

JUNIPER COLLEGE

STUDENT HANDBOOK

Juniper College

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Disclaimer

Juniper College makes every attempt to ensure the accuracy and reliability of the information included in this handbook. The handbook will be reviewed yearly or as information changes, to provide the most current information to students.

Readers should be aware of the following:

Juniper College makes no guarantee or warranty as to the accuracy or authenticity of the information in this document or other documents listed within.

Juniper College does not accept any liability in relation to the content of this document.

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INTRODUCTION

Juniper College is an independent specialist school registered with the Victorian Registration and Qualification Authority (VRQA). Juniper College is positioned within the organisational structure of the Foundation Learning Centre Inc.

Foundation Learning Centre is a not-for-profit Victorian incorporated association registered with the Australian Charities and Not-for-profits Commission (ACNC) with a 'public benevolent institution' subtype.

The main purpose of Foundation Learning Centre (FLC) is to create meaningful learning opportunities and engaging community connections. The Centre's mission is to be a recognised leader in education, learning, community development and support and provide senior secondary education and training through our registered Independent School, Juniper College.

Juniper College is governed by the School Council formed and overseen by the Foundation Learning Centre Inc. Board (FLC). The School Council is a formally constituted sub-committee of the FLC Board. The purpose of the School Council is to lead the governance of Juniper College, ensuring that the school adheres to all legal obligations. The Council also sets the school's strategic direction and adheres to the core values of the College.

This handbook provides a range of information regarding student rights and responsibilities and support that all students need to know. This includes enrolments, fees and course completion information as well as student safety and wellbeing and important contacts at Juniper College. Students can also refer to the various policies and procedures included in this handbook, and various links provided.

As a secondary education provider, the college supports the principles and practice of Australian democracy and are committed to; elected Government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance. This is reflected both in the way we deliver our programs and in our documentation.

Democratic Principles

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principle of our democracy.
The Education and Reform Act 2006 require all education providers to operate in a manner consistent with this set of Australian democratic principles.

Juniper College Vision

To build a community college that empowers and inspires students to achieve their personal, social, and academic goals.

Juniper College Mission
To offer individualised, comprehensive support to students facing significant personal and academic challenges, who have disengaged or are at risk of disengaging from education, focusing on overall wellbeing and using vocational, career, and life-pathway learning methods.

Juniper College Values
Dedicated, Inclusive, Nurture, Respect, Integrity.

Philosophy
Juniper College's philosophy is built on the values of dedication, inclusivity, nurture, respect, and integrity. We are dedicated to providing comprehensive and individualised support to students facing significant personal and academic challenges, who have disengaged or are at risk of disengaging from education. We believe in using a holistic, inclusive approach that incorporates vocational, career, and life-pathway learning methods to help students reach their full potential. We nurture a learning environment that empowers and motivates students to achieve their personal, social, and academic goals. We respect the unique experiences and needs of each student and operate with integrity in all that we do.

Office Hours
The office is open Monday to Friday 8.30am to 4:00pm for enquiries.

Juniper College is closed on weekends, public holidays and school holidays. Contact can be made out of hours by emailing contact@junipercollege.vic.edu.au .

Staff Details
All staff can be contacted on the main Juniper College line: 03 7049 4700, or via their staff email if this has been provided to you.

Some useful points of contacts are:

Principal	Julie Young principal@junipercollege.vic.edu.au
Head of Learning Support and Executive Assistant to the Principal	Jane Keating jane.keating@junipercollege.vic.edu.au
Deputy Principal	Janine Bauman janine.bauman@junipercollege.vic.edu.au
Head of Campus, Casey	Daniella Maloney daniella.maloney@junipercollege.vic.edu.au
Head of Campus, Peninsula	Loretta Lloyd loretta.lloyd@junipercollege.vic.edu.au
Director of Operations	Micah Jones micah.jones@junipercollege.vic.edu.au

LEARNING PROGRAMS

VCE VM and VPC Learning Program

Juniper College is dedicated to providing comprehensive education and individualised support to all students. Juniper College provides secondary education under the Victorian Certificate of Education Vocational Major (VCE VM) and foundation secondary education with the Victorian Pathways Certificate (VPC). The comprehensive training meets the requirements of the curriculum set out by the Victorian Curriculum Assessment Authority (VCAA). Our learning programs are designed to meet the needs of students by offering additional support while enhancing job skills that will assist students in their career prospects. The programs offered by the college will provide students with vital knowledge and skills including problem solving and taking initiative and a pathway to move into further education or employment.

Each student is enrolled in a learning program which provides the development of literacy and numeracy skills, an Industry Specific Skills VET certificate (VPC students can be exempt), work related skills and personal development skills at the appropriate level. The VCE VM and VPC programs are designed to enable the student to achieve the required 1,2 and 3,4 sequence to meet all course requirements under the VCE Vocational Major (VM) Certificate and Victorian Pathways Certificate (VPC) over a two-year learning pathway.

VCE VM

As a part of the VCE VM learning pathway, students must undertake at least 180 hours of VET. VET selection is discussed during a pre-enrolment interview, and the college Career/VET Coordinator will assist with guidance in career pathways and VET choices. All VET provided by external RTOs or TAFES must be approved by the principal.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Most students will undertake 16–20 units over the two years.

VPC

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)

- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive a VET credit for each 90 nominal hours at the Certificate I or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC.

Camps and Excursions

Within Juniper College learning pathways, students will be expected to participate in excursions which are mapped to the curriculum and form part of the student learning. Camps may be offered as part of the curriculum and can provide valuable learning experiences. We recognise that individual student needs vary, and alternative arrangements will be considered to ensure that all students can participate meaningfully in these activities.

VET

Vocational Education and Training (VET) in the VCE Vocational Major (VM) allows students to include VET within their senior secondary certificate.

Students can undertake nationally recognised training that contributes to their VCE VM.

VET qualifications are available from a range of industry areas approved by the VCAA. VET offerings will be discussed at enrolment with the Careers/VET coordinator.

Successful completion of VET can provide students with:

- the award of the qualification or a statement of attainment issued by a registered training organisation (RTO) or TAFE
- a Statement of Results issued by the VCAA outlining the Units of Competency completed
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

Students value VET because it:

- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students

- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

Further information on the courses can be found on the College website.
https://www.junipercollege.vic.edu.au/

Structured Workplace Learning
Structured Workplace Learning (SWL) Recognition for VET provides students with the opportunity to experience and reflect on workplace skills acquired through a work placement in an industry aligned with their VCE VM / VPC qualification.

Students develop an understanding about what is needed to be a competent worker in a specific industry related to the VCE VET qualification they are undertaking. Work exploration is a vital component of SWL that allows students to explore career options and develop an understanding of the nature and expectations of different jobs and industries. Students learn about the range of skills, which may be transferable for workers in various industries.

A work placement enables students to better understand employability skills and their links to the workplace. Employability skills are more easily learnt on the job, and employers are ideally placed to provide the opportunity for students to practice employability skills in a real work environment.

Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

A record of the 80 hours of SWL placement is to be kept by the student in the Workplace Learning Record (WLR).

Practical Placement
Some courses may require students to undertake a practical placement component. Practical placement means any structured workplace learning that is part of a written agreement between a training organisation and an employer for vocational or further education courses or programs. It includes work observation, work experience, structured workplace learning, and volunteer work. In some courses, this can only be undertaken when the student has completed certain modules/units.

Students are required to complete the relevant paperwork which must be returned to the educator or Department Heads for signing before commencing any practical placement. This ensures coverage of the Work Cover insurance. (*If this is applicable to your course, please ask the educator for the practical placement booklet*). The educator will provide each student with further information, required forms, and documentation. The placement handbook explains the guidelines and course specific placement requirements and the number of hours required.

Working with Children Check
Working with Children (WWC) Checks are required before commencing some placements and excursions. Further information and assistance are provided to all students as part of course enrolment and/or induction.

Class Timetable
Class timetables will be available via our Student Management System (SMS) Compass.

Assessment
Assessment is consistent with the VCAA assessment requirements. Students are assessed to ensure that they have obtained or developed the knowledge and skills taught in their course. Students who are unable to demonstrate competency at a given time or who successfully appeal to assessment results may be reassessed at an appropriate later date. Assessment is in accordance with the VCAA.

Students are provided with detailed information about the assessments contained in their course upon enrolment or commencement. All course assessments must be completed successfully to obtain a full senior secondary certificate.

Students are required to ensure that all assessment work submitted is their own. The College may require students to demonstrate the authenticity of their work through discussion, drafts, or other verification methods in line with VCAA requirements.

Students experiencing ongoing difficulties may be eligible for Special Provision. Further information is available in the Special Provisions section of this handbook.

Extensions for Assessment Tasks
Students who are unable to submit an assessment task by the due date must apply for an extension prior to the due date wherever possible. Extension requests should be discussed with the class teacher and may require supporting evidence (e.g. medical or wellbeing documentation).

Approved extensions will be recorded by the teacher in accordance with College procedures. Where an extension is not granted and a task is not submitted, this may result in a Not Satisfactory (N) outcome for the relevant task or unit.

Assessment Outcomes (S, N and J Results)
Student achievement in VCE VM and VPC is reported as Satisfactory (S) or Not Satisfactory (N).
An N (Not Satisfactory) result indicates that a student has not yet demonstrated the required learning outcomes for a unit. This may occur where work is not submitted, does not meet the required standard, cannot be authenticated, or where attendance has significantly impacted the ability to demonstrate outcomes. An N result may affect a student's ability to successfully complete a unit and, if not addressed, may impact overall certificate completion.

A J result is recorded where a student has ceased attending a unit and has not completed sufficient work to be assessed. A J result may impact a student's record of results and overall completion of their program.

Students will be supported to improve outcomes and may be offered opportunities to demonstrate learning in line with College policies and VCAA requirements.

Redemption of Outcomes

If a student receives an N (Not Satisfactory) result, they will be provided with further opportunities to demonstrate the required learning outcomes. These opportunities may include additional or alternative tasks, classwork, or other forms of evidence that allow the student to demonstrate their learning. Redemption supports students to achieve a Satisfactory (S) outcome for the unit. It does not change the original assessment result where applicable. All redemption processes are managed in accordance with College policy and VCAA requirements.

The VCAA guidelines for focus and award levels are:

Victorian Pathways Certificate	**Curriculum Focus** Basic and preparatory skills for employability, further education, and training. The application of skills and knowledge to familiar tasks and everyday contexts. **Assessment Focus** Provide high levels of teacher support and assistance Use of step-by-step processes. Link to familiar and everyday contexts that lead to transferable knowledge. Skills development.
VCE VM Unit 1 & 2	**Curriculum Focus** Skills development to aid independent learning, increased confidence, and high levels of transferable skills. The application of: • abstract concepts and technical skills. • skills and knowledge in unfamiliar and increasingly challenging contexts. **Assessment Focus** Teacher support and assistance are available, however, with an emphasis on developing and demonstrating independent learning and study skills. Link existing skills and knowledge to unfamiliar topics and challenging contexts. Demonstration of transferable skills and knowledge.
VCE VM Unit 3 & 4	**Curriculum Focus** The application of: • high level literacy and communication skills to abstract and technical areas of focus • generic and employability skills to complex tasks and contexts • specialised knowledge in the context of projects • conceptual analysis and problem solving for complex and/or abstract tasks • And demonstration of, independent actions • decision making processes and leadership. **Assessment Focus**

	Provide opportunities for students to work as independent learners, with teacher assistance available on request. Develop and execute complex plans through the application of problem solving and specialised skills and knowledge. Complex tasks that require integration and application of a wide range of skills, knowledge, and leadership.

Qualifications for Courses

All students in VCE VM or VPC who complete the requirements listed above will be entitled to receive a certificate and a record of results. These are issued by the Victorian Curriculum and Assessment Authority (VCAA). Where a student does not complete a whole qualification, then a statement of attainment will be issued.

Attendance Requirements

Regular attendance is essential to support student learning and engagement in VCE VM and VPC programs at Juniper College. While attendance alone does not determine satisfactory completion, ongoing or unexplained absences may impact a student's ability to demonstrate the required learning outcomes and may contribute to a Not Satisfactory (N/S) result for one or more units.

Sustained poor attendance may also affect a student's eligibility for Centrelink or other external agency requirements. Students and families are encouraged to seek advice directly from Centrelink regarding individual circumstances.

If a student does not attend on a regular basis and/or does not complete course requirements within the allocated timeframes, the College will initiate support and pathway meetings to identify barriers to attendance and learning, and to implement appropriate wellbeing, learning, or engagement supports.

Students are expected to arrive on time for all classes. Students are also responsible for ensuring they are aware of work and learning covered in class in the event of lateness or early departure.

If a student is unwell or will be absent for any reason, a parent or guardian (or the student, if they are 18 years or older) must notify the College as soon as practicable, providing an explanation for the absence.

If notification of absence is not received an SMS notification will be sent to the student's parent or guardian advising of the absence and requesting that the absence be recorded at the College reception or the student's wellbeing contact be notified.

STUDENT EXPECTATIONS

Code of Conduct for Students

All students are required to abide by the code of conduct and participate in duties and activities in a responsible and mature manner:

- Maintain mature, respectful, and non-disruptive behaviour.

- Allow everyone the opportunity to speak and be heard.
- Support a learning environment free from disruption.
- Treat all individuals fairly and equitably; avoid any form of abuse.
- Show respect all students, staff, and visitors.
- Follow the College's policies and procedures, including confidentiality requirements.
- Hand in mobile phones at the start of each class.
- Refrain from profanity or swearing.
- Do not smoke, vape, consume alcohol, or use non-prescribed drugs on campus.
- Students under the influence of substances cannot attend.
- Gambling is not permitted on campus.
- Fighting, throwing objects, or running indoors is prohibited.
- Wear appropriate attire for learning.
- Practice good hygiene at all times.
- Dispose of sharps immediately in approved sharps containers when required.
- Do not make sexual innuendo, demands, or engage in any behaviour that harasses, stalks, intimidates, or causes another person to feel unsafe in any way.

This Code of Conduct also applies to students attending other organisations during school hours (for example, at another school, or an RTO or TAFE, or other organisations).

Student Rights and Responsibilities

Students have the right to:

- Equitable access to and participation in all activities.
- Recognition of their individual needs and circumstances, including their beliefs, cultural background, and religious practices.
- A safe learning environment free from injury, harm, or unnecessary risk.

Students have the responsibility to:

Arrive on time and contact Juniper College to report any non-attendance.

- Stay informed about class content if they arrive late or leave early.
- Hand-in mobile phones at the beginning of each class.
- Put away electronic devices when instructed, including removing AirPods or other listening devices when asked.
- Follow all reasonable and clear instructions from staff.
- Demonstrate courteous and respectful behaviour towards other students and staff.
- Read all information provided by Juniper College and stay aware of processes or changes that may affect them.
- Refrain from bringing or using alcohol or drugs on school grounds, except medications prescribed by a medical practitioner.
- Not attend school while under the influence of drugs or alcohol.
- Refrain from gambling at school or on school grounds.
- Not bring energy drinks onto school grounds.

Behaviour Management

Behaviour management strategies are implemented when a student's behaviour disrupts teaching, interferes with classmates' ability to learn or participate, or compromises the safety and wellbeing of others.

Disruptive and unacceptable behaviours may include:

- Bullying or harassment
- Ongoing disruptions or attention-seeking behaviour.
- Rude or disrespectful behaviour or attitudes.
- Repeated refusal to participate in class work or activities.
- Acts of violence or intimidation.
- Damage to equipment, furnishings, or facilities.
- Failure to follow reasonable and clear instructions from a staff member.

When these behaviours occur, the *Behaviour Management Policy* will be followed. This may result in a parent meeting and the student being placed on a Transition Plan.

Exclusion/Suspension

Students may be excluded or suspended from school when their behaviour poses a serious risk to the safety, wellbeing, or learning of others, or causes significant harm to the school environment.

Grounds for exclusion or suspension include:

- Behaving in a manner that poses an actual or threatened danger to the health, safety or wellbeing of any person.
- Causing significant damage to, or destruction of, property.
- Committing or attempting to commit theft, or knowingly assisting another person to do so.
- Possessing, using, supplying or selling illicit substances, or assisting another person to do so.
- Possessing, carrying, using or supplying a weapon, or any item intended or adapted to be used as a weapon, including knives and box cutters.
- Failing to comply with a clear and reasonable instruction from a staff member where this failure poses an actual or threatened danger to any person.
- Repeatedly engaging in behaviour that vilifies, degrades or humiliates another person.
- Consistently behaving in a manner that interferes with the safety, wellbeing or educational opportunities of others.

All exclusions, whether suspension or expulsion, must be approved by the Principal in consultation with the Head of Campus, teaching staff and the Wellbeing Team. In every case, the parent or guardian will be contacted and invited to attend a meeting with the Head of Campus, a Wellbeing Team member, and the student.

Instant dismissal/Expulsion

Instant dismissal or expulsion from Juniper College may occur in cases of serious and wilful misconduct. Examples include theft, physical assault, and attending the College under the influence of drugs or alcohol. These examples do not limit or exclude other serious instances of misconduct.
If a dispute arises regarding disciplinary action, the matter will be referred to the School Council for resolution. The Council's decision will be final.

Students are expected to act with honesty, integrity, and respect in all learning and assessment activities. All work submitted must be the student's own. Where the work of others is used, it must be correctly acknowledged, and students must seek permission where required. This includes the appropriate and transparent use of generative artificial intelligence (AI), in accordance with assessment instructions and College guidelines.

Academic Misconduct

Academic misconduct includes:

- plagiarism or cheating;
- unauthorised collaboration;
- improper, undeclared, or prohibited use of AI-generated content;
- using material in breach of copyright legislation in assessment tasks.

When concerns about academic integrity arise, the Principal or their delegate will be notified and an investigation will be initiated in accordance with College procedures. Investigations are conducted in a timely and fair manner, and students will be informed of the concern and provided with an opportunity to respond.

Possible academic outcomes may include:

- no action taken;
- the work being deemed Not Complete or Not Satisfactory for the relevant task or unit;
- supervised resubmission of work, in part or in full;
- completion of an alternative assessment task, at the teacher's discretion, where appropriate.

Academic consequences are determined in line with VCAA authentication requirements and the *Juniper College Academic Integrity Policy and Procedures*.

Behavioural Misconduct

Behavioural misconduct includes:

- hindering the rights of other students to pursue their studies;
- harassing or intimidating other students or staff;
- breaching legislative or regulatory requirements.

Behavioural concerns are managed separately under the College's Behaviour Management and Wellbeing policies and may result in withdrawal from class activities, suspension, or exclusion from the course in serious cases.

Guidance and Support

Definitions and further information regarding plagiarism, cheating, and academic integrity are provided in the relevant College policies and procedures. Juniper College has policies, procedures, and staff training in place to support students, staff, and leadership in maintaining academic integrity and ensuring fair and consistent outcomes.

Student Uniform

Juniper College does not have a formal uniform; however, students are expected to dress in a neat, tidy, and appropriate manner. Clothing should support a clean and respectful appearance at all times. Flat, comfortable shoes must be worn; high heels, Ugg boots, and thongs are unsafe and therefore not permitted.

Students are encouraged to wear clothing that feels comfortable and reflects their identity, while ensuring the safety and comfort of all students and staff. Please adhere to the following dress code.

Minimum Dress Code Standards

Students are expected to dress in a manner that is safe, respectful, and appropriate for a learning environment.

- Follow a SunSmart approach outdoors, including wearing appropriate sun protection where required.
- Clothing must not feature offensive, discriminatory, racist, or drug-related slogans, images, or references.
- Tattoos that depict offensive or inappropriate imagery must be covered.
- Clothing must be worn in a way that ensures underwear is not visible.
- The upper torso must be adequately covered at all times.
- Skirts, shorts, leggings, and similar garments must be of a length suitable for active participation in learning activities.
- Clothing must not be see-through and should be in reasonable condition (for example, not excessively torn or damaged).
- Enclosed, safe footwear must be worn at all times. Footwear that poses a safety risk is not permitted.
- Students are expected to maintain personal hygiene appropriate to a shared learning environment. Support will be offered where wellbeing or personal circumstances impact this.
- Clothing should be clean and appropriate for a school setting.

Harassment and Bullying

Juniper College is committed to ensuring that every person is treated with respect and dignity. The College provides a safe working and learning environment that is free from harassment, bullying, racism, and cyberbullying.

Any student found to engage in harassment or bullying will be managed according to the *Behaviour Management Policy and Procedure*.

Social Media and Cyber Bullying

Juniper College does not tolerate harassment or bullying via social media. All allegations are investigated in accordance with the *Bullying and Harassment (including Cyberbullying) Policy and Procedure*.

Students are expected to:

- Treat all people with respect online.
- Understand that any social media-related issues brought to the College's attention will be addressed by the Principal and may impact their enrolment.
- Refrain from actions or behaviours that constitute harassment, discrimination, or vilification.

Student Complaints, Appeals and Grievances

Students have the right to appeal a decision or raise a complaint. All complaints, appeals, and grievances will be managed in accordance with the *Complaints & Appeals Policy and Procedure*.
To formally lodge a complaint or appeal, students must complete a *Complaints and Appeals Form* and submit it to the Principal, either in hard copy or via email. The full policy, procedure, and form are available on the College website.

Definitions

- **Complaint:** A concern that cannot be resolved immediately by the person receiving it, and which, when addressed, can improve services, communication, or outcomes
- **Appeal:** A formal written request to have a decision, outcome, or complaint process reviewed.
- **Grievance:** A complaint that requires input from others to facilitate or mediate a resolution.

Juniper College recognises that complaints, appeals, and grievances may arise. The College is committed to addressing them appropriately, minimising distress to those involved and protecting the reputation of the organisation. Students should follow the *Complaints, Appeals and Grievances Policy* to guide the resolution process.

Use of Equipment

Students are expected to use all College equipment responsibly and safely.

Responsibilities

- Take care of all equipment.
- Use equipment only for its intended purpose.
- Do not remove equipment from College premises.
- Avoid consuming food or drinks near electrical equipment.
- Report any equipment malfunctions to your teacher immediately.

Photocopiers and Internet Use

- College photocopiers and internet services are to be used only for course-related activities.
- Under no circumstances may internet facilities be used to access sites that are violent, sexually explicit, or otherwise offensive.

Failure to follow these expectations and policies may result in immediate removal from the activity or course.

Digital Technologies and Online Safety

Juniper College provides access to digital technologies to support learning, communication, and engagement. Students are expected to use digital technologies responsibly, safely, and respectfully, in a way that supports their learning and the wellbeing of others.

These expectations apply to all students when using:

- College-provided devices, networks, and digital platforms; and
- personal devices or online services where use impacts the safety, wellbeing, privacy, or reputation of students, staff, or the College.

This applies both during and outside school hours where online behaviour affects the College community.

Responsible Use

Digital technologies are provided to support educational purposes. Students must:

- use digital tools in ways that support learning and wellbeing;
- follow staff instructions regarding technology use;
- avoid any use that disrupts learning or breaches College policies.

Access and Security

Students must:

- use only their assigned accounts and passwords;
- keep login details secure and not share them with others;
- take responsibility for activity conducted using their accounts.

Unauthorised access, including attempting to bypass security systems, interfere with networks, or access another person's account, is prohibited.

Internet and Online Content

Internet access is provided to support learning and research. Students must not access, create, store, or share content that is:

- inappropriate, offensive, discriminatory, or harmful;
- sexually explicit or violent;
- unlawful or in breach of copyright.

Students are expected to respect intellectual property and acknowledge sources appropriately.

Communication and Online Behaviour

Students must use digital communication tools respectfully. Harassment, bullying, threats, image-based abuse, or any form of harmful or inappropriate communication is not tolerated.

Students who experience or witness concerning behaviour online are encouraged to report this to a teacher, a member of the Wellbeing Team, or another trusted staff member.

Social Media and Online Platforms

Social media use is guided by safety, wellbeing, and legal requirements. Students are expected to:

- follow age restrictions and platform rules;
- avoid sharing personal information, images, or videos without consent;
- refrain from posting content that could harm themselves or others or negatively impact the College community.

The College may respond to online behaviour that raises safety, wellbeing, or child-safety concerns, even when it occurs outside school hours.

Use of Artificial Intelligence (AI)

Students may use artificial intelligence tools for learning only where permitted by staff and in accordance with College guidelines.

Students must not:

- submit AI-generated work as their own unless explicitly authorised;
- enter personal, sensitive, or identifiable information into AI tools;
- use AI in ways that compromise privacy, safety, or academic integrity.

Digital Citizenship

Students are expected to demonstrate good digital citizenship by:

- respecting the rights, privacy, and dignity of others;
- thinking critically about information shared or accessed online;
- acting safely and responsibly in digital spaces.

Breaches and Consequences

Misuse of digital technologies may result in restricted access, disciplinary action, or other consequences in accordance with College policies.

Serious breaches, including illegal activity or behaviour that places others at risk, may be escalated to wellbeing, child safety, regulatory authorities, or law enforcement where required.

STUDENT WELLBEING

Student wellbeing is a vital part of learning and education at Juniper College.

Wellbeing Support

- Students' wellbeing needs are assessed during enrolment and in the first weeks of attendance to ensure tailored support.
- The College Wellbeing Team, highly qualified in the field, works proactively to build resilience and optimism in students.

Wellbeing support is provided through:

- Weekly classroom wellbeing sessions addressing life skills and wellbeing trends.
- One-on-one interventions when required.
- Referrals to external Telehealth mental health services.

Accessing Support

Students can access wellbeing support by:

- Emailing the Wellbeing Team.
- Contacting the wellbeing phone line to schedule an appointment.

These supports ensure students are able to engage fully in their education and achieve success.

Student Wellbeing - External Services

A range of support services is available to students. These services offer confidential assistance for mental health, safety, and general well-being needs.

Ask Izzy

Website: https://askizzy.org.au/
Ask Izzy is a mobile website that connects people with housing, meals, financial assistance, health and wellbeing services, family violence support, counselling, and more.

Beyond Blue (24/7 support)

Phone: 1300 224 636
Website: https://www.beyondblue.org.au/
Beyond Blue provides information and support to help people across Australia achieve their best possible mental health, regardless of age or location.

Kids Help Line (24/7 support)

Phone: 1800 551 800
Website: https://kidshelpline.com.au/
Kids Helpline is Australia's free, private and confidential phone and online counselling service for young people aged up to 25.

Lifeline (24/7 support)

Phone: 13 11 14
Website: https://www.lifeline.org.au/
Lifeline provides 24-hour crisis support and suicide prevention services to anyone experiencing personal distress.

INDIVIDUAL LEARNING NEEDS

Juniper College is committed to providing a supportive, inclusive, and responsive learning environment. We recognise that students come with diverse backgrounds, abilities, and learning requirements, and we endeavour to meet these needs through creative teaching practices and holistic support.

Respect for Individual Students

Teachers consider the specific requirements of individual students wherever possible. All students are treated with dignity and respect through:

1. **Courteous and professional interactions** at all times.
2. **Recognition and consideration** of students' individual needs, circumstances, beliefs, cultural and ethnic backgrounds, and religious practices.
3. **Clear communication** about why personal information may be collected and reassurance of its confidentiality.
4. **Fair and equitable access** to all learning activities and opportunities.
5. **Appropriate referrals** to external support services where specialised assistance beyond the College's capacity is required.

Juniper College Provides

1. **Qualified and experienced teachers** who are committed to supporting all learners.
2. **An inclusive learning environment** that encourages the participation of women, Aboriginal and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, rural and remote learners, and people with disabilities.
3. **A supportive and engaging atmosphere** in which students can pursue their educational and training goals.
4. **An environment inclusive of students with disabilities or additional learning, language, or literacy needs.**
5. **Referral pathways** for students requiring additional language, literacy, or numeracy support.
6. **Transparent communication regarding assessments**, including procedures and results.
7. **A clear assessment dispute process**, which:
    - Keeps the student informed throughout the process
    - Protects the confidentiality of both students and staff
    - Ensures personal or sensitive information remains private

Disclosure of Additional Needs
Students who have additional learning needs or specific requirements are encouraged to discuss these with Juniper College staff prior to enrolment. Relevant information should also be provided in the designated section of the enrolment form so that appropriate support can be arranged.

Reasonable Adjustment

Juniper College is committed to ensuring fair and equitable access to learning and assessment for all students. *Reasonable adjustments* may be applied to assessments to meet the individual needs of students. These adjustments can take into account factors such as:

- Learning styles
- Physical or intellectual abilities
- Language, literacy, and numeracy levels
- Cultural background
- Socio-economic circumstances

Individual learning needs may be identified during the enrolment interview, through assessment and testing results, from previous school reports, referral information provided by support agencies, observations from parents or guardians, diagnoses made by qualified practitioners, or through information shared by the student during intake processes as part of Wellbeing Support.

Special Provisions

Juniper College ensures that all teaching and wellbeing staff understand their responsibilities in identifying students who may require special provision and in supporting the application process. Regular team discussions regarding potential barriers to learning support early identification and timely intervention, providing students with the best opportunity for success.

Refer to the Special Provisions Policy and Procedures for further details.

Special provision allows eligible students to demonstrate their learning and achievement on a fair basis so they can successfully complete their course. Students may be eligible for special provision if they are adversely affected by:

- Acute or chronic illness (physical or psychological)
- Personal or environmental circumstances
- An impairment or disability, including learning disabilities

Special provision is approved and monitored in accordance with College procedures and must be supported by appropriate documentation. Students approved for special provision are still required to complete all assessment tasks and meet all learning outcomes, with adjustments made only to support equitable participation in the learning and assessment process.

STUDENT PATHWAYS

Further Education and Pathway Guidance

Juniper College is committed to supporting students as they explore future education, training, and career opportunities. All students have access to pathway guidance and advice, which may be provided by:

- The Careers and VET Coordinator
- Your teacher

- Campus Heads

Students can also access a range of online career-planning resources, including:

- myfuture: https://myfuture.edu.au/
- Youth Central: https://www.youthcentral.vic.gov.au/youthnav

Career Development Sessions

During their course, Juniper College students will participate in an in-depth interview or group session focused on career development. Follow-up sessions are available as required. These sessions help students:

- Explore a variety of career and training options
- Understand how these options relate to their personal interests, strengths, and circumstances
- Make informed and realistic decisions about their future pathway

The Career Planning Process

Career development at Juniper College is built around four key steps:

1. Building self-awareness
2. Developing understanding of workplaces and industries
3. Managing decision-making processes
4. Planning for and managing transitions into work or further training

Seeking Further Support

Students who would like additional assistance or advice regarding further education or career pathways are encouraged to speak with their teacher, who can provide guidance or facilitate a referral to the Career and VET Coordinator.

STUDENT PRIVACY

Privacy Policy

Juniper College is required to collect certain personal information in order to deliver education, training, and wellbeing services. Personal information collected and held by the College may include:

1. Personal and contact details such as name, address, telephone numbers, emergency contact information, Centrelink details or references, and Medicare number
2. Medical information relevant to student safety and wellbeing
3. Cultural and language background information

4. Educational information, including assessment results, progress reports, and other documentation related to education or training

If a student chooses not to provide requested information, Juniper College may be unable to process the enrolment or provide the necessary services and support during the student's time at the College.

Juniper College uses personal information to meet its commitment to providing high-quality education, training, and support. Where required by law, Juniper College seeks informed consent for the collection, use, or disclosure of personal information. Information may be disclosed, where lawful and necessary, to:

1. The student's nominated representative or delegate

2. Government departments and regulatory bodies, in accordance with funding, compliance, or reporting obligations

Parents/Guardians must provide the College with copies of all existing court orders, parenting orders, and parenting plans at enrolment and throughout the enrolment period. Any changes or new documentation must be submitted as soon as practicable to ensure the safety and wellbeing of students.

Juniper College takes the security of personal information seriously. In accordance with the *Privacy Policy*, all personal data is stored securely, either in hard copy or electronic format, with appropriate firewalls and cyber-security protections in place. Concerns about the handling of personal information may be raised with the College in accordance with its *Privacy Policy*.

Student Records

Juniper College maintains individual student files and electronic records for every enrolled student within the Compass Student Management System (SMS). All records are stored in a secure environment, with access restricted to authorised staff responsible for record-keeping, teaching, and student wellbeing.

Student enrolment and results records are maintained electronically in accordance with Victorian registration and reporting requirements to enable the verification and re-issue of student results where required. In the event that Juniper College ceases operation, student records will be transferred to the Victorian Registration and Qualifications Authority (VRQA) in accordance with regulatory requirements.

Students receive updated records of their results each term for the duration of their course.

In accordance with VCAA administrative requirements, student work that contributes to assessment (including school-assessed coursework and evidence used to determine satisfactory completion) is retained by the College until at least the end of the academic year in which the work was completed. This ensures the availability of assessment evidence for authentication, moderation, review, or audit purposes. After this period, student work may be returned to students or securely disposed of in line with College procedures.

Uncompleted assessment work for students who have not yet finished their course will continue to be retained until course completion or withdrawal, in order to support accurate assessment and reporting.

Students may request copies of their assessment work or records in accordance with College procedures. Administrative fees may apply.

The return of assessment work does not limit a student's right to raise concerns or lodge an appeal regarding assessment decisions in accordance with the College's *Curriculum and Assessment Policy and Procedures* and VCAA processes.

No information regarding a student's progress or results will be released to external parties without appropriate consent, unless disclosure is required or authorised by law.

Communication and Reporting
Online progress reports are available to parents and guardians at the end of each term. Reports include information about student progress, attendance, and classroom behaviour. Parent–teacher interviews are available upon request or when deemed necessary by College staff.

Change of Address
Students are responsible for notifying College administration in writing of any changes to their address, phone number, or other contact details to ensure communication remains accurate and timely.

STUDENT SAFETY

Juniper College is committed to providing a safe, healthy, and supportive environment for all students. The following procedures, requirements, and expectations help ensure the wellbeing of the entire school community.

Medical Requirements
All students must complete a Medical Emergency Form upon enrolment and update this information as required. This form details any medical conditions and any medication that may need to be administered during course attendance.

In the event of a medical emergency:

- An ambulance will be called.
- Immediate first aid will be provided, and emergency services will be contacted where required.
- Families are responsible for ensuring appropriate ambulance cover.

First Aid

A trained First Aid Officer is available on campus during all operating hours.

If students require first aid:

- Notify reception or a staff member immediately so a First Aid Officer can attend.
- First aid kits are available at reception for basic treatment needs.
- Medication, including headache tablets, will not be issued to students under any circumstances.

Juniper College provides first aid to any student in need. If an injury or illness requires significant staff intervention, a parent or guardian will be contacted as soon as practicable.

Valuables

Students are responsible for their own belongings. Where possible, students are advised **n**ot to bring valuable items to school, as Juniper College cannot accept responsibility for lost or stolen property.

Search & Safety Policy

For the safety, wellbeing, and orderly conduct of all students, staff, and the wider College community, Juniper College reserves the right to inspect a student's personal belongings, including bags, lockers, and items brought onto College premises, where there are reasonable grounds to suspect the presence of prohibited, illegal, or dangerous items (such as weapons, illicit substances, or items that pose a risk to health and safety).

Such searches will be conducted in a manner that is:

- reasonable, respectful, and discreet;
- conducted in the presence of the Principal or their delegate and a member of the Leadership Team or (the Wellbeing Team where practicable);
- undertaken with the student present where safe and feasible; and
- documented, including the reason for the search, who was present, and the outcome.

Where a student is not present for safety reasons, the College will make all reasonable efforts to inform the student and their parent/carer as soon as practicable following the search. Juniper College does not conduct strip searches, and searches beyond personal belongings will only occur in accordance with applicable law and after appropriate consent has been obtained. Records of all such searches and outcomes will be kept in accordance with College record-keeping practices.

Lockdown & Evacuation Procedures

All students and staff must be familiar with Juniper College's emergency procedures. Lockdown and evacuation instructions are clearly displayed in all classrooms and throughout the College.
Regular emergency drills are conducted during the year.

Evacuation Procedure

In the event of an emergency:

1. An alarm will sound.
2. Stop work immediately - do not panic.
3. Walk calmly to the nearest emergency exit. Do not run.
4. Proceed to the designated assembly area (as shown on the evacuation map).
5. Students will be marked off the attendance roll at the assembly point.
6. Remain in place until dismissed by the authorised Chief Warden.
7. Full cooperation is required for the safety of all.

Lockdown Procedure

During a lockdown, students must follow all instructions from their supervising staff and remain in the designated safe area until the situation has been resolved.

Reporting of Emergencies

All unsafe conditions, near misses, and accidents, regardless of severity must be reported immediately to a teacher or administration staff member. Students who have concerns or questions about emergency procedures should speak with administration.

Security

To help maintain a safe and secure environment, students should observe the following guidelines:

- Students are not permitted to access staff-only areas or restricted spaces without permission.
- Do not leave valuables or money in cars.
- Keep valuables with you during breaks; do not leave items unattended in classrooms, corridors, or lockers.
- Avoid bringing valuables to school wherever possible.

Safety Rules
All students share responsibility for maintaining a safe learning environment. Students must act safely and responsibly at all times to avoid injury to themselves or others.

Policies & Procedures

A full range of related policies and procedures is available on the Juniper College website:
www.junipercollege.vic.edu.au/documents-policies

Occupational Health and Safety

Juniper College is committed to implementing, maintaining, and continuously improving Occupational Health and Safety across all operations. The College acknowledges its responsibility to provide and maintain a safe environment for all staff, students, and visitors.

Juniper College adheres to the Occupational Health and Safety Act 2004 (Vic) and associated regulations. Safety risks, hazards, and unsafe situations, including physical, psychological, and environmental risks are actively identified, managed, and reviewed in accordance with College procedures.

Child Safe Commitment

Juniper College is committed to providing a child-safe environment where the safety, wellbeing, participation, and empowerment of all children and young people are prioritised.

The College has zero tolerance for child abuse. All concerns, disclosures, or allegations are taken seriously and managed in accordance with College policy, Ministerial Order No. 1359, and the Child Safe Standards.

Staff and volunteers have legal and ethical obligations, including mandatory reporting requirements, to report concerns about a child's or young person's safety.

Juniper College is proactive in preventing child abuse by identifying, reducing, and removing risks to children and young people. Child safety risks are considered as part of the College's broader risk management and Occupational Health and Safety frameworks.

Policies and procedures are in place to minimise unsafe situations and support the protection of students across all College environments.

Robust recruitment, screening, and supervision practices apply to all staff and volunteers.

The College provides ongoing training and education to staff and volunteers to support child safety, abuse prevention, and safe practices.

Juniper College is committed to the cultural safety of Aboriginal children and young people, children and young people from culturally and linguistically diverse backgrounds, and students with disabilities.

STUDENT DIVERSITY

Juniper College is committed to ensuring that every student has the opportunity to participate fully, fairly, and safely in education. Our practices are guided by principles of equity, inclusion, respect, and recognition of diversity.

The College values and respects the diverse backgrounds, identities, and experiences of its students and is committed to creating an inclusive learning environment where all students feel welcomed, supported, and able to engage in their learning.

Equitable Access
Students who meet the enrolment criteria are eligible to participate in Juniper College programs. All students are provided with equitable access to learning opportunities regardless of gender, gender identity, sexual orientation, cultural or linguistic background, race, religion, disability, socio-economic background, or other personal characteristics.

Admission processes are free from discrimination. Where a student does not meet the entry requirements for a particular course or pathway, the College will work with the student and their family to identify appropriate alternative options wherever possible.

Support for Students with Disability, Additional Learning Needs, or Other Support Requirements
Juniper College supports students with disability, additional learning needs, or other support requirements through inclusive practices and reasonable adjustments.

Students are encouraged to disclose relevant learning, health, or support needs at enrolment or as they arise. This information enables the College to engage in consultation with the student and, where appropriate, their parent/guardian, to determine suitable reasonable adjustments and supports in accordance with the Disability Standards for Education 2005 and College policy.

Where, after consultation and consideration of reasonable adjustments, the College is unable to meet a student's needs without unjustifiable hardship, appropriate guidance, referrals, or information about alternative pathways will be offered.

All information provided is handled in accordance with the College's *Privacy Policy*.

Non-Discriminatory Educational Practice
Juniper College is committed to providing equal learning opportunities to all students. No student will be treated unfairly or disadvantaged on the basis of personal characteristics, including (but not limited to) disability, gender, gender identity, sexual orientation, race, cultural or ethnic background, religion, age, marital or family status.

The College fosters a learning environment where all students are treated with dignity, feel respected, and are supported to participate fully in College life.

Feedback and Communication

Juniper College values constructive feedback from students and parents/guardians as part of its commitment to continuous improvement.

Concerns, suggestions, or feedback should be raised through appropriate College channels rather than via social media. Feedback relating to learning programs or student support should be directed to the relevant staff member, Head of Campus, the Principal, or their delegate.

Further information about raising concerns or making a complaint is available in the College's *Complaints and Appeals Policy.*

Legislative and Regulatory Framework
Juniper College operates as a registered independent school and complies with all relevant Commonwealth and Victorian legislation and regulatory requirements.

The College maintains a comprehensive suite of policies and procedures to support compliance and best practice. These documents are available on the College website or upon request.

Key legislative and regulatory frameworks relevant to student diversity and inclusion include:

- Victorian Registration and Qualifications Authority (VRQA) requirements
- Victorian Curriculum and Assessment Authority (VCAA) requirements
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Equal Opportunity Act 2010 (Vic)

- Privacy and Data Protection Act 2014 (Vic)

Legislation/Authority	Useful link
Victorian Registration and Qualifications Authority (VRQA) – school registration and guidelines	www.vrqa.vic.gov.au
Victorian Curriculum and Assessment Authority (VCAA) – curriculum and assessment guidance	Pages - Revised Victorian Curriculum F-10 (vcaa.vic.edu.au)
Disability Standards for Education 2005 – inclusion obligations	https://www.education.gov.au/disability-standards-education-2005
WorkSafe Victoria – workplace health and safety info	http://www.worksafe.vic.gov.au/

Frequently Asked Questions (FAQ)

How will I manage my studies?

Every student manages study differently, but the following strategies can help you stay organised and successful:

1. Choose a realistic study load that you can manage.
2. Use the support of family, friends, and peers where possible.
3. Create a study timetable and set up a suitable place to study.
4. Read all written resources and materials provided for your subjects.
5. Keep up to date with information from Juniper College. It is your responsibility to read all notifications, updates, and changes that may affect your studies.
6. Keep a folder with your enrolment forms, receipts, and general course information.
7. If your course includes practical placement, keep a separate folder for all placement information and assessments.
8. Ask for help whenever you need it—your teachers and support staff are here to assist you.

How can I transfer from Juniper College?

Students wishing to transfer to another school must complete the required exit forms.
Please note:

- Course fees will continue to be charged until the exit form is completed and returned to the Principal or their delegate.
- Fees are charged and refunded in accordance with the Juniper College policy.

Do I need a Unique Student Identifier (USI)?

Yes. All students enrolled in VET-accredited training must have a current USI.
A USI:

- Is your personal education number and stays with you for life
- Provides access to your complete online record of VET training in Australia
- Is required for issuing a statement of attainment or qualification

You can create your USI by visiting www.usi.gov.au.

Can I ask my teacher for a reference?

1. Teachers are not obligated to provide references for employment applications. A reference should never be assumed.
2. Teachers who choose to provide a reference will refer only to:
    - Enrolment and course details
    - Attendance and punctuality
    - Class participation and teamwork
    - Reliability and general conduct
3. Personal references will not be provided.



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