



2021 RNS STUDENT VCAL HANDBOOK

**VICTORIAN CERTIFICATE OF APPLIED LEARNING
(VCAL)**



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WELCOME

WELCOME MESSAGE FROM THE PRINCIPAL, RIVER NILE SCHOOL (RNS)

I am very pleased to welcome you to the River Nile School VCAL Program and hope that your learning experience with us will provide you with a strong foundation for further study and your future career and life. As you settle into your program and work closely with your teachers and fellow students, you will discover that our student group is diverse and that our programs allow each student to learn at their own level and pace.

In VCAL you will gain real life experiences, doing real life tasks which will allow you to achieve learning outcomes. It is a hands-on program, providing practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Our difference is that we deliver VCAL in a specialist campus setting tailored to meet the needs of young disadvantaged refugee, asylum seeker and new arrival women, with small class sizes and lots of individual support.

We assist all our students with MYKI public transport, staple foods, childcare and wellbeing support to help you manage challenges you may have and to give you every opportunity to fully engage with your studies. All of our education, wellbeing and childcare services are provided free-of-charge to our students.

I trust that you will enjoy your student experience with the River Nile School and achieve the best possible outcomes for you in a safe, friendly and supportive environment.

I encourage you to embrace the challenge of making the most of your learning time with us to set you up for success in your future pathways.

Best wishes,

Lisa Wilson



INTRODUCTION

River Nile School is a school for young women aged 16-21 who are from an Asylum Seeker or Refugee background and are looking for the extra support needed to complete their secondary schooling.

MISSION

The River Nile School (RNS) is a charitable organisation that empowers disadvantaged, young, refugee and asylum seeker women through education. We aim to provide them with the opportunity of participating in our community on a more equal footing and prepare them for employment.

RNS VCAL programs are designed for students who have disengaged from mainstream education services. RNS is committed to empowering young women between the ages of 16-21. Through education and supporting the development of work and life skills, young women can have the opportunity to develop ways to achieve their potential by helping them either to move on to further education, or to gain meaningful employment. The RNS Program aims to empower women through relevant, engaging, purposeful education programs that provide opportunities to explore academic, personal and vocational potential.

RNS provides young women with the opportunity to achieve their VCAL qualification, as well as providing the experience of undertaking a broad array of learning programs that will allow each individual to build social capacities and achieve sustainable change in their life.

VALUES

River Nile School values knowledge and learning for life, community & partnership, respect, love & caring, resilience, empowerment and social justice

We recognise the strength of our organisation is to work with different communities and community members and positively influence their opportunities. We are committed to developing and delivering programs that educate, engage and meet the diverse needs of our students. Our goal is to create an empowered and inclusive community. Through education, RNS is breaking the cycle of dependence on social supports of the students and their children.

AUSTRALIAN DEMOCRACY

The RNS support and promote Australian democracy. This includes a commitment to:

- Equal right for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance
- Elected Government
- The Rule of Law

FIND OUT MORE

For more information go to our website at www.rivernileschool.vic.edu.au

WHAT IS VCAL?

The VCAL is a senior secondary school qualification - Years 11 and 12. It is a 'hands on' option for people who want to learn by 'doing', including those who have left school early. It combines practical work-related experience with other skill development like literacy and numeracy.

A VCAL program can be made up of study units from VCAL, the Victorian Certificate of Education (VCE) and Vocational Education and Training (VET) in a way that suits your interests and learning needs as a student. It can lead to further study at TAFE and to employment, including apprenticeships.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)

The VCAA provides curriculum and assessment programs for students in Victoria from prep to year 10, as well as the VCAL and the VCE.

As a VCAL student your enrolment and results are recorded on the VCAA's central database (called VASS) as well as with VU. Your Statement of Results and VCAL qualification are issued by the VCAA.

In addition to the information, guidance, resources and support provided to you by River Nile School as a VCAL student, you are encouraged to visit the VCAA website at <http://www.vcaa.vic.edu.au> as it is an excellent resource.

VCAL CURRICULUM

There are three levels of VCAL – Foundation, Intermediate and Senior.

Each VCAL award level contains four curriculum strands that make up your course of study:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

The curriculum strands contain VCAL units of study. The maximum duration of a VCAL program is 1,000 hours and each VCAL unit is 100 nominal hours in length, which includes both in and out of class time such as Structured Workplace Learning (SWL).

The VCAL units of study available for selection are from VCAL, VET certificates and/or VCE.

As a reference, information about the VCAL curriculum is available from the VCAA website at www.vcaa.vic.edu.au.

VCAL LEARNING PROGRAM

A VCAL learning program must include:

- A minimum of 10 units
- In the Literacy and Numeracy strand, at least 1 unit of Literacy (reading and writing) and 1 unit of Numeracy
- At least 1 unit each from the Industry Specific, Work Related Skills and Personal Developments Skills strands
- At least 5 credits at the level of the VCAL award (Foundation, Intermediate or Senior) – 1 must be for Literacy and 1 must be for Personal Development

VCAL STRUCTURE

The following is an example of a VCAL structure.

Literacy and Numeracy Skills Strand	Work Related Skills Strand	Personal Development Skills Strand	Industry Specific Skills Strand
Literacy Skills - Reading and Writing Literacy Skills – Oral Communication (2 Credits)	Work Related Skills Unit 1 (1 Credit)	Personal Development Skills Unit 1 (1 Credit)	VET Certificates (2-3 Credits)
VCAL Numeracy Skills (1 Credit)	Work Related Skills Unit 2 (1 Credit)	Personal Development Skills Unit 2 (1 Credit)	
Total Possible: 3 Credits	Total Possible: 2 Credits	Total Possible: 2 Credits	Total Possible: 3 Credits

VCAL SUBJECTS OFFERED AT RNS

- ❑ WRS011 Work Related Skills Foundation Unit 1
- ❑ WRS021 Work Related Skills Intermediate Unit 1
- ❑ WRS012 Work Related Skills Foundation Unit 2
- ❑ WRS022 Work Related Skills Intermediate Unit 2
- ❑ PDS011 Personal Development Skills Foundation Unit 1
- ❑ PDS021 Personal Development Skills Intermediate Unit 1
- ❑ PDS012 Personal Development Skills Foundation Unit 2
- ❑ PDS022 Personal Development Skills Intermediate Unit 2
- ❑ LIT011 Literacy Skills Foundation Reading and Writing
- ❑ LIT021 Literacy Skills Intermediate Reading and Writing
- ❑ LIT012 Literacy Skills Foundation Oral Communication
- ❑ LIT022 Literacy Skills Intermediate Oral Communication
- ❑ NUM011 Numeracy Skills Foundation
- ❑ NUM021 Numeracy Skills Intermediate

VET SUBJECTS OFFERED AT RNS

- 🔍 SIT20416 Certificate II in Kitchen Operations
- 🔍 SHB20116 Certificate II in Retail Cosmetics
- 🔍 BSB20115 Certificate II in Business (Units 1 & 2)

VCE SUBJECTS OFFERED AT RNS

- 🔍 Bridging EAL Unit 2
- 🔍 Foundation English

VCAL ASSESSMENT

Students must successfully achieve each learning outcome in each unit or module of your VCAL program. VCE and VET units are assessed in accordance with existing requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

VCAL is competency based which means your assessments are based on your ability to complete practical tasks, class participation and the completion of set projects.

There are two result codes that are used to report student achievement in VCAL to the VCAA. These are 'S' and 'N'. The result code 'S' (Satisfied) means satisfactory completion of a unit/module and the result code 'N' (Not Yet Satisfied) means non-satisfactory completion of a unit/module.

Statements of Results and VCAL certificates from VCAA are distributed in mid-late December.

In addition to the VCAA results, you will receive a transcript of results from that uses the following result codes.

Code	Competency Based	Code	Additional Codes	Code	Additional Codes
PP	Achieved Competency	SC	Satisfactory Completion of Class Hours	WDA	Withdrew, Attended Classes
NN	Competency Not Achieved	UC	Unsatisfactory Completion of Class	WDN	Withdrew, Did Not Attend

CREDIT AND RECOGNITION OF PRIOR LEARNING

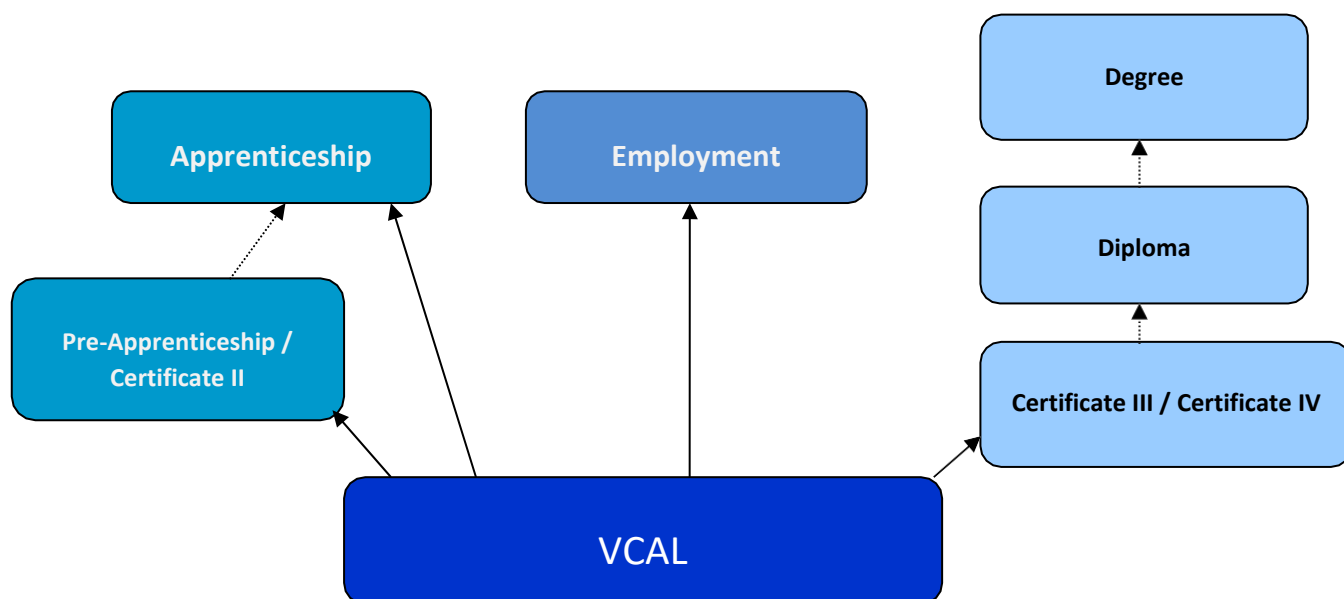
A credit is a successfully completed part of a course of study. If you have already completed units/modules from a Further Education, VET or VCE course these can count towards you achieving your VCAL certificate.

The teachers will help you to work out any credits from previous study that can be counted and make sure they are documented and reported as part of your VCAL.

In addition to credits, there is the Recognition of Prior Learning (RPL) assessment process through which you can apply for your work/life experiences and other education to be recognised as evidence of achievement in VCAL.

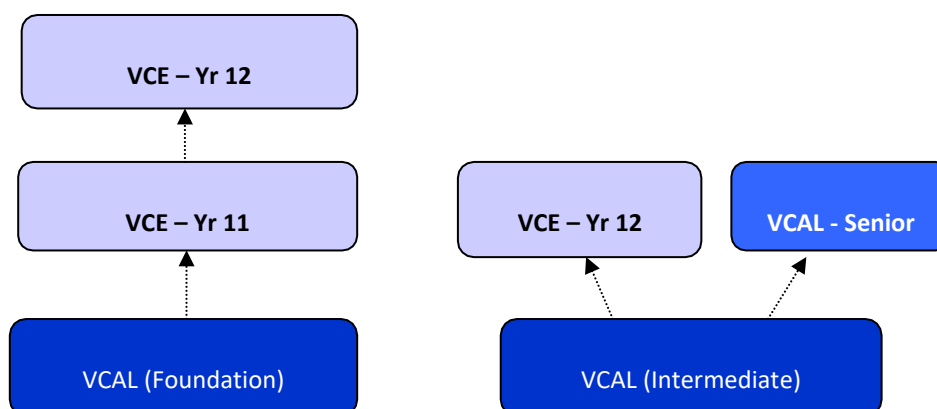
VCAL PATHWAYS AND OPTIONS

Once you complete your VCAL program, you will have a number of different pathways you can choose from.



PATHWAYS TO VCE

Even though VCAL is a senior secondary certificate, VCAL can still be used as a pathway to VCE.



RNS PROGRAM

ENTRY TO THE RNS PROGRAM

The RNS Program is offered to young women, aged 16 to 21 years old. While there are no formal entry requirements, your readiness to do a VCAL program is an important consideration in selection through an interview and assessment process.

VCAL TIMETABLE

At RNS, the VCAL program is run with a recognition of the complex needs of learners. Students may commence the course at different times during the year and sometimes complete the course within two years of commencing.

Below is the RNS VCAL program timetable. Throughout the year, specialist programs will also run, such as a Health and Wellbeing sessions focused on Human Rights, sport & exercise and survival swimming, creative pursuits such as sewing workshops, drama and art workshops. These specialist classes form a core part of the curriculum which students are required to attend.

A complete up-to-date RNS Timetable will be displayed in the foyer near reception.



VCAL IN AN ADULT LEARNING ENVIRONMENT

At RNS, our aim is to provide a supportive, flexible and positive learning environment for all students while completing your VCAL program.

RNS is an adult learning environment which means:

- There are no school bells
- You do not have to wear a uniform
- You are expected to respect student rights
- You are free to leave the school during your lunch break if you are over 18 years old



STUDENT ATTENDANCE AND PARTICIPATION

Information tells us that students who do not attend classes every day will most likely not complete their VCAL. To have the best chance of completing your VCAL certificate, there is an **80% attendance and participation expectation** for all VCAL students.

If you are experiencing problems that may be stopping you from coming to classes, please speak with your teacher or a member of the Wellbeing Team

As part of your VCAL enrolment, you are required to:

- Attend all activities as part of your VCAL program – you may only get one chance to complete an activity that is a part of your assessment so it is important to attend all scheduled activities.
- If you are going to be away for a class or for the day, you must contact (call, text or email) your teachers.
- If you are going to be late for class (even 10 minutes), you must contact (call, text or email) your teachers.



- If you leave classes early or do not return from breaks, you will be marked absent on the attendance register.
- Provide a certificate (*e.g. medical, dental etc.*) or supporting documentation (*e.g. from Centrelink, Department of Human Services etc.*) to support your absence if you are away for a day.

Remember teachers record your attendance in Compass, which is a legal record and if you receive a payment from Centrelink, they can ask you to pay back money to them if you miss too many classes without communicating with the school.

RNS STUDENT AGREEMENT: EXPECTED BEHAVIOUR AND ATTITUDE

At the RNS Program we believe all students should have a positive learning experience.

Code of conduct:

To participate in River Nile Learning School (RNS) programs, we ask that you respect other participants, students, the staff and volunteers, the resources (books, facilities and equipment), and the rules or procedures of the programs or activities. Before commencing at RNS, students will participate in an orientation with The Engagement Coordinator and an assessment with one of the teachers.

At this time students will be provided with information of the policies and procedures followed by RNS and its staff and students including and extending to the following areas; the classroom, childcare room, lunch room and RNS amenities. After completing your orientation and assessment, you will receive a timetable that is suited to your learning needs and availability and a copy of the RNS Student Agreement, Code of Conduct and ICT Acceptable Use Agreement, which you will read through with a teacher. You will need to sign these so that they can be saved in your file.

You have the right:

- To learn and participate in a safe environment;
- To be treated with respect;
- To receive appropriate support; and
- To be welcomed and supported by RNS staff and volunteers.

Your responsibilities are to:

- Commit to attending weekly session times allocated to you;
- Tell a staff member or phone the RNS office if you cannot come on a particular day;
- Treat others with respect, be friendly and welcoming;
- Observe RNS's rules or procedures as communicated to you;
- Register in the sign-in book when you arrive each day;
- Take care of RNS resources (books, facilities and equipment);
- Return books, resources, equipment and furniture to the place it belongs;
- Clean up after yourself (e.g. if you use dishes, cups, utensils, etc);
- Do not take anything without asking; and
- Approach RNS staff if you have any issues.

Medical consideration

Please **DO NOT** attend classes nor bring children into RNS if you or your children are unwell.

If you or your children have had vomiting or diarrhea, please do not attend RNS classes until you or your children have been well for >24 hours.

Be considerate e.g.:

- Only take a small share of basic food supplies, leave enough for others;
- If your child is in childcare, you need to be in class
- The childcare room is for children and childcare educators; only mothers who have been asked to stay with their children should be in there during class times
- RNS is a safe space for our students, staff and volunteers. If a friend arrives, please ask them to sign in and wait at the entrance for you to be ready.

IT IS EXPECTED THAT THE RNS PROGRAM WILL:

- Provide a supportive, stimulating and effective learning environment that empowers students to reach their potential
- Provide high quality learning experiences that are in accordance with good quality learning and teaching practice
- Provide a physical learning environment, facilities and student focused services to support students to succeed at their studies
- Provide accurate, timely and useful information to students in relation to their study, enrolment, policies, services and processes
- Provide an environment free from discrimination and harassment
- Provide timely and constructive feedback on assessment recognising it as a valuable part of the learning process
- Provide fair, transparent and efficient complaints, grievances and appeals procedures
- Provide a clear statement of acceptable academic behavior by students
- Treat personal information confidentially and ensure it is only released with the student's consent or when legally required
- Expect that all staff demonstrate a commitment to the ethical values of honesty, trust, fairness, respect and responsibility
- Respect individual student needs and abilities including recognition of previous and current learning experiences



IT IS EXPECTED THAT STUDENTS WILL:

- Engage actively with the educational experiences of the RNS Program
 - Be fully committed to their own learning including taking responsibility for monitoring their own progress
 - Respect the diversity of all students and staff and support an environment free from discrimination and harassment
 - Acknowledge and demonstrate a commitment to the ethical values of honesty, trust, fairness and responsibility including treating other students with respect
- Respect all RNS Program staff, property and facilities
 - Provide honest and constructive feedback about their academic programs
 - Acquaint themselves with RNS Program policies and procedures and adhere to the expectations of the Program as they apply to students
 - **Take responsibility for meeting reasonable attendance requirements.**



STUDENT SUPPORT

Support is readily available to you in the RNS Program – support for learning, career planning and personal matters.

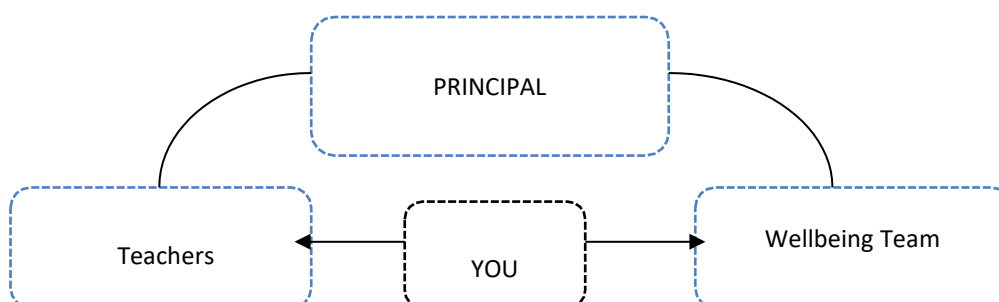
As part of the RNS Program's duty of care obligations to children under the age of 18 and its commitment to re- engaging at risk young people back into learning and pro-social pathways, the senior secondary provider offers a range of direct and indirect support services to students. These include:

- Employing Social Workers case manage students' needs
- Providing transition support to each student towards the end of their course to ensure that they achieve a desired destination outcome
- Advocating for students' needs and rights with government agencies, schools and courts
- Being part of the case support network for students in care
- Providing food relief for students in crisis
- Referring students on and supporting them to access other youth services to deal with specific needs, e.g. health, housing and income

Students with identified or emerging are encouraged to approach any RNS staff member to seek support. Students can expect they will be assisted in a sensitive and confidential manner. Students will be encouraged to work with social workers and other wellbeing staff to seek out specific interventions and supports that will enable eventual resolution of their issues. Students can expect the strictest confidentiality, with no information disclosed to any third party without prior consent (unless required to by law).

In terms of transition support, students who are verging on completing their course will have scheduled meetings with teachers to help identify preferred future work or course destinations. This also applies to students who decide to move on from the RNS Program before the end of their course as well as to those who exit from the course prematurely. The RNS Program is committed to supporting all students who enroll in its senior secondary programs, whether successfully completing VCAL or not, and is determined to ensure that any young person does not again become disconnected from education and support services following their time at the RNS Program. The RNS Program will continue communications with students after they leave the program. This includes follow up telephone calls each quarter to see how former students are progressing. RNS staff will assess whether young people have needs that require further support and will seek to provide this accordingly. The RNS Program prides itself on bringing young people into its community and ensuring that they remain connected and empowered after they leave the RNS Program.

Support is readily available to you at RNS – support for learning, career planning and personal matters. The main support people available to you are:



LOCATION

RNS is located at:

Level 1

117 Capel Street

North Melbourne VIC 3051

RNS PROGRAM STAFF and Role Title

Staff member	Roles
Eloise Falk	Music Therapist
Analia Solis	Teacher Learning Specialist
Aparna Raveendranath	Learning Support Worker
Carmela Raudino	Social Support Worker
Charlotte Rigoni	Social Support Worker
Fernanda Massinelli	Admin Coordin
Hannah Woods	Teacher
Imelda Olo	Support Team
Jacinta Bongiorno	Wellbeing Coord Nurse
Jackie Magessa	Social Support Worker
Jane Farrell	Service Stars
Susan Kent	Ass Principal
Kristina Pinti	Teacher
Lauren Fry	Teacher
Lauren Piovesan	Teacher
Letekidan Teke	Child Care
Lisa Wilson	Principal
Marianna Oklander	Business Manager
Nadia Faragaab	Engage Coord
Nasteho Abdi	Child Care
Piday Kusnawangsih	Learning Support Worker
Sarah Douglas	Teacher
Susan Kent	Lead Teacher/ Learn Support Coord
Suzan Najuan	Child Care
Tara Cunningham	Social Support Worker

RNS Website:

www.rivernileschool.vic.edu.au

RNS Telephone:

(03) 9329 8425

RNS Postal Address:

RNS

Level 1

117 Capel Street

North Melbourne, VIC, 3051

VCAL TERM DATES

Course Start Date	Thursday January 2021
Term 1:	28 January to 1 April
Term 2:	19 April to 25 June
Term 3	12 July to 17 September
Term 4:	4 October to 17 December

PUBLIC HOLIDAYS

Australia Day	Monday 26 January
Labour Day	Monday 8 March
Good Friday	Friday 2 April
Easter Monday	Monday 5 April
ANZAC Day	Thursday 25 April
Queen's Birthday	Monday 14 June
AFL Grand Final Friday	Subject to AFL schedule
Melbourne Cup Day	Tuesday 2 November

POLICIES AND PROCEDURES

School policies and procedures are communicated to students and parents/guardians/carers at the beginning of the academic year or at the time of enrolment. This handbook contains relevant information with the conditions and rules under which course participation takes place. A copy is made available to each student at the time of enrolment, are available to all students and parents/guardians/carers on the RNS website

<http://www.rivernileschool.vic.edu.au/policies>

It is the RNS Program's legal duty to offer young people a safe and supportive learning environment. The RNS Program creates this type of environment through a number of measures, including:

- a) by designing its learning programs to meet the needs of students;
- b) through wellbeing support services that are in place to identify and deal with student issues which pre-date or arise during the time of enrolment and
- c) through policy frameworks that comply with a range of legislative requirements.

Following below is a summary of the policies and procedures that are in place to govern RNS.

WITHDRAWALS

If you are considering withdrawing from the RNS Program, you are encouraged to discuss this with your teacher or an RNS social worker. If you decide to go ahead you must undertake a formal withdrawal.



STUDENT CARD

You will be issued a student card.

OFF-CAMPUS EDUCATION ACTIVITIES

Camps, Excursions and Off Campus Education Activities are a part of your VCAL program

If you are under the age of 18 years, parent/guardian/carer approval must be given before you can participate in Off Campus Education Activity/s.

USE OF INFORMATION TECHNOLOGY (IT), MOBILE PHONES AND OTHER ELECTRONIC EQUIPMENT

Users of the computer network at RNS are expected to use the technology in a responsible, ethical and legal manner, demonstrating respect for others, and an appreciation of everyone's right to a safe learning environment.

It is acknowledged that mobile phones are a valuable tool used by both students and staff. Students are reminded that mobile phones are to be used respectfully and within the expectations set out above.

Guidelines

- Mobile phones and electronic devices should not be used in any manner or place that is disruptive to the normal routine of the school.
- The RNS Program takes no responsibility for any electronic equipment brought into the school, which is subsequently lost, stolen or damaged.
- In order to protect the privacy of the individuals at the RNS Program, the taking of photographs or video footage using devices, including mobile phones, at any time, requires the permission of the teachers or Principal.

Mobile Phones

It is a criminal offence to use a mobile phone or other electronic device to menace, harass or offend another person (e.g. cyber bullying).

Students

- It is the responsibility of students who bring mobile phones and other electronic equipment to the RNS Program to adhere to the guidelines and procedures outlined in this policy document.
- The RNS Program accepts no responsibility for replacing lost, stolen or damaged phones and other electronic equipment.
- It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students or if stolen). In such instances students must keep their password/pin number confidential.
- Mobile phones must not disrupt classroom lessons with ringtones or beeping, they should be switched off prior to entering the classroom environment.
- Using mobile phones to bully, threaten, harass, engage in personal attacks, or post private information about another person using text messages, taking / sending photos or objectionable images, and phone calls is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour. Students using mobile phones to bully other students will face actions as deemed appropriate by the Principal.
- Should there be repeated disruptions to lessons caused by a mobile phone, the responsible student may face actions as deemed appropriate by the Principal.

Staff

- It is expected that staff mobile phones are either switched off or on silent during meetings, school functions and lessons, so there is minimal distraction to others.
- When in a supervisory capacity it is inappropriate for staff to engage in personal communication other than in an emergency.
- Parents and students should contact teachers through the RNS Program office.

Parents

- The decision to provide a mobile phone and other electronic equipment to their children should be made by parent(s)/guardian(s).
- Parents/Guardian(s) should be aware if their child takes a mobile phone or other electronic equipment to school.
- Parents can contact their child only through the RNS Program office landline (03) 9329 8425 during school hours not via their child's mobile phone.
- As a courtesy, parent(s)/guardian(s) are asked to turn off phones or switch to silent when attending RNS Program functions and meetings.

Other Electronic Equipment

- It is strictly forbidden to record visual images or audio in the classroom without teacher consent.
- It is strictly forbidden to upload any RNS recordings to the internet or to share recordings with other devices.
- Students are at all times responsible for their portable technologies and should keep them safe.
- Students who are found in breach of this policy will incur appropriate consequences.

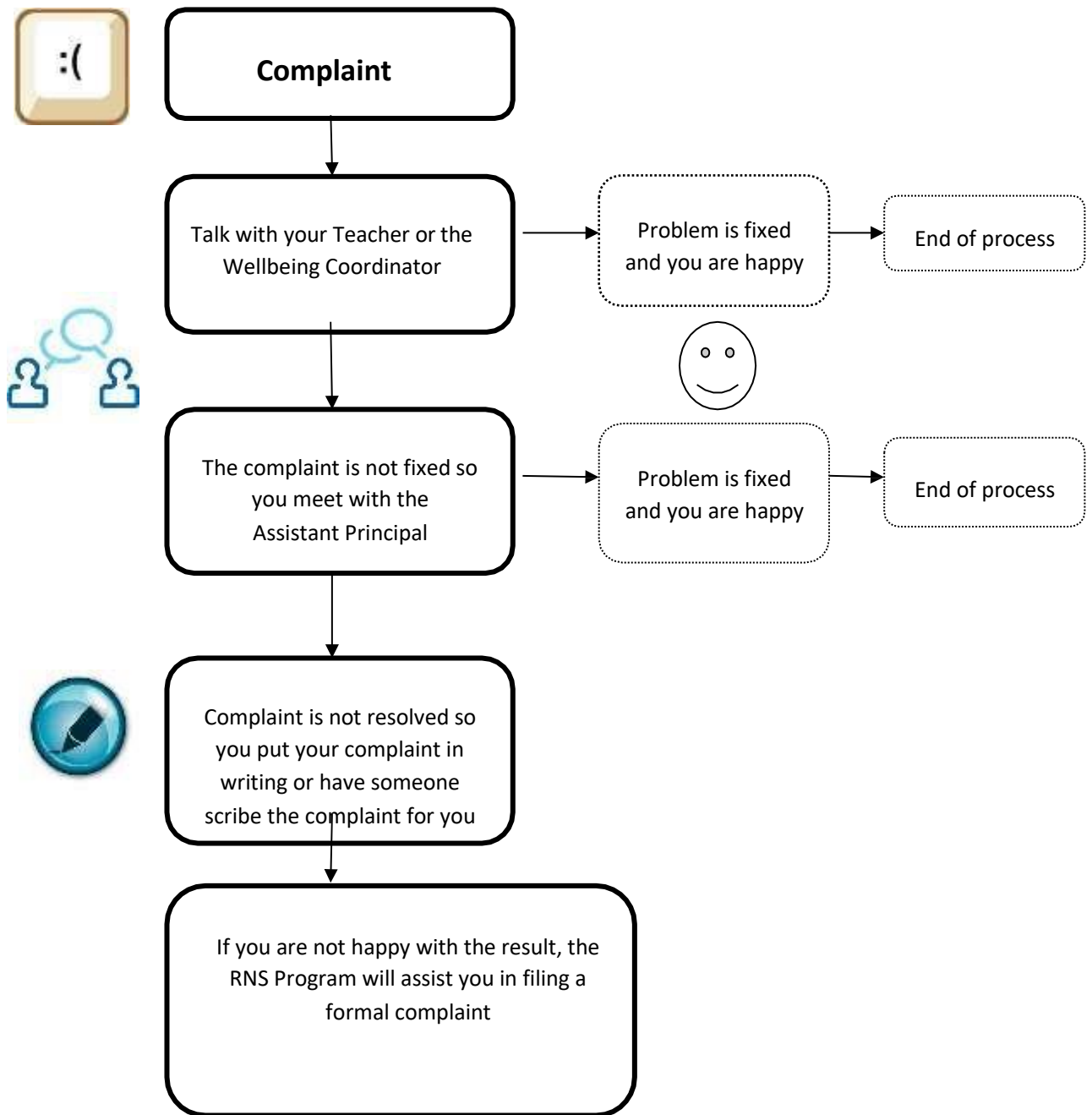
STUDENT RECORDS AND PRIVACY

Student information taken from your enrolment is securely stored in the RNS Program Office. Access to your records is only available in the RNS Program Office. Access to your records is only available to you, your teachers and approved RNS staff. Assessment results and personal details are locked away and will not be released to other people without permission. Other data is accessed via a password for security. As a current student you may ask to view this information at the RNS Program Office.

FEEDBACK, APPEALS AND COMPLAINTS

Students are encouraged to give feedback or if you are not happy, to make a complaint.

If you would like to make a complaint, please follow the steps listed below:



BULLYING AND HARASSMENT

At RNS every student has the right to feel safe from bullying. No form of bullying, including physical, verbal, psychological or cyber, is accepted at any level at RNS.

Bullying and harassment may be:

- o verbal – name calling, put-downs, threats
- o physical – hitting, tripping, poking, punching, kicking, stealing
- o social – ignoring, hiding, leaving out
- o psychological – stalking, spreading rumours, damaging possessions.



CYBERBULLYING is when a person or a group uses information and communication technologies (e.g. email, mobile phones, social networks such as Facebook, Twitter etc.) to support repeated and aggressive actions that are done on purpose by some people to harm others.

If you are being bullied:



Ask the person to: 'Stop it. I don't like it'



Then talk to a teacher, Wellbeing Coordinator, Assistant Principal



You can make a report about the bullying which will be taken seriously and treated confidentially

The Victorian Government Department of Education and Early Childhood Development has a clear anti-bullying policy and cyber bullying policy through its 'Safe Schools are Effective Schools' plan; these will be looked at in the workshops that are held as part of your program.

You are strongly encouraged to discuss any incidences of bullying with your teacher or Wellbeing Team member.

EXTERNAL STAKEHOLDERS

As a student of RNS you will be connected to a range of organisations that are part of the broader community. These organisations include Melbourne City Council, Service Stars, Foundation House, Red Cross, Life without Barriers, Co Health, The Huddle and more. These organisations help support the work of education staff by facilitating education, health and wellbeing and training programs. The aim of bringing these organisations into the life of the school is two-fold;

- ◆ Resources
- ◆ Expertise

External facilitators and workers that contribute to VCAL programs at RNS have the appropriate accreditation to be working with young people (e.g. qualifications and Working with Children Checks). External facilitators and workers operate under the supervision of education staff and are accountable to them at all times. These facilitators must conduct themselves according to both the policies and procedures of RNS, and the negotiated structures of individual programs. Students maintain the same rights to a duty of care from education staff at these times, and are encouraged to liaise with education staff if they have any grievances or complaints.

The only exceptions to this relationship is when students are enrolled with external VET providers e.g. TAFE or are on Structured Workplace Learning (SWL). At this time they are enrolled as students of the further education setting or

participate as employees of the workplace, thus they are accountable to the policies and procedures of that setting. Even under these circumstances, education staff will maintain contact with students and their facilitators at TAFE or work placement and are willing to support students/make representations on behalf of them as required

EMERGENCY CONTACTS

- ◆ Fire, Police, and Ambulance : 000 (Dial 0 for an external line then dial 000)
- ◆ Dial 112 from a mobile phone – this will also connect you to the emergency services

EMERGENCY PROCEDURES

Any incident in which the safety of staff or students is at risk, or which poses a threat to property or the environment, will be acted on immediately and dealt with in line with RNS's Emergency Management Plan. RNS takes its duty of care commitments to its students, staff and community with the highest level of seriousness, and will do everything within reason to minimise risk. This will include such measures as conducting initial risk assessments, having emergency contact details and means of communication on hand at all times and ensuring that no individual is consciously placed in a vulnerable position (e.g. staff to student ratios).

It is the education providers' responsibility to plan for the safety of staff and students involved in school activities. This extends beyond planning for events occurring under normal circumstances. All school activities, regardless of where they are to be conducted, must be planned in such a way as to ensure that the safety of staff and students is maintained, and that students are adequately supervised, even during an emergency. In the case of an incident, incident reports will be completed and filed with the Principal. These will be maintained on relevant files for 7 years as per the RNS privacy policy.

The following action plan should be followed in the case of an emergency incident:



Identify the incident – Location, people involved, impact on others

Assess the incident – Who's at risk? What needs to be done to minimise the impact?

Respond to the incident – Provide relevant assistance to those in need

Communicate the incident – Contact appropriate personnel, services and parents and/or guardians

Monitor the incident – Ensure that the wellbeing of parties is monitored until under control/safe

Complete an incident report form – Once the incident is under control complete an incident form

FIRST AID

Staff have a legal duty to protect students in their care from risk of injury which are reasonably foreseeable. In the case of serious injury or illness, no education staff member will diagnose or treat a condition apart from carrying out the appropriate first aid procedures, within the limits of their skill, expertise and training. Diagnosis and treatment are the responsibility of an ambulance paramedic or medical practitioner.

The RNS Nurse should be contacted as first step, if not available there will always be a first aider available to assist an injured or ill person. A first aider is a person who has been trained to a competent level that covers all school requirements and whose accreditation is current. At RNS all education staff undertake a Level II Provide First Aid Certificate as part of their Professional Development.

Students who require first aid procedures that are in addition to those taught in basic first aid training need to notify the education provider of their special conditions. This might include such conditions as anaphylaxis and diabetes. Under these conditions, RNS will ensure that its staff receive the appropriate training to meet the health needs of these students.

ARRANGEMENTS FOR ILL Under 18yo STUDENTS /DISTRIBUTION OF MEDICINE






These arrangements apply to students who are under the age of 18 years.


Students who are ill –Parents or guardians will be informed and where necessary asked to collect an ill student from the RNS Program.

Distribution of medicine - If a student needs to take medicine while on campus the following guidelines apply: If you require supervision when taking medication please indicate this on the form provided; this form is to be signed by your parent/guardian and returned to RNS Nurse.



- ◆ Medicine must be delivered to the RNS Nurse by your parent/guardian.
- ◆ Medicine will only be accepted in original containers.
- ◆ RNS is not under an obligation to administer the medicine.
- ◆ Any changes in medication must be communicated in writing to the RNS Program.

USEFUL ORGANISATIONS



HEALTH AND WELLBEING SERVICES	
www.youthbeyondblue.com 	Beyondblue youth provides accurate, up to date, and easy to read information on depression, anxiety and related disorders.
www.cohealth.org.au 	Co Health is Australia's largest community health organisation, providing quality local health services in Melbourne's west, north and inner city. Collingwood, Fitzroy & Melbourne CBD: 9411 4333 Flemington, Moonee Ponds & Niddrie: 9377 7100 Footscray, Braybrook, Werribee & Melton: 8398 4100
http://ausmuslimwomenscentre.org.au/about 	The Australian Muslim Women's Centre for Human Rights (AMWCHR) is an organisation of Muslim women working to advance the rights and status of Muslim women in Australia. The Australian Muslim community is characterised by diversity and hybridity; there is not a binding vision of Islam or what it means to be Muslim. AMWCHR are therefore a non-religious organisation reflecting the cultural, linguistic and sectarian diversity within the Muslim community. Phone: (03) 9481 3000
www.foundationhouse.org.au 	Foundation House aims to meet the needs of people in Victoria who had been subjected to torture or other traumatic events in their country of origin, or while fleeing those countries. 4 Gardner Street Brunswick VIC 3056 Phone: 9388 0022
www.thewomens.org.au 	FARREP provides services for women from places where female circumcision is practiced. The aim is to make it easier for women to get appropriate health information and care. The Royal Women's Hospital 20 Flemington Road Parkville VIC 3052 FARREP Direct Line: 8345 3058









www.mcwh.com.au/FARREP.php 	<p>The Multicultural Centre for Women's Health provide education sessions on sexual and reproductive health and telephone health information and referral to women from communities traditionally affected by practices such as Female Genital Mutilation/Cutting (FGM/C).</p> <p>Suite 207, Level 2 Carringbush Building 134 Cambridge Street Collingwood VIC 3066</p> <p>Phone: 9418 0999 Toll Free Number: 1800 656 421</p>
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MIGRATION AND MULTICULTURAL SERVICES

www.redcross.org.au 	<p>Red Cross Migration Support and Services provide help and support to refugees, asylum seekers, immigration detainees and other people who are vulnerable as a result of migration.</p> <p>23-47 Villiers Street North Melbourne VIC 3051</p> <p>Phone: 8327 7700 Toll free number: 1800 131 701</p>
www.cmy.net.au 	<p>The Centre for Multicultural Youth supports young people from migrant and refugee backgrounds to build better lives in Australia.</p> <p>Carlton (Head Office) 304 Drummond Street Carlton VIC 3053</p> <p>Phone: 9340 3700</p>

YOUTH AND LEGAL SERVICES

www.youthcentral.vic.gov.au 	<p>Youth Central offers a range of information and advice on issues like jobs, study, travel, money and events in your local area - wherever you live in Victoria - whilst offering opportunities for you to participate.</p>
http://www.nmfc.com.au/huddle 	<p>The Huddle provides young people between the ages of 12 to 25 with volunteer tutor and homework services. They also engage and empower young people through sport and recreation, education, careers, digital skills and civil participation.</p> <p>204-206 Arden St, Melbourne VIC Melbourne VIC, 3051</p> <p>Phone: (03) 9320 2400</p>

<p>www.imcl.org.au</p> 	<p>Inner Melbourne Community Legal provides legal advice, information, referral and casework assistance in general family, criminal and some civil law matters. They also provide community outreach services and are involved in community legal education and law reform work.</p> <p>Suite 2/508 Queensberry Street North Melbourne VIC 3051</p> <p>Phone: 9328 1885 (Business Hours 9am-5pm)</p>
EDUCATION, CAREERS & EMPLOYMENT SERVICES	
<p>https://imvc.com.au/</p> 	<p>IMVC is committed to the social inclusion of young and marginalised people and is passionate about providing opportunities for the wider community, especially at-risk youth, to enhance capabilities and opportunities in applied learning, vocational education, training and employment.</p> <p>Level 1/ 71 Palmerston Crescent South Melbourne VIC 3205</p> <p>Phone: 03 9686 2354</p>
<p>http://www.workplacements.education.vic.gov.au/</p> 	<p>Capital City LLEN helps school students undertaking VET as part of their VCE and VCAL studies, including School-based Apprenticeships and Traineeships (SBATs), to access Structured Workplace Learning (SWL) placements in industry and business. They have contacts with employers in business services, public service, accommodation and food services, IT and other sectors.</p> <p>Suite 404, 365 Little Collins St, Melbourne Vic, 3000</p> <p>Phone: 0431 993 064</p>
<p>www.servicestars.com.au</p> 	<p>Service Stars Community Jobs Alliance will work with you to find your first job in Australia, give you the support you need, and help you keep a job.</p>
<p>www.myfuture.edu.au</p> 	<p>My Future contains current career information, articles and links to thousands of resources to assist you on your career journey.</p>
<p>www.jobguide.deewr.gov.au</p> 	<p>The Job Guide looks at 1,500 occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.</p>
JOB SEARCH	
<p>www.mycareer.com.au</p> 	<p>www.seek.com.au</p> 

IMPORTANT POLICIES AND PROCEDURES

CHILD SAFE STANDARDS POLICY AND PROCEDURES & CODE OF CONDUCT

This policy is developed by RNS to support the school to create a child safe organisation and protect students from all forms of abuse. The Child Safe Standards (the Standards) are compulsory minimum standards for all organisations that provide services to children including in Victorian schools. The aim of the Standards is to ensure organisations are well prepared to protect children from abuse and neglect.

To read more about River Nile School's Child Safe Standards Policy and Procedures follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6f684e17b62748351d00/1550544749997/RNS+S2+Child+Safe++Policy+%282019.02%29.pdf>

To read more about River Nile School's Child Safe Code of Conduct follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6f7715fcc00f43dc07de/1550544768276/RNS+S3+Child+Safe++Code+of+Conduct+%282019.02%29.pdf>

VCAL ASSESSMENT AND REPORTING POLICY AND PROCEDURES

Assessment and reporting are integral to planned approaches to teaching and learning. Their purpose is to promote a positive attitude to learning and assist the improvement of student learning by:

- *allowing students to confirm what they have learned and ascertain where improvement may be needed through continuous and ongoing feedback*
- *providing a record of student achievement*
- *informing teachers of areas where additional assistance is needed*
- *providing a basis for program evaluation and continuing curriculum improvement*
- *developing a sense of partnership in learning among parents/guardians, teachers and students*
- *Takes into account of the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, and importantly at the RNS, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable as these describes most of our students; and*
- *Makes reasonable efforts to accommodate the matters referred to in clause 6(a) via interpreters and translated documents and notices where appropriate.*

To read more about River Nile School's VCAL Assessment and Reporting Policy and Procedures follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6dfd085229f28781543d/1550544387447/RNS+Assessment+%26+Reporting+%282019.02%29.pdf>

ANTI- BULLYING, CYBER BULLYING AND HARASSMENT POLICY

The purpose of this policy is:

1. To ensure that the River Nile School provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.
2. To encourage cooperation, respect and consideration for and between all members of the school community.
3. To support and encourage all students in their learning and development.

To read more about River Nile School's Anti-Bullying, Cyber Bullying and Harassment Policy follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6e59971a1870356846bd/1550544476825/RNS+Anti-Bullying+Cyber+%26+Harassment+Policy+%282019.02%29.pdf>

ACCEPTABLE USE of ICT – STUDENT AGREEMENT

The purpose of this policy is for students, staff, volunteers and visitors at River Nile School understand and acknowledge safe, responsible and ethical use of ICT at all times, and to abide by the Schools Internet Use Policy and Procedures. This Acceptable Use Agreement applies to all digital technologies and environments, including (although not limited to):

- school owned ICT devices (e.g. desktops, laptops, printers, scanners)
- mobile phones and student owned devices
- email and instant messaging
- internet, intranet
- social networking sites (e.g. Facebook)
- video and photo sharing websites (e.g. YouTube)
- blogs or micro-blogs (e.g. Twitter)
- forums, discussion boards and groups (e.g. Googlegroups)
- wikis (e.g. Wikipedia)
- vod and podcasts

To read more about River Nile School's Acceptable Use of ICT Student Agreement follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6e17652deadf25e1db08/1550544410002/RNS+Acceptable+Use+of+ICT+%282019.02%29.pdf>

INTERNET USE POLICY AND PROCEDURES

The River Nile School provides a connection to the Internet and the RNS Network by Wi-Fi and cabled computers, laptops and other portable devices. Students will only be able to use the Internet and Network and school equipment after they sign the Acceptable Use of ICT Student Agreement.

To read more about River Nile School's Internet Use Policy and Procedures follow the link below:

<https://static1.squarespace.com/static/5855a68ff5e2315e3ef1d05a/t/5c6b6e8aec212d7545409eb9/1550544529414/RNS+Internet+Use+Policy+%26+Procedures+%282019.02%29.pdf>

Further RNS Policies and Procedures are available on the RNS website at this link:

<http://www.rivernileschool.vic.edu.au/policies>

The full suite of RNS governance documents, including all policies, procedures, code of conduct and forms are available on request at the RNS Office.