closures

The criteria for voluntary closures will be based on the priority of safety of students, teachers, and other staff at The Avenue School. When there is a possibility of a critical emergency there will be consultation with the appropriate local Emergency Services or the Department of Health.

If information obtained suggests the possibility of a compromise to safety, there will be a voluntary closure of the School. The Principal has ultimate authority and responsibility, making key decisions, directing the actions of other staff, and co-ordinating with other staff to inform all participants.

Evacuation Plan



More Information

Full details of The Avenue School Policies and Procedures are available on the School website.

