

1. Purpose

These procedures outline the processes in place to implement the Supervision Policy for Melbourne Archdiocese Catholic Schools Ltd (MACS) Schools.

2. Supervision responsibilities during school hours

2.1. General supervision responsibilities

- 2.1.1. The Principal must ensure that Parents are informed and involved about matters related to child safety and wellbeing as discussed in the Child Safe Standards (Ministerial Order 1359).
- 2.1.2. The Principal is to ensure the Procedures for all School Environments, including each campus are documented.
- 2.1.3. Principals or their nominee are to communicate to Parents (a person who has parental responsibility for a child, including a biological parent or another person who has been granted parental responsibility by a court order) when these procedures are amended or updated.
- 2.1.4. Students who are seeking to leave or arrive at school during the school day must follow the procedures outlined in the school's Attendance Policy.
- 2.1.5. Students arriving at school after 8.45am and leaving before 3.10pm must enter and leave via the school office. Administration staff will record details regarding late arrival and early exit on the SIMON LMS.

2.2. Classrooms

- 2.2.1 Students are to be supervised during all classroom activities, whether the activity is part of the regular classroom routine or not.
- 2.2.2 Students are to be supervised between classes, during breaks and non-class times. For senior secondary students with free study periods, the Principal will ensure that suitable arrangements are made to provide safe study areas.
- 2.2.3 If the classroom teacher needs to leave the classroom, they must ensure another VIT registered teacher is supervising the class.
- 2.2.4 School officers, education support staff, trainee teachers, MACS case workers, guest speakers or visitors are not authorised to supervise a class in the absence of the classroom teacher, even if they hold VIT registration. Trainee teachers, school officers, Parent helpers may assist with small group work, but only under the supervision and direction of the classroom teacher.
- 2.2.5 Classroom teachers must supervise students during presentations from guest speakers or activities run on-site by external providers.
- 2.2.6 Students are to be supervised during periods of online and remote learning. This responsibility is shared between the school and the Parent. The use of digital technologies by students and staff must adhere to the school's ICT Acceptable Usage Policy.
- 2.2.7 All staff must prioritise the safety and wellbeing of students, especially younger students or those at risk. Supervision should be age-appropriate and consider the nature of the activities, plant and equipment used, handling of hazardous substances and the use of protective equipment.
- 2.2.8 Classroom teachers should implement evidence-based practices, such as setting clear rules for behaviour expectations, establishing boundaries and creating consistent classroom routines. These practices should align with relevant MACS policies and procedures.

2.2.9 To ensure a calm, orderly and inclusive classroom and to maximize and learning and learning time, the College has a behavior curriculum where expectations are the same across the school, and behavior is explicitly taught to students.

2.3 Yard duty

2.3.1 Staff members on yard duty must follow the Principal's reasonable and lawful instructions, including supervision of students at specific dates, times and locations, and in ways that identify and mitigate risk to child safety and wellbeing.

2.3.2 Staff members on yard duty must follow the school procedures for responding to accidents and incidents within the school grounds.

2.3.3 Teachers must be visible and active in their designated area during yard duty until they are relieved by the next supervising teacher.

2.3.4 The Principal must identify potential hazards and risks in the school grounds and take appropriate measures to mitigate them.

2.3.5 Yard duty areas, including a yard duty map and specific duties for each yard duty area are outlined in the College Yard Duty Procedures and also included in the yard duty folder. Yard duty folders are collected from reception.

2.3.6 Out of bounds areas include: the upstairs corridor during recess and lunchtime; stairwells; the Theodore Street Driveway; the Maintenance Precinct, the Community Garden; the area behind the Learning Hub; Winifred Street, except for the pathway between the College and the oval; the Presbytery gardens; Sacred Heart Church and surrounds, and Sacred Heart primary school. These areas are included on the yard duty map, and are regularly communicated to students and staff through bulletins, morning homeroom and staff briefing.

2.3.7 The yard duty roster is prepared as part of the timetabling process. Yard duties are included on teacher timetables and the full roster is published in the yard duty folders, available at reception and on the whiteboard in the staffroom.

2.3.8 The Director of School Organization arranges replacement yard duty supervision as part of preparing the daily extras. These changes are published on the whiteboard in the staffroom and emailed to staff.

2.3.9 Staff are provided with hi-vis vests that need to worn whilst on yard duty and must have with them the yard duty folder for their area. This is collected from reception.

2.3.10 Responsibilities and duties for supervising teachers and education support staff

a. Staff on yard duty need to:

- Be on time
- Inform the Director of School Organization if they are detained.
- Wear the high visibility vest
- Be familiar with the requirements and duties of the area.
- Check the extras for additional yard duties or changes to areas.
- Ensure that students follow school behavior expectations.
- Deal with and follow up incidents that may arise.
- Move students off to class at the end of recess and lunch, and supervise corridors and lockers as designated.
- Encourage care for the yard.
- Be visible and active during supervision.
- Remain on duty in the designated area until they are replaced by the next teacher.
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b. Yard supervision times are as follows:

Before School: 8.20 – 8.40am

Recess: 11.00 – 11.25am

Lunch 1: 12.25 – 12.45pm

Lunch 2: 12.45 – 1.10pm
After School: 3.10 – 3.30pm

c. Wet and Adverse Weather Arrangements

On days when there is rain or adverse weather during lunchtime, students remain in their homerooms and area supervised by Pastoral Care teachers in the first half and Pastoral Care Associates in the second half.

A system of passes is used to manage the number of students at the canteen and toilets during this time.

A replacement roster is prepared by the Director of School Organization to cover part time and absent staff.

d. Yard Duty Folders

Each yard duty areas has a designated folder which staff collect from reception prior to yard duty. The folder assists in:

- Checking that duties are covered.
- Contains information specific to the yard duty area
- Contains cards with photos and instructions for students with serious health concerns (anaphylaxis, diabetes, epilepsy etc)

2.4 School environment

2.4.1 The risks in the physical and online school environment must be considered when determining arrangements for the supervision of students (as outlined in the school's Risk Register). This includes the layout of the school, how the online environment is managed, location (busy road, near water or bush), any high-risk areas where visibility can be improved, how the behaviour of students and staff is observed, etc.

2.5 Online and remote learning activities

2.5.1 During periods of online and remote learning, the appropriate use and management of digital technologies are outlined in the school's ICT Acceptable Use Policy – Students.

2.5.2 The Principal or their nominee is responsible for supervising students during periods of remote and online learning to ensure the safety of students. This responsibility is shared between the school and the Parent. This includes students who are suspended or on a modified timetable, regardless of their status as mature minors. The school is responsible for ensuring the use of digital technologies by staff and students aligns with the principles and understandings as outlined in the school's ICT Acceptable Use Policy – Students.

2.5.3 The College uses Google Classroom, Education Perfect and the SIMON Learning Management as the key online learning platforms. The Google Classroom protocols outline expectations for students and staff.

2.6 Changes to school operating times and alternative programs

2.6.1 Changes to start and finish times only occur for student/parent/teacher interviews, on the last day of the school year and on Immersion Days. Where the school day finishes early, the College informs parents / carers through PAM, the newsletter and / or the excursion permission form, and provides supervision for students whose families cannot arrange for them to be picked up early.

2.6.2 Families are notified of changes to start and finish times: and alternative programs during exams, on Immersion Days and for parent, student, teacher interviews through the newsletter, the Parent Access Module (PAM) on the SIMON LMS, via email, sms and letters regarding specific programs.

3 Supervision responsibilities outside of school hours

3.2 Before and after school hours

3.2.1 The Principal must ensure students are supervised for a minimum of ten minutes before and after school hours. A sufficient number of teachers must be present to supervise students as they arrive and leave before and after school. The duration of supervision will depend on the age of the students, cohorts and local school environment.

3.2.2 The Principal or their nominee is not required to supervise transport outside of school hours unless it is for a school-arranged activity or program.

3.2.3 The school grounds are supervised from 8.20am – 3.30pm. This includes 20 minutes of supervision before school (8.20 – 8.40am), and 20 minutes after school (3.10 – 3.30pm)

3.2.4 Families are informed of supervision hours through the newsletter at the beginning of each year, and reminded throughout the year.

3.2.5 Students are able to use the library from 8.00am to 4.30pm, Monday to Thursday, and 8.00am – 4.00pm on Friday.

3.2.6 Students who remain at school after yard supervision concludes at the end of the day need to move to the library or an afterschool club.

3.2.7 Families complete a permission form for students who are involved in clubs; attendance rolls are taken and families are notified by sms if their son / daughter does not attend an after-school activity.

3.3 School entry and exit points

3.3.1 School exit points are supervised from 3.10 – 3.30pm each afternoon.

3.3.2 The Parent has primary responsibility for the care and supervision of their child/ren's travel to and from school.

4 Supervision responsibilities for transport

4.1 Public transport

The College does not have specific arrangements for monitoring students using public transport, however, does follow up all concerns raised by families, students and/or the general public.

4.2 Intercampus transport

Year 10 students taking a VET course travel independently by train between St Albans and Sydenham. The College conducts a risk assessment each year to ensure this activity is carried out as safely as possible; travel arrangements are clearly articulated to families, and students are given clear information about navigating this journey safely.

4.3 Transport organised by the school

4.2.1 The Principal retains a duty of care for all students who are required to travel on transport organised by the school for any school-arranged activity or program.

4.2.2 All excursions, camps and travel must be undertaken in accordance with the Victorian Department of Education (DE) Excursions – Supervision staff to student ratios. Principals must refer to the MACS Excursions, Camps and Travel Policy and associated procedures for information about travel.

4.2.3 Any transport organised by the school requires the informed consent of Parent/Carers. Transport arrangements are outlined in the excursion information

and parents / carers give consent through excursion permission form on the PAM portal.

4.2.4 Safety around transport arrangements forms a key part of the excursion risk assessment and the preparation of students and staff to move offsite.

5 External providers

5.1 Offsite external provision

5.1.1 The Principal retains a duty of care for senior secondary students engaged in educational programs at other schools, registered training organisations (RTO) or institutions.

- The Principal or their nominee to document the school's processes for students attending educational programs at other schools, RTOs or institutions. This includes: risk assessments for attendance, outside of school hours programs, collection of students, students leaving premises during the day and child safety considerations.
- Principal to ensure compliance with MACS policies for Medical Management, Anaphylaxis Management, First Aid, Duty of Care and their associated Procedures. Copies of these documents must be provided to the offsite schools, RTOs or institutions.
- Any contract between the school and RTOs or institutions must include requirements and processes for: agreed supervision, travel arrangements and updating the Principal about student engagement, attendance, assessment and reporting.

5.2 On-site external provision

5.2.1 The Principal or their nominee refers to their school's relevant Child Safety and Wellbeing Policy, Procurement and Contract Management Policy and Risk Management Policy when engaging external providers.

5.2.2 All visitors must adhere to the school's Child Safety and Wellbeing Policy and Procedures and Child Safety Code of Conduct.

5.2.3 The supervision of students provided for presentations and incursions must be appropriate to the age of students, location and nature of the activity.

5.2.4 The classroom teacher or teacher in charge is responsible for the group at all times. Visiting speakers or external providers do not have authority to supervise students.

5.2.5 A VIT registered teacher must be present when external providers work with students, such as during swimming, guest speaker sessions, onsite activities or telehealth appointments (e.g., VCEA Therapy Program – Occupational Therapy/Physiotherapy sessions).

5.2.6 External providers must sign in at the school office and wear a Visitor's Identification Card. Refer to Child Safety and Wellbeing Policy for procedures.

5.2.7 External providers must have a current Working with Children (WWC) Clearance. The WWCC number must be recorded by the teacher organising the activity.

5.2.8 The teacher-in-charge must complete a record of the activity and submit it to the Principal for approval before the activity.

5.2.9 If external providers work with students one-to-one, they must be within the supervision and line of sight of a VIT registered teacher in the school. This includes, for example, National Disability Insurance Scheme (NDIS) funded allied health workers.

5.2.10 Refer to Excursions, Camps and Travel Policy and Excursions Procedures for details for planning onsite adventure activities.

5.2.11 If external providers, such as psychologists are administering one-to-one assessment, the scheduling of the assessment is communicated to all relevant staff.

6 Workplace Learning

6.1 Supervision

6.1.1 Employers must follow [Ministerial Order 1412 – Structured Workplace Learning Arrangements](#) or [Ministerial Order 1413 – Work Experience Arrangements](#), in accordance with the relevant Arrangement. These orders and their respective Arrangement Forms outline the employer's supervision duties and obligations when a student is in a workplace for a Structured Workplace Learning or a Work Experience Arrangement. Under the Arrangement, the employer is responsible for the student's care and control while they are at the workplace and/or under the supervision of the employer (or the supervisor(s) nominated by the employer to undertake direct supervision of the student).

6.1.2 For School-based Apprenticeships and Traineeships, the employer must:

- be approved by the Victorian Registration and Qualifications Authority (VRQA) as a 'fit and proper person' to act as an employer of an apprentice or a trainee
- enter into and comply with the Training Contract, a legally binding employment agreement, signed by the employer, the student and Parent (where the student is under 18 years of age)
- provide supervision by a 'fit and proper person' with the appropriate qualifications, knowledge and skills to train an apprentice or a trainee.

6.2 Transport

6.2.1 For students engaged in Structured Workplace Learning, Work Experience or School-based Apprenticeships and Traineeships, the student or the Parent (where the student is under 18 years of age) is responsible for transportation to and from the workplace.

6.2.2 If the student needs to travel by vehicle with their employer and/or nominated supervisor(s) during Structured Workplace Learning or Work Experience (including to and/or from the workplace), the employer must complete the relevant Travel and Accommodation Form. The student or the Parent /Carer (where the student is under 18 years of age) must also complete this form to give consent.

6.2.3 The Parent/Carer, student and Principal must approve any transport arrangements to and from the school community work. The student's Parent / Carer must inform the Principal in writing that they will be responsible for the student's transport to and/or from the school community work when the work is done outside of school hours.

7 School community work

7.1 The Principal retains a duty of care for all students, and this extends beyond the school grounds to include school-approved activities, including school community work.

7.2 The host organisation for the school community work must supervise students at all times, regardless of the location, time and nature of the work being performed.

7.3 The Principal must take reasonable steps to manage risks and ensure the safety of students engaging in the school community work. This includes ensuring that students engage in tasks that are suitable for their maturity, skills and qualification level, and ensuring they are directly supervised by suitably qualified, experienced and competent persons at the relevant tasks that the student will undertake. Supervising staff must have a valid Working With Children Check.

8. Definitions

Definitions of standard terms used in this Policy can be found in the [Glossary of Terms](#).

First aid

The emergency treatment provided to employees, students and others who suffer injury or illness while at work/school, using the facilities or materials available at the time. In the case of severe injury or illness, members of staff are not required to diagnose or treat the condition apart from carrying out the appropriate first aid procedures. Diagnosis and treatment are the responsibility of the ambulance officer or medical practitioners.

School community work

School community work is community work by a student that:

- supports the student's learning and career development
- directly benefits the community
- is organised by the school
- is undertaken voluntarily by the student
- is approved by the Principal of the school as school community work.

School community work is not work experience or structured workplace learning.

Structured Workplace Learning

Structured Workplace Learning provides students with the opportunity to integrate on-the-job experience with secondary study as part the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) or the Victorian Pathways Certificate (VPC). All Structured Workplace Learning Arrangements must comply with [Ministerial Order 1412 – Structured Workplace Learning Arrangements](#). The [Structured Workplace Learning Arrangement Form](#) and any form(s) related to the placement must be completed and signed before the Structured Workplace Learning placement commences.

Work Experience

Work Experience is the short-term placement of secondary school students, generally during Years 9 and 10, with employers to provide insights into industry and the workplace. All Work Experience Arrangements must comply with [Ministerial Order 1413 – Work Experience Arrangements](#). The [Work Experience Arrangement Form](#) and any form(s) related to the placement must be completed and signed before the Work Experience placement commences.

Yard duty

The duty given to teachers and education support staff to supervise students inside and outside school buildings during breaktimes.

9. Related policies and documents

Supporting documents

Principal to list required supporting documents which do not have to be published on school website, e.g.:

Yard Duty Procedures

Yard Duty Areas Map

Yard Duty Roster

Yard Duty roles and responsibilities

Related MACS policies and documents

Attendance Policy for MACS Schools

Supervision Policy for MACS Schools

Child Safety and Wellbeing Policy and Procedures

First Aid Policy

Duty of Care Policy for MACS Schools

ICT Acceptable Use Policy – Students

Policy information table

Approving authority	Director, Education Excellence
Document owner	Chief of Student Services
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