



Connolly Primary School

An Independent Public School

School Operations Policies & Procedures



Excellence • Learning • Innovation • Care

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Our Objective

For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.

Enrolments

Rationale

The Department of Education sets out guidelines and procedures which all Western Australian government schools are required to adhere to.

At Connolly PS, our enrolment policy and procedures ensure that all the requirements set by the Department of Education are met, and provide for a smooth and welcoming introduction to our school.

Inquiries Regarding Enrolment

Parents are invited to contact the school regarding enrolment via phone (9300 2199) or email (connolly.ps@education.wa.edu.au).

All initial inquiries will be handled by the School Officer.

When replying to enrolment inquiries, the School Officer will:

- Set a day (and, if possible, a time) for prospective families to visit the school;
- Direct parents to our school website to download an Application for Enrolment Form;
- Inquire into any special needs, requests or requirements that the school will need to be aware of and;
- Request that when enrolling the following documentation is presented:
 - ⇒ Application for Enrolment
 - ⇒ Birth Certificate
 - ⇒ Immunisation Records
 - ⇒ Visa/Passport (if applicable)
 - ⇒ Proof of Address

Priority When Enrolling

Kindergarten

1. A child residing in the local intake area, with a sibling enrolled at our school for that year, who lives the nearest to the school.
2. A child residing in the local intake area, who DOES NOT have a sibling enrolled at our school for that year, and lives nearest to the school.
3. A child residing OUTSIDE the local intake area for the school, with a sibling enrolled at our school for that year, and who lives closest to the school.
4. A child residing OUTSIDE our catchment area, DOES NOT have a sibling enrolled at our school and who lives closest to the school.

Pre-Primary to Year 6

1. A child living within our local intake area will be accepted automatically for enrolment.
2. A child living OUTSIDE our area who has a sibling already enrolled in our school for the current year, and who lives nearest to the school.
3. A child living OUTSIDE our area who DOES NOT have a sibling enrolled in our school for the current year, and who lives closest to the school.

Enrolments

Visiting The School

All new and prospective enrolments are encouraged to visit the school prior to the students commencing. The following procedure will be followed as part of these visits.

Step 1: Meet with the School Officer

- Upon entering the Front Office, all visitors are greeted by the School Officer.
- The School Officer will work through the enrolment process and, if applicable, that the required documentation has been completed and sighted by the school.
- Copies of the booklist, newsletter, and any other relevant documents will be provided for parents.
- Once the enrolment has been completed, the School Officer will introduce new or prospective enrolments to one of the Associate Principals.

Step 2: Tour the School

- The Associate Principal will provide a tour of the school for all new or prospective enrolments.
- The tour will include:
 - ⇒ A brief explanation of the school classroom structure
 - ⇒ Location of the extra facilities including playground area, library and canteen/assembly area.
 - ⇒ Walkthrough of the classroom (or if unknown, the classroom of the Collaborative Team Leader)
 - ⇒ An introduction to the classroom teacher (if unknown, or unavailable, the Collaborative Team Leader)
 - ⇒ A brief rundown of the curriculum programmes and extra-curricular opportunities appropriate to the age of the enrolling child/ren.
- Parents and students are encouraged to ask any questions they may have during this time,
- Upon return to the Front Office, the Associate Principal will introduce the Principal.

Step 3: Meeting the Principal

- The Principal will welcome new or prospective parents to the school.
- The Principal will run through the areas of responsibility of the Administrative Team.
- The Principal will discuss participation in the P&C.
- Parents and students are encouraged to ask any questions they may have at this time.
- When finished, the Principal will re-introduce the School Officer.

Step 4: Finalising with School Officer

- Purchasing of uniforms will be arranged, either through the School Officer or through the Uniform Shop organiser.
- Parents to be directed to the school website and smartphone app.
- Any further enrolment documentation/discussion will be completed.

Dress Code

Rationale

All public schools are required to have a dress code and students are required to comply with the code unless they have been granted an exemption.

At Connolly Primary School, our School Board has established a Dress Code for all students and staff attending the school.

At Connolly PS...

The wearing of the school uniform at all times is encouraged.

Modification of the school uniform to meet the religious or medical needs of individual students can be granted by the Principal.

The P&C operates a school uniform shop. In addition, order forms will be available through the front office and online through the school's website.

Acceptance of enrolment at Connolly PS assumes that parents will support the school's dress code.

Student Dress Code Requirements

Benefits of a Dress Code

A dress code promotes a positive image of the school

A dress code creates a sense of community and belonging among students.

A dress code promotes safety of students through easier identification.

A dress code keeps costs of clothing within reasonable limits for parents.

A dress code assists students to learn the importance of appropriate presentation.

<u>Boys</u>	<u>Girls</u>
School Shirt	School Shirt
Maroon Cargo or Rugby Knit Shorts	Maroon Cargo or Rugby Knit Shorts
Maroon Windcheater, Zip Jacket, or Wet Weather Jacket	Connolly PS Summer Dress
Maroon Fleecy, or Micro-Fibre Track Pants	Maroon Pleated Skirt, Straight Skirt, or Skort.
	Maroon Windcheater, Zip Jacket, or Wet Weather Jacket
	Maroon Fleecy, or Micro-Fibre Track Pants
	Maroon Leggings or stockings.

NB – Denim, beanies and board shorts **ARE NOT** considered part of our dress code. Shirts and shorts with slogans, messages, picture designs or advertising **ARE NOT** acceptable.

Dress Code

Additional

Footwear	Enclosed footwear is required at all times. Thongs and sandals ARE NOT appropriate. It is recommended that all footwear be suitable for physical activity.
Hats	The maroon school SunSmart hats are to be worn outdoors all year round. All other hats ARE NOT considered acceptable.
Sports	Faction shirts are to be worn on school sports days. The Phys Ed teacher will ensure that interschool sports uniforms are available for selected students (if applicable).
Jewellery	Only studs or sleepers earrings, and watches may be worn. No other jewellery is considered appropriate. When participating in physical activity, students may be required to remove items of jewellery.
Hair	Shoulder-length hair should be tied back at all times. This applies to both boys and girls.
Graduation Shirt	The graduation shirt is only to be worn by students in Year 6, and is considered to be part of the school uniform. All Year 6 students should purchase a graduation shirt as they may be required to wear this on special occasions.

Procedures for Non-Compliance with the Dress Code

At Connolly Primary School, breaches of the dress code will result in:

- Counselling of the students on the expectations and benefits of the school uniform.
- Assistance or support to obtain suitable clothing (if necessary).
- Parents being notified that their child is inappropriately dressed.
- Students not following the dress code will be denied the opportunity to attend excursions, and to represent the school at interschool events, community events or official school functions.

Incursions & Excursions

Rationale

Connolly Primary School recognises that experiences outside the classroom environment encourage our students' growth and development. Providing opportunities for students to learn from the wider community contributes to a broad, relevant and engaging curriculum.

Guidelines

Incursions and excursions (including camps) must have clearly articulated goals and learning outcomes.

Teachers should plan experiences in detail and complete the planning checklists and excursions form provided. Completed checklists must be submitted to the Principal for approval.

Parents/Guardians must sign a consent form for all incursions, excursions and camps which details purpose, activities to be conducted, date, cost, location, transport, supervision and student contact arrangements.

Appropriate programmes must be put in place for children who do not attend camps and excursions.

Staff have a duty of care to all students for the length of an excursion. The level of care required is dependent on the venue, activity, and expertise of supervisors. The age and experience of the children is also relevant. Teachers are expected to assess the risks and establish procedures to minimise them. This would include clear emergency supervision and communication strategies.

Emergency Response planning must include:

- A list of all participating students and contact
- Relevant health information
- A plan for emergency signals or responses (may be the venue's plan).

Providers must have ***Working With Children*** clearances.

Appropriate health and safety precautions must be organised for camps and excursions. This would include:

- Taking a First Aid Kit.
- Collecting appropriate medical data (camps)
- Managing student medication and medical condition issues.

Parent helpers should be clearly briefed on their role and responsibilities.

A record of the planning for the excursion and the names of all participants are to be held in the school filing system.

Staff are required to establish that appropriate public liability insurance is in place. The attached guidelines are designed to assist staff in establishing the level of insurance required.

Incursions & Excursions – Water-Based Excursions

Definition

A water-based excursion is any excursion where activities occur in or around water and present a risk to the safety of students. This would include excursions that do not directly involve water, but where water may be near.

Guidelines

When undertaking a water-based excursion a comprehensive risk management strategy must be undertaken. Teachers are expected to assess and minimise potential risks relevant to the:

- Water-based environment (This includes the number of users at the venue)
- Students' water skills and abilities.
- Activities to be conducted.
- Capabilities of the supervising team, and
- The need for external providers.

The minimum level of supervision required is outlined below

Closed Water

- One qualified supervisor for every 32 students or part there of; and
- For every 12 students or part there of, there will be one supervisor (inclusive of the qualified supervisor).

Open Water

- One qualified supervisor per 16 students or part there of,
- For every 8 students or part there of, there will be one qualified supervisor (inclusive of the qualified supervisor).

Teachers will be required to establish clear supervision strategies that will include selecting appropriate positions for supervising staff and safety check systems.

Students, teachers and supervisors should be easily identifiable.

Develop a communication strategy that enables regular communication with the group. Emergency signals should be selected and explained to the students.

An emergency response plan must be developed, documented and understood by the excursion participants.

The teacher in charge and the manager of the venue will clearly establish in writing their respective responsibilities.

All students and supervisors must be clearly briefed about their roles and the procedures for the excursion.

No water-based excursion may occur without the Principal's approval.

Staff are required to establish that appropriate public liability insurance is in place. A copy of the insurance should be sighted.

Homework

Rationale

While current research has shown that homework adds little academic value to a child's education, Connolly PS recognises that homework is a means of fostering relationships between school and home, and is a valuable tool for keeping parents informed about the students' learning programmes and progress.

Homework In Practice

At Connolly Primary School homework will:

Encourage students to share what they have learnt with their parents.

Develop skills relating to time management, goal setting and task completion.

Develop positive attitudes towards completing tasks at home.

Only draw on academic skills and concepts that the students have already been taught in class.

Be implemented with a clear process for the distribution and monitoring. This process will be clearly communicated to both students and parents.

Be set consistently between classes in line with the guidelines below.

Principles of Homework

Homework can be a valuable experience.

It is the quality of the homework that is important, not the quantity.

Homework should be phased in gradually and consistently.

Homework should allow for discussion with parents to share and enhance skills and concepts already acquired.

Homework is not a form of punishment.

	Weekly Allocation	Homework Activities will include...
Pre-Primary & Year 1	1 Hour	Home Reading, News Preparation, Computer-based learning
Year 2-4	1 Hour	Home Reading, Spelling, Basic Number Facts, Computer-based learning
Year 5 & 6	Min 4 x 30mins	Reading, Numeracy, Computer-based learning, Home Research

Homework

How Can Parents Help?

Parents can facilitate the homework process in many ways but responsibility to complete homework tasks rest with the student. The students' responsibility should be clearly communicated at both home and school.

The key to having a successful homework routine is habit. Students must be encouraged to see homework as part of their daily routine. Parents are encouraged to:

- Discuss an appropriate place for completing homework with their child and develop a shared agreement. The chosen homework place should be used consistently and be away from distractions.
- Select an appropriate time for homework which does not clash with chores, extra-curricular activities or favourite relaxation times. Ensure that children use this time consistently.
- Ensure appropriate materials are available in the home. These resources include paper, pencils, ruler, eraser, textas, atlas, dictionary, and digital technology.
- Show an interest in the work students are doing and provide guidance (without doing the work for them).
- If your child has no set homework to complete, encourage them to use their homework time appropriately.

Homework and Vacations During Term

Teachers will NOT provide photocopied work packages for students who are missing school due to family vacations during the school term.

This is in keeping with the expectations outlined in the *Homework in Practice* section of this policy.

It is the belief of our school that a photocopied work package does not replace learning time with a teacher and may, in some cases, in fact be detrimental to a student's learning.

Connolly PS believes that, should family vacations need to take place during the school term, parents should strive to make these trips educationally valuable through:

Parents should refer to our school's Attendance Policy (within the Student Service Policies & Procedures document) for the expectations and procedures regarding family vacations during the school term.

- Students keeping a diary (written, visual, or digital) of their experiences while on vacation which can be shared with friends, family and classmates upon their return.
- Having students engage in a variety of educational and cultural activities while on vacation, such as museums, zoos, live performances, sightseeing tours and/or eating local cuisine.
- Helping to plan events and activities (both before and while travelling), assisting to navigate new areas, and taking responsibility for budgeting a specific amount of money to be put towards souvenirs and extras.

Library

Ethos

To create a positive and welcoming environment that encourages learning and supports students, staff and parents across all learning areas within the school.

To be an integral part of the school reflecting current educational themes, ideas and values.

Student Use of the Library

At Connolly Primary School:

Each class will have timetabled time in the library each week. This will be used for access to the collection for learning, and for personal book borrowing.

Students in Years 4-6 will be permitted to borrow two books, and students in Kindy to Year 3 will be permitted to borrow one book. The borrowing period is one week.

Students will be encouraged to borrow a range of books (as appropriate).

Students will be required to have a specific bag for library books to help ensure their condition is maintained.

Overdue Returns

Students will be unable to borrow new books until overdue books have been returned to the library.

When a book is not returned on time the following steps will be followed:

First Week Overdue	Handwritten Note to be sent home with the student
After 2 Weeks	A formal reminder will be sent home via the student
After 3 Weeks	A formal letter, including the cost of replacement.

NB. If the school receives no response, families will be contacted directly via phone and/or email.

Library Expectations

Students will...

Line up quietly outside and wait to enter with a teacher.

Ensure that food and drinks (including water bottles) are NOT brought into the library.

Be courteous and respectful to library staff.

Use library resources with care and remember they are for use by all.

Return library books on time.

Ask for assistance when finding resources

Work quietly.

At the end of the lesson, ensure chairs are pushed in, litter is in the bin, and place any books NOT being borrowed on the shelving trolley at the end of the lesson.

Practice academic honesty and be aware of copyright conditions.

Library

Collection Development

Selection of books for the library collection is the responsibility of the Library Officer in collaboration with the Leadership Team and cost centre managers.

Final selection for the collection is the responsibility of the Library Officer, and will be made in the context of existing resources and budget limitations.

Resourcing publications and services to assist the selection process will include (but not be limited to):

- CMIS Publications
- CMIS Website
- Selected quality booksellers
- Staff suggestions File

Collection Development - Selection Criteria

The following points will be considered when selecting resources to be added to the library collection.

Non-Fiction	Purpose Readability Interest Accuracy Scope Curriculum Relevance Bias Cost	Fiction	Purpose Readability Language Content (inc Plot, Theme & Characterisation) Bias Cost
Non-Book Resources Eg CDs, DVDs, Games	As per fiction/non-fiction. Level of curriculum support or interest Compliance with ICT used within the school.		

Donated Resources

All donated resources will be subject to the same selection process as new purchases.

Donors will be informed of this when donating to the library.

Weeding

Weeding is vital to maintain a strong adaptive collection.

Weeding identifies resources which are outdated, inappropriate or damaged.

At Connolly PS, weeding will be undertaken in accordance to the Department of Education **Library Procedures Manual**.

Our school collection will...

Support the curriculum with appropriate resourcing in all learning areas.

Foster the growth of factual knowledge and recreational interests.

Encompass our school's objectives, and encourage individual learning.

Be relevant, of a high quality, and compliment the digital technology incorporate throughout the school

Be varied in format and presentation.

Library

Challenged Materials

Should a parent consider a library resource inappropriate for our school collection, they should complete a **Challenged Material Form** (available from the Library Officer).

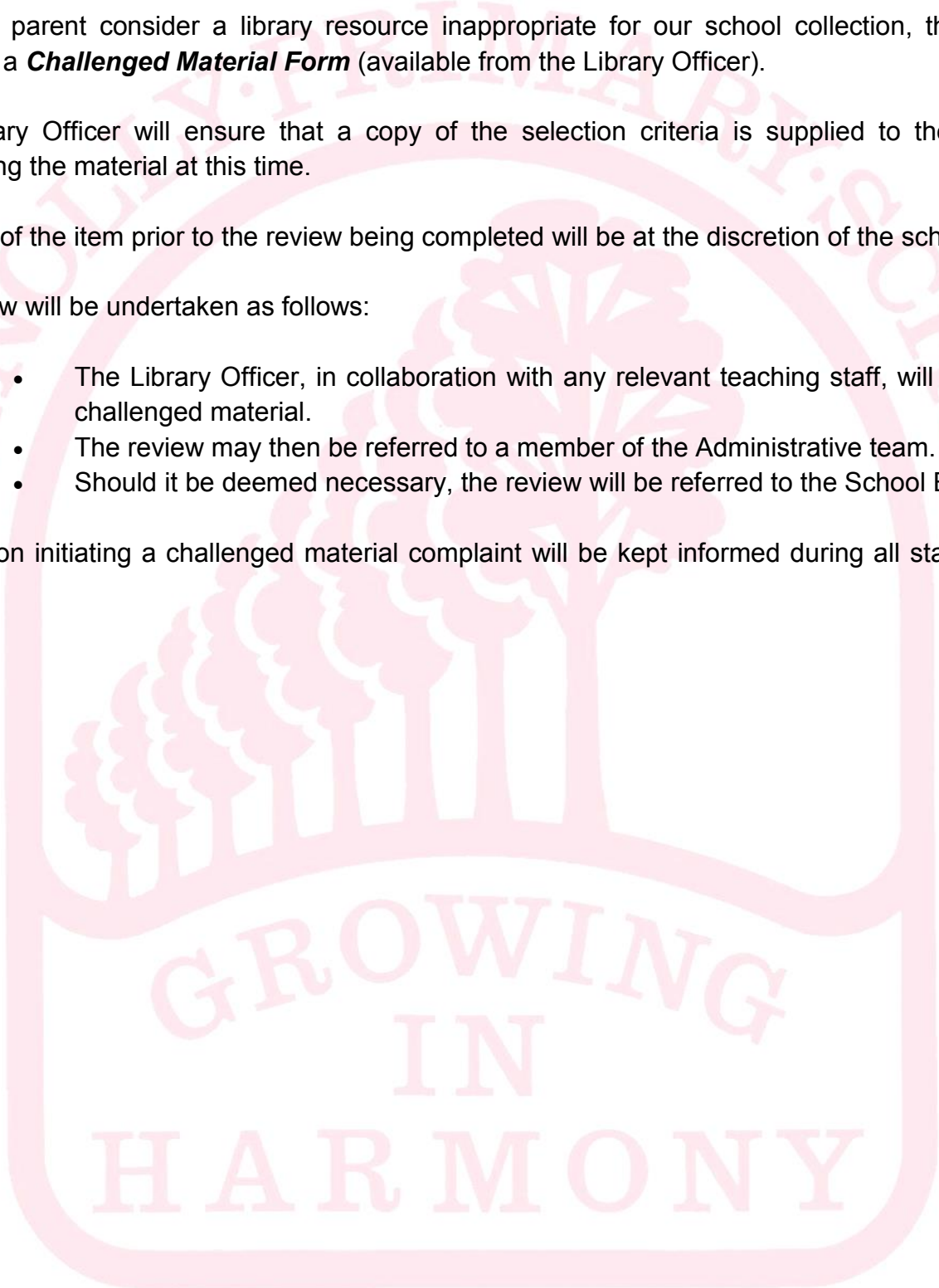
The Library Officer will ensure that a copy of the selection criteria is supplied to the person/s challenging the material at this time.

Removal of the item prior to the review being completed will be at the discretion of the school.

The review will be undertaken as follows:

- The Library Officer, in collaboration with any relevant teaching staff, will review the challenged material.
- The review may then be referred to a member of the Administrative team.
- Should it be deemed necessary, the review will be referred to the School Board.

The person initiating a challenged material complaint will be kept informed during all stages of the process.



Publishing

Rationale

Connolly PS regularly publishes articles, photographic and video images of students in a range of media forms, including digital and social media. This represents opportunity for Connolly PS to promote the successes of our school, and of our students. This policy refers to any student work or images which, when published, are able to be viewed by third parties.

Guidelines

Connolly PS will only publish student work or images:

- For the purpose of educating students, promoting Connolly PS, and/or promoting public education;
- With recorded parent/guardian consent;
- Where student safety and well-being can be assured; and
- When they will be stored and disposed of securely.

Student work or images may be published in a variety of ways including, though not limited to:

- Online or Printed School Newsletters
- Connolly PS Webpage.
- Connolly PS Facebook page
- Front Office Displays
- Department of Education Online or Printed Material
- Connolly Links Newsletter
- Community Newspaper

Procedures

Parental consent regarding publishing should be obtained when students enrol.

Parents should be given the opportunity to renew their consent on a regular basis. Parents may choose to withdraw their consent at any time.

Prior to publishing, staff should ensure that the required parental consent has been received by the school.

Parents should receive notification that work or images of their child/ren have been published in any media form other than the school newsletter. Notification may be in the form of a phone call, or a standardised SMS, letter or email.

It is recommended that consent forms for school events (such as excursions/incursions), at which images of children may be taken, include permission for the publishing of student work or images.

Crisis Management

Rationale

Each Department of Education site will have a published and tested Emergency and Crisis Management Plan to manage site-related emergencies and crises.

Connolly Primary School has Evacuation and Lockdown Procedures to deal with on-site incidents during school hours. The Crisis Management Plan is for dealing with any life threatening or death crisis, such as sudden death (student, teacher, family/community member), accidents (as an outcome of natural disasters), abduction or suicide.

Definitions

Emergency

An emergency is an incident or series of incidents, actual or imminent, occurring on or off-site, and endangering or threatening to endanger the lives of members of the site community, or its property or environment; and requiring an immediate response to manage the danger or threat of danger.

Critical Incident

A critical incident is one which has a high likelihood of traumatic effects for at least some of those involved.

Crisis

A crisis is a condition in which a worksite community, or part of it, experiences dysfunction that significantly affects the operation at the site.

Crises may be caused by emergencies or critical incidents, but also may arise from less profound incidents such as adverse media attention.

An emergency may precede or follow a crisis, or the two may occur simultaneously or separately.

Emergencies and crises often involve combinations of:

- Sudden and generally unanticipated events;
- Serious injury or death;
- Rapid time sequences;
- Media attention;
- External assistance from the intra- and/or inter-agency partners in order to achieve a recovery to normal operations; and
- Short and long term interventions.

Crisis Management

Procedures

The Emergency and Crisis Management Plan will be based on consideration of the following emergency management elements;

- Assessment
- Prevention
- Preparedness
- Response
- Recovery

The Principal will ensure that the Emergency and Crisis Management plan is:

- Communicated to all staff
- Publicly accessible for both inspection and use in the event of an emergency or crisis
- Reviewed on an annual basis and after an emergency or crisis.

In the event of staff members becoming aware of a crisis, they should contact the Principal immediately (contact Associate Principals if unable to contact Principal).

Principal verifies the information through family or police and determines information to be released. Principal to contact North Metro Education Regional Office.

Principal calls Crisis Management Team meeting

Crisis Management Team

Principal	David Womersley
Associate Principals	Robert Marshall, Trudy Jones
Registrar	Christine Hemsley
School Psychologist	Neil Sinclair
If required, School Officer	Christine Richards

Write down the statement that will be given to staff and then to students. Keep minutes of any other actions.

A second meeting time for Crisis Management Team to be set by Principal.

Staff to be notified to attend a briefing meeting before school, or during the next scheduled break.

Prior to the staff meeting and clarification of required actions, staff will ensure they:

- Acknowledge concerns without entering into discussion.
- Let students know that staff will find out facts.
- Encourage students to remain in class. Send distressed students to the front office.

NORMAL SCHOOL ROUTINE IS TO BE MAINTAINED

Crisis Management

During the briefing meeting

- Members of the Crisis Management Team will ensure student supervision on the school grounds.
- Known facts to be clearly explained to staff.
- Staff are advised about what information to give to students.
- Staff are advised about handling reactions and referring distressed students.
- Staff who do not feel comfortable informing their students or who would like support can seek the assistance from Principal and/or Associate Principals.
- Identify students most affected/at risk – names to be give to Principal.
- Inform staff of where to send distressed students.
- Media Policy outlined – to be coordinated with Regional Office and Central Office.

The following tasks will be allocated at the briefing meeting

FAMILY

- Contact victim's family to offer assistance and determine if any additional action is required.
- Provide information regarding appropriate support agencies.
- Inform as to what action is being taken at school.
- Forwarding of any belongings (as required)

ENQUIRIES

- Provide office staff with a written statement to use for incoming phone calls.
- Prepare a media statement with information regarding actions taken by the school. Avoid information about the victim or the family.
- Inform parent community (as appropriate) through phone or newsletter.
- One person (Principal or delegate) to deal with family.

SUPPORT

- Identify students who are most at risk
- Assist at-risk students and liaise with parents
- Establishment of Support Room/Centre. Principal's Office to be used for individual/small group counselling.
- Contact agencies if necessary – Regional Office and School Psychologist, Family and Children Services, Clinical Psychologist, other schools.

Support/Specialist teachers to relieve where needed.

Critical Management team to attend second meeting in Principal's Office.

- Minutes to be kept of actions taken, review responses, report on responses, review effectiveness of actions to date. Note any changes, concerns or issues.
- Crisis Management staff personnel to identify what is needed for own support (Principal to ensure this)
- Identify and make arrangements for staff who may be affected/want counselling.
- Organise debriefing session for staff – update information – reporting back – address feelings.
- Arrange for ongoing support for students most affected – assign person to work with them during succeeding day.
- Arrange a voluntary "Critical Incident Review" debriefing session with the school staff reviewing information relating to the incident
- Decide on longer term strategies (as required)

Extreme Weather

Rationale

Connolly Primary School is committed to ensuring a safe and supportive school environment for our students. As such, the school implements specific processes when the weather becomes too extreme for the students to remain in the playground.

Guidelines

The procedures for managing the students during extreme weather will be implemented when the Principal or his/her nominee determines the weather conditions are not suitable for the children to be outside.

Physical Education lessons may be cancelled due to weather conditions. This decision will be made by the Principal in conjunction with the Physical Education Teacher.

Procedures

An announcement will be made prior to recess or lunch of the enactment of the extreme weather procedures. If the procedures need to be enacted during recess or lunch, staff will be notified and the siren rung signalling students to return to their classrooms.

All students are to remain in their classrooms.

One teacher per two classrooms (or part there of) will provide supervision, while the other teacher/s have their break. Staff alternate with their block team to ensure all staff have a break. The Principal and Associate Principals will assist as required.

A member of the administration team will supervise the Undercover Area so the canteen may operate. Students may purchase items but then return immediately to class to eat it.

Specialist staff will provide relief to early childhood staff to ensure they have an appropriate break.

Extreme weather procedures may only be terminated by the Principal or his/her nominee.

At the suspension of extreme weather procedures, normal duty arrangements commence.

Library lunchtime roster will be suspended.

Complaints Management

Rationale

The Complaints Management Policy ensures complaints lodged at this school are resolved in a prompt and efficient manner. The effective management of complaints ensures positive outcomes for students, parents and staff as well as our school and the government school system.

Staff at the school are responsible for managing the resolution of disputes and complaints lodged with us. Every effort will be made to promptly resolve disputes and complaints lodged with us according to the principles of procedural fairness.

If You Have A Problem

Seek information as soon as possible as this may solve the problem.

If you have questions or queries regarding your child's progress, and/or aspects of the curriculum and learning programme, contact should be made directly with the class teacher.

Interpreters and Aboriginal and Islander Education Officers are available to assist parents with communicating with the school. Please contact us to assist you with this.

Parents have the opportunity for greater involvement in the school through the P & C Association and the School Board. These groups provide the opportunity for parents to share ideas and opinions on school policy.

Making a Complaint

Complaints can be made verbally, by email, by letter or by fax.

Help is available at the school to support complainants to formulate, write and lodge a complaint.

Written complaints should be marked: *Private and Confidential*

When lodging a complaint, the following information should be provided:

- Your name and contact details.
- Copies of relevant correspondence or documents.
- The nature of the complaint.
- What you consider is needed to resolve the complaint.

Responsiveness

The Principal, or an appointed delegate, will acknowledge your complaint within five (5) school days.

Our school seeks to resolve local complaints with 14 days.

If, because of the serious nature of a complaint, it is deemed necessary to forward it on to another section of the Department of Education, we will do this without delay.

You may enquire as to the progress of our complaint at any time by contacting the person managing your complaint.

Outcomes of a Complaint

The Principal, or an appointed delegate, will advise you verbally or in writing of the outcome of the complaint. The outcome of all written complaints will be provided in writing.

If you are unsatisfied with our attempts to resolve a complaint you may wish to express your concern to the North Metro Education Regional Office, Department of Education, or the Minister of Education.

Teacher Induction

Rationale

An effective induction process ensures new staff gain an understanding of our school's ethos, goals and procedures. Induction of new staff is essential in developing a sense of ownership, collaboration and a shared vision for our school.

Guidelines

New staff should endeavour to make contact with the principal prior to the commencement of the year. If possible, a visit to the school is encouraged.

A tour of the school will be organised at the earliest opportunity and will include:

- School Grounds
- Buildings
- Resource Locations
- Library Resource Centre
- Specialist Rooms

New staff members will be linked with a member of their collaborative team. This colleague will act to support new team members in their initial year.

The administrative team will ensure that basic stock is available for new staff at the commencement of the school year.

New staff will meet with a member of the administration team to discuss the items included on the **Teacher Induction Checklist**.

The **Teacher Induction Checklist** will be reviewed annually.

Teacher Induction Checklist

The Teacher Induction Checklist will cover the following areas:

- School Business Plan & Operational Plans
- School Policies & Procedures
- Whole School Approaches & Curriculum Maps
- Information & Communication Technologies
- Performance Management & Professional Learning
- Staff Roles
- Reporting Procedures
- Social Aspects
- Occupational Health & Safety
- Grievance Procedures