SCHOOL POLICIES

REVIEWED

October 2007
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STAFF PLACEMENTS

The proforma below provides a basis for teacher placement. Where team teaching teams are to be established, staff are required to provide details of:

- Benefits for students
- How the team will operate (eg specialised areas totally shared responsibilities).

STAFF PLACEMENT 2009

The information provided will assist Leadership to allocate:

- The Year Level/Class Group you will be responsible for
- Your teaching classroom

Please Return By:

…………………………………………….

NAME: ________________________________

CURRENT YEAR LEVELS CLASS GROUP __________________

YEAR LEVELS TAUGHT/ ROOMS PREVIOUS 3 YEARS: (if applicable)

<table>
<thead>
<tr>
<th>Yr Level</th>
<th>Choice</th>
<th>Rooms</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
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</table>

PREFERENCES FOR NEW SCHOOL YEAR:

<table>
<thead>
<tr>
<th>CLASSROOM/TEACHING AREA PREFERENCES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Levels</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>Year Levels</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

ADDITIONAL INFORMATION FOR PLACEMENT CONSIDERATIONS

eg Special programs, Team Teaching, Disabled Student needs, Specialised skills, Co-operative Teaching Area (3 available).
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 DECS Merit Selection Policy and Procedures 1997)
- procedures for filling school based leadership positions (in accordance with the DECS Merit Selection Policy and Procedures 1997)
- strategies to manage work organization, 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 DECS and the AEU (SA branch)
- the vacancy descriptions for school choice vacancies
- the implementation for the Part-time Teachers Policy 1992, including deployment of all part-time staff and access to training and 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
- training and development priorities within the context of school planning, ensuring equitable access for all staff to training and development within available resources
- strategies, where appropriate, to settle grievances in accordance with clause 13 of the South Australian Education Staff (DECS)s.170MX Award 2000
- the allocation of Flexible Initiatives Resourcing within the school – clause 9.2.12. DECS 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 DECS, 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. Members of the PAC are elected for a 12 month period. They may stand for re-election in subsequent years.

Elections for the following year occur in 4th term of each year.

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.

PAC MEETINGS
The PAC should meet regularly, with meeting times published well in advance to enable staff to present their concerns. Recommendations and outcomes determined at PAC meetings must also be published and accessible to all staff.

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 may 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)s.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:

13.4.1.1 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.

13.4.1.2 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:

13.9.1.1 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.

13.9.1.2 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).

13.9.1.3 The employer representative(s) thus accredited will be responsible for dealing with matters raised by the employee representatives or other parties.

13.9.1.4 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.

13.9.1.5 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.
1. **RATIONALE**

The basis for Performance Review at East Para Primary School will be in line with Education Department’s Performance Management Policy.

As the Policy states, staff will require different levels of support, as negotiated between the individual and the Line Manager which will enable a process that involves both 'development' and 'assessment'.

- **Performance development** will enable individuals to enhance their professional skills and abilities within the context of personal and organisational priorities.

- **Performance assessment** will involve procedures to enable formal assessment of an individual's skills and abilities in their current role. This includes preparing summative reports such as:
  - Probation and registration statements
  - Contract reports
  - Transfer validation statements
  - AST selection statements
  - Complaints and disciplinary reports
  - Reports used in selection procedures
  - Managing significant Underperformance

**Professional Learning includes**

- Critically analysing their learning program
- Developing and attaining goals relevant to school and personal priorities
- Inviting feedback on performance and then act upon the advice
- Undertaking further professional development and professional reading
- Undertaking mandated training programs
- Involvement in site and system professional workshops.

**This policy defines the minimal expectation and reflects:**

- Good practice from a number of schools
- Knowledge of the AST 1 & AST 2 criterion and process
- Teachers work November 2001
2. THE MODEL
Performance Review is cyclic by nature and is intended to:
- Improve learning outcomes for students
- To enhance career paths for staff
- To implement systemic policies

3. REFLECTIVE REPORTS
Teachers are required to complete a Reflective Report for each meeting - handed to the Line Manager one week before the meeting.

4. TEACHER PORTFOLIOS
It can be a good idea to keep a portfolio where certificates for all internal/external professional development can be kept.
Other items you may choose to keep are references, parent letters, papers you write and newsletters etc.
Teachers are required to complete 37.5 hours of Professional Development each year during holidays and after normal teaching hours. Teachers on part time complete the equated proportion of the 37.5 hours.

5. PROFESSIONAL MEETINGS
- First Meeting (minimum 1 hour)
  - Programming
  - Practitioner inquiry (topic 1 week before meeting)
  - Personal learning plans (1 week before meeting)
  - Successes to this time
  - Issues at this time
- Items from the first meeting to be considered on a needs basis at all future meetings.
- Follow up meeting, with a Line Manager, within 2 weeks of 'sharing' to look at probing / disruptive questions.
  Follow up after 'initial' implementation from above discussion, to address probing / disruptive questions (most likely informal).
- Option that at least one meeting a year be a 'Collegiate Meeting'.
- AST 1 & 2 applicants will be involved within the School Performance Management Programs but will also initiate their own program in relation to the AST 1 & AST 2 application.
- All staff are expected to set a time for meeting once per term.

6. PEER TO PEER
Staff is encouraged to use peers within the Performance review process. Their role could include:
- Using the Tuning Protocol with a group of selected staff
- Practitioner Inquiry (Collegiate Group)
- Critical Friend / Mentor / Coach
INTRODUCTION
At East Para Primary School we are committed to consultative / participative Decision Making involving staff, parents/caregivers and students. We acknowledge that individuals and groups may wish to participate at different levels. Consequently, we endeavour to provide a range of opportunities for participation in the Decision Making process. It is the responsibility of new staff members, parents and students to become familiar with the content and spirit of this policy.

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

DECISION MAKING STRUCTURES
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

- Professional Development 6 x 2 hour meetings each term focusing on the implementation of the Site Learning Plan
- Administration meeting – 8.05am for 25 minutes each week on a day to be agreed.

Time, dates and venues of all meetings are negotiated to meet the needs of the participants, by consensus wherever possible and by majority if consensus cannot be reached.

The Chairperson and Minute taker for Staff Meetings will be rostered in advance by the Site Learning Planning Committee.
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
- All group members agree to abide by the decision.

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
Staff as individuals, through Committees and Learning Teams have input to the Site Learning Plan regarding the content of Professional Learning.

The Site Learning Plan Committee timetables meetings. The person / group facilitating the Professional Learning accepts the role of Chairperson during the session.

POWER OF VETO
The power of Veto may apply over any unsafe decisions and decisions which are inconsistent with DECS policy or any legal requirements.
ROLES AND RESPONSIBILITIES

Chairperson
- Collects agenda and prioritises.
- Selects venue and notifies Staff.
- 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 Front Office manager 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
- Put agenda items on the whiteboard by the day of the meeting
- Do the required reading before the meeting
- Discuss concerns openly and respect others 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, Charities, Swimming, Sports Day, Social Committee.

1. **Manager/Focus Person Identified**
2. **Amendments to Existing Policy**
   - Further clarification required by Manager
3. **Staff Meeting**
4. **Proposal Implemented**
DECISION MAKING PROCESS – MODEL 2

ADVISE

- Performance
- Competitions
- Trainee Teachers
- Work Experience
- Parent Helpers
- School Displays
- Camps
- Excursions

Focus Person consults with relevant people where applicable

- Canteen
- School Support Officers
- Other Staff
- Instrumental Music Teachers (private)

- Non Instructional Time Teachers
- Teacher Librarian
- Governing Council
- Out of Hours School Care
- Yard Duty / Roster Areas
- Indonesian
DECISION MAKING PROCESS – MODEL 3

Students  
Staff  
Parents  
Council  
Community  
DECS

Learning Teams  
Administration  
Committees

Optional  
PLANNING COMMITTEE  
Feedback  
Support

STAFF MEETING  
Discussion  
Decision  
Deferred

Decision Deferred
LONG SERVICE LEAVE POLICY

CONTEXT
DECS has delegated approval for long service leave to Principals. The amount of long service leave that can be approved is subject to funds made available through the State Budget to fund replacements.

Travel bookings etc should not be made until this approval is granted.

APPLICATIONS
Applications must be on the appropriate forms:
- ED 158 for Teachers
- ED 167 for 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.
- Under normal circumstances, applicants who have not had long service leave within the previous two years will be considered a higher priority than other applicants.
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 DECS to process.
- We encourage leave to be of at least 20 days to enable staffing to be filled by contract teachers.

APPROVAL PROCESS

- The principal will take advice from the PAC regarding Needs of the School in approving long service leave.

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.

SCHOOL SERVICES OFFICERS

- Front Office Manager - Not available for typing.
- School Finance Mgr - Responsible for all monies, ordering and accounting within the school.
- Classroom Support - Generally each staff member is allocated 1 hour/week. Part time teachers receive the equivalent of their time.
- Literacy Programs - SSO support provided for children with NEP's and those defined with Literacy needs

Timetables for classroom support are negotiated at the beginning of Term 1.

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 unforseen circumstances prevent this happening, School Services Officers are to advise the classroom teacher as to reasons.
• School Services Officers will negotiate Timetables by the end of Week 1 Term 1.
• Changes to School Support Time for Special Education 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 Systems and School Level.
• School Services Officers are not required to make up time for:
  - School Closure Days
  - Changes to Non Contact Time
  - Sports Days etc.
  - Professional Development
• School Services Staff 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.
• Classroom Time is allocated at the teacher discretion for
  - classroom support
  - photocopying
  - making teaching aids etc.

The most productive use is with children 1:1 or small group situations.

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**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
  
<table>
<thead>
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<th>Class</th>
<th>Maximum Number</th>
</tr>
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<tbody>
<tr>
<td>R/2</td>
<td>26 children</td>
</tr>
<tr>
<td>3/7</td>
<td>30 children</td>
</tr>
</tbody>
</table>

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 Week 5/6 of fourth term, parents are invited, through the Newsletter, to provide written feedback to staff re the placement of their children for the following year. The criteria for this feedback is:
  - Friendship Groups
  - Groups of children with good working relationships
  - 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

- Some teachers may wish to take the same students for more than one year. In this instance the teacher is to send all current families a letter advising them of the possibility. Parents are invited to accept or decline the offer even though there can be no guarantee.

- In Week 6/7, teachers place each child’s name on a student card and enter codes. These codes assist teachers to establish classes that enable each child’s learning needs to be addressed. The details / comment section is to be used by teachers to give further information that explains the codes or can help in placing the student.

- Leadership and the PAC based on departmental staffing formulae’s, through consultation, decide on the most appropriate class configurations.

- In Week 7/8 teachers at a Staff Meeting, using parent and student information, work cooperatively with other teachers at a similar year level to place students into class groups against the criteria.

- Changes to these initial placements can be made through consultation with staff members and Principal/Assistant Principal until the middle of Week 8/9.

- Leadership reserves the right to make adjustments during this period.

- **When the class lists are typed up**, the ‘Codes’ and comments are added, so they can be considered should late changes be needed because of enrolment changes.

- **R/2 children to have enrolment dates included.**

- Adjustments to accommodate enrolment changes are made to classes during the two days that teachers return to work the following year.

- Classes are posted after 4pm on the Friday of the week that teaching staff begin the new year.

- All student placement up to this time must remain confidential.

- Classes are called out at an assembly at 8.45am on the first day of the school year.

- If a need occurs during the year to adjust classes, this will occur after consultation with the PAC.
# PLACEMENT CARD & CODES

<table>
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<tr>
<th>CATEGORY</th>
<th>DEFINITION</th>
<th>CODE</th>
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<tbody>
<tr>
<td>BEHAVIOUR PROBLEMS</td>
<td>eg Disruptive Non-compliant</td>
<td>B</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Pre Reader/Non Reader</td>
<td>L1</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Greater than 12 months behind but not an NEP</td>
<td>L2</td>
</tr>
<tr>
<td>LITERACY</td>
<td>A child less than 12 months behind the CA</td>
<td>L3</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>Basic Skills Band 1 or 2 Classroom Observations / Assessments</td>
<td>N1, N2</td>
</tr>
<tr>
<td>NEP</td>
<td>NEGOTIATED EDUCATION PLAN</td>
<td>✅ box</td>
</tr>
<tr>
<td>CHILDREN WHO NEED TO BE SEPARATED</td>
<td>Name children who need to be separated.</td>
<td>SEP</td>
</tr>
<tr>
<td>PARENT REQUEST</td>
<td>(include details)</td>
<td>✅ box</td>
</tr>
<tr>
<td>HIGH ACHIEVEMENT</td>
<td>On task, successful, independent</td>
<td>HA</td>
</tr>
<tr>
<td>ESL</td>
<td>ENGLISH AS A SECOND LANGUAGE</td>
<td>✅ box</td>
</tr>
<tr>
<td>PALS</td>
<td>Early Intervention Program</td>
<td>✅ box</td>
</tr>
<tr>
<td>MEDICAL</td>
<td>e.g. Aspergers, ADHD, ADD</td>
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## STUDENT CARD

CHRISTIAN NAME: ________________________

SURNAME: ________________________

YEAR: (2008)

Current Class Teacher: ________________________

CODES: ______________________________________

NEP ☐ ESL ☐ PALS ☐ PARENT REQUEST ☐ (give details)

MEDICAL e.g. Aspergers, ADHD, ADD ☐

DETAILS / COMMENT:
KINDERGARTEN TO SCHOOL - TRANSITION POLICY

The East Para Primary School Transition Policy is in accordance with the Education Department's Policy on the First Years of School Policy.

DECS POLICY ON ADMISSION OF CHILDREN AGED FIVE YEARS

No child may be admitted to a Government School, other than a child/parent centre, before the age of five years. Exemptions to this are in the ‘Gifted Children and Students Policy’ - July 1995

The admission of children aged five shall be provided for in all (Junior) Primary Schools at the beginning of each school term.

The enrolment of a child aged five is a matter of parental choice and when this choice is made, the child shall be admitted to the school at the beginning of the next term.

Children are not under compulsion to attend school until their sixth birthday.

DECS POLICY ON THE LENGTH OF JUNIOR PRIMARY EDUCATION

It is Education Department Policy that the children enrolling in Government Schools have between ten and thirteen terms in Junior Primary classes, that is, Reception, Year 1 and Year 2.

Under this Policy children will be in Reception in their first year whether they are enrolled in January or during the year. Depending on the date of admission, the progress of children will follow these patterns:

- Children admitted at five years of age in January will have twelve terms in Junior Primary classes.
- Children admitted at the beginning of Second Term will have eleven terms.
- It is the policy of the school that children beginning Reception from the beginning of Term 3, or Term 4 will be in 'Reception' in the following year unless they have achieved the Literacy Learning Outcomes as defined for Reception children.

FLEXIBILITY WITHIN THE POLICY

In exceptional cases the length of time that particular children will spend in Junior Primary classes may be varied through discussion between parents and teachers and the Principal. This might apply to children who have begun school close to six years of age or to children with special social, emotional, physical or intellectual needs.

EARLY DISMISSAL OF FIVE YEAR OLDS

Education Department Policy states that schools should not automatically dismiss five year old children earlier than the dismissal time for the first five weeks of their schooling. However, when a child is obviously not coping with the physical, mental and emotional demands of the full school day, an earlier dismissal time may be affected if mutually agreed to by the parents/caregivers and the Reception Teacher and with the approval of the Principal. Such special arrangements shall continue for as long as necessary.
INTAKE PROCEDURES
When a new class is established, intakes shall occur on the Tuesday of the first week of that school term.

TRANSITION PROCESS
The transition process enables children and parents to feel comfortable with their new environment.
Learning Needs of some students may necessitate modifications to the existing policy.
The views of Kindergarten Staff will be actively sought regarding the placement of students.

- Prior to the Transition Program beginning, the Front Office Manager is to update all new enrolments, by contacting local kindergartens and families where relevant. The SSO is then to send invitations to each family to attend transition sessions.
- The Reception Teacher in liaison with the School Services Officer is to arrange a Kindergarten visit at least once per year.
- The Transition Program shall consist of three visits to the classroom on days set by the classroom teacher.
  Times are as follows:
  
  First visit  8.45am to 10.55am
  8.45am to 11.15am
  8.45am to  1.15pm

  For students beginning school Week 1, Term 1, two orientation visits will be made available late in Term 4 of the previous year.

LOCAL KINDERGARTENS

Modbury North Kindergarten
12 Burragah Crt, Modbury North 5092
Phone: 8264 3025

Modbury Kindergarten
32 Jaycee St, Modbury North 5092
Phone: 8264 5933

Para Hills West Pre-school
69 Kesters Rd, Para Hills West 5096
Phone: 83495160

Liberman Kindergarten
41 Liberman Rd, Para Hills 5096
Phone: 8264 1550

Valley View Kindergarten
Geoffrey Ave, Valley View 5093
Phone: 8261 8201
STUDENT ATTENDANCE

CONTEXT / BELIEF STATEMENT
At East Para Primary we believe that everyone is a learner and that learning is a pathway through life. As a learning community, we are fostering a passion for learning that promotes autonomy and interdependence

Students need to be involved in a variety of Learning experiences that occur within the family setting, at school and with their peers.

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 8.45am 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 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.

Notify the school through the Front Office Manager, on the proforma provided (ED175) of any absences that exceed three days for family reasons (e.g. holidays).

Complete information required when taking children from school early, indicating a return time where appropriate.

When work would be beneficial to be completed at home, provide at least 24 hours notification. Accept responsibility for checking work completed at home.

When an absence / lateness note is received, provide a reason on the proforma provided.

TEACHERS
Monitor each child (lateness, attendance)
- when a parent provides a reason after ‘unexplained’ has initially been recorded, make the appropriate change to the roll book entry.
- use appropriate codes
- send roll books to the office by 9am each Friday
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.

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 pigeon holes by recess time).
- complete ED043 (Student Record Folder) for each child.
- place term report with weekly sheets and parent correspondence re attendance in the back of the roll book.

Work with Leadership to develop the Annual Attendance Plan.

STUDENTS
Attend school each day between 8.45am and 3.15pm unless illness or advised family reasons prohibit this.

Deliver notes to and from school.

SCHOOL SERVICES OFFICER
Front Office Manager to provide class lists / roll books at the beginning of each year.

Each Friday enter data into EDSAS regarding attendance, absences, lateness, early departure. Alert staff member and leadership of any concerns.

Assist in ‘monitoring processes’ to achieve school objectives.

Provide training to new staff, not familiar with school processes.

At the end of each term generate ‘term reports’ liaising with teachers to ensure verification.

Where relevant provide input to the Annual Attendance Plan.

LEADERSHIP
- Ensure the EDSAS roll books are completed
- 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 DEC'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 develop the Annual Attendance 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 Plan through the Annual Report.

STUDENT ATTENDANCE OFFICER
Student Attendance Officers are employed by DECS 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

MOBILE PHONES

If mobile phones are brought to school they are to be turned off as the children enter the grounds and are not to be turned on until students leave the grounds at the end of the day.

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.

Phones are not to be used to send messages.

The school accepts NO responsibility for mobile phones brought to school by students.
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. (Lorraine has a list of these items.)
- each regular classroom has four computers, digital camera, access to a printer, CD burner, software and the internet.
- five hours NIT 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.
- the Gymnasium is rostered from teacher requests.
- FIR has been used to support teachers (Learning Teams), SSOs, a Computer Technician and PALS.
- teachers have access to mathematics boxes and the maths room, reading materials, activity boxes and technology boxes.
- The Leadership Grant will support staff involvement in professional learning and school roles (eg community choir visits, phys ed program facilitation).

BUDGETING

- The Global Budget Management Tool is a statement of annual budgets.
- In any budgeting process school priorities receive the highest allocation.
- The Discovery Centre, because of its cross curricula approach and because it provides resources for all teachers receives a substantial budget.
- All eight 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 provided and

- include spending of original budget allocation
- define the program
- list the proposed expenditure
• define student outcomes and how these will be monitored
• indicate links to School priorities

**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 Lorraine.

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**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 school's core values.

**Rationale**
The educational program of East Para Primary School is resourced through the government grants, materials and services charges and some fundraising. East Para Primary School offers a range of curriculum offerings that meet the requirements of DECS and the National Standards in the 8 valued 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 in 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 $3000 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 Para Hills East 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.
Process of sponsorship approval at East Para Primary

The following details must be provided to the Finance Committee in order that a full analysis of the proposed sponsorship or promotions can be conducted, and to allow a recommendation to be made to the Governing Council.

- Details of the company providing sponsorship.
- Any related companies that may prejudice application (e.g., company issues).
- Full details of benefit to the sponsor.
- The time period of the sponsorship.
- Explanation of how the sponsorship meets the requirements of the Code of Practice.
- Contact name of person presenting Sponsorship to the Committee.
- Any other details that will support a favourable approval.

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.

FUNDRAISING POLICY

All subcommittees, formal and informal groups, affiliated bodies and/or individuals who wish to embark on fundraising activities at East Para Primary School are to:

- Make an application to the Fundraising Committee who will consider the proposal and make a recommendation to the Governing Council.

Applications to include:

- The purpose of the event
- Where the funds will be spent
- The involvement of staff, students and the community

Exemptions are valid for:

- Football Club for match day fundraisers
- Civies Day organised by the SRC
- One event for each class to support a community/overseas charity.
- One event across the whole school to support a charity as agreed by Governing Council."
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:

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<tr>
<th>Classroom Based Issue</th>
<th>School Policies</th>
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<tr>
<td></td>
<td>Whole School Issue</td>
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<td></td>
<td>Specific Incident</td>
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<tr>
<td>Contact the teacher</td>
<td>Contact the Principal or Assistant Principals to arrange a mutually convenient time to discuss the issue and find a workable solution to the problem.</td>
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<td>concerned to arrange</td>
<td>Allow a reasonable timeframe for the issue to be addressed.</td>
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<td>a mutually convenient</td>
<td>If you are still unhappy please arrange another</td>
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<td>time to discuss the</td>
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<td>issue and find a</td>
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<td>unresolved or you are</td>
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<td>And / Or</td>
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<td>Contact a member of</td>
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<td>Governing Council or</td>
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<td>have the</td>
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<tr>
<td>Issue Resolution</td>
<td>Principal: Bob Greaves 8264 3944</td>
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If you are not happy with the outcome, arrange a meeting with the Principal or Assistant.

- If you are still unhappy please arrange another appointment with the Principal or a time to speak with the District Superintendent.
- Allow a reasonable timeframe 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 District Superintendent.

Issue placed on the Governing Council agenda.
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
- Ensure all children have visited the toilet immediately prior to the assembly

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 3 of Term 1 and Week 2 of Terms 2, 3 & 4. During Book Week the Teacher Librarian will organise the Assembly.

A roster for all teachers to be worked out for the R/7 Assembly. Facilitating class should present at least one item / share at the assembly.

The yearly assembly roster will be completed by the end of Week 1 Term 1 each year and posted in the staff room.

If a Public Holiday or School Closure Day falls on Assembly Day the teacher responsible for the assembly needs to negotiate another day in that week.

The Japanese Teacher to accept responsibility for one assembly each year. Assemblies will be allocated for 'House Events'.
SPORTS TEAM POLICY

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

It is expected that coaches/team managers will strongly promote the sports 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.

HOMEWORK POLICY

At EPPS, homework is an integral part of our student’s learning. We believe that it is valuable for our students because it:

- Creates opportunities for parents to be involved in their child’s learning.
- Reinforces classroom learning.
- Informs parents what children are learning.
- Helps students to develop successful work-study habits.

DETAILS OF THE POLICY

The maximum time per night to be spent on homework being:

- R-2 Teacher discretion
- Year 3 30 mins
- Year 4 30 mins
- Year 5 45 mins
- Year 6 60 mins
- Year 7 60 mins

Homework should be work that is familiar to the student.

The Diary is used for Years 3 - 7 to document homework and as a means of informing parents about it. Parents should sign the diary regularly as requested by teachers.

The Discovery Centre will be open daily from 8.30 to 8.45am, and 12.40 to 1.15pm Monday - Thursday to enable students to access resources not available at home.

Consequences for not completing homework are to be advised by class teacher through the class newsletter.

Any alterations to classroom expectations will be through class newsletters.
1. **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.

2. **MANAGEMENT AND ORGANISATION**

- Every student, each year, should have the opportunity to experience learning through involvement in excursions and/or camps.
- 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 students 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.
- For all excursions involving transport it is necessary to complete a consent form which is to be signed by parents/caregivers - Finance Manager (Lorraine)

3. **ROLES AND RESPONSIBILITIES OF STAFF**

Use the Excursion and Camp Checklist and Guidelines at all times in all planning - Finance Manager (Lorraine)
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:

1. Make it very clear from the beginning:
   - How many parents/caregivers will be required
   - The criteria upon which they will be selected
   - Any costs to be met by parents/caregivers
   - The expectations you have on them in relation to camp activities
   - Their involvement in decision making, both during the planning time and while at camp.

2. 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

3. Teachers may approach parents/caregivers individually or send out a notice of an 'expression of interest' to all parents. Once a decision has been made regarding parents attending, all families need to be notified of those attending.

At every camp from this school 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, blow out of tyres etc. If children are to travel in the car other than in an 'emergency' situation. The “Transfer of Other Students by Parents’ Proforma must be completed - Finance Manager (Lorraine). Parents/caregivers taking cars are to be advised that the school can accept no liability.

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.

CHECKLISTS AND PROFORMAS
The following are available from Lorraine:
- Health Information
- Excursion notice requesting private transport and parent help
- Excursion checklist
- Transport of students by parents
- School Camp Approval
- Camp checklist
- Sleep Over Checklist
- Emergency action plan for camps, overseas and interstate travel
- Overseas Travel Guidelines

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.** However, maroon is only to be worn as a solid colour (unless wearing the tricolour windcheater and polo shirt available for sale from school only). The maroon is the shade of maroon available through local stores in the standard school range. A sample can be seen in the school office.

THE SCHOOL DRESS CODE IS DEFINED BY ITEMS CHOSEN FROM:
- **Tri-colour** windcheater/rugby top and polo shirt in navy, white & maroon only available for purchase through the school by pre-order.
- 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 or Shorts Not Denim. A maximum of two white stripes, up to 1cm in width are acceptable on track pants.
- Plain Navy Blue or Maroon Skirts or Pinafores Not Denim
- Navy Blue & White check or Maroon and White Gingham dresses.
- Sports briefs are encouraged when girls are wearing skirts and dresses.
- **No Jewellery**, except Sleepers, Studs, Rubber Wrist Bands and Watches are allowed.
- **No Makeup** is permitted.
School Logos are to be sewn onto fabric. Bulk orders are organised, through the Newsletter, once per term – otherwise you can chat with Lorraine (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, July and August Term 3.

**Footwear** – Strong firm fitting shoes suitable for physical activities must be worn.

**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 E.P.P.S. Dress Code Policy.

**PLEASE NOTE** Parkas and hats are the only items accepted in non-school colours.

**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

Students not wearing the appropriate top will have them replaced through the ‘school store’ for the day.

**APPENDICES TO DRESS CODE POLICY**

**APPENDIX 1 - UNIFORM SUPPLY**

- Girls dresses and pinafores can be purchased from local stores (depending on stocks).
- Purchases of other items can be made from the Larger Stores. A list of suppliers available from school office.
- Lost property is put on display once a term. Notice placed in newsletter. Uniforms not claimed are donated to charity.
- School Bags, and Sun Safe Hats are available from the Bursar's office at anytime.
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.

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 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
For pm rehearsals (eg J Rock) for the afternoon and then home

Sporting teams can adopt the 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, , Festival of Music-Assisting Artists)

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

HAT POLICY

The Anti-Cancer Foundation has revised its advice regarding the wearing of ‘bucket and wide brimmed’ hats all year round.

Based on this information the school has revised its policy. This now states:
- Bucket or wide brimmed hats are to be worn:
  - In Term 1 of each school year for play times and outside lessons
  - From the 1st September until the end of Term 4 for play times and outside lessons.

Hats are NOT required in:
- Term 2
- July and August Term 3

This advice was a result of studies which clearly demonstrated that large numbers of children were low in Vitamin D.

Of course if children want to wear hats all year round that is fine, and if there are hot days in Term 2 or July/August the wearing of an appropriate hat is advisable
The following procedures are guidelines for Breakdown Maintenance Hotline Call Outs.

An incident is considered

**Priority One:**

- The call **cannot** be made before 1pm on the day and presents a security risk or endangers the health of staff or students.

  Examples are
  - Downstairs window or window lock broken
  - Flooding inside the buildings
  - Severe leak
  - Toilets flooding

**Priority Two:**

- The call can be made before 1pm on the day and include the risks / dangers listed in Priority One.

  Other examples could be
  - Broken lock on an upstairs window
  - Leaking tap / drinking fountain
  - Offensive graffiti back of buildings etc.

**Priority Three:**

- incident is not covered by the previous criteria but requires attention within 1 week.

  Examples could be
  - 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

**Priority Four:** when

- all other call outs

  For example
  - broken flag pole
  - flag pole cord missing or damaged
A Priority One Call Out after hours must be followed up with a Police Report within 24 hours or by noon on Monday if the Call Out is over the weekend.

All vandalism must be reported to the police and an incident report number obtained before being reported to the hotline.

Vandalism will be considered as any act by a person or persons, which damages school property.

Examples
- graffiti
- damage to seats
- damage to sprinklers

SECURITY CALL OUT PROCEDURES

Security contacts the Police who issue a Report Number.
Security contact the maintenance hot line - who sends someone to fix the problem if necessary.

Next morning or Monday morning school phones the police to obtain the Report Number and phones the maintenance hotline to confirm that they are in receipt of the Report number.

If a callout occurs - front office must be advised.

VANDALISM

The school phones the Police to report the incident and obtain a Report Number.
The school phones/faxes the maintenance hotline to notify them of the problem to be fixed stating the Report number.
EMAIL POLICY

This policy, with minor changes, is taken from the ‘DECS POLICY – ELECTRONIC MAIL ACCESS & USE’

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 DECS 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 DECS email facilities.

2. Primary Usage

Email must be primarily used for DECS related business purposes, eg. communications related to DECS’ 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 DECS. Refer to the DECS Guideline – Practical Use of Internet and Email.

4. Unacceptable Usage

DECS’ 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 DECS.

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 DECS.

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
DECS 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 DECS staff.

12. References
The following whole-of-government and DECS 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:
• 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

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
### DECS Policies and Guidelines

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

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<td>Kay Nolte</td>
<td><strong>DECS Policy – Electronic Mail Access &amp; Use</strong></td>
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<td>Chief Information Officer, TKMS</td>
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<td>Assistant Director, ICT Infrastructure and Support Services.</td>
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<tr>
<td>Author:</td>
<td>Richard Bradley</td>
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INTERNET POLICY

This policy, with minor changes, is taken from the ‘DECS POLICY – INTERNET ACCESS & USE’

POLICY
EastParaPrimarySchool staff are to use the Internet 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 DECS 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 DECS and whole of government policies and procedures.

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

4 Internet Commerce
DECS 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 DECS related business purposes, eg communications related to DECS’ 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 DECS. Refer to the DECS 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 DECS Policy – ICT Security for details on DECS policies as they relate to the security of the Internet.

12 Non-compliance
DECS 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
**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

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Chief Information Officer, TKMS | DECS Policy – Internet Access & Use |
| Owned by: | Assistant Director, ICT Infrastructure and Support Services. | |
| Author: | Richard Bradley | |
| Compliance: | Mandatory | |
| Review Date: | February 2008 | |
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 Finance Manager (Lorraine) in accordance with this policy.
• Preferred users are educational, sporting and community service groups.

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.
• Where agreement has been reached with the Finance Manager (Lorraine), the asphalt area of the yard can be used for events beginning after 6.00pm.
• Parking on the oval is prohibited but the oval can be used for unloading equipment if prior arrangement is made with the Finance Manager (Lorraine).

HALL FACILITIES
• Handicapped Toilet
• Toilets
• 150 Chairs
• 20 Trestle Tables
• Cutlery / Crockery for 150 people
• Stove
• Wall Oven
• Trays
• PA System - CD Player, Tape Player
• Cordless Microphone
• Air Conditioning / Gas Heating
• Glasses
• Kitchen Area
• Bay Marie

APPLICATIONS FOR USE
All applications are to be forwarded to the School Finance Manager (Lorraine) 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 $100 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**

Casual use  
$15 + GST per hour or part thereof $100 bond

Weekend use after 4.00pm for Social Functions  
$200 + GST per night  
$150 bond

Long Term Hirer - 6 months - 1 year  
$15 + GST per hour or part thereof  
$200 bond

**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.
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 sight an appropriate medical certificate outlining the disability.
- The Parent / Caregiver will be issued with a CAR PARK PASS that allows access or the duration of the medical certificate.