

SCHOOL POLICIES

REVIEWED

January 2018



Government of South Australia
Department for Education

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STAFF PLACEMENTS 2018

- This form will guide placement for 2017. With a number of new teachers the process will be impacted upon by initial meetings with these staff members.

Please Return to Ros' Pigeon Hole by : Friday 1st November

.....✂.....✂.....

STAFF PLACEMENTS

NAME: _____

YEAR LEVELS TAUGHT/ ROOMS PREVIOUS 2 YEARS: (if applicable)

	Yr Level	Room
2015		
2016		

Year Level preferences for 2017 (3 choices in priority order)	classroom/teaching area preferences: (3 choices in priority order)
Year Levels	1.
Year Levels	2.

If asking for a collaborative teaching area please provide the following information

- Name of other teacher(s), how you intend to collaborate (eg specialising, joint program for literacy), skills that you bring to the team, challenges that you see.

Additional information for placement considerations

eg Specialised skills, previous experience, willingness to mentor/coach.

PERSONNEL ADVISORY COMMITTEE (PAC)

ROLE

Issues for discussion by the PAC

- the overall configuration of staffing within the school
- the number, nature, profile, tenure and special emphasis of leadership positions within the context of school planning
- the final draft of job and person specifications for all staff prior to seeking approval from the Assistant Director, Staffing, or Principal (in accordance with the DECD Merit Selection Policy and Procedures 1997)
- procedures for filling school based leadership positions (in accordance with the DECD Merit Selection Policy and Procedures 1997)
- strategies to manage work organisation, class structure, specialist teaching loads, instruction time and the allocation and configuration of classes
- the nature and extent of conversions consistent with any agreement between DECD and the AEU (SA branch)
- the implementation for the Part-time Teachers Policy 1992, including deployment of all part-time staff and access to professional development and promotion positions
- the implementation of the required placement procedures for all teaching staff
- the description of vacancies arising from the implementation of the fixed term placement process
- professional learning priorities within the context of school planning, ensuring equitable access for all staff to professional development within available resources
- strategies, where appropriate, to settle grievances in accordance with clause 13 of the South Australian Education Staff (DECD)s.170MX Award 2000
- the allocation of flexible initiatives resourcing within the school – clause 9.2.12. DECD Certified Agreement [Print Q7692]

MEMBERSHIP

- The Principal or nominee.
- An AEU (SA branch) representative elected by the financial members at the school
- An Equal Opportunity Representative elected by all staff at the school
- A member of the non-teaching staff, elected by non-teaching staff at the school, who will participate only when the PAC is to deal with matters pertaining to non-teaching staff

The Equal Opportunity Representative represents the whole staff in addition to providing expertise on equal employment opportunity matters to the PAC. The Equal Opportunity Representative should consult with and report regularly to the whole staff.

The AEU (SA branch) representative represents the AEU (sub branch) members and should consult with and report regularly to the sub branch.

The non-teaching staff representative represents all non-teaching staff and should consult with and report regularly to all non-teaching personnel.

ELIGIBILITY AND ELECTION PROCEDURES

- **The AEU (SA branch) Representative**
Any financial member of the AEU, including non-teaching staff, can be elected to the PAC as the AEU (SA branch) representative by the sub branch members. The AEU sub branch

secretary is not necessarily the AEU representative. A ballot is to be conducted in the usual way to elect an AEU representative. The ballot should be formal, that is, determined at a meeting called by the sub branch secretary and at which minutes are taken.

The AEU (SA branch) representative must also undertake to participate in or have undertaken PAC training

- **The Equal Opportunity Representative**

The Equal Opportunity Representative should be formally elected by the whole staff. All staff appointed to the school including teachers, school services officers, Aboriginal Education workers and Government Services employees are eligible to be elected as equal opportunity representatives on the PAC

The equal opportunity representative must have undertaken equal opportunity or DECS merit selection panellist training or be willing to undertake this training at the earliest opportunity.

The equal opportunity representative must also undertake to participate in or have undertaken PAC training

- **The Non-teaching Representative**

All non-teaching personnel are eligible for election, including union members. The non-teaching representative should be elected by all non-teaching personnel through a formal ballot process.

The non-teaching representative must also undertake to participate in or have undertaken PAC training.

REPRESENTATION BY GENDER AND CULTURAL BACKGROUND

As with other committees in DECD, PAC membership should reflect the profile of the staff in the school. This will need to be taken into consideration when electing members of the PAC. The AEU (SA branch) representative is to be elected before electing the equal opportunity representative. Where necessary the position of equal opportunity representative is to provide the required gender representation. Consideration should also be given to cultural inclusivity in the composition of the PAC.

SPECIALIST EXPERTISE

Specialist expertise (including departmental officers, parents, students, teaching and non-teaching staff) may be called upon to provide information or advice which will assist the PAC in formulating a recommendation on particular matters to the principal. Such people are not formal members of the PAC. They must withdraw from the meeting at the conclusion of their advisory function to enable the PAC to determine a recommendation on the matter under consideration.

TENURE

Elections of the AEU (SA branch), equal opportunity and non-teaching representatives for the PAC are to be held annually at the end of term 1. Members of the PAC are elected for a 12 month period. They may stand for re-election in subsequent years.

PROXY MEMBERS

Proxy members can only be appointed to the PAC in the case of conflict of interest, prolonged sickness or other emergencies which prevent the elected PAC member from undertaking their role. Staff should elect proxy member for the roles of AEU (SA branch) representative, equal opportunity representative and the non-teaching staff representative to serve on the PAC.

CONFIDENTIALITY

Principals deal with and act upon confidential information as part of their leadership and management role. Principals must ensure discretion when confidential information impacts on the exploration of an issue being addressed by the PAC. If such information is disclosed to PAC members, it is essential that they respect the confidential nature of the information.

Principals should take every precaution to ensure that personal information is not released without the written consent of the person concerned.

Confidentiality requirements should be clearly identified to ensure they are not used unnecessarily to prevent consultation. The management of confidentiality should be clarified by the principal at the first meeting of the PAC and should be discussed at a staff meeting each year after the election of the PAC.

PAC members should note that any breach of confidentiality may lead to disciplinary action under Section 26 of the Education Act, or established disciplinary procedures for non-teaching staff.

PAC AND SELECTION PANELS

The PAC is not a selection panel for internally advertised positions. However, for school-based Coordinator, Deputy Principal, Assistant Principal or Principal vacancies, the Principal, in consultation with the PAC, will choose the most appropriate option. The four options are outlined on page 30 of the Merit Selection Policy and Procedures (School Sector) 1997 to select and appoint teachers to vacancies of up to and including 6 months or 2 terms.

DISPUTE RESOLUTION

In accordance with South Australian Education Staff (DECS) 170MX Award 2000, the procedures for preventing and settling industrial disputes as detailed in Clause 13 are to apply.

Any grievance, industrial dispute or matter (including matters, the subject of the Enterprise Agreement) likely to create a dispute should be dealt with in the following manner:

- 13 General – Procedures for Preventing and Settling Industrial Disputes
 - 13.1 The parties to this Award will make every endeavour to facilitate the effective functioning of this procedure.
 - 13.2 This procedure aims to avoid industrial disputes, or where a dispute occurs, to provide a means of settlement based on consultation, cooperation and discussion and the avoidance of interruption to work performance.
 - 13.3 Without prejudice to either party, and except where a bona fide health and safety issue is involved, work should continue without disruption by means of industrial action, on a status quo basis while matters in dispute are being dealt with in accordance with these procedures. "On a status quo basis" shall mean the work situation in place at the time the matter was first raised in accordance with this procedure.
 - 13.4 Any grievances, industrial disputes, or matters (including matters, the subject of this award) likely to create an industrial dispute arising under this award should be dealt with in the following manner:
 - 13.4.1 The employee representative(s) who are parties to this Award will advise the staff at each worksite of the name(s) of the representative(s) responsible for consultation on matters arising on the job.
 - 13.4.2 Any staff member with a dispute is able to: Seek a personal resolution by raising the matter with the person responsible for the dispute; raise it directly with the site manager; or raise it with the employee representative who shall raise the matter with the most immediate site manager.
 - 13.5 If requested by the site manager, the subject of the dispute shall be put in writing, so far as is reasonably practicable.

- 13.6 The site manager shall endeavour to resolve the dispute and in the case of schools, may refer the dispute to the Personnel Advisory Committee for advice.
- 13.7 The matter shall be addressed as soon as possible either by way of an agreed resolution or by negotiating an agreed method and timeframe for proceeding.
- 13.8 If the matter is not resolved at this level the employee or employee representative should ask for it to be referred to the Executive Director, Human Resources (or delegate) or Institute Director (or delegate) (as appropriate) who shall arrange a conference to discuss the matter.
- 13.9 For matters which have not been resolved at the worksite level, or for matters beyond the worksite level, the following procedures shall be used:
 - 13.9.1 The parties or their representatives should notify each other in writing or the name of their nominated representatives, if any, who would be responsible for seeking resolution to matters which cannot be resolved at the worksite.
 - 13.9.2 The employee representative(s) or the representative(s) of the other parties thus accredited will be the only person(s) entitled to make representations on behalf of the employee(s).
 - 13.9.3 The employer representative(s) thus accredited will be responsible for dealing with matters raised by the employee representatives or other parties.
 - 13.9.4 When a matter is referred to the Executive Director, Human Resources (or delegate) or Institute Director (or delegate) (as appropriate) a conference of the relevant parties shall be called to discuss the matter. When a matter is referred to an employee representative, that person shall refer it to the Executive Director, Human Resources (or delegate) or Institute Director (or delegate) (as appropriate) who shall call a conference as described.
 - 13.9.5 The conference shall be commenced within 48 hours of the dispute or likely dispute having been referred to the Executive Director, Human Resources (or delegate) OR Institute Director (or delegate) (as appropriate) or within such longer or shorter period as may be agreed by the parties.
- 13.10 At any stage in the procedure after consultation between the parties has taken place, in accordance with the procedures, either party may request, and be entitled to receive a response to its representations within a reasonable time, as may be agreed upon between the parties.
- 13.11 When a dispute is not resolved in accordance with this procedure, the matter may be referred to the Australian Industrial Relations Commission by any party to both the dispute and to this Award.
- 13.12 If there is undue delay on the part of any party in responding to the matter creating a dispute or likely dispute, the party complaining of the delay may take the matter to another level of the procedure if the party believes it is desirous to do so.
- 13.13 In the event of a party failing to observe this procedure, the other party may take such steps as determined necessary to resolve the matter.
- 13.14 This procedure will not restrict the employer or its representative(s) or a duly authorised official of a union or representative of an employee making representations to each other.

PERFORMANCE DEVELOPMENT 2017

The DECD Performance and Development Guidelines supports all employees to provide and support quality learning for the children and students of South Australia by:

- Defining and clarifying performance expectations and behavioural standards
- Identifying performance objectives through performance planning
- Supporting achievement of performance objectives through professional learning
- Reviewing performance against agreed performance expectations and objectives
- Building on strengths and attending to developmental needs
- Recognising contributions and achievements
- Providing guidance, encouragement and regular feedback

Leaders' Responsibilities

- confirm performance expectations and behavioural standards to be achieved by employees
- establish and maintain an individualised planning, learning and accountability program for each employee (eg Performance and Development Plan)
- conduct performance conversations and review individual programs regularly
- work collaboratively with employees to support their performance and development programs
- maintain confidential written records of ongoing performance and development activities
- lead a safe and supportive working environment
- know the work of all employees and regularly observe their practice
- have consideration for employee workload when creating and reviewing performance and development programs
- acknowledge the contribution of all employees and provide regular encouragement and authentic feedback
- incorporate employees' relevant career aspirations into their performance and development programs
- ensure appropriate training and support is provided to employees with line management responsibilities
- identify and manage instances of unsatisfactory performance
- maintain confidentiality where it is necessary

Employees' Responsibilities

- identify performance objectives that contribute to personal and organisational goals
- critically reflect on their own performance and identify relevant learning goals
- be accountable for the performance expectations and behavioural standards that relate to their role/duties
- strive to achieve established performance objectives within established timeframes
- clearly identify and communicate any barriers to the achievement of performance expectations and required standards with their leader
- establish and maintain meaningful professional relationships and collaborative networks
- share learning and practice with others
- seek and receive authentic feedback openly and respectfully with colleagues
- maintain confidentiality where it is necessary to ensure the rights and reputation of other employees
- contribute to a safe and supportive working environment

Performance Development Guideline

The Australian Professional Standards for Teachers (Aitsl) and the Teaching for Effective Learning Framework (Tfel) will underpin expectations, guide discussions and review.

Australian Professional Standards for Teachers

- Standard 1 – Know the students and how they Learn (1.2, 1.5)
- Standard 2 - Know the content and how to teach it (2.1; 2.2; 2.3; 2.5)
- Standard 3 - Plan for and implement effective teaching and learning (3.1; 3.6)
- Standard 4 - Create and maintain supportive and safe learning environments (4.1; 4.2)
- Standard 5 – Assess, Provide Feedback and Report on student learning (5.1, 5.4)
- Standard 6 - Engage in professional learning (6.1; 6.2)
- Standard 7 - Engage professionally with colleagues, parents/carers and the community (7.3)

Teaching for Effective Learning Framework (Tfel)

Domain 2 Create Safe Conditions For Rigorous Learning

1. Develop democratic relationships
2. Build a community of learning
3. Negotiate learning
4. Support and challenge students to achieve high standards

Domain 3 Develop Expert Learners

1. Teach students how to learn
2. Foster deep understanding and skilful action
3. Explore the construction of knowledge
4. Promote dialogue as a means of learning

Domain 4 Personalise And Connecting Learning

1. Build on learners understandings
2. Connect learning to students lives and aspirations
3. Apply and assess learning in authentic contexts
4. Communicate learning in multiple modes

Performance Development Processes

Line managers will meet with all teaching staff, S.S.O.'s and G.S.E.'s by the end of Week 7 Term 1.

The focus of the first meeting for teachers will be class feedback, tabling of programs and Professional Development Plans for the year ahead.

The focus of the first meeting for S.S.O.'s and G.S.E.'s will be the discussion of the role and Professional Development Plans for the year ahead

Following the Term 1 meeting Line Managers will observe teachers and S.S.O.'s in Term 2 and Term 3.

The observations will link the East Para Primary School Site Improvement Plan priorities of data, planning, pedagogy and intervention, with Professional Development Plans and classroom teaching and learning programs.

The focus of each observation will be directed by classroom teachers and S.S.O.'s.

All line managers will provide written feedback. Teachers' feedback will be aligned with the Australian Professional Standards for Teachers (Aitsl).

This written feedback will be discussed at Term 2 and 3 Professional Development Meetings which will run for approximately 45minutes to 1 hour.

Term 4 meetings will be a review.

All staff are encouraged to informally engage with their Line Manager in Non Face to Face time (15 - 30 minutes) about any aspect of their performance and professional plans.

All staff will table their Professional Development Plan at the first meeting in Week 7. There will be a staff meeting early in Term 1 to support staff to develop their Professional Development Plans. Staff may wish to meet informally with their Line Manager for support in developing this plan - Proforma attached.

Line Management Term 1, 2017 only

Ros 0419 244 579	Aaron 0433 433 362	Sue	Carol
Aaron	Eunkyoung	Teresa	Deb
Ali	Maddy	Linda	Jodie
Rosalie	Emily	Sharon	Michelle
Elissa	Carolyn	Keith	Elise
Cathy M	Nick		
Ann - Louise	Tracey		
Cheryl	John		
Miro	Peter		
Anastasia	Aimie		
Sue			
Carol			
Term 1, Fiona, Gaynor, Jenny	Term 1 –Mel C, Mel H, Rachel		

DECISION MAKING POLICY

INTRODUCTION

At East Para Primary School we are committed to consultative / participative decision making involving staff, parents/caregivers and students.

We believe that effective decision making processes can only take place if all aspects of the process are carefully addressed using the consultative / participatory model which consists of the following stages:

- Initiation
- Information gathering
- Consultation/negotiation
- Making the decision
- Communication
- Implementation
- Monitoring and reviewing the decision

STAFF MEETINGS

Staff Meetings acknowledge the range of activities that exist in the school and include meetings of small groups through to meetings where all Staff attend.

School Support Officers are invited to attend or have a representative at Staff Meetings and committees.

Staff Meetings consist of

- Individualised/small group sessions facilitated by the mentor/coach
- Whole school workshops
- Partnership whole day workshops
- PLC's @ the site and/or across the Partnership
- Administration meeting –where there is business posted the day before, on the agreed day.
- The chairperson and minute taker for staff meetings will be rostered in advance

CONSENSUS / MAJORITY DECISION MAKING

At East Para Primary School we will make every effort to reach consensus in making decisions. Where consensus cannot be reached, **a majority of two thirds of voting members** is required to ratify the proposal. A vote will take place within these parameters:

- Two thirds majority is determined from the number of voters who voted yes or no only.
- All group members have the opportunity to vote
- Members not present are able to submit a proxy vote through the Chairperson before the meeting
- An abstaining vote is not counted towards the majority, but the voter is bound by the outcomes of the voting
- Secret ballots may be used upon request of any group member

COMMITTEES

The first meeting of the committee will involve members in clearly defining the purpose, their role and the processes to be used.

Committees are expected to:

- Consult with all staff affected by the issue
- Provide regular feedback

- Prepare a detailed summary and recommendations to be voted on as a total proposal

PROFESSIONAL LEARNING

The Senior Leader, Pedagogy, in consultation with the leadership team and all teachers plans targeted Professional Development

POWER OF VETO

The power of Veto may apply over any unsafe decisions or decisions which are inconsistent with DECD policy or any legal requirements.

ROLES AND RESPONSIBILITIES

Chairperson

- Collects and prioritises agenda.
- Opens meeting on time.
- Introduces guests and thanks them for their attendance.

During the meeting:

- Clarifies and summarises issues
- Mediates
- Ensures all participants have an equal opportunity to speak
- Keeps participants focussed on the topic
- Defers unfinished business to another time
- Manages the decision making and voting process
- Closes the meeting on time

Minute Taker

The person taking the minutes will need to:

- Record group members, apologies and date
- Record the topic and major points of all issues discussed
- Record all decisions made and who is responsible for the implementation and monitoring of the decisions.
- Pass the minutes onto the nominated SSO for typing and distribution.

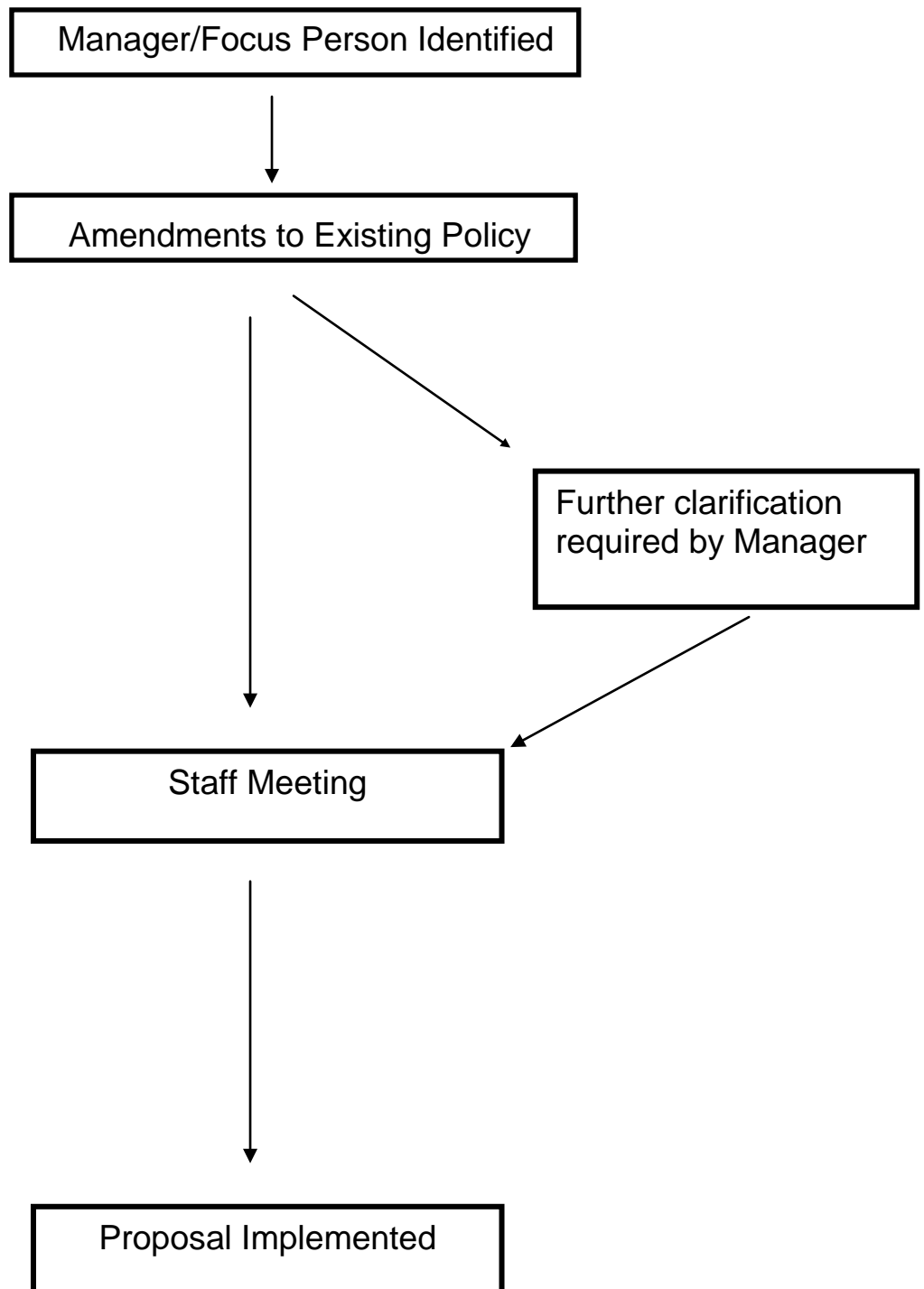
Group Members

For all meetings at East Para Primary School, Staff members have agreed to:

- Be on time and be familiar with the agenda and previous meeting's minutes
- Email agenda items to the Principal the day before the meeting
- Do the required reading before the meeting
- Discuss concerns openly and respect other's rights to opinions
- Be encouraging and supportive
- Notify the Chairperson or Principal if unable to attend
- Arrange a proxy vote where and when appropriate

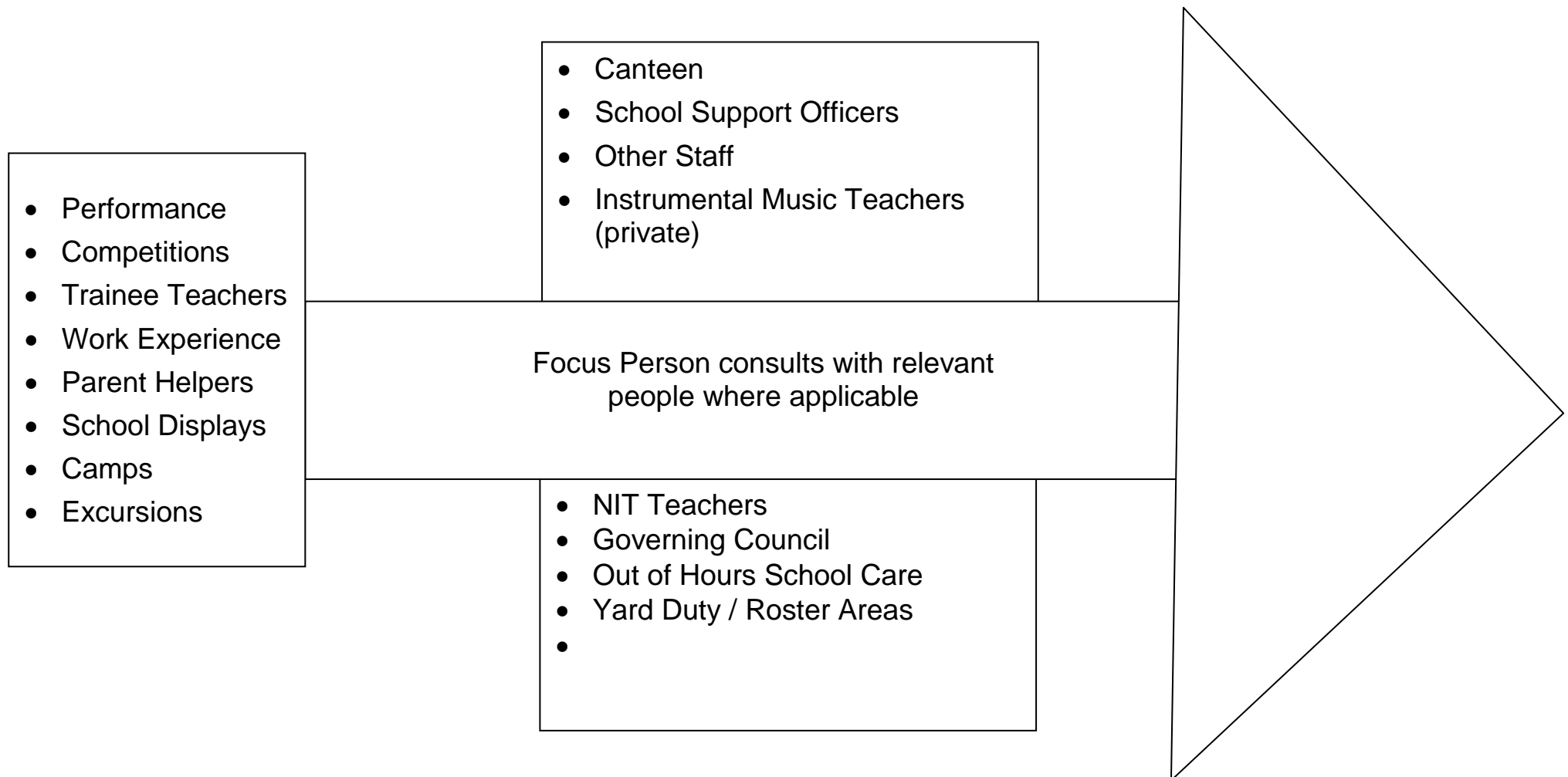
DECISION MAKING PROCESS - MODEL 1

Areas: Bins, Assemblies, SRC, Sports Room,
Swimming, Sports Day, Social Committee.

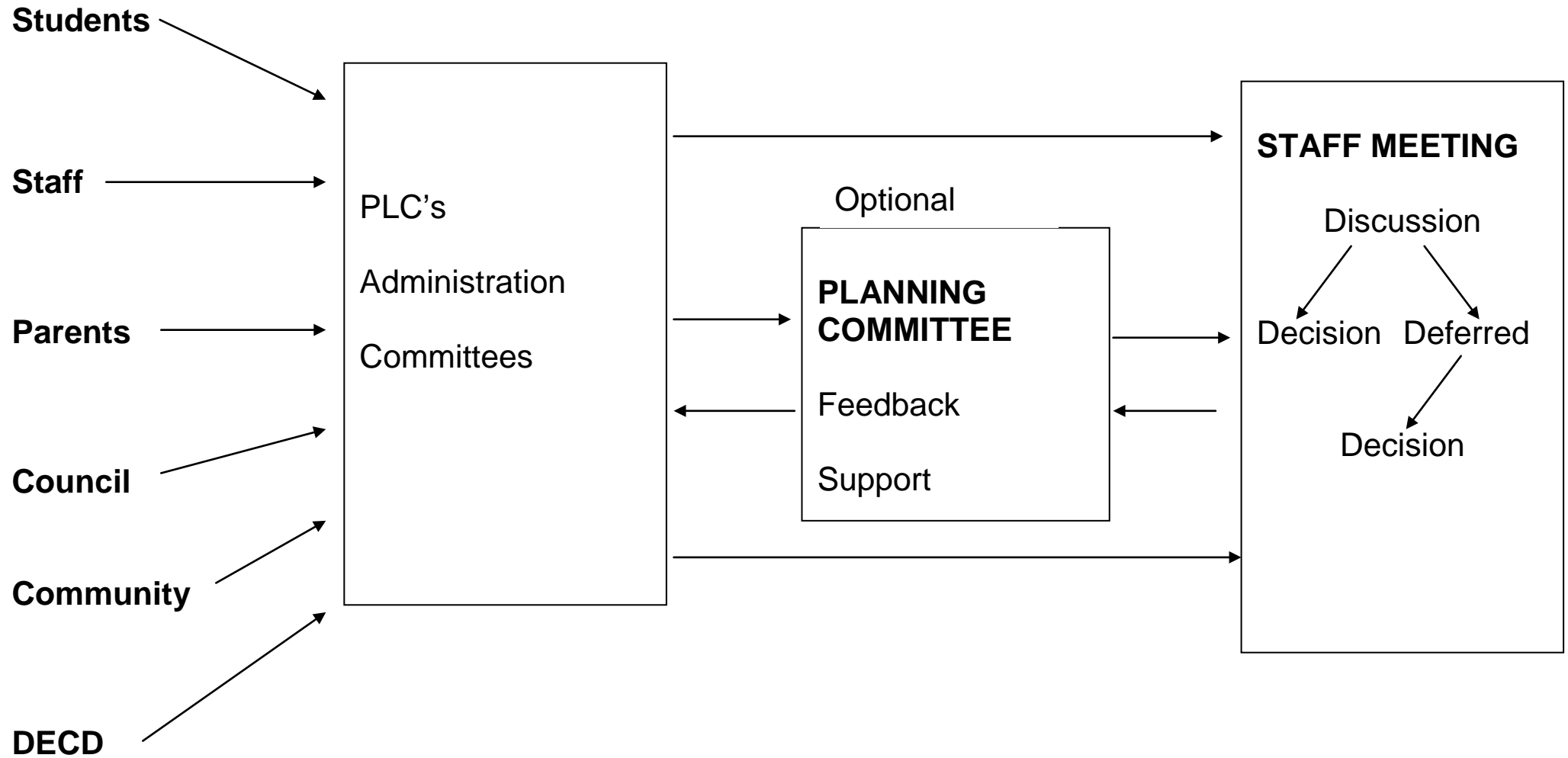


DECISION MAKING PROCESS – MODEL 2

ADVISE



DECISION MAKING PROCESS – MODEL 3



LONG SERVICE / RETENTION LEAVE POLICY

CONTEXT

DECD has delegated approval for long service leave to Principals subject to available funds. Travel bookings etc should not be made until this approval is granted.

APPLICATIONS

Applications must be on the appropriate forms:

- VL 158 for Teachers and School Services Officers

ELIGIBLE APPLICANTS

Applicants for Long Service must have eligibility and entitlement.

Teachers and School Services Officers must have completed 10 years of service to be eligible. Sufficient days need to be accrued to cover the dates from the last day of duty until the date of the return to duty. It should be noted that weekends and public holidays contained in this period are counted as days of long service leave.

Long service leave that adjoins holidays does not include the holiday period.

Eligibility for access to 'pro rata' long service leave, ie after 7 years of service, can only be approved under exceptional circumstances and will be approved at Assistant Director level. Supporting documentation will be required.

APPROVAL CRITERIA

- The PAC will consider all applications in consideration of the Needs of the School.
- Compassionate or special circumstance leave applicants are asked to provide details.

APPLICATION PROCESS

- Applications on the correct form to be given to the principal a minimum of one term before the leave is required.
- Late applications will be considered if four weeks notice is given.
- In the case of 'emergencies' or extenuating circumstances 'lead' times can be shorter allowing for 10 days for DECD to process.
- Staff can apply for Long Service Leave for a minimum of one day. Vacancies for periods of less than 20 days will be filled by a TRT. Vacancies for periods over 20 days may be filled either by a TRT or Contract teacher.

APPROVAL PROCESS

- There is provision for employees to access the option of taking single days of long service leave on a regular or patterned basis over a specified period. This could be for a school term or a calendar period **not exceeding one year**. Extensions of such periods will be considered based on fresh reviews of all factors.

Long service leave is regarded as leave within the school and will preserve 'right of return'. Under normal circumstances, approval will only be given for one period of long service leave in a calendar year.

Retention Leave is available to teachers, the number of days indicated on pay slips. Retention days are for 'work' days only. Teachers are to indicate to the principal or their Line Manager at least 3 days before taking Retention Leave. Approval for these days will be as per policy for Long Service Leave. Staff may take a payment (\$180/day in 2014) in lieu of these days.

SCHOOL SERVICES OFFICERS

- **Front Office Manager** Not available for classroom typing. Roles include - Office Administration, Facilities, Instrumental Music Program.
- **Bursar** Responsible for all monies, ordering and accounting within the school.
- **intervention Programs** SSO support provided for children with NEP's and those defined with additional Literacy and numeracy needs

School Services Officers are not available in the first two weeks of Term 1, the last week of Terms 1 – 3 and the last 2 weeks of Term 4.

- During the above times SSO's will be carrying out a range of administrative tasks that benefit all teachers.
 - e.g. Stocktaking
 - Mathematics boxes
- It is the responsibility of the School Services Officer to be on time and provide support as indicated. If unforeseen circumstances prevent this happening, School Services Officers are to advise the classroom teacher as to reasons.
- Changes to School Support Time for Special Needs plus the addition of new students will necessitate adjustments throughout the year.
- School Services Officers have a right to Professional Development and will be encouraged to participate both at System and School Level.
- School Services Officers are not required to make up time for:
 - School Closure Days
 - Changes to Non Contact Time
 - Sports Day etc.
 - Professional Development
- School Services Officers are not available for School Excursions/Camps unless arrangements can be made for all other staff to forfeit their time, as well as provision made for students with Negotiated Education Plans to receive the time missed out.

STUDENT PLACEMENT

RATIONALE

Student Placement at East Para Primary School involves input from teachers, parents and students, and aims at placing children in an environment that enables them to achieve their maximum potential.

PARAMETERS

- Department Guidelines regarding maximum student numbers of
R/2 - 26 children 3/7 - 30 children
are aimed for, through a mixture of single and composite year level.

Alterations to the above may occur to balance the R/7 configuration.

PROCESS

- In term 4, parents are invited, via Newsletter, to provide written feedback to staff re the placement of their children for the following year. The criteria for this feedback is:
 - One Friend
 - One child with good working relationship
 - Children who would benefit by being separated
 - Specific learning needs
 - Gender balance
 - Social/physical maturity
 - Cultural background
- Students have input through their parents at home while some teachers involve their students in selection of:
 - friendship groups
 - possible structures
- Year 6 /7 teachers may wish to take the same students for more than one year
- Sue provides the leadership team with a print out of the data base of parent requests.
- The leadership team based on departmental staffing formulae, through consultation, decide on the most appropriate class configurations.
- Draft classes are generated through 'Class Creator'
- Teachers at a Staff Meeting, work cooperatively with other teachers at a similar year level to review draft class groups.
- Changes to draft class groups can be made through consultation with staff members and the leadership team.
- The leadership team reserves the right to make adjustments.
- Parents will receive notification informed of the following year class placement in the term 4 report. All student placements up to this time must remain confidential.
- Some adjustments may still be required to accommodate enrolment changes during the two days that teachers return to work the following year.
- Classes will also be posted after 4pm on Friday of the week that teaching staff begin the new year.

KINDERGARTEN TO SCHOOL - TRANSITION POLICY

From the beginning of 2014 there will be one intake per year for children who are 5 years old on or before 1st May of that year.

Transition Days will be held in Term 4 the previous year. These will generally be two ½ day sessions. The views of Kindergarten staff will be actively sought to ensure the best placement of students.

Wherever possible, students will be placed with other students from their existing kindergartens.

LOCAL KINDERGARTENS

Modbury North Kindergarten

12 Burrarah Crt, Modbury North 5092
Phone: 8264 3025

Modbury Kindergarten

32 Jaycee St, Modbury North 5092
Phone: 8264 5933

Liberman Kindergarten

41 Liberman Rd, Para Hills 5096
phone: 8264 1550

Valley View Kindergarten

Geoffrey Ave, Valley View 5093
phone: 8261 8201

Para Hills West Pre-School

69 Kesters Rd, Para Hills West 5096
Phone: 83495160

STUDENT ATTENDANCE

POLICY

Under the Education Act of South Australia parents/caregivers are responsible for the attendance of children in their care during the compulsory ages of 6 to 16 and / or from the time of their enrolment if before the age of 6.

School policy defines school hours from 8.45am to 3.15pm. Where there are alterations to these times (e.g. end of term) families will be notified through the newsletter.

RESPONSIBILITIES

PARENTS / CAREGIVERS

Children are to arrive at school between 8.30am and 8.50am unless using the Out of School Hours Care facility which is open from 7am. Children are to attend school every day unless a valid reason for absence is provided (e.g. illness). The school needs to be advised of any absences providing valid reasons:

- this can be done by phone on the morning of the absence (8264 3944)
- A note and or medical certificate in the child's communication book or on paper when the child returns. If sickness means the child will be absent for more than three consecutive days then a phone call is required.

Complete the proforma, available at the front office, (ED175) of any absences that exceed three days for family reasons (e.g. holidays).

- For late students log in at front office.
- For students leaving early parents must log student out through front office and take print out slip to class teacher.
- For students leaving and returning log out as above and back in through front office.
- Electronic rolls are uploaded to EDSAS daily.

TEACHERS

Monitor each child (lateness, attendance)

- When a parent provides a reason after 'unexplained' has initially been recorded, make the appropriate change electronically.
- Use appropriate codes
- Absences to be recorded by 9.30am
- Contact home after three days absence where no explanation is received or where you have concerns. This can be handled personally or through the front office.
- Where an attendance issue is identified, record any actions or contact with parents on t-drive\attendance
- Advise / consult with leadership re any concerns.
- Provide work where 24 hours notice has been provided.

At the end of each term:

- Sign 'term report' once verified as correct in blue or black pen (in pigeon holes by recess time).
- Complete ED043 (Student Record Folder) for each child.
- Return term report signed to front office for recording and file weekly sheets with parent correspondence re attendance in the back.

At the end of the year:

- Return roll book to front office for archiving.

Work with Leadership to develop the Attendance Plan.

SCHOOL SERVICES OFFICER

Front Office Manager to

- provide class lists/roll books at the beginning of each year.
- generate 'term reports' at the end of each term, liaising with teachers to ensure verification.
- collect class roll books at end of year to archive weekly reports and parent correspondence re absences.

COUNSELLOR/ PRINCIPAL

- Support staff with concerns about absenteeism / lateness / early departure through a range of strategies appropriate to the situation.
e.g. initiating / being involved in interviews
involvement of Attendance Unit
- Through a delegated authority from the Minister, approve applications for temporary exemptions once applications have been received on the appropriate proforma. This can be for period of up to a month.
 - maintain copies of exemption in school files, with the application
 - provide exemption / application files to relevant DECD's officers upon request
 - any exemption, exceeding one calendar month and for permanent exemptions to be sent to the Student Attendance Councillor on the form ED 175.

Involve the Attendance Branch where the school and the family are unable to work out a satisfactory attendance solution.

Analyse data collected as per Annual Attendance Plan and work with staff to develop subsequent plans based on this data.

GOVERNING COUNCIL

Work with Leadership and counsellor to review/ratify the Annual Attendance Improvement Plan.

Ensure that the Attendance Policy is available to the community.

Support Leadership / Staff in implementing the Attendance Policy.

Provide the community with a summary outlining the achievements of the Annual Attendance Improvement Plan through the Annual Report.

STUDENT ATTENDANCE OFFICER

Student Attendance Officers are employed by DECD and are responsible for following up student attendance issues.

Student Attendance Officers can assist by:

- Working with students in a supportive, counselling role
- Visiting students at home and counselling with Parents / Caregivers
- Identifying reasons for students non-attendance and making appropriate referrals
- Monitoring student attendance and reviewing progress as necessary

RESOURCE POLICY

RATIONALE

- Not all teachers require resources at the same time and yet certain resources should be considered as necessary for all teachers.

Some items considered necessary are:

- Items such as sticky tape dispensers, 2 sets of white board markers, staplers at the beginning of the year. (Teresa has a list of these items.)
- Five hours Non Instructional time is provided each fortnight (usually in the form of 2 ½ hours / week) for full time teachers and in proportion to time worked for others.
- Hall Time can be selected on line each week – the physical education teacher has priority during winter in particular. During concert times Hall use is to be shared for rehearsals
- Teachers have access to mathematics boxes and the maths room, reading materials, activity boxes and technology boxes.

BUDGETING

- The Global Budget Management Tool is a statement of annual budgets
- Each teacher has a classroom Budget for Stationery, Copying and consumables- \$1750 in 2017.
- In any budgeting process school priorities receive the highest allocation.
- The Library, because of its cross curricula approach and because it provides resources for all teachers receives a substantial budget.
- All curriculum areas, Administration, Facilities, Utilities, Staffing and Special Programs (eg Student Leadership, Sports Days) will receive a budget allocation based on the history of the last three years.
- The budget year will be January to December.
- Budget submissions will be required
 - for special programs if you (or a group) believe the initial allocation will be insufficient .

Budget submissions need to be on the proforma available from the Bursar

Extra Budget submissions can be made at anytime in consideration that

- the budgetary year will be considered January to December
- the Finance Committee meets once / term.

Once the first draft budget is presented updates can be obtained from the school bursar.

SPONSORSHIP & PROMOTION POLICY

Policy Statement:

In its educational, business and sponsorship interactions with the school community, East Para Primary School will ensure a high standard of ethical conduct, consistent with the school's core values.

Rationale

The educational program of East Para Primary School is resourced through government grants and materials and services charges. East Para Primary School offers a range of curriculum offerings that meet the requirements of DECD and the National Standards in the 8 curriculum areas of learning

The Governing Council believes that well managed and responsible sponsorship and promotional activities can provide legitimate additional resources to the school.

Definitions

Sponsorship is defined as *'the negotiated provision of funds, goods, or services ... in exchange for advertising, publicity or other benefits'*.

Promotion is a *'scheme or arrangement... Intended for commercial or other benefit, and which involves and rewards students, teachers, or schools for participating...'*

Purpose of the Policy

This policy outlines the code of conduct that will underpin the school's interactions with the wider community, and it's dealing with suppliers, customers and business partners, including school sponsorship and promotion.

Principles Guiding Sponsorship Agreements

- All sponsorship agreements should be reached through negotiation. The agreement must then be signed by the parties concerned and must clearly specify the roles and responsibilities of individual parties and the nature and level of acknowledgment to be given to the sponsor.
- Sponsorship and promotion should not involve endorsement of products or service by the school.
- Acceptance of a sponsor's product or service should not be a condition of an individual student's participation in sponsored activities.
- Any sponsorship or promotional agreement should have an agreed period of time for its currency.
- Any sponsorship or promotional agreement that involves resources to the value of more than \$5000 should be reviewed by the Finance Committee for approval. Any lesser amounts can be approved by the Principal within the guidelines specified and reported to the Finance Committee at a subsequent meeting. Any sponsorship or promotional agreement that raises significant ethical questions should be referred to the Governing Council for final approval.
- Sponsorship agreements should only be negotiated with organisations whose public image, products or services are consistent with the ethos and values of public education and East Para Primary School.
- Sponsorship and promotional activities should be compatible with good educational practice. Time and resources allocated to these activities should be consistent with school priorities and the overall educational program of the school.
- Participation in sponsorship and promotions should not generate undue pressure on children, parents or schools to purchase particular products or services, or to adopt particular beliefs, attitudes or courses of action. As far as possible elements of choice by parents or children should be preserved in any sponsorship agreement.

Sponsorship at East Para Primary School

The Governing Council agrees that East Para Primary School will 'actively pursue sponsorship possibilities and that the Governing Council, Sub-Committees, Portfolio Committees and

Facilitators of the Governing Council, the Student Executive and the staff, each pursue possibilities as appropriate within their area of responsibility'.

All money raised by sponsorship belongs to the school, and must go through the school accounts.

Governing Council recognise instances of autonomous control of in kind sponsorship for all groups within the school community. These groups are required to provide written reports of such sponsorship in their minutes to the Governing Council.

Sporting Committees and other groups seeking sponsorship should include sponsorship in their Roles and Responsibility Statement in line with the school policy.

Sponsorship needs to add value by:

- Supporting students in achieving their best possible learning outcomes.
- Promoting a school ethos that is focussed on maximising student learning opportunities.
- Promoting a framework that provides best practice for students.
- Supporting a learner centred community.
- Supporting students in maximising their learning pathways.
- Supporting the development of students as autonomous learners.

SPORTS TEAM POLICY

It is the policy of East Para Primary School that all sporting teams in the first instance will consist of members currently attending the school.

It is expected that coaches/team managers will strongly promote the sport and encourage all students to participate regardless of their ability.

If we are short of players after this process has been implemented, players can be involved from other schools on the understanding that should more students from EPPS become available, they will receive priority.

When nominating student representatives for SAPSASA or Zone matches, we will nominate the allowed number from EPPS students and then extras from students who attend other schools but play for EPPS provided they have the necessary ability/skills. Where extra students are nominated, this will be negotiated by the EPPS coach and the SAPSASA Zone coach.

SPORTS and PERFORMING ARTS TOP POLICY

The Sporting / Performing Arts top is not part of the school Dress Code.

Students who are selected as a school representative in a school sporting team or a Performing Arts event are able to purchase the top. For children who do not own a top the school will loan one for the event, available from the Bursar's Office.

Monday – Friday events, held during school.

The Sporting / Performing Arts top can be worn on the day of the event; for full day events - to school, at the event and then returned to the Bursar's Office by the end of the day. The tops are NOT to be taken home.

In the case of Performing Arts rehearsals where they are less than a full day - for the period of the rehearsal.

- For am rehearsals wear to school and change after the rehearsal and then return the top to the Bursar's Office.
- For pm rehearsals for the afternoon and then home. Tops are to be returned to the Bursar's Office the next day.

Weekend Sport, borrowed Friday returned Monday

Sporting teams can adopt the Sporting / Performing Arts top for their Sports uniform, to be worn at matches and practices at the discretion of the Coach. Each sport is to work out a policy of ownership and advise the Governing Council through their minutes

- Team coaches/officials can purchase/borrow a top.
- Teachers involved in organising/coaching/as officials can purchase/borrow a top.

Commemorative tops will be presented to;

- Students who are acknowledged through selection in Sporting / Performing Arts events at a higher level than the school team. (eg State representation in sport)

Additions to recipients for Commemorative Tops will be at the discretion of the Principal in the 'spirit of the policy'.

RECOGNITION DAY POLICY

EACH FRIDAY children may wear a purchased top that signifies that they have represented the school in an event or events.

Examples of tops include: The School Performing Arts / Sports top worn by our Netball teams, Pedal Prix tops and SAPSASA tops.

This does not include Rock Band tops unless students have purchased one for school wear and one other for performance.

It is important to remember: This is about representing the school and **NOT** outside organisations such as club football, calisthenics.

Tops are only those purchased by parents not those loaned to students for specific events.

Additions to recipients for Commemorative Tops will be at the discretion of the Principal in the 'spirit of the policy'.

Sporting / Performing Arts tops can be worn each Friday in line with the Recognition Day Policy.

SHARING SUCCESSES AND GRIEVANCE PROCEDURE - PARENTS CAREGIVERS

At East Para Primary School all students, staff and parents/caregivers have the right to a safe and happy environment.

Good relationships between our school and its community give our children a greater chance of success.

Parents want the best for their children, so it is only natural that there will be times when they will want to share things they feel are going well or to raise concerns. These ideas or concerns may relate to classroom issues, yard behaviour, curriculum, grounds or school policies and practices. They may involve their own child, other children at the school, a teacher, a member of staff, other parents or the Principal.

It is important that we deal with these in ways that ensure problems can be resolved and that good ideas can be used to improve our school. We need to show respect for all parties, emphasise listening and sharing information, and handle issues in a quiet and calm manner. It is particularly important that our students see adults modelling respect for one another and showing confidence in our ability as a school community to work things through.

Be reassured that no parent, student or staff member will be penalised for raising an issue.

The following Guidelines may assist you to take up your suggestions or concerns.

My concern is about:

Classroom Based Issue	School Policies Whole School Issue	
	Specific Incident	General School Issue
<ul style="list-style-type: none"> • Contact the teacher concerned to arrange a mutually convenient time to discuss the issue and find a workable solution to the problem. • Allow a reasonable time frame for the issue to be addressed. • If the issue is unresolved or you are not happy with the outcome arrange a meeting with the Principal or Senior Leader. • If you are still unhappy please arrange another appointment with the Principal or a time to speak with the Education Director. 	<ul style="list-style-type: none"> • Contact the Principal or Senior Leader to arrange a mutually convenient time to discuss the issue and find a workable solution to the problem. • Allow a reasonable time frame for the issue to be addressed. • If you are still unhappy please arrange another appointment with the Principal or a time to speak with the Education Director. 	<ul style="list-style-type: none"> • Contact the Principal or Senior Leader to arrange a mutually convenient time to discuss the issue and find a workable solution to the problem. <p>AND / OR</p> <ul style="list-style-type: none"> • Contact a member of Governing Council or have the issue placed on the Governing Council agenda. • Allow a reasonable time frame for the issue to be addressed. • If you are still unhappy please arrange another appointment with the Principal or a time to speak with the Education Director.

Principal:

Ros Frost 8264 3944

Senior Leader:

Aaron McPherson 8264 3944

Education Director:

Tim McLeod 8256 8227

Raising a complaint with DECD

We recognise that sometimes things go wrong and you may feel that your expectations are not being met. If you have an unresolved issue or a complaint, please raise it. It is important to work together, talk, listen and find solutions so we can improve our services to the community.

The following information will walk you through the steps you can take when you have a complaint or concern.

Types of concerns and complaints

You may choose to make a complaint if you believe that a government public education or early childhood service has:

- done something wrong
- failed to do something they should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Complaints may be about something we have to do because of state or federal law. In such cases we will talk to you and help you understand the requirements and why they exist.

Find out more

www.sa.gov.au/topics/education-and-learning/general-information/feedback-and-complaints/schools-and-preschools

Your local contact point

PRINCIPAL Ros Frost

EAST PARA PRIMARY SCHOOL

12 Caroon Avenue
MODBURY HEIGHTS SA 5092

PHONE 82643944

MOBILE 0419244579



Raising a complaint with DECD

Working together to resolve complaints in DECD schools and early childhood services

Steps to take if you have a complaint...

Step 1: Talk to the school, preschool or other early childhood service first

We try to resolve concerns or complaints at the local level wherever possible. The care worker, teacher or staff member involved should always be your first point of contact. Make a time to talk to them to discuss your concerns, either in person or over the phone. You may want to put your concerns in a letter or email.

If your concern is about the staff member, then you may wish to contact the site leader. This will be the director in early childhood services, or the principal in schools. The leader will look into your concerns and get back to you. They will work with you and the staff member to resolve the issue.

Most complaints are resolved quickly, often within days. The local site leader will aim to resolve your complaint within four weeks, although complex and contentious matters may take longer. If this is the case we will advise you.

Step 2: Central resolution

If you are not satisfied that your complaint has been resolved at the local level, you may choose to seek support from our complaints resolution services:

Complaints about education and early childhood services

Education Complaint Unit
Phone: 1800 677 435
Email: DECD.EducationComplaint@sa.gov.au

We can help you by:

- providing advice and support about the issues behind the complaint
- advocating with local sites to ensure all options for resolution have been explored
- objectively reviewing complaints that have not been resolved at the local level, including through a formal review.

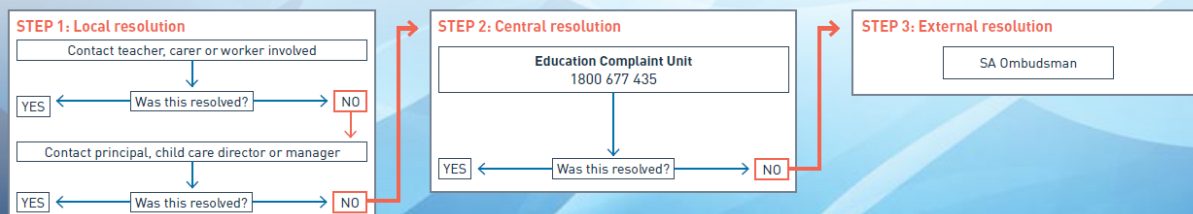
Step 3: Other ways to resolve your issue

If we can't resolve your issue through the previous steps, you may choose to seek independent advice and review by an external agency. The circumstances of your complaint will influence whether this option is available.

External agency contact point:

SA Ombudsman
Toll free: 1800 182 150
Phone: 8226 8699
Email: ombudsman@ombudsman.sa.gov.au
www.ombudsman.sa.gov.au

Steps for raising your concern or complaint



MOBILE PHONES

Mobile phones are used by many teachers as an integral part of the learning program - **Refer to ICT Policy.**

If there is an emergency during the day students have access to the school phones. Similarly, if a parent needs to phone in with any message this can be done through the Front Office on 8264 3944.

The school accepts **NO** responsibility for mobile phones brought to school by students.

HAT POLICY

Bucket or wide brimmed hats are to be worn:

- In Term 1, 3 and 4 of each school year for play times and outside lessons

Hats are NOT required in:

- Term 2

Of course, if children want to wear hats all year round, that is fine, and if there are hot days in Term 2 the wearing of an appropriate hat is advisable.

ASSEMBLIES

OUTCOMES FOR STUDENTS

- Developing skills in public speaking and performing to a wider audience.
- Demonstrating appropriate audience skills.
- Providing a forum to share classroom achievements in all curriculum areas.
- Students are informed of coming events, school news items, individual / school achievements, sports results, community information.
- Providing students with the opportunity to observe peer role models.

ROLE OF TEACHERS IN SUPPORTING STUDENTS

PRE ASSEMBLY

Organiser to:

- Clarify seating arrangements for all staff
- Circulate agenda sheet

All staff to:

- Provide opportunities for students to plan, practise and present items
- Teach and practise appropriate audience skills
- Teach and expect children to sing the National Anthem

AT THE ASSEMBLY

Teachers need to:

- Support students presenting assembly items and introductions
- Oversee their own class
- Leave aisles between each class for access

FREQUENCY AND FORMAT

R/7 once per week, on a day to be decided by staff, to begin Week 2 of Terms 1, 2, 3 & 4.

The facilitating class should present at least one item to share at the assembly.

The yearly assembly roster will be completed by the end of Week 2 Term1 each year and posted in the staff room.

Assemblies will be allocated for 'House Events'.

HOMework POLICY

Homework is to take into account the busy life that families lead and that in many families all adults are involved in part/full time work.

While the setting of homework is not mandated parents have a clear expectation that teachers will expect children to practice sight word (early years), reading and number facts until they achieve the required age appropriate skill level.

Where Homework is set it is to

- be set over a seven day *flexible* cycle to allow for weekend completion (eg. your cycle may start on a Tuesday)
- be differentiated to meet children's learning needs
- contain no new learning
- be clearly written in communication books/diaries
- have the necessary information so children and parents are clear on all expectations
- be communicated electronically - on a class blog, by email or the App wherever possible
- largely focus on
 - sight words(early years), reading, spelling, number facts
- be marked by the teacher

Homework will engage students where they can see a purpose. This will occur where there is transparency, negotiation, mutually agreed goals and topics of interest.

Homework Times – a maximum of

- R/2 – 10 minutes per night = 40 minutes per week
- 2/3 – 15 minutes per night = 60 minutes per week
- 4/5 – 20 minutes per night = 80 minutes per week
- 6/7 – 30 minutes per night = 120 minutes per week

Where parents request extra homework they should be directed to

- educational Apps/Web sites
- appropriate written material that can be purchased from book stores and/or on-line

Some teachers have found that including family life activities as homework has been well accepted and often increases children/parent communication. These have included physical activities, reading to a sibling/friend, local clubs, community volunteering, cooking, odd jobs and arts/music activities

MOBILITY POLICY

CAROONA AVENUE CAR PARK

CAR PARKING FOR PARENTS / CAREGIVERS WITH SHORT / LONG TERM MOBILITY PROBLEMS

- Parent/Caregiver is to contact the Principal who will need to sign an appropriate medical certificate outlining the disability.
- The Parent / Caregiver will be issued with a **CAR PARK PASS** that allows access for the duration of the medical certificate.

EXCURSIONS AND CAMPS

RATIONALE

Education is not a process that takes place exclusively within the confines of a classroom and hence excursions and camps, utilised correctly, can create meaningful, practical experiences that enhance learning. Planned activities with an emphasis on curricula and/or across curricula foci will enable students to extend their existing skills and knowledge, acquire new skills and knowledge as well as gain new perspectives about themselves and how they relate to others.

MANAGEMENT AND ORGANISATION

- A consent form allowing **walking** excursions for their schooling at EPPS was signed on enrolment. This form will enable you to involve students in their local community, where there is no cost and no transport, without seeking consent each time. However, because at times parents/caregivers need to contact their children urgently it is advisable that parents/caregivers know of all excursions. This can be done through the student's diary or a classroom Newsletter. In the case of impromptu/short out of school activities (such as collecting data for a graph, a walk to the shopping centre or the like) where parents have not been notified **it is essential you let Sue know when you leave and arrive back at school.**

Complete the appropriate forms, from list below and hand to Bursar who will generate an invoice and attach all relevant forms to send home to parents

- Complete the form 'Application to Conduct an Excursion' – **Teresa**
- Complete and give to Bursar the consent form
<http://www.decs.sa.gov.au/docs/documents/1/CampsandExcursionsConsent.doc>
- Complete the School Medical Information Form – **Teresa**
- Complete an Excursion Risk Management Form – **Teresa**
- Where Transport will involve the use of Private Cars complete the form;
'Transport of Students by Parents/Volunteers' – **Teresa**
- Check you have all Health Care Plans – **Sue**
- If water sports are involved complete the form;
'Swimming/Aquatics Consent Form' – **Teresa**

Use the Checklist to Assist in planning to be sure you have completed all requirements - Teresa

Because we do not have heat sensor Sprinklers, in rooms, it is not possible to have Sleepovers

The economic situations of some families may require some subsidising. This should be confidential and directly negotiated with the parent/caregivers. **The cost of subsidising needs to be built into the total cost per head for the camp.**

When costing, budget for no more than an 80% attendance, and allow for fuel reimbursement. The cost of printing photographs also needs to be built into the cost.

PARENT/CAREGIVERS' INVOLVEMENT ON CAMPS

Attendance of parents/caregivers on camps is often essential to allow for the required adult/student ratio. The selection of the most appropriate parents/caregivers is often difficult, but needs to be managed by the teacher to enable the best learning environment for all students. To enable you to select the most appropriate parents/caregivers, we offer the following suggestions:

Make it very clear from the beginning:

- How many parents/caregivers will be required
- The criteria upon which they will be selected
- Any costs that are to be met by parents/caregivers

Once you have selected the parents meet with them to outline

- expectations you have of them in relation to camp activities
- their involvement in decision making, both during the planning time and while at camp.
- notify all families with children attending the camp

Criteria for selecting parents/caregivers may include:

- Needs of children
- familiarity with children
- medical knowledge eg dealing with asthmatics
- experience on camps, excursions, catering for groups
- supervisory skills - able to negotiate/implement appropriate Behaviour Management strategies
- ratio determined by nature of activity
- compatibility with teachers and children
- knowledge of area being visited
- gender balance
- catering needs

At every camp where there is no available camp vehicle, **one** vehicle should be taken by a parent/caregiver/teacher to be used in case of an emergency.

Consequently it is fair and reasonable for the car owner to be reimbursed for fuel used, provided receipts are presented for payment. We can't pay for any other expenses, eg wear and tear, puncture

When planning a camp to a high fire risk area during Bush Fire season you will need to notify the local CFS.

INTERSTATE/OVERSEAS TRAVEL

- See Principal at initial stages
- Complete Proforma.

OVERSPENDING

If overspending occurs, and we would expect this not to happen, the amount of over expenditure will be deducted from the classroom budgets of teachers attending.

DRESS CODE POLICY

It is the policy of the school community that students attending East Para Primary School follow the Dress Code. It is important that students wear comfortable, hard wearing, easy to move in clothing so they are able to participate fully in the activities provided at the school.

Navy Blue, White and Maroon are the designated school colours.

THE SCHOOL DRESS CODE IS DEFINED BY ITEMS CHOSEN FROM:

- The EPPS emblem windcheater/rugby top and polo shirt in navy, white & maroon.
- Plain Navy Blue or White or Maroon Long/short sleeved polo shirt, T shirt, cotton shirt or skivvy.
- Plain Navy Blue, or Maroon for Windcheaters, Jumpers, or Jackets.
- Plain Navy Blue or Maroon Trousers, Pants/Track Pants. A maximum of two white stripes, up to 1cm in width are acceptable on track pants.
- Shorts are permitted. Shorts must be longer than tops.
- Plain Navy Blue or Maroon Skirts or Pinafores
- Navy Blue & White or Maroon and White Gingham dresses.
- Bicycle shorts / leggings / sports briefs / tights are permitted in school colours. EPPS notes that these items be worn with dresses, skirts and shorts.
- Raincoats for outside wear are the only items permitted in non-school colours
- **No denim**
- **No Jewellery**, except Sleepers, Studs, Rubber Wrist Band and Watches are allowed.
- **No Makeup** including nail polish is to be worn
- Hair restraints must be **discreet and in school colours**.

School Logos can be embroidered onto fabric. Bulk orders are organised, through the Newsletter, once per term – see Teresa Norsworthy, (school bursar) for more information. Small commercial logos **NOT EXCEEDING 6 square centimetres are permissible**.

Wide brimmed, Bucket or Legionnaire hats as approved by the Anti-Cancer Foundation, are **compulsory** during all play periods and outdoor classroom activities. However, in accordance with the Anti-Cancer “Sun Safe” policy, hats are NOT required in Term 2 only. Hats are not to have cords.

Footwear – Strong firm fitting shoes suitable for physical activities must be worn. Thongs, and open sandals are not permitted.

Students on school excursions/camps will comply with the School Dress Code unless alternative arrangements have been made, between the **Teacher and the Principal**, because of the nature of the activity.

TRANSFERRING STUDENTS

Students transferring from another school may wear that school's uniform until able to purchase clothing in line with the Epps Dress Code Policy.

EXEMPTIONS

Written requests for exemption can be submitted on the following grounds

- Religious
- Cultural or Ethnic
- New Students (time to purchase, wear previous uniform)

- Itinerant students
- Financial hardship
- Genuine medical or family sickness reasons

YEAR 7'S are given the opportunity each year to order a specific top either a windcheater and/or polo shirt using a student agreed design incorporating blue white and maroon or a combination of one or more of these colours

SCHOOL CAPTAINS / MINISTERS

School captains are able to wear the designated school polo shirt with their house colour.

APPENDICES TO DRESS CODE POLICY 1 - UNIFORM SUPPLY

- All items of acceptable school wear in dress code colours are available at Devon clothing at Clovercrest Shopping Centre, Montague Road.
- Lost property is put on display once a term. Notice placed in newsletter. Uniforms not claimed are donated to charity.
- Sun Safe Hats are available from the Bursar's office at any time.

BREAKDOWN MAINTENANCE POLICY

When unplanned maintenance or vandalism needs to be attended to around the school this is done by calling the Breakdown Maintenance Hotline and raising a job.

Teachers / Staff to report issues to the front office who then:

Phone the Hotline on 82265295, and provide the following details:

1. Site location number
2. Site name
3. The building and room number (to identify where the problem exists)
4. Site contact person and phone number for any future reference requirements
5. Required trade (i.e.: plumber, air-conditioning mechanic etc.)
6. The Work / Job description
7. If the job was the result of vandalism, giving crime report number
 - a. To obtain a crime report number you must phone 131444 giving a report to be issued with a Report Number which must be given to the Hotline to claim the job under vandalism.
8. Priority of job. Priority 1, 2, 3, 4, 5

Record in the maintenance book

PRIORITY Response Requirements and Times

- 1 **Emergency Immediate < 30 minutes For HIGH Risk Emergencies only**
Requests via telephone only
- 2 **High Priority with 2 hours Requests via telephone only.**
Example
 - Downstairs window or broken window lock
 - Flooding inside the buildings
 - Severe leak
 - Toilets flooding
- 3 **Same day if notified before 1pm, or by 1pm following day if notified after 1pm**
Example
 - Broken lock on an upstairs window
 - Leaking tap / drinking fountain
 - Offensive graffiti on the back of buildings etc.
- 4 **Within 5 working days**

- broken window upstairs as long as it has been secured
- repairs which need a specialist trade and one which the Grounds Person is unable to perform
- non offensive graffiti

5 Within 30 days - eg

- broken flag pole
- flag pole cord missing or damaged

CANCELLATIONS

All cancellations of jobs must be phoned through the Hotline as soon as possible after the original work request has been raised. Delays in this occurring may result in a call out fee applying.

VANDALISM

Vandalism will be considered as any act by a person or persons, which damages school property outside of school hours – eg.

- graffiti
- damage to seats, broken windows
- damage to sprinklers

All Vandalism must be reported to the Police – see procedure under No. 7 Hotline Request Procedures.

Police Crime Report No must be given to the hotline when phoning in the vandalism job.

SECURITY CALL OUT PROCEDURES – Security Phone Number: 81169230

For issues that occur outside of school hours covered by the security alarm and patrol.

If Security is called to the school they will contact the Police, if necessary, who will issue a Crime Report Number.

Security will contact the maintenance hot line when it is necessary to send someone to fix the problem. A Security report docket will be left in the letter box or under the front door. (This is not the crime report number)

A Call Out **after hours** (after 5pm) must be followed up with a Police Report within 24 hours or by noon on Monday if the Call Out is over the weekend.

The Maintenance Hotline must be phoned if workmen have been in attendance to ascertain if they have been given a crime report number or not. If not the school must provide it.

If Security has been called, the front office must be advised.

EMAIL POLICY

This policy, with minor changes, is taken from the 'DECD POLICY – ELECTRONIC MAIL ACCESS & USE.

DECD, or any government inquiry, can request all emails of any of its employees.

POLICY

East Para Primary School staff are to use electronic mail (email) resources in an appropriate and professional manner, and in accordance with the ethical standards expected from DECS staff. This policy is to be read in conjunction with the DECD Policy – ICT Security.

POLICY ELEMENTS

1. Copyright

Staff are at all times observe copyright, and licensing laws when including copyrighted material, in their use of DECD email facilities.

2. Primary Usage

Email must be primarily used for DECD related business purposes, eg. communications related to DECD business, authorised personal development and activities related to a person's duties.

3. Personal Usage

Limited non-business use of email is permitted consistent with OPE Code of Conduct regarding reasonable use. Personal usage, if subjected to public scrutiny, must not cause embarrassment or concern to DECD. Refer to the DECD Guideline – Practical Use of Internet and Email.

4. Unacceptable Usage

DECD' reputation as a professional organisation must not be jeopardised by improper use or conduct via email. Usage that causes interference or disruption to other email users will not be tolerated.

Unacceptable usage includes, but is not limited to:

- distribution of unsolicited advertising
- distribution of "chain letters"
- propagation of any form of malicious software (viruses, worms etc)
- distribution of offensive material, including jokes or images
- use causing harassment, defamation or offence to others
- activity which involves religious or political lobbying
- distribution for personal financial gain.

6. Privacy of Electronic Mail

All email transmitted, received and stored remain the property of DECD.

Access for maintenance or security investigations is permitted only with the express permission of the Director, Technology and Knowledge Management Services. Such access will be limited to IT security personnel and others specifically involved in maintenance and security investigation.

7. Freedom of Information Act

Requests for email contents under Freedom of Information Act must adhere to Freedom of Information procedures. Other requests for email contents must be referred to the ICT Technician or relevant staff member responsible for the management of email.

8. Email Disclaimer

Staff must add a disclaimer to email where their expressed views are not necessarily those of DECD.

9. Commercial Electronic Messages

Consistent with the Spam Act, commercial electronic messages must

- only be sent with the addressee's consent
- clearly identify who is responsible for sending the message; and
- allow people to opt-out from receiving future messages.

10. Non-compliance

DECD policy clearly states that violations of this policy, depending on severity and nature, may result in reprimand, loss of email privileges or termination of employment.

11. Scope of the Policy

This policy applies to all DECD staff.

12. References

The following whole-of-government and DECD policies and guidelines are relevant and should be read in conjunction with this policy.

Whole of Government Policies and Guidelines

- The State Government Information Privacy Principals (*Cabinet Administrative Instruction 1/89*) (*governing the collection, release and publishing of information*)
- OPE Code of Conduct, location:
http://www.ope.sa.gov.au/ref_docs/Code_of_Conduct_B&W_050713.pdf
- State Records of South Australia, Management of Email as Official Records: Policy, Guidelines and Technical Considerations.
- Guidelines on Workplace E-mail, Web Browsing and Privacy, Office of Federal Privacy Commissioner. Location: http://www.privacy.gov.au/internet/email/index_print.html

State and Commonwealth Acts

- The Public Sector Management Act, 1995, Part 2, Clause 6
- Freedom of Information Act 1991
- Copyright Act 1968
- The Commonwealth Spam Act 2003

DECD Policies and Guidelines

- DECD Policy – ICT Security
- DECD Guideline – Practical Use of Internet and Email

INTERNET POLICY

This policy, with minor changes, is taken from the 'DECD POLICY – INTERNET ACCESS & USE'

POLICY

East Para Primary School staff are to use the Internet in an appropriate and professional manner, and in accordance with the ethical standards expected from DECD staff. This policy is to be read in conjunction with the DECD Policy – ICT Security.

POLICY ELEMENTS

1 Copyright

Staff are to respect the copyright and licensing laws with respect to software, information and other materials retrieved from the Internet.

2 Information Release on the Internet

The Internet is an open, non-secure data carrier. The classification and sensitivity of information communicated or published on the Internet must be considered and appropriate measures taken to protect such information. Any release of information over the Internet must be in accordance with DECD and whole of government policies and procedures.

3 Internet/Intranet Communications

Posting of DECD information to Internet web pages, news groups, web-based forums, etc must be consistent with DECD presentation standards, and approved by the appropriate Principal. Refer to the DECS Standard – Standards for Internet Publishing for more information.

4 Internet Commerce

DECD staff must comply with approved delegations in the acquisition of products over the Internet.

Care should be taken to only purchase from organisations that utilise appropriate security measures in their Internet commerce sites. Refer to the Australian Competition and Consumer Commission's Online Shopping Checklist for additional guidance.

6 User Interference

Interference or disruption to other networked or shared-system users, services or equipment is unacceptable. Interference or disruption includes, but is not limited to:

- distribution of unsolicited advertising or commercial electronic messages
- distribution of electronic 'chain letters'
- distribution of offensive or harassing material
- propagation of any form of malicious software (viruses, worms, etc)
- use of the network to make unauthorised entry into other information systems, communications devices or resources.

7 Primary Usage

Access to the Internet is to be used primarily for DECD related business purposes, eg communications related to DECD business, authorised professional development and activities related to a person's duties.

8 Personal Usage

Limited non-business related use of the Internet is permitted consistent with the OPE Code of Conduct relating to reasonable use. Personal usage, if subjected to public scrutiny, must not cause embarrassment or concern to DECD. Refer to the DECD Guideline – Practical Use of Internet and Email.

9 Unacceptable Usage

Unacceptable usage includes, but is not limited to:

- Postings for non-business related reasons
- Accessing of malicious, offensive or harassing material
- Use for personal financial gain
- Use of non-approved file sharing technologies
- Use for non-business related streaming audio or video
- Use for religious or political lobbying
- Downloading or sharing of non-business material

10 Monitoring of Usage

DECS reserves the right to record and monitor Internet usage, for the purposes of managing system performance, monitoring compliance with policies, or as part of disciplinary or other investigations.

11 Internet Security

Refer to the DECD Policy – ICT Security for details on DECD policies as they relate to the security of the Internet.

12 Non-compliance

DECD policy clearly states that violations of this policy, depending on severity and nature, may result in reprimand, loss of Internet access privileges or termination of employment.

13 Scope of the Policy

This policy applies to DECS staff.

14 References

The following documents are relevant and should be read in conjunction with this policy.

- Australian Competition and Consumer Commission's Online shopping checklist:

<http://www.accc.gov.au/content/index.phtml/itemId/85568/fromItemId/8135>

Whole of Government Policies and Guidelines

- OPE Code Of Conduct: http://www.ope.sa.gov.au/ref_docs/Code_of_Conduct_B&W_050713.pdf

State and Commonwealth Acts

- The Copyright Act 1968
- The Copyright Amendment (Digital Agenda) Act 2000

DECS Policies, Guidelines and Standards

- DECS Policy – ICT Security
- DECS Policy – Electronic Mail Access and Use
- DECS Guideline – Practical Use of Internet and Email
- DECS Standard – Standards for Internet Publishing

HALL

POLICY FOR HIRE OF SCHOOL HALL / FACILITIES

GENERAL MATTERS

- The school facilities will be offered for hire to the school community and persons guaranteed by school community members.
- School use has priority and so the Facilities will only be available when not required by the school community.
- Hiring may be approved by the Principal, through the Bursar in accordance with this policy.

CONDITIONS OF HIRE

- These are as per the 'Use of School Premises - Agreement Form'

CAR PARKING

- During the day available spaces in the Visitors Car Park can be used. All other cars will need to use neighbouring streets.
- For evening events, not involving staff, the Staff Car Park is available.
- **Parking on the oval is prohibited but the oval can be used for unloading equipment if prior arrangement is made with the Bursar (Teresa).**

HALL FACILITIES

- Handicapped Toilet
- Toilets
- Air Conditioning / Gas Heating
- Kitchen Area

APPLICATIONS FOR USE

All applications are to be forwarded to the School Bursar on the form 'Application to Hire School Hall / Facility'

CLEANING

- Two broom mops, one bucket, one mop and banister brush and dustpan will be supplied.
- Clean the floor with dry mops provided. Use a rag with water for cleaning spills. **Do not wash the whole floor area.**

- Users are to supply all cleaning equipment eg: dishwashing detergents, dish cloths, tea towels, table cloths, hand towels, extra bins and sponges.
- **The user is responsible for the removal of all rubbish.** The school's large waste bin may be utilised.

SECURITY

- The security sensor is to be engaged when locking up the hall at the end of the session. In all other rooms - doors and windows to be locked.
- The cost of \$200 for a security call out will be deducted from the bond if the above security measures are not taken.
- Security patrols can be contacted on 8226 0888
- Education Department Policy states that people are not permitted on school grounds between the hours of midnight and 7.00am unless carrying authorisation.

The signed 'Use of School Premises - Agreement Form' will provide this authorisation so it must be carried at all times the facility is being used.

This authorisation must be presented upon request to:

- Security Patrols
- Members of Staff
- Members of Governing Council
- The Police

HIRING RATES

A. HALL

New rates apply as of January 2018

B. MISCELLANEOUS

- No hirer may in any circular or advertisement, state or imply that their activity is supported by the school, unless written Governing Council approval has been received.
- No advertising is permitted on the school property, except within the hired space, for the duration of the hired times and on signs outside to indicate the location of the activity, for a reasonable time prior to the activity taking place.

UNIVERSITY PRACTICUMS/WORK EXPERIENCE

It is important that we continue to support University practicums but it is equally important that we maintain a rigorous learning program with our children. To achieve this balance, we strongly recommend that teachers accept one only 'Professional Placement' teacher' each year.

This is over and above the Par 1 program which is about observations rather than teaching and the Physical Education lesson practicums that is currently managed through the Physical Education Teacher.

It is highly recommended that each teacher accepts a maximum of two High School work experience students each year.

YARD SUPERVISION

Teachers provide yard supervision

- From 8.30am the asphalt area of the school grounds.
- At recess time from 11.15am to 11.35am on the oval and the asphalt area of the school grounds.
- At lunch time from 1.05pm to 1.45pm in the library when opened, in the hall at specified opening times, and on the oval and the asphalt areas of the school grounds.
- After school, in the drop off / collection zone to 3.45pm

Children enter the yard from 8.30am. Children arriving before this time are to attend Out of School Hours Care.

Children are not to play on the equipment, or with sports equipment, from 8.30am to the 8.50am siren. This time is to meet with friends and prepare for the day.

At the end of the day (3.15pm) children are to immediately leave the grounds unless involved in supervised sporting practices or attending Out of School Hours Care. Team sporting practices must have supervising adults present. If the supervisor/coach does not arrive until later children need to go home / attend Out of School Hours Care until a pre-arranged time when the supervisor (coach) arrives.

At the end of the day there is no supervision of any playground areas and as such children are not to be on equipment and / or playing in the yard.

Teachers on duty wear brightly coloured vests so they can be easily seen by students.

Positive behaviour awards are given to students who are observed playing and interacting in line with school values.

END OF DAY: Drop Off Zone duty ends at 3.45pm or earlier if all children have been collected.

Issue: First
Issue date : Term 1, 2018
Review date: Term 1, 2019