



School Charter 2018 – 2021

Melbourne Swedish Community School Association Inc.

Approved in the
Annual General
Meeting 2017

Document Control

Table 1: Document Details

Abbreviation / Acronym	Description
Title	Melbourne Swedish Community School Charter
Version	2.0 RELEASED
Author(s)	Richard Cederberg
Last saved date	2017-11-11

Table 2: Reviews

Name	Title	Version	Review Date	Comment
Richard Cederberg	Chairman	1.2	2017-09-29	
Henrika Quinlan	Principal	1.2	2017-09-29	
Gina Burgedahl Ilievski	Committee Member	1.2	2017-09-13	

Table 3: Authorisations

Name	Title	Version	Authorisation Date	Comment
Henrika Quinlan	Principal	2.0	2017-11-11	Endorsed at the AGM
Richard Cederberg	Chairman	2.0	2017-11-11	Endorsed at the AGM

Table 4: Related Documents

Document Name	Location / Link / Comments
Australian Curriculum in Victoria (Victorian Curriculum F-10)	http://Victorian Curriculum F-10.vcaa.vic.edu.au/ http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/index.aspx

Contents

Introduction	3
School profile	3
The students	3
The curriculum and learning environment	3
School committee members	4
School charter	5
Curriculum profile	5
Strands and Sub-strands	5
Areas of studies	6
Enrichment programs	6
Skolverkets kursplan för kompletterande svenska i utlandet	7
School goals	8
Code of conduct and practice	10
School Committee	10
Principal / School Administrator	10
School coordinator	10
School Community	11
Teaching staff	11
Students and their parents	12
Policies and procedures	13
Discipline procedure	13
Grievance procedure	13
Complaints and Appeals Policy	13
Mutual Respect Policy	14
Privacy Policy	20
Report writing policy	22
Expense reimbursement policy	22
Definitions	23

Introduction

School profile

The Swedish School was incorporated under its current name, Melbourne Swedish Community School Association Inc. on the 27th of July 1990 but has records dating back to 1979.

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised 2017. Students from all over Melbourne and its surrounds attend the school. Currently nearly 200 students from Foundation level through VCE are enrolled. The school employs several teachers and teacher assistants, each who regularly attend professional development programs. Its day to day administrative functions are carried out by a paid school Administrator.

The school is renting classrooms from the Swedish Church's and the nearby Toorak Primary School's properties in Toorak. Through this arrangement the school is fortunate to be able to provide students and their families with a splendid backdrop of lush gardens, big lawns, majestic oak trees, a playground and even a pool to enjoy before or after classes in summer at the Swedish Church's magnificent former Governor General's residence in St George's Road, an ideal meeting point for the Swedish Community.

The school enjoys an excellent relationship with its long term prime land-lords, and other benefits include full access to the library and a safe storage for books, materials, computers and other learning-aids.

The students

Generally, a student is aged between six and 18 and comes from a family where one parent is Swedish and the other Australian; typically, English is spoken as the first language and Swedish learnt as a second. A significant minority of students derive from Swedish ex-pat families who remain in Australia for periods generally ranging from one to five years. For these students, the school's academic aim is to provide maintenance and some basic development for their children's native Swedish language skills.

The curriculum and learning environment

The school operates within the guidelines set out in The Victorian Curriculum F–10¹. It also runs an increasingly popular and successful Victorian Certificate of Education (VCE)² program as well as catering for a handful of correspondence students.

Within its mix and the commonality of interest of its students, the school promotes multicultural values and more particularly provides a bridge between the cultures and languages that its children share. To facilitate this end, the school endeavours to engender its values outside the classroom as well as inside by encouraging students and parents to attend various excursions and outings throughout the school year including our annual school camp.

The Melbourne Swedish Community School is committed to developing the student's all-round individual capacity. So, the curriculum integrates a full range of various studies including, Swedish heritage, history, geography and provides for many cultural activities. The desire is to provide knowledge, understanding and some practical experience so that the individual can grow and maintain their sense of cultural belonging.

¹ <http://victoriancurriculum.vcaa.vic.edu.au/>

² <http://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

School committee members

The following table details the members of the Melbourne Swedish Community School Association Inc. school committee as elected at the Annual General Meeting 2017.

Table 5: Committee members

Committee role	Name of member
Chairman	Richard Cederberg
School Coordinator	Anette Ryan
Principal/School Administrator	Henrika Quinlan
Enrolment Officer	Per Halvarsson
Bookkeeper	Kristina Slavec
Supplementary committee member	Gina Burgedahl Ilievski
Supplementary committee member	Annika Karlsson
Supplementary committee member	Maria Morén
Supplementary committee member	Katarina Montelius
Supplementary committee member	Ulrika Elvesjö

School charter

Curriculum profile

The Melbourne Swedish Community School has adopted the revised curriculum planning and reporting guidelines within the Victorian Curriculum F–10³ and styled them to meet the needs of our students.

The curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in Swedish
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Strands and Sub-strands

The content descriptions of the Languages Curriculum F–10 are organised through two interrelated strands, Communicating and Understanding. Each strand contains several sub-strands.

Table 6: Curriculum profile

Strand	Communicating	Understanding
	Using language for communicative purposes in interpreting, creating and exchanging meaning.	Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.
Sub-strands	Socialising Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.	Systems of language Understanding language as a system that includes sound, writing, grammatical and textual conventions.
	Informing Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.	Language variation and change Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	Creating Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	The role of language and culture Analysing and understanding the role of language and culture in the exchange of meaning.
	Translating Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	
	Reflecting Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	

³ <http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

Areas of studies

To give the language studies context and provide the students with a sense of belonging the teaching focus around areas of studies that highlight the Swedish and Scandinavian heritage.

HERITAGE	Storytelling, songs, games, drama, dance, art.
HISTORY	Swedish and Scandinavian.
LITERATURE	Swedish and Scandinavian
GEOGRAPHY / NATURE	Swedish and Scandinavian
CULTURE / TRADITIONS	Artists Writers Music Easter Traditions Midsummer Celebration Lucia Celebration Christmas Celebrations
SWEDEN TODAY	News, current affairs, media.



Enrichment programs

The class room teaching is complemented with activities to enrich the learning and understanding.

CULTURE	Scandinavian Day Valborg Spring Celebration Christmas Bazaar
CAMP AND EXCURSIONS	Family Week End Camp Excursions associated with topics studied.

The text below is an excerpt of the Swedish National Agency for Education (Skolverket), the central administrative authority for the public-school system, publicly organised preschooling, school-age childcare, and for adult education. Although the guidelines are provided in Swedish, a summary in English may be provided on request to the Association.

Skolverkets kursplan för kompletterande svenska i utlandet

Kursplanen är så långt som det är möjligt uppbyggd på samma sätt som kursplanerna för svensk grundskola och svensk gymnasieskola och den har samma innehåll.

Kursplanen vänder sig till två målgrupper. Den ena är elever som tänker stanna utomlands och vill bevara och upprätthålla sin tvåspråkighet. Den andra gruppen är elever som återvänder till studier i Sverige och då ska göra det utan att behöva läsa in alltför mycket i ämnet svenska.

Mål för kompletterande svenska i utlandet

I undervisningen i kompletterande svenska i utlandet skall strävan vara att eleven: -

- utvecklar sin fantasi och lust att lära genom att läsa litteratur samt gärna läser på egen hand och av eget intresse;
- utvecklar sin fantasi och lust att skapa med hjälp av språket, både individuellt och i samarbete med andra;
- utvecklar sin språkliga förmåga att förstå och uttrycka sig i tal och skrift i olika språkliga sammanhang;
- utvecklar sitt ordförråd och sin begreppsbyggnad;
- utvecklar sin förmåga att i samtal med andra uttrycka de känslor och de tankar litteraturen väcker;
- får möjlighet att komma i kontakt med svenskt kulturarv såsom sånger, traditioner, geografi, historia och litteratur;
- får möjlighet till inblick i vad som händer i Sverige idag.

Mål för de elever som inte avser att fortsätta sina studier i Sverige

Eleven skall: -

- kunna i vardagliga sammanhang läsa och samtala om texter av olika slag;
- kunna uttrycka erfarenheter, känslor och åsikter i tal och skrift;
- känna till förhållanden och traditioner i Sverige, både vad avser modern tid och äldre tider.

Mål som skall ha uppnåtts i slutet av det som motsvarar femte skolåret i svensk grundskola

Eleven skall: -

- kunna läsa med flyt både högt och tyst och uppfatta skeenden och budskap i böcker och saklitteratur skrivna för barn och ungdom, kunna samtala om läsningens upplevelser samt reflektera över texter;
- kunna producera texter med olika syften som redskap för lärande och kommunikation;
- kunna muntligt berätta och redogöra för något så att innehållet blir begripligt och levande;
- kunna tillämpa de vanligaste reglerna för skriftspråket och de vanligaste reglerna för stavning samt kunna använda ordlista.

School goals

The Melbourne Swedish Community School has set several goals that provide us with a focus to maintain and improve our standards every year.

Table 7: School goals

Goals	Implementation Strategies	Achievement Measure
To provide an inclusive developmental curriculum and programs in the Swedish language and culture; which is appropriate to the needs for students living here permanently as well as for students returning to Sweden.	Regular revisions of policies and programs. Implement the requirements of the Victorian Curriculum F–10. Provide professional development for staff. Update staff with the latest in language and curriculum development. Ensure adequate preparation for curriculum and session planning.	Introduction of new and improved planning routines and documentation system. Teachers' evaluation through regular curriculum planning days. Comprehensive school reports guided by the outcomes of Victorian Curriculum F–10. Availability of a school coordinator to ensure and oversee curriculum planning and report writing.
To provide learning experiences that will motivate and challenge all students to reach their full individual potential.	Provide opportunities for students to work in a variety of group situations but also be able to work on their individual development. Use a variety of teaching strategies including an integrated approach. Fair report writing based on the individual. Involve students in their own reporting and assessment.	Parent feedback. Review of students learning outcomes using: <ul style="list-style-type: none"> • Teachers checklist • Student profiles • Parent/Teacher- interviews. Scope and variety of session plans. School reports mid-year and end of year. Record of participation in all activities.
To provide an environment where the students can feel safe and know they are able to speak up and be heard if anything troubles them.	Implementation of policies, code of conduct, screening, supervision and training processes that meet Victoria's compulsory child safe standards ⁴ .	Through ongoing review of existing processes and training programs for staff and volunteers, including regular compliance assessments.
To provide an environment where the school community cooperatively works together for the optimal learning outcomes of the students.	Provide opportunities for parents to become familiar with school activities. Maintain processes that ensure parents, staff and students have opportunities to participate in decision making. Encourage parent participation in extracurricular school programs.	Effective communication through handouts, e-mails, mail-outs and the school's web page. Student and parent attendance. Parent participation in school activities.

⁴ Commission for Children and Young People, 2015, "A Guide for Creating a Child-safe Organisation": <https://ccyp.vic.gov.au/assets/resources/ChildSafeGuide.pdf>

Goals	Implementation Strategies	Achievement Measure
<p>To provide an efficient and responsive management and administrative structure that serves and improves the school's operation.</p> <p>A management team which provides good leadership and which ensures effective decision making.</p>	<p>Communication procedures in place for committee, parents, teachers and students.</p> <p>A well informed and organised administration.</p> <p>Regular teachers' meetings.</p> <p>Regular committee meetings.</p>	<p>School community awareness and use of communication procedures.</p> <p>Up to date and accurate student and financial records.</p> <p>Level of input from teachers and parents in decision making.</p>
<p>To be accountable to the members, students and DEECD⁵.</p> <p>Develop and maintain the monitoring and reporting procedures.</p>	<p>DEECD accountability requirements.</p> <p>Ensure a strong and devoted committee.</p> <p>Parent/Teacher communication procedures.</p> <p>Teacher meetings and curriculum planning procedures.</p> <p>Survey – Reports.</p>	<p>Annual General Meeting and reporting to members.</p> <p>Parent/Teaching reporting process.</p> <p>Annual Audit.</p> <p>Annual reports to DEECD.</p> <p>Regular review of programs.</p>
<p>Develop and maintain a resource allocation that reflects and delivers the goals and priorities of the school.</p>	<p>Plan for future development, which reflects educational priorities.</p> <p>Budget allocation consistent with goals and priorities of the school.</p> <p>Development of appropriate reading material and text books.</p>	<p>Regular inventory and purchase procedures regarding books, school material and learning aids.</p> <p>Regular and effective financial reporting practices.</p> <p>Feedback from parents and students.</p>

⁵ Department of Education and Early Childhood Development: <http://www.education.vic.gov.au/Pages/default.aspx>

Code of conduct and practice

School Committee

The Melbourne Swedish Community School Association Inc. acknowledges that it operates within its Constitution and DEECD Regulations. Within these regulations and guidelines Melbourne Swedish Community School has resolved that it will operate with integrity and observe the following principles:

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the School, its Charter, its Administration and Staff will be demonstrated
- Members of the Committee, Staff and Administration will be encouraged to undertake training regarding their responsibilities to current school policies and practices and DEECD policies and directions
- The views of the school community will be sought and considered on major issues
- Decisions of the School Committee will be available to the members of the School Association
- Encourage parents to become involved in the school's programs, excursions, camps and other activities
- Use the skills and experiences within the community as an important resource
- The committee will meet at least once per term on top of the Annual General Meeting
- Minutes of the meetings will be kept and business will be conducted according to normal meeting procedures; and
- The Administrator will advise all members of the scheduled meeting, ensure that an agenda is prepared in advance of the meeting, minutes are taken and decisions of the committee are implemented

Principal / School Administrator

The School Administrator is responsible to provide effective management of the school in accordance with the School Charter, DEECD guidelines, expectation and code of practice.

- Manage and monitor the implementation of the School's policy and the Charter
- Ensure the provision of planning, implementing and evaluating of new school policies and programs
- Establish effective and efficient administrative structures and procedures
- Plan and invoke practices, which provide for the professional development and growth of staff; and
- Ensure the school's Web page is consistently updated

In return, the School Administrator can expect:

- A safe and harassment-free environment; and
- Close cooperation and support from the School Coordinator, the Committee and the teachers.

School coordinator

The school coordinator is responsible to ensure that the school's charter and the codes of practice that apply generally and in particular to the teaching staff and students are implemented. The school coordinator shall also:

- Promote and support good relations between the school and its members
- Communicate with parents, teachers and students
- Ensure a safe and pleasant learning environment
- Ensure the roster for school yard duties is implemented

- Select staff and designate tasks
- Monitor the quality of education for all students
- Ensure the implementation of the school policy on assessment and of student progress; and
- Supervise and maintain a high standard of the school's inventories

In return School Coordinator can expect:

- A safe and harassment-free environment
- Participation in the decision-making process; and
- Support from the Principal and the Committee

School Community

The Melbourne Swedish Community School recognises that the parents of its students and the Swedish Church are also integral to the school community. We acknowledge their involvement and contribution to our school and encourage them to support:

- The committee
- The teachers; and
- The administration

Opportunities for participation and contribution will be provided through:

- Activities and programs within the school
- Parent/teacher interviews
- Taking an active interest in the school's operation and activities; and
- Attending parental information sessions

This will be achieved through communication via:

- The school's Newsletter
- Committee reports and policy documents
- The Annual General Meeting; and
- The school's Web page



Teaching staff

The teaching staff will demonstrate a commitment to The Melbourne Swedish Community School by:

- Implementing the School Charter, Goals and Priorities
- Presenting a positive role model to students
- Demonstrate a high standard of professional behaviour
- Supporting other staff members; and
- Treating all students equitably and justly



In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas

- Develop professionally through courses provided through DEET, internal workshops and professional reading
- Support the school's committee, principal, coordinator and the school community generally
- Participate in all school activities including school excursions and the annual family camp
- Provide reports to students and parents in a clear and accurate form, in accordance with Victorian Curriculum F–10; and
- Encourage parental involvement

In return, all staff can expect:

- A safe and harassment-free environment
- Participation in the decision-making process; and
- Support from the School- coordinator and the Committee



Students and their parents

The students will demonstrate a commitment to The Melbourne Swedish Community School by:

- To respect and follow the classroom rules
- To respect their fellow students and allow them to learn without interruption
- To care for their own property, other's property and environment; and
- To act in a safe and responsible manner for themselves and others

In return students can expect to:

- To learn, work and play in a supportive environment
- Be heard and able to express their opinions appropriately
- Be safe and secure in the school environment; and



The Code of Conduct for students also applies to the parents.

Policies and procedures

Discipline procedure

If a student behaves in a socially unacceptable way, the following steps will be taken:

FIRST STEP	Warning and consequences of continued misbehaviour will be explained to the student.
SECOND STEP	The student will be sent to another classroom with work to be completed.
THIRD STEP	The student will be counselled by the school's disciplinary officer.
FOURTH STEP	Parents will be informed and requested to attend a meeting together with the student, with the school's disciplinary officer, in order to try to resolve the problem.
FIFTH STEP	The student will be suspended or expelled from the school.

There is a right to appeal through the Complaints and Appeals process.



Grievance procedure

If a member has been guilty of conduct unbecoming a member or teacher such as harassment, interrupted lessons, breach of contract and other social unacceptable ways the following steps will be taken:

FIRST STEP	Members will be informed and requested to attend a meeting in order to try to solve the problem. Warning and consequences of continued misbehaviour will be explained to the member by the Teacher, School Coordinator or the Principal
SECOND STEP	The Committee will write a written warning to the member
THIRD STEP	The Committee will write another written warning to the member
FOURTH STEP	The member will be suspended or expelled from the school

There is a right to appeal through the Complaints and Appeals process.

Complaints and Appeals Policy

Purpose

- The Melbourne Swedish Community School acknowledges that students have a right, where reasonable grounds exist, to make and to have a complaint or appeal heard.
- The purpose of the Complaints and Appeals Policy is to provide a student with the opportunity to access procedures to facilitate the resolution of a dispute or a complaint.
- The school seeks to resolve internal complaints and appeals in a conciliatory manner.

Complaints against other students

- Grievances brought by a student against another student will be dealt with under the school's Mutual Respect Policy.

Informal complaints resolution

- In the first instance, the Melbourne Swedish Community School requests that there is an attempt to informally resolve the issue through mediation or other informal resolution of the complaint.

- b) To this end, students should contact their teacher or the School Coordinator.
- c) If the matter cannot be resolved through mediation, the matter will be referred to the Principal and the Melbourne Swedish Community School's internal formal complaints and appeals handling procedure may be followed.

Procedure for formal complaint

- a) The process of this complaints procedure will be handled with confidentiality. There may be occasions when information provided may need to be presented to other parties in an effort to investigate or resolve the complaint.
- b) The student must notify the school in writing of the nature and details of the complaint or appeal.
- c) Written complaints or appeals are to be lodged with the Principal or the schools Chairman.
- d) Where the internal complaints or appeals process is being accessed because a student has received notice by the school that the school intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress, suspension or cancellation of enrolment, the student has twenty (20) days from the date of notification in which to lodge a written appeal.
- e) Internal complaints and appeals processes are available to students at no cost.
- f) Each complainant has the opportunity to present his/her case to the Principal.
- g) Students may be accompanied by a support person at all relevant meetings.
- h) The formal complaints process will commence within ten working days of the lodgement of the complaint or appeal with the Principal.
- i) Once the complaints process is finalised, the Melbourne Swedish Community School will immediately implement the decision and any corrective and preventative action required.
- j) The Melbourne Swedish Community School undertakes to finalise all complaints and appeals procedures within 15 working days of commencement. The school maintains a record of complaints and appeals and informs parents as soon as is practicable.
- k) For the duration of the complaints and appeals process, the student is required to maintain enrolment and attendance at all classes as normal unless the student is otherwise suspended or had his/her enrolment cancelled.

External appeals process

- a) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- b) The external body used for the Melbourne Swedish Community School external complaints and appeals processes is the Swedish Church in Melbourne.

Mutual Respect Policy

Mutual respect entails that every person is recognised and accepted as a significant individual with a valued place and unique contribution to make in the community.

Melbourne Swedish Community School's philosophy of mutual respect is based on our long-standing commitment to the empowerment of our students and staff by providing respect and safety in the rich diversity of school life.

Our Mutual Respect policy aims to promote a climate of trust and caring amongst the children and adults in our school. It sets standards for students and staff, and the commitment it expects them to make to Melbourne Swedish Community School's shared values and code of conduct.

The policy also provides fair and effective procedures for resolving differences and complaints in a sensitive and timely manner. Guidelines are provided for the management of situations where mutual respect may not have worked in practice, as in incidents of bullying or harassment.

Consultation is an essential part of our risk management approach to preventing breakdowns of mutual respect. Where necessary and as far as is reasonably practicable, school management will consult with health and safety representatives, staff and in student to student cases, students.

The School Committee and staff will monitor and review the effectiveness of this policy every three years and revise it where required.

Mutual Respect Principles

Melbourne Swedish Community School does not tolerate harassing or bullying behaviour by any member of its staff or student body. Every member of the Melbourne Swedish Community School has a responsibility to refrain from harassing or bullying others, to actively discourage harassment and bullying and to support all parties involved in situations of potential conflict.

Breaches of school policy will be immediately acted upon by the Principal, and where appropriate, by the School Committee.

To protect all parties in complaints of student or workplace bullying, the following principles of natural justice and restorative practice will be followed in all formal investigations.

- a) All allegations will be investigated promptly
- b) The person accused of harassment or bullying will be treated as innocent unless the allegations are proved to be true
- c) All allegations are clearly explained to the person they are made against
- d) The person is given a chance to explain his or her version of events
- e) If the complaint is upheld, any action taken will be commensurate with the seriousness of the matter
- f) Mitigating factors will be taken into account when assessing if action is necessary
- g) Their Right of Appeal is explained to both parties
- h) No retaliatory behaviour is taken against any complainant or any participant in the complaint process.

Implementation of this policy would normally be successful in resolving the complaint. If not, other measures may be considered and external agencies may be used.

Cyberbullying

In its aim to protect its students and staff from bullying and harassment, Melbourne Swedish Community School is taking steps to prevent the harm that can be caused by the misuse of online technology. Cyberbullying is “the use of technology to harass, threaten, embarrass, or target another person”. Cyberbullying differs from traditional bullying in several ways:

- a) Availability – It can occur anywhere and at any time. There may be a misperception that there are no real-world consequences for online actions.
- b) Anonymity – The impression of anonymity in the ‘online world’ leads people to feel less accountable for their actions and provides a false bravado to would-be bullies.
- c) Geography – cyberbullying can operate wherever anyone uses the internet or a mobile phone.
- d) Impact – The internet provides the means for ‘bullying’ comments to be available to a wider audience. Through social networking sites, these comments can be viewed by a potentially unlimited number of people. The impact of and embarrassment caused by these statements is increased many times over.

- e) Intent – A private message or joke that is forwarded may become offensive or harassing even though that was not the intention of the original sender.
- f) Permanence – Verbal comments are fleeting. Online content is tracked and stored and can potentially resurface at any time.
- g) Democracy – Anyone can be a victim – students, teachers, parents.

Risks associated with online usage include:

- children posting private information accessible to anyone
- unsupervised contact between students and strangers
- opportunities to access inappropriate content
- potential increase in mental health issues
- not seeking support offline when there is a personal issue
- covert bullying - anonymity may result in an increase in online bullying as a student or staff member being bullied may choose to retaliate online rather than face-to-face
- 'sexting' - sending sexually explicit messages or photographs which may lead to public humiliation
- lack of ethical decision making; not distinguishing between right and wrong
- illegally using (or stealing) images, music or videos
- plagiarising ideas or information created or owned by others.

Cyber-safety Procedure

Melbourne Swedish Community School addresses these risks as part of its whole school approach to staff and student wellbeing. The school will continually develop staff skills and experience in the use of electronic communication. The School Committee nominates a cyber-safety contact person for the school each year and develops procedures which include:

- Explicit guidelines for acceptable and appropriate online behaviour
- Expectations of online behaviour and clear consequences for engaging in hostile behaviour online
- Methods for redressing inappropriate behaviour
- 'Bystander' reporting rules
- A clear and explicit process for investigating complaints and the follow up support and protection of the reporter

The school runs information sessions for relevant students and staff on:

- Understanding cyberbullying
- Digital Media Literacy
- Positive online behaviour
- Peer and personal safety
- Online security

The school may also conduct a Student Technology Audit if it is seen to be valuable for the protection of students and staff.

The Melbourne Swedish Community School's policy on cyberbullying extends beyond school-based online behaviour. It extends to online activity outside school hours or off school grounds that involves or impacts on students from the school.

Parents are also made aware of the school's online use policy through:

- Parent awareness - raising and skill- building sessions
- Newsletter items outlining the schools' cyber-safety policy and procedures.

Mutual Respect - Students

The Melbourne Swedish Community School's emphasis on social and emotional learning involves learning how to recognise and manage emotions, promote caring and concern for others, make responsible decisions, establish and maintain positive relationships, and handle challenging situations effectively. Children who have social and emotional competencies and skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them. Parents are also encouraged to use the same skills.

This Mutual Respect policy affirms that students have the right to express their needs, stand up for themselves, take responsibility for their actions and make their own decisions through the use of conflict resolution skills. These skills are taught in the Kinder through to Year 12.

Strategies to Prevent Student Bullying

The Mutual Respect policy aims to:

- involve children in prevention strategies, through class meetings and whole school forums
- educate the School community that bullying is never acceptable
- provide guidelines for teachers to deal with bullying should it occur
- establish procedures which promote the elimination of bullying and unmanaged anger
- provide the opportunity to use restorative justice approaches to resolve bullying issues in the short, medium and long-term. In addition to the children affected, this may involve peer mediators as well as staff.

Student Grievance Procedure

Students who complain of bullying can rely on staff to investigate their complaint promptly and in a thorough and confidential manner. Staff will respond to any acts of harassment or bullying immediately and positively.

- a) Any student complaint will be immediately investigated by the School Coordinator or the Principal
- b) All parties involved, including bystanders where possible, will be interviewed by the School Coordinator or the Principal.
- c) A course of action will be determined in consultation with the student's parents, teachers and Principal.
- d) Counselling and support will be offered to both parties if appropriate.
- e) A restorative justice approach will be used to address the harm caused and to ensure that a respectful agreement is made between all parties.
- f) A report on action taken will be made within 24 hours of the complaint being presented.
- g) All notes and reports of the complaints process and its outcomes will be recorded and filed securely.

Student Restorative Action

Any student found to have been engaged in bullying may be subject to action up to and including expulsion. The Principal and the School Coordinator will consider the suspension or expulsion of the offending student for a fixed period or on a permanent basis:

- a) If no further improvement in behaviour is secured and it is clear that the student is not willing to accept the stated values of the school, or
- b) If the student's behaviour in itself is such that all other sanctions are inappropriate.
- c) In accordance with the Education Training Reform Act 2006 corporal punishment is not permitted under any circumstances.

If the complainant student or their parent/s feels that an appropriate resolution of the investigation or complaint has not been reached, they will be advised to contact the Principal, School Coordinator or the School Committee, as appropriate.

Mutual Respect - Staff

A negative whole workplace/school climate creates decreased employee morale and increased stress levels in teams and individuals. The Melbourne Swedish Community School has in place strategies designed to prevent psychological injuries and meet the requirements of WorkSafe Victoria, 2010. An important part of our workplace risk management system is identifying risk factors such as bullying and harassment and designing appropriate preventative measures. However, at times this may fail to prevent or contain incidents and our formal grievance procedures are then called upon.

Staff with a complaint about the behaviour of another employee at school are made aware of what WorkSafe Victoria considers is, and is NOT, bullying. For example, the reasonable actions performed by a manager in a reasonable way are not classified as workplace bullying. These include:

- setting performance goals, standards and deadlines
- allocating work to an employee
- deciding not to select an employee for promotion
- informing an employee about unsatisfactory work performance
- informing an employee about inappropriate behaviour
- providing constructive feedback
- implementing performance management processes
- implementing organisational changes
- downsizing the workplace.

Workplace Bullying

Workplace bullying is defined as “repeated unreasonable behaviour directed towards a worker or group of workers that creates a risk to health and safety. In most cases, this behaviour is persistent and happens over a period of time. Bullying can be directed downwards (from supervisors/managers to workers), sideways (between workers) or upwards (workers to supervisors/managers)” (WorkSafe Victoria, 2010).

Bullying can lead to a wide range of injuries and illnesses or injuries such as anxiety, depression, social phobia and withdrawal from usual social interactions, insomnia, stress conditions and even suicide. It undermines an individual’s right to dignity at work and may cause distress or harm to the person, their property or reputation and is a risk to their health and safety. In the workplace bullying can take the form of:

- Abusive language or intimidation
- Excluding or isolating employees
- Assigning meaningless or unachievable tasks
- Continually criticising someone, privately and publicly
- Sabotaging a colleague’s work or ability to do their job by withholding vital information and resources
- Belittling someone’s opinions; insulting or humiliating them in public
- Unexplained job changes
- Failure to give credit where it is due or taking credit for someone else’s work
- Setting someone up to fail through impossible deadlines and undue disruptions
- Undermining confidence by assigning meaningless or demeaning tasks
- Spreading malicious rumours and gossiping
- Excessive, unjustified or unreasonable monitoring of work

“A single incident of bullying-style behaviour does not fall within the formal definition. However, as an employer has a general duty to provide employees with a safe workplace and safe system of work, single incidents of bullying-style behaviour are not ignored or condoned” (WorkSafe Victoria, 2009)

Workplace Harassment

The Federal Fair Work Australia Act and the Federal Human Rights and Equal Opportunity Commission make it unlawful to discriminate against anyone or to terminate their employment because of their individual characteristics, or to sexually harass others. Harassment occurs when one person offends or acts against the “legally protected characteristics” of another. These characteristics include age; race or nationality; religion; gender identity; mental or physical impairment. Harassment is deemed to have happened if:

- a) The offending conduct is sufficiently severe or pervasive to create a hostile work environment
- b) A superior’s harassing conduct results in a tangible change in a staff member’s employment status or benefits (for example, demotion, termination, failure to promote, etc.)

‘Hostile Environment’ harassment includes:

- The use of racially derogatory words, phrases, epithets; comments about an individual’s skin colour or other racial/ethnic characteristics
- Demonstrations of a racial or ethnic nature such as gestures, pictures or drawings which would offend a racial or ethnic group; expressing negative stereotypes regarding an employee’s birthplace or ancestry
- Making disparaging remarks about an individual’s gender that are not sexual in nature
- Negative comments about a person’s religious beliefs (or lack thereof)
- Negative comments regarding a person’s age when referring to employees 40 and over
- Derogatory or intimidating references to a staff member’s mental or physical impairment
- Publicly belittling someone’s opinions
- Failing to give credit where due or taking credit for someone else’s work

Sexual Harassment involves:

- the making of uninvited comments, slurs, and/or jokes of a sexual nature and making offensive remarks about looks, clothing or body parts; asking intrusive questions about another staff member’s personal life, including their sex life
- unwelcome advances or touching in a way that may make another person feel uncomfortable, such as patting, pinching or intentional brushing against another’s body or leering or staring in a sexually suggestive manner
- pressuring someone else for sex
- telling sexual or lewd jokes; making sexual gestures; sending, forwarding or soliciting sexually suggestive letters, notes, emails, or images or displaying offensive or pornographic posters or screen savers.

Workplace Grievance Procedure

The Melbourne Swedish Community School’s preferred procedures for staff who believe that they are being bullied or harassed are:

- a) Speak directly to the person(s) causing the offence and inform them that their behaviour is unwelcome and should cease.
- b) Should the unwanted behaviour continue, make a formal written complaint to the Principal listing:
 - The instances of bullying behaviour and the dates on which they occurred
 - The duration of the behaviour
 - Statements from any witnesses regarding the alleged behaviour, where relevant.

- c) Where a serious allegation has been made, an investigation will be conducted. It will focus on establishing whether a claim of bullying is substantiated or there is not enough information to decide either way. An investigation will be undertaken on:
 - allegations covering a long period of time
 - allegations involving threats
 - allegations involving multiple workers and vulnerable workers
 - informal approaches that have failed
 - allegations involving school leaders/management
- d) Where the complaint involves the Principal, either as complainant or perpetrator, a formal written complaint should be made to the Chair of School Committee containing the details in Item 2 above.
- e) Documented complaints will be referred to an independent consultant for investigation and remedy.
- f) Counselling will be offered to both parties if appropriate.
- g) Support will be offered and a restorative practice approach used to address the harm caused and seek a respectful agreement between all parties.
- h) Staff found guilty of workplace harassment or bullying may be subject to disciplinary action.
- i) Should a remedy not be possible, procedures such as possible dismissal of the perpetrator will apply, based on appropriate legal advice.
- j) An appeal against a charge of proven bullying or dismissal can be addressed to the School Committee through its Chairperson or taken directly to Fair Work Australia.
- k) If a staff complainant does not believe that their complaint has been satisfactorily resolved, they may approach the School Committee to seek further redress.
- l) All reports on a complaint will be recorded and filed according to the School's confidentiality and privacy policy.

Staff are also able to choose to follow WorkSafe Victoria's guidelines for employees seeking a resolution to bullying.

Privacy Policy

The Melbourne Swedish Community School is committed to protecting the privacy of your personal information. This privacy policy explains how Melbourne Swedish Community School manages the personal information that we collect, use and disclose and how to contact us if you have any further queries about our management of your personal information. This privacy policy does not cover personal information collected or held by Melbourne Swedish Community School about its employees.

Melbourne Swedish Community School is required by the Privacy Act 1988 (Cth) (Privacy Act) to comply with the National Privacy Principles (NPP), subject to the other provisions of the Privacy Act. The NPPs regulate the manner in which personal information is handled throughout its life cycle, from collection to use and disclosure, storage, accessibility and disposal. Melbourne Swedish Community School is also required to comply with the Spam Act 2003 (Cth) (Spam Act) and the Do Not Call Register Act 2006 (Cth) (Do Not Call Register Act).

What is personal information?

Personal information is information or an opinion, in any form and whether true or not, about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion. Examples include an individual's name, address, contact number and email address.

What information does Melbourne Swedish Community School collect?

To the extent required by the Privacy Act:

- Melbourne Swedish Community School will not collect personal information about you unless that information is necessary for one or more of our functions or activities
- Melbourne Swedish Community School will collect personal information only by lawful and fair means and not in an unreasonably intrusive manner

When Melbourne Swedish Community School collects personal information directly from you, we will take reasonable steps at or before the time of collection to ensure that you are aware of certain key matters, such as the purposes for which we are collecting the information, the organisations (or types of organisations) to which we would normally disclose information of that kind, the fact that you are able to access the information and how to contact us.

Melbourne Swedish Community School will collect your personal information directly from you where it is reasonable and practicable to do so. Where Melbourne Swedish Community School collects information about you from a third party, we will still take reasonable steps to ensure that you are made aware of the details set out above.

Why does Melbourne Swedish Community School collect personal information, and how is the information used?

Melbourne Swedish Community School collects personal information for a range of purposes, including to:

- process applications for membership and membership renewals
- manage the membership lifecycle
- record and maintain membership details and profile information
- coordinate payment of fees to Melbourne Swedish Community School
- provide teachers with adequate information in order for them to plan their classes
- communicate information about the Melbourne Swedish Community School to members, for example term schedule and news letters
- notify members about Melbourne Swedish Community School events

How may Melbourne Swedish Community School contact you?

We may contact you in a variety of ways, including by post, email, SMS, telephone call or facsimile.

Spam

We will not send you any commercial electronic messages such as SMSs or emails unless this is permitted by the Spam Act (for example, if we have your express or inferred consent to do so). If you do not wish to receive commercial electronic messages from us, please let us know (our contact details are provided at the end of this policy).

Do Not Call Register

We will not call you on a number listed on the Do Not Call Register unless this is permitted under the Do Not Call Register Act and related instruments (for example, if we have your express or inferred consent to do so). If you do not wish us to call you on a particular number, please let us know (our contact details are provided at the end of this policy).

Use and disclosure of personal information

If the Melbourne Swedish Community School uses or discloses your personal information for a purpose (secondary purpose) other than the main reason for which it was originally collected (primary purpose), to the extent required by the Privacy Act, we will ensure that:

- the secondary purpose is related to the primary purpose of collection (and directly related in the case of sensitive information), and you would reasonably expect that Melbourne Swedish Community School would use or disclose your information in that way;
- you have consented to the use or disclosure of your personal information for the secondary purpose;
- the use or disclosure is required or authorised by or under law; or

- the use or disclosure is otherwise permitted by the Privacy Act (for example, as a necessary part of an investigation of suspected unlawful activity)

When does Melbourne Swedish Community School disclose personal information to third parties?

In performing our functions and activities, we may need to disclose personal information to third parties.

Third parties with whom Melbourne Swedish Community School may share your personal information include, where appropriate:

- government and regulatory bodies such as ESAV (Australia) and Skolverket (Sweden)
- financial institutions for payment processing

Data quality and security

To the extent required by the Privacy Act, Melbourne Swedish Community School will take reasonable steps to:

- make sure that the personal information that we collect, use and disclose is accurate, complete and up to date
- protect the personal information that we hold from misuse and loss and from unauthorised access, modification or disclosure
- destroy or permanently de-identify personal information that is no longer needed for any purpose that is permitted by the Privacy Act

Further information and complaints

Please contact the Melbourne Swedish Community School if you have any queries about the personal information that Melbourne Swedish Community School holds about you or the way we handle that personal information. Melbourne Swedish Community School's contact details for privacy queries are set out below.

Please contact the Melbourne Swedish Community School privacy contact using the below details if you have any concerns or complaints about the way your personal information has been collected or handled by Melbourne Swedish Community School.

Melbourne Swedish Community School Privacy Contact:

Enrolment Officer

See school homepage at <http://www.svenskaskolanmelb.org.au> for contact details.

Report writing policy

It is important that parents acknowledge that absences will have an impact on a student's report. A student will receive a NA (not assessed) or UG (ungraded) on the report if he/she has been absent for more than 30% of the lessons in a semester. Absences may mean that students miss assessments for certain Victorian Curriculum F–10 dimensions and may not have the opportunity to demonstrate achievements of the relevant standards. If there is an issue with a student being absent for an extended period of time, the teacher will notify the parents prior to the report being written.

Expense reimbursement policy

Acceptable expenses

Details on the acceptable type and amount of expenses covered by this policy will be determined each year as part of the budget meeting. The budget meeting will be minuted with relevant details shared on the school's website (<http://svenska.svenskaskolanmelb.org.au/>).

Definitions

Table 8: Committee members

Term	Description
Working day	Any day as determined by the Melbourne Swedish Community School committee at the start of each calendar year, other than public holiday during term time.
Student	A student enrolled at the Melbourne Swedish Community School or the parent(s)/legal guardian(s) of a student where that student is under 18 years of age.
Support person	A friend/teacher/relative not involved in the grievance. Lawyers are not acceptable support persons at this stage of the complaints handling process.