



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.

2.2. 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.

- At the beginning of each school year, year level cohorts establish acceptable year level norms and behaviour expectations that promote safe, respectable and responsible behaviours. These are revisited regularly throughout the year.

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.
 - Designated areas for duty are highlighted on the yard duty roster
 - Any out of bounds areas will be identified and communicated to staff and students
 - When any specific school hazards and risks in grounds, buildings and facilities are identified, they are communicated to staff and students
- 2.3.5. Location of the yard duty roster
 - The yard duty roster is communicated weekly to all staff via Staff Notes and is published on the Staff Landing Page and displayed in the staffroom
 - The Deputy Principal has the responsibility for creating a termly Master Yard Duty Timetable. Staff are responsible for maintaining and updating the yard duty roster, ensuring replacement of known absent yard duty supervisors
- 2.3.6. Responsibilities and duties for supervising teachers and education support staff. The responsibilities and duties for supervising teachers are documented in the Staff Handbook:
 - When on yard duty, staff members are to be visible, vigilant and remain mobile at all times, monitoring student behaviour and interacting positively with students in an effort to prevent behavioural issues. Incidents must be managed immediately, or follow up as required, using the correct consequences on the Playground Behaviour Management Flowchart.
 - Staff are to be familiar with the student wellbeing policies and use the restorative approach with all incidents. All incidents are to be recorded in the Yard Duty Folder and major incidents written in the Incident Diary located in the Principal's office. At change over, staff are required to provide information about any events or situations to be monitored.
 - Yard duty times are specified on the yard duty roster:

Before School 8:30am - 8:55am

First Play Break 11:05am - 11:20am / 11:20am - 11:35am

Second Play Break 1:45pm - 2:00pm / 2:00pm - 2:15pm

After School 3:15pm - 3:30pm
 - First aid arrangements ensure that there is always a staff member available in the First Aid room. Students requiring first aid that is unable to be provided by the teacher on duty, are provided with a 'First Aid' card to present to the First Aid room to receive treatment.
 - In an event that requires an emergency response procedure, the first responding staff member calls for assistance in assessing the situation and formulating the next steps.
 - In the event of extreme weather where students are unable to access outside for break times, an announcement is made by a member of leadership. Year Level cohorts share the responsibility of supervising the students, ensuring that all staff members have a break.

- An alternative timetable for student supervision is enacted on days where extraordinary events and activities are planned.

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.

2.6. Changes to school operating times and alternative programs

- 2.6.1. The Principal to document the procedures for supervision of students that operate in the school
- when there are changes to the start and finish times for the school
 - when alternative programs or timetables are in place, such as during exams, parent teacher/student meetings, etc.
- 2.6.2. Principal to document how changes to programs/timetables and supervision of students in these instances are to be communicated to families.

3. Supervision responsibilities outside of school hours

3.1. Before and after school hours

- 3.1.1. 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.
- 3.1.2. 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.
- 3.1.3. The Principal or their nominee to document
- school grounds are open from 8:30am, staff are rostered to supervise students during this time.
 - staff will ensure they are on duty when rostered or arrange for another staff member to replace them.
 - before school supervision takes place on the playground, atrium, courts and oval area.
 - at the end of the day; 3:15pm, the school gates will remain open until 3:30pm. Staff are responsible for supervising those students waiting to be picked up from Drive Thru, Parish and Front Gate. Parents supervise any students with them playing on the playground or in the school.
 - If students are yet to be collected by 3:30pm, the staff member on duty contacts their family to notify them and arrange collection.

- before and after school care is provided by Out of School Hours Care (OSHC) in the morning from 7:00am-8:30am. Students in OSHC enter the school at 8:30am and are under the care of the staff on yard duty. At the end of the day, students line up at the OSHC door and will be the responsibility of OSHC staff until 6:00pm
- all information related to before and after school care is obtainable by parents from OSHC.

3.2. **School entry and exit points**

- 3.2.1. The Staff Handbook and Family Handbook communicate the Supervision of entry and exit points that consider:
- location of entry and exit points
 - road traffic conditions
 - designated pick up and drop off areas
- 3.2.2. 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**

- 4.1.1 The Principal or their nominee is not obliged to supervise students using public transport, but may document procedures at public transport stops or stations based on:
- the proximity of the school to the public transport stop/station
 - known risks to students using public transport
 - unruly or antisocial behaviour
 - the age of the students.

4.2. **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
- Principal or their nominee will seek consent to travel on transport outside the school via permission forms on nForma platform.

5. External providers

5.1. **On-site external provision**

- 5.1.1. 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.
- 5.1.2. All visitors must adhere to the school's Child Safety and Wellbeing Policy and Procedures and Child Safety Code of Conduct.
- 5.1.3. The supervision of students provided for presentations and incursions must be appropriate to the age of students, location and nature of the activity.
- 5.1.4. 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.
- 5.1.5. 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).

- 5.1.6. 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
- 5.1.7. External providers must have a current Working with Children (WWC) Clearance. The WWCC number must be recorded by the teacher organising the activity.
- 5.1.8. The teacher-in-charge must complete a record of the activity and submit it to the Principal for approval before the activity.
- 5.1.9. 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.
- 5.1.10. Refer to [Excursions, Camps and Travel Policy and Excursions Procedures](#) for details for planning onsite adventure activities
- 5.1.11. If external providers, such as psychologists are administering one-to-one assessment, the scheduling of the assessment is communicated to all relevant staff
 - The school's Learning Diversity Leader coordinates and monitors the timetable and activities of the school psychologist, MACS staff and external allied health providers

6. 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

Yard duty roster and timetables.
Staff Handbook

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

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