

SCHOOL POLICIES

REVIEWED

March 2020



Government of South Australia
Department for Education

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STAFF PLACEMENTS 2021

Staff Preference Sheet 2021

This is to assist in placing you in the most appropriate class/role for 2021. It is a first cut only and of course may change. Please fill in all three preferences for 2021. If you are planning LSL for next year please refer to our policy and give us at least 6 months notice by submitting an application form. The needs of the school/students and balancing staff will be taken into account before approving any leave.

NAME: _____

Role/Class 2020	Fraction of time 2020	Comments (include level you have had this year)

Role/class preference 2021	Fraction of time sought 2021 (increases and reductions will need to be requested). Change in Time Forms need to be completed once approved by leadership.	Comments Please include which learning spaces you would like to work in or team teaching opportunities you would like.
1.		
2.		
3.		

Part of developing our pedagogical practices means it is an expectation that people actively work in teams and complement each other's practises. Please provide the names of colleagues who you could work most productively with in a team situation.

PERSONNEL ADVISORY COMMITTEE (PAC)

Personnel advisory committee (PAC)

The Personnel advisory committee (PAC) works in partnership with the principal on HR matters such as:

- deploying appointed staff
- developing leadership structures
- staffing configurations
- identifying vacancies and vacancy descriptions
- creating [position descriptions](#).

The PAC handbook further details the responsibilities, requirements and management of the committee.

- PAC meetings
- The PAC usually meets 2 times a year or more dependent on the need. Meetings must be minuted.
- PAC membership
- Each school's PAC is made up of:
 - the principal
 - an Australian Education Union ([AEU](#)) member at the school
 - an equal opportunity representative elected by staff at the school and who has received [merit selection panellist training](#)
 - a non-teaching staff member elected by non-teaching staff to participate in PAC matters affecting non-teaching staff only.
- The [PAC handbook](#) provides further detail on panel composition requirements.
-

PAC training

- Personnel advisory committee (PAC) members must undertake online and face-to-face PAC training.
- The [online training](#) enables staff to gain basic knowledge on their role in the committee.
- The face-to-face training allows staff to discuss and apply their knowledge from the online training to cases and situations that the PAC usually tackles. Registration for training is through [plink](#).

Key materials for the PAC

- [Developing a preferred human resources profile](#)
- [Example human resource profiles](#)
- [PAC best practice - example 1](#)
- [PAC best practice - example 2](#)

Further PAC information can be found

- <https://edi.sa.edu.au/hr/for-managers/recruiting-staff/filling-site-vacancies/personnel-advisory-committeeContacts>
- People and Culture Services Phone: 8226 1356
- Email: education.hr@sa.gov.au

PERFORMANCE and DEVELOPMENT 2020

A performance and development system allows the organisation to improve by ensuring staff are performing well in their role and that this performance is aligned with the goals of the site and organisation.

Without it, staff and managers are usually guessing whether what they are doing is the right thing and whether or not they are doing it well. Further benefits are outlined below:

Leaders' Responsibilities

- Provides an opportunity to discover employee capabilities
- Identifies capabilities required to meet team priorities
- Allows work to be allocated to best meet the skills and interests of employees
- Fosters focused professional development and training opportunities
- Links with team management and succession planning
- Encourages development of careers, skills and learning
- Allows constructive feedback to be given in areas of concern

Employees' Responsibilities

- Identifies strengths and areas for development
- Provides an opportunity to talk about the role and how it might be developed or any assistance required
- Allows focused professional development and training opportunities to be identified
- Promotes constructive feedback conversations
- Provides assistance with career progression
- Recognises achievements

To ensure a performance and development system is implemented effectively it is critical to:

- Link the process with organisational and site plans and priorities
- Communicate and consult effectively with staff about how it will work at your site/unit to ensure understanding and create ownership
- Make time for the process to be undertaken
- Link professional development and training opportunities, reward and recognition to the process

Performance and Development Guideline

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

Australian Professional Standards for Teachers

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

Teaching for Effective Learning Framework (Tfel)

Domain 2 Create Safe Conditions For Rigorous Learning

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

Domain 3 Develop Expert Learners

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

Domain 4 Personalise And Connecting Learning

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

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Teaching for Effective Learning Framework (Tfel)

Domain 2 Create Safe Conditions For Rigorous Learning

5. Develop democratic relationships
6. Build a community of learning
7. Negotiate learning
8. Support and challenge students to achieve high standards

Domain 3 Develop Expert Learners

5. Teach students how to learn
6. Foster deep understanding and skilful action
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8. Communicate learning in multiple modes

Performance and Development Processes

Line Managers will meet with all teaching staff, S.S.O.s and G.S.E.s by the end of Week 10 Term 1.

The focus of the first meeting will be the links between the Site Improvement Plan and the Professional Development Plans for the year ahead. Please note copies of Running Records will need to be sighted at these meetings.

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

In Term 2 Line Managers will observe the explicit teaching of guided reading and provide written feedback. Specialist teachers will negotiate their focus for observation.

In Term 3 Line Managers will observe a Phonological Awareness lesson and provide written feedback. Please note copies of Running Records will need to be sighted at these meetings. Specialist teachers will negotiate their focus for observation.

The Term 3 Line Managers will observe S.S.O.s and provide written feedback.

In Term 4 Line Managers will with staff to summarise the year.

The observations will link the East Para Primary School Site Improvement Plan priorities with Professional Development Plans and classroom teaching and learning programs.

Line managers will provide written feedback and an opportunity to discuss and plan future directions is always available.

Teachers' feedback will be aligned with the Australian Professional Standards for Teachers (Aitsl).

The site leader will enter the dates of the employee's PDP reviews in the HRS, 'Staff Overview' module.

Whilst the focus is on rich, regular and robust conversations about performance, documented six-monthly performance and development reviews must occur and be recorded in the 'Staff Overview' module in line with the [Premier's Direction – Performance Management and Development](#).

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

All staff will table their Professional Development Plan at the first meeting by the end of Week 10.

Staff may wish to meet informally with their Line Manager for support in developing this plan.

Line Management 2020 (Draft)

Ros 0419 244 579	Aaron 0433 433 362	Sue	Carol 041 3309 063
Aaron	Jenny	Teresa	Jodie
Ali	Nicolle	Linda	Lara
Rosalie	Karen	Sharon	Mel R
Elissa	Mel H	Keith	Julie
Claire	Aimie	Mel C	
Cheryl	Rachel		
Katherine	Erin		
Pete	Eunyoung		
Gaynor	Cathy		
Carolyn	Sam		
Diana	Mel Christiansen		
Sue	Maddy		
Carol	Cynthia		
Kyren	Frank		
Deb	Brenton		
Rachel	Jake		
Sally Jo	Cara		
Cathy			

DECISION MAKING POLICY

INTRODUCTION

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

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

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

STAFF MEETINGS

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

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

Staff Meetings consist of

- Individualised/small group sessions facilitated by the mentor/coach
- Whole school workshops

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

CONSENSUS / MAJORITY DECISION MAKING

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

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

COMMITTEES

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

Committees are expected to:

- Consult with all staff affected by the issue
- Provide regular feedback
- Prepare a detailed summary and recommendations to be voted on as a total proposal

PROFESSIONAL LEARNING

The leadership team in consultation with PAC and all teachers plan targeted Professional Development.

POWER OF VETO

The power of Veto may apply over any unsafe decisions or decisions which are inconsistent with Department for Education D f E policy or any legal requirements.

ROLES AND RESPONSIBILITIES

Chairperson

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

During the meeting:

- Clarifies and summarises issues
- Mediates
- Ensures all participants have an equal opportunity to speak
- Keeps participants focussed on the topic

- Defers unfinished business to another time
- Manages the decision making and voting process
- Closes the meeting on time

Minute Taker

The person taking the minutes will need to:

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

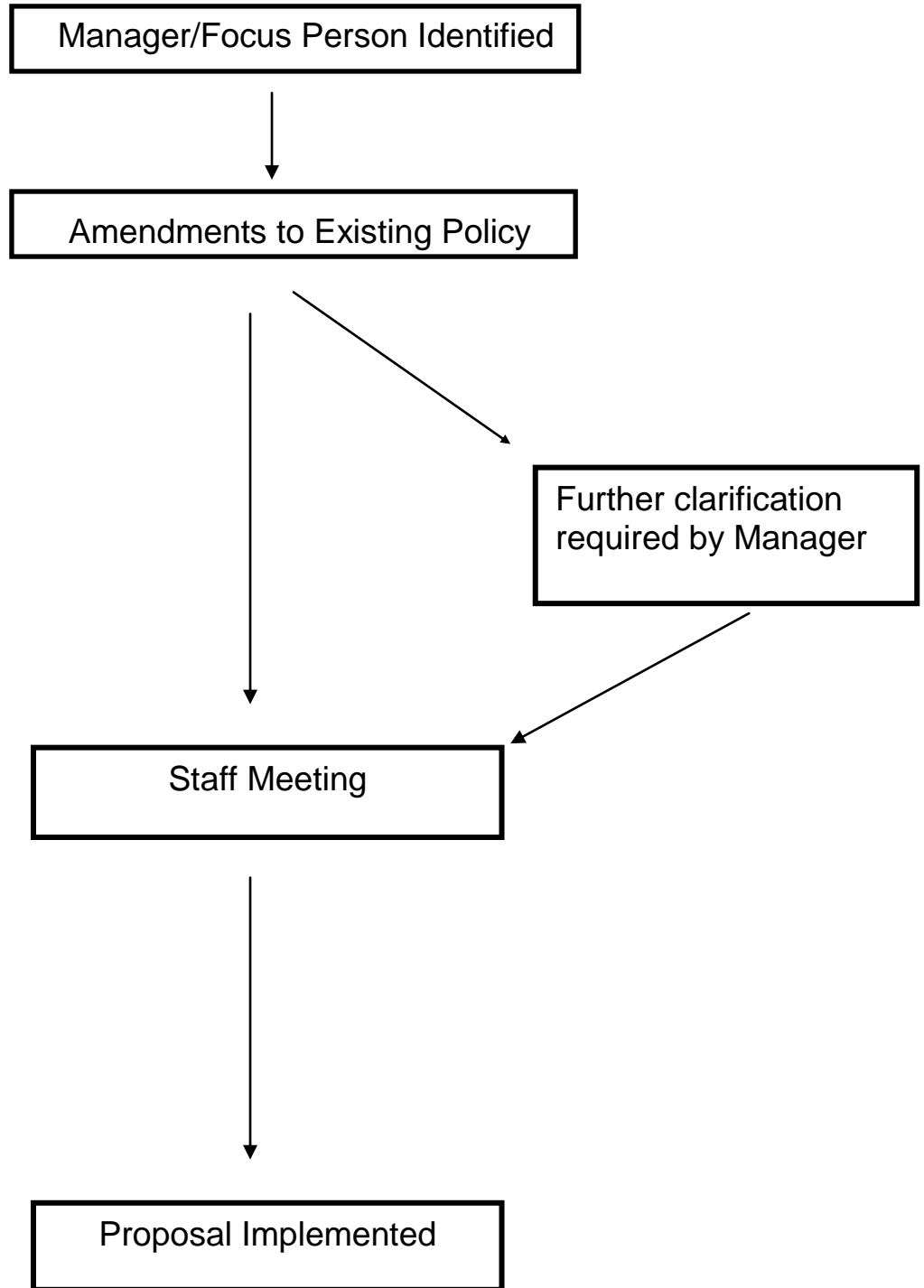
Group Members

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

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

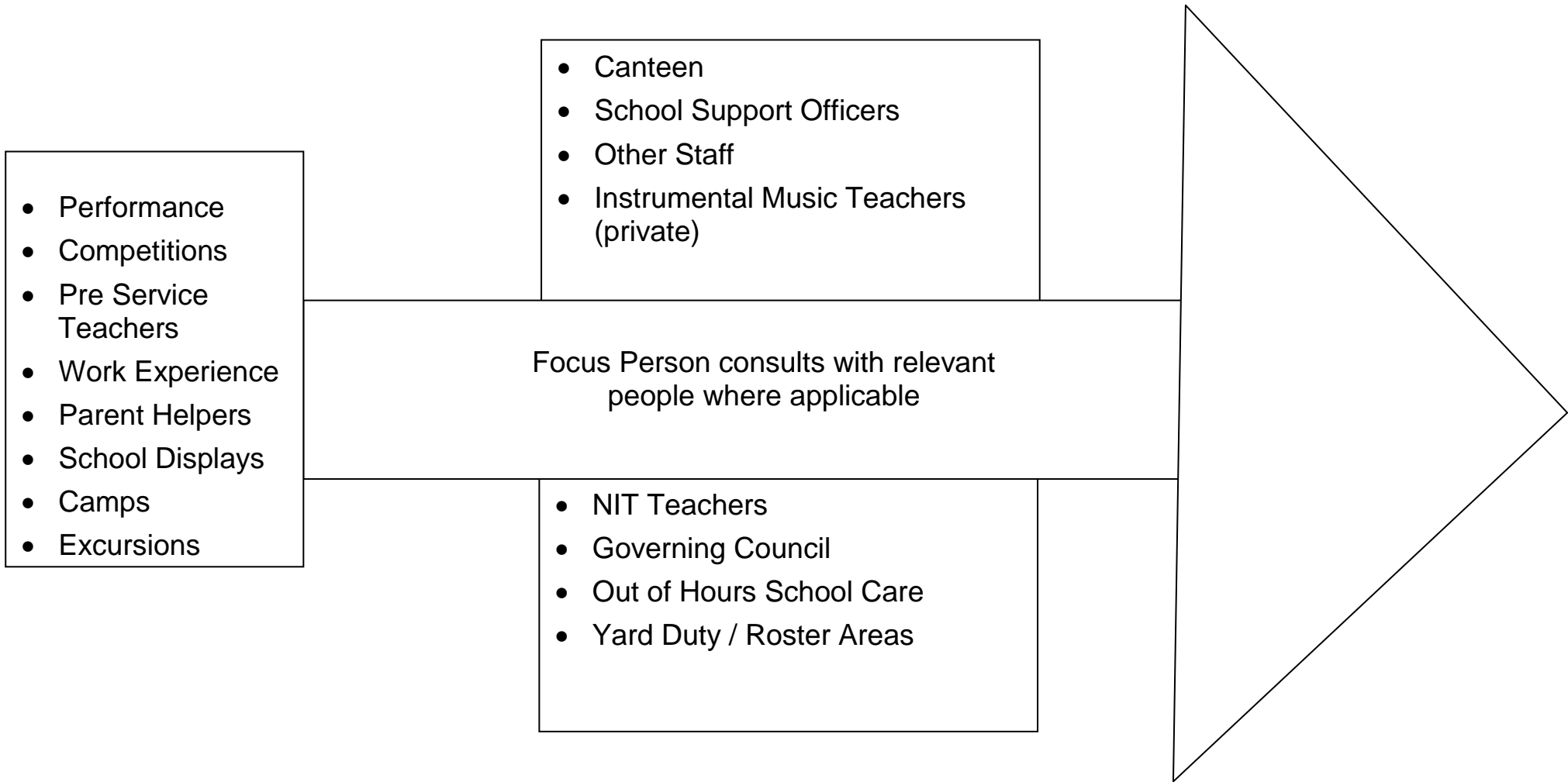
DECISION MAKING PROCESS - MODEL 1

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

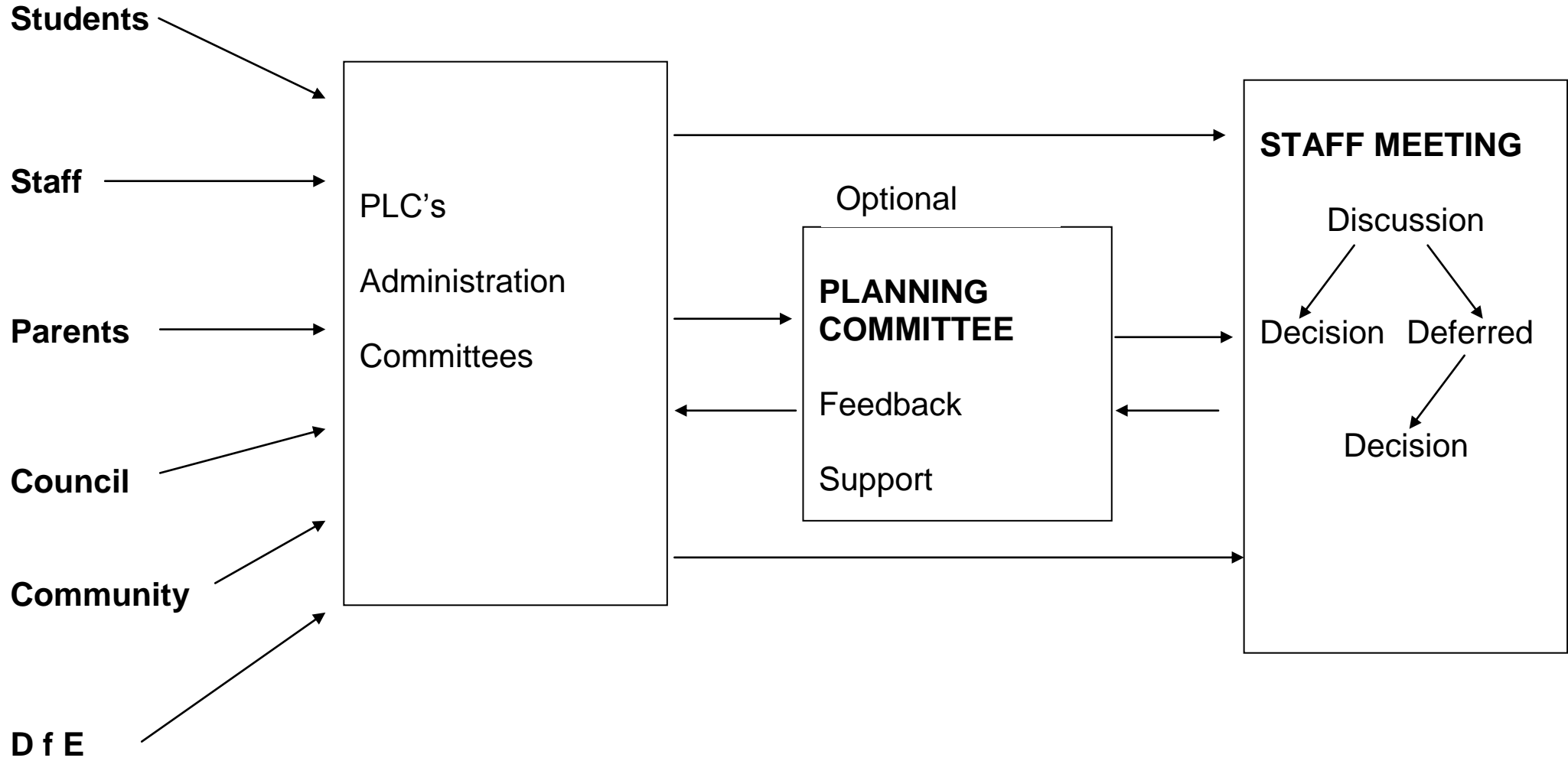


DECISION MAKING PROCESS – MODEL 2

ADVISE



DECISION MAKING PROCESS – MODEL 3



LONG SERVICE / RETENTION LEAVE POLICY

Long Service Leave

Long-term SA public sector staff may be entitled to long service leave (LSL).

If you're a teacher, school holiday periods need to be considered when planning your leave.

Eligibility

Once you have completed 7 years of continuous employment (known as effective service) within the SA public sector you are entitled to pro-rata long service leave (LSL).

Effective service is broken if you do not work for the department for more than 3 months. If you're a teacher, the 3 months off work is in addition to term breaks. If you're a casual employee, check out the [determination 3.1: employment conditions](#) to see how time off between contracts may affect your eligibility.

Entitlement

You receive 9 calendar days of leave for each year of effective service.

Check your payslip or log into the [Employee Information Kiosk \(EIK\)](#) to see how much leave you have accumulated.

Payment estimator

Log into the [EIK](#) to calculate an estimate of the payment amount you will receive while on LSL.

The payment amount is calculated using your salary at the start of the leave period, and the entitlements and salary rates applicable to your current job. See [LSL payment estimator](#) for more information.

Taking long service leave

You can take long service leave in large blocks, or use shorter periods of long service leave as part of a [flexible working arrangement](#).

If you take long service leave for 7 calendar days or more, every day during that time uses 1 day of long service leave, whether it is a working day or not.

If you take long service leave for less than 7 days, we will convert the number of days taken to calendar days. This is on the basis that 1 working day equals 1.4 calendar days. See the [determination](#) for examples of different leave scenarios.

You can set up patterned long service leave if you want to use single days of long service leave on a regular basis. You can also combine your long service leave with [retention leave \(RT\)](#).

If there is a public holiday while you are on long service leave, your leave is not extended. It is considered a workday and will use your long service leave.

If you resign, retire or finish a temporary contract, you will receive a payout for any long service leave that you have accrued but not used.

Application process

Complete and submit the [long service leave application form VL158](#) to your line manager.

Patterned long service leave

If you want to set up [patterned long service leave](#), complete the [long service leave form](#) and

include a list of every date you will take long service leave. You must take single long service leave days at full pay.

Once set up:

- you cannot convert a patterned long service leave day to a special leave day
- if you take a new appointment, you will need to renegotiate your patterned long service leave
- you cannot undertake other employment (such as temporary relief teaching) on patterned long service leave days.

If you are eligible to be paid for public holidays, school vacation periods or the training and development week, you don't need to include this in your application for patterned long service leave. You will receive your normal pay for these times.

In-service payment

Payout of long service leave during employment is not an industrial entitlement. However, in exceptional circumstances you can apply for an in-service payment for some or all of your long service leave.

To apply for an in-service payment, complete and submit the [application for long service leave in-service payment form VL155](#)

Management will consider your application based upon factors in the [long service leave in-service payment procedure](#).

Teachers in tenured positions

Payment during tenure

If you take long service leave during your tenured position, you will be paid at the salary rate payable to you in the tenured position.

If you finish employment with the department while in a tenured position, you will be paid any accrued long service leave at the salary rate payable to you on the last day of your employment.

Payment immediately after tenure

If you are granted long service leave immediately following the expiry of your most recent tenured position, payment of long service leave will be considered at a higher salary rate than your substantive position.

When determining the rate, we consider:

- the total length of continuous service in the tenured positions, with a guideline being 10 years
- degree of fluctuation in the rates for the tenured positions and whether an averaging calculation should apply
- reasons for not taking accrued long service leave during the tenured positions
- reasons for expiry of the most recent tenured position
- if any notional salary is to receive future pay increases via enterprise agreements.

The decision is made by the assistant director, People and Culture Operations.

Approval of long service leave or long service leave in conjunction with retention leave (RT) for term based staff in schools and preschools

Teachers can't split a period of long service leave for any reason other than:

- sick leave or recreation leave subject to the specific circumstances detailed in [Commissioner's Determination 3.1: employment conditions – hours of work, overtime and leave](#)
- the Christmas holiday period.

If you take long service leave for 1 term, we calculate leave from the first day of that term up to and including the last day of that term. School vacation periods immediately before and after that term do not count as long service leave.

Taking long service leave over school holiday periods

If you take long service leave (or long service leave with retention leave) that spans the Christmas holiday period, we will not deduct long service leave for the school holiday period.

If you take long service leave (or long service leave with retention leave) over a short school holiday period (ie not the Christmas holiday period), we will deduct long service leave for the school holiday period.

In the following examples, the Christmas school holiday period is not debited as LSL:

- LSL – RT – Christmas holiday period – LSL
- LSL – Christmas holiday period – RT – LSL
- LSL – Christmas holiday period – LSL.

In the following examples, the school holiday period is debited as LSL:

- LSL – short holiday period – LSL
- RT – LSL – short holiday period – LSL
- LSL – RT - short holiday period – LSL
- LSL – short holiday period - RT – LSL
- LSL – short holiday period - LSL – RT
- LSL – RT – short holiday period – RT – LSL.

Taking long service leave and retention leave around public holidays

If you take long service leave for a term, it can't be split by retention leave immediately before or after a public holiday.

Holidays not counted as long service leave

If you take retention leave (not in conjunction with long service leave) at the end of a term and then take further retention leave or long service leave at the beginning of the following term, leave will not be deducted over the school holiday period.

In the following examples, the school holiday period is not debited as LSL:

- RT – any school holiday period – LSL
- RT – any school holiday period – RT.

Enquiries related to long service leave (or long service leave in conjunction with retention leave) spanning school holiday periods should be directed to Payroll Services in Shared Services SA. Relevant contact details are on your payslip.

Retention leave

If you are a long-term employee of the SA public sector you may be entitled to retention leave. This is sometimes called skills and experience leave. If you don't use your retention leave you will lose it after 5 years, so it's important that you take action.

Eligibility

Once you have completed 15 years of continuous employment (known as effective service) within the SA public sector you are eligible for retention leave.

Effective service is broken if you do not work for the department for more than 3 months. If you're a teacher, the 3 months off work is in addition to term breaks. If you're a casual employee, check out the [determination 3.1: employment conditions](#) to see how time off between contracts may affect your eligibility.

Entitlement

How your retention leave is accrued

Once you are eligible, you will accrue 4 days of leave for each year of effective service (in addition to [long service leave](#) entitlements).

The calculation for entitlements commences from 1 July 2011. There was a phase in period outlined in the table below.

Financial year	How much retention leave you accrued
2011-2012	Up to 2 working days
2012-2013	Up to 2 working days
2013-2014	Up to 3 working days
2014 onwards	Maximum of 4 working days

How to check retention leave

Check your payslip or login to the [employee information kiosk \(EIK\)](#) to see how much retention leave you may have accumulated.

You can find out how much retention leave you have accrued or will have at a future date in the [EIK](#). To do this use the horizontal scroll bar at the bottom of the home screen to move forward in time. Alternatively under the 'Pay and leave' tab, open the 'Leave details/requests' screen and enter a future date into the 'leave entitlement as at' date field. Your future leave accruals will display.

Applying for retention leave

Retention leave must be taken in whole days. A whole day is based on the fraction of time for school sector teachers (including contract and relief teachers). For all other employees a whole day is based on either the recorded roster or if none exists, the average hours each day.

You can apply for leave by submitting a retention leave request through the [EIK](#).

Your application will automatically be sent to your line manager or delegate for approval. You will

receive an automated email when your application is approved or rejected.

Use the [leave quick guide](#) if you need help.

If you can't submit your leave request through the [EIK](#), you can submit an [application for sick / annual / retention leave form - VL154](#) to your line manager or delegate for approval. You must select a reason why you can't submit online, otherwise the form will be rejected by Shared Services SA payroll.

Canceling retention leave you've booked online

You can cancel leave through EIK if:

- it was originally booked and approved online, and
- it's for a date less than 4 weeks ago, or
- it's for a date in the future.

To cancel a leave booking in EIK:

- under 'Pay and leave' click 'Leave details/requests'
- click 'show' (next to Leave approved and booked)
- click on the leave type to open the booking (if the leave booking you want to cancel doesn't show you'll need to cancel the leave booking using the [VL165 form](#))
- click 'cancel leave'
- type a reason for the cancellation
- tick the confirmation box and click 'Submit'.

After your delegate approves the cancellation the leave will be deleted from the system.

Use the [delete or withdraw request or cancel leave booking quick guide](#) if you need help.

If you can't cancel your leave booking you made through the EIK, you can submit an [application to cancel leave booked in EIK – VL165](#) to your line manager or delegate for approval.

Continuing, deleting or withdrawing a leave request

You can continue, delete or withdraw leave requests you have previously entered. The process to continue, delete or withdraw requests are similar and only differ at the last step.

To continue, delete or withdraw a leave request in EIK:

- under Requests click 'Pending requests'
- a screen with all your pending requests will open (only incomplete requests can be continued or deleted)
- click 'view' next to the request you wish to continue, delete or withdraw
- your request will open and you can edit, delete or withdraw.

Use the [delete or withdraw a request or cancel a leave booking quick guide](#) if you need help.

Converting retention leave to money

Instead of taking leave, you can choose to be paid \$184 for each day of accumulated retention leave from the previous financial year by submitting the [convert entitlement to a monetary amount form](#) between 1 July and 31 August.

Late submissions are not accepted.

You can't convert retention leave accumulated prior to the last financial year.

When your retention leave expires

If you do not take your retention leave within 5 years of it being accrued, it will expire.

As retention leave is taken, the earliest accrued amounts available are progressively reduced, whereas monetary conversions will reduce the retention leave accrued in the last financial year.

For example, if an employee converted the 2017-2018 accrual to a monetary amount, it would have no effect on any possible accruals for 2015-2016 or 2016-2017.

Taking retention leave in conjunction with long service leave for term-based staff in schools and preschools

Refer to the [long service leave page](#) to find out more about taking retention leave in conjunction with long service leave.

SCHOOL SERVICES OFFICERS

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

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

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

STUDENT PLACEMENT

RATIONALE

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

PARAMETERS

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

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

PROCESS

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

KINDERGARTEN TO SCHOOL - TRANSITION POLICY

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

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

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

LOCAL KINDERGARTENS

Modbury North Kindergarten

12 Burrarah Crt, Modbury North 5092
Phone: 8264 3025

Lieberman Kindergarten

41 Lieberman Rd, Para Hills 5096
phone: 8264 1550

Modbury Kindergarten

32 Jaycee St, Modbury North 5092
Phone: 8264 5933

Valley View Kindergarten

Geoffrey Ave, Valley View 5093
phone: 8261 8201

Para Hills West Pre-School

69 Kesters Rd, Para Hills West 5096
Phone: 83495160

STUDENT ATTENDANCE

POLICY

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

School policy defines school hours from 8.55am to 3.15pm. Where there are alterations to these times (e.g. end of term) families will be notified through the newsletter.

RESPONSIBILITIES

PARENTS / CAREGIVERS

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

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

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

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

TEACHERS

Monitor each child (lateness, attendance)

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

At the end of each term:

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

At the end of the year:

- Return roll book to front office for archiving.

Work with Leadership to develop the Attendance Plan.

SCHOOL SERVICES OFFICER

Front Office Manager to

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

COUNSELLOR/ PRINCIPAL

- Support staff with concerns about absenteeism / lateness / early departure through a range of strategies appropriate to the situation.
e.g. initiating / being involved in interviews
involvement of Attendance Unit
- Through a delegated authority from the Minister, approve applications for temporary exemptions once applications have been received on the appropriate proforma. This can be for period of up to a month.
 - maintain copies of exemption in school files, with the application
 - provide exemption / application files to relevant D F E'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

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 through the Annual Report.

STUDENT ATTENDANCE OFFICER

Student Attendance Officers are employed by D f E and are responsible for following up student attendance issues.

Student Attendance Officers can assist by:

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

RESOURCE POLICY

RATIONALE

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

Some items considered necessary are:

- Items such as sticky tape dispensers, 2 sets of white board markers, staplers at the beginning of the year. (Teresa has a list of these items.)
- 5 x 45min plus 3 Banked Days N.I.T. (Non Instructional Time).
- Hall Time can be selected on line each week – the physical education teacher has priority during winter in particular. During concert times Hall use is to be shared for rehearsals
- Teachers have access to mathematics boxes and the maths room, reading materials, activity boxes and technology boxes.

BUDGETING

- Statement of annual budgets
- Each teacher has a classroom Budget for Stationery, Copying and consumables- \$2000 in 2020.
- In any budgeting process school priorities receive the highest allocation.
- All curriculum areas, Administration, Facilities, Utilities, Staffing and Special Programs (eg Student Leadership, Sports Days) will receive a budget allocation based on the history of the last three years.
- The budget year will be January to December.
- Budget submissions will be required
 - for special programs if you (or a group) believe the initial allocation will be insufficient .

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

Extra Budget submissions can be made at anytime in consideration that

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

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

SPONSORSHIP & PROMOTION POLICY

Donations, sponsorships and promotions for schools and preschools

Schools and preschools are eligible to receive donations and may choose to participate in appropriate sponsorship and promotion activities.

Unless strict Australian Taxation Office requirements are met, people donating to the school or preschool are not able to claim a tax deduction.

The [donations, sponsorship and promotions instruction](#) provides direction for schools and preschools undertaking such activities.

Donations must be approved by the principal/preschool director and the governing council and recorded in meeting minutes.

The governing council must be kept informed of the financial results of donation, sponsorship and promotion activities and the application of funds received. Information should be provided in writing with sufficient detail and acknowledged in meeting minutes.

School and preschool donations, sponsorship and promotions must:

- comply with the [National Code of Practice for Sponsorship and Promotion in School Education](#)
- be used to enhance educational programs
- be for school or preschool purposes and not provide direct private benefits for staff, their family members and/or other related parties or associates of staff
- be compatible with good educational practice
- not demand the site's purchase of a product or service
- not generate undue pressure on students or parents to purchase the product or service
- not involve endorsement of products by the site
- not give the company or organisation any advantage in a tender process.

SPORTS TEAM POLICY

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

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

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

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

SPORTS and PERFORMING ARTS TOP POLICY



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

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

Monday – Friday events, held during school

The Sporting / Performing Arts top can be worn on the day of the event; for full day events - to school, at the event and then 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

Weekend Sport, borrowed Friday returned Monday

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

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

RECOGNITION DAY POLICY

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

Examples of tops include: The School Performing Arts / Sports top worn by our Netball teams, Pedal Prix tops and SAPSASA tops. This does not include Rock Band tops unless students have purchased one for school wear and one other for performance.

It is important to remember: This is about representing the school and **NOT** outside organisations such as club football, calisthenics. Tops are only those purchased by parents not those loaned to students for specific events.

COMPLAINT MANAGEMENT POLICY

This is a mandated policy under the operational policy framework and staff are required to adhere to the content.

Overview

The Department for Education (department) promotes and values feedback and works to manage complaints to improve performance, systems and service delivery.

This policy aims to:

- ensure an open, accessible and transparent complaint management system
- ensure feedback, suggestions and complaints are managed effectively, fairly, confidentially and objectively
- inform and identify where service improvements can be made
- provide guidance on key principles and concepts of the complaint management system.

Scope

Complaints managed in line with this policy are those where the customer expresses dissatisfaction about the service or action of the department or its staff, and is directly affected.

Detail

The department will maintain an effective and responsive customer feedback and complaint management system (CMS) to support consistent and high-quality management of feedback and complaints.

All complaints will be taken seriously. When complaints are received, they will be assessed, prioritised, documented and recorded. Resolution will occur at a local level (with the original decision maker) wherever able and as quickly as possible.

The department will maintain good communication with customers throughout the process, including prompt acknowledgement, information about expected timeframes, outcomes and avenues of review. The department will explain to people the basis on which a decision is made.

For specific requirements for schools and preschools about complaint management processes refer to:

- [complaint management and reporting](#)
- [complaint management procedure \(staff login required\)](#).

Schools and preschools must conform to this policy and the [DPC Circular PC039 Complaint Management in the South Australian Public Sector](#).

Guiding Principles

This policy is based on 7 principles:

Commitment

- A commitment to resolving complaints and a culture that recognises an individual's right to complain. Feedback is valued on systems, service delivery, policies and staff. Complaint handling is focused on improvements, reaching a satisfactory outcome, possible review of policy and procedure, and not on assigning blame.

Accessibility

- The provision of a complaints and feedback process that is culturally responsive, accessible and inclusive to everyone, particularly individuals who require assistance.

Transparency

- How to make a complaint, where to complain and how the complaint is handled, is clear and publicly available.

Objectivity and Fairness

- Complaints are addressed with integrity, impartiality, within established timeframes, and assessed and prioritised in an equitable manner.

Privacy

- Feedback and complaint information is handled according to the [Information Privacy Principles Instructions](#).

Accountability

- Explanations are provided for decision making and complaint handling performance and subject to internal and external review processes.

Continuous Improvement

- Feedback and complaint data is acted on, learnt from and utilised to enable the identification of problems and the improvement of services.

Complaints out of scope

Where the complaint relates to a matter that is out of scope of this policy, the customer will be advised and assisted to redirect their complaint to the appropriate authority or service.

This includes:

- employee disputes, grievances and conduct
- non departmental employees
- child protection matters
- private school issues.

More detailed information and who to contact in these cases can be found in [complaints out of scope](#).

How to make a complaint to the department

The department endorses a 3 level approach to complaint handling recognised as best practice in the Australian / New Zealand Standard (Guidelines for complaint management in organisations) AS/NZS 10002:2014. Refer to [raising a complaint with the department](#) for a step by step process.

[Complaint management and reporting](#) outlines the ways a complaint can be made, types of support available and the role of the Customer Feedback Unit (CFU).

Managing unreasonable customer conduct

The department provides an inclusive and open customer feedback and complaint management process underpinned by the 7 principles outlined in the [guiding principles section of this policy](#).

All customers will be treated with fairness and respect. Behaviour that is aggressive, violent, disrespectful or abusive will not be tolerated.

Staff safety and wellbeing is paramount when dealing with unreasonable behaviour under the department's workforce health and safety and duty of care obligations. There is a need to balance the right for someone to make a complaint with the rights of staff to safety and respect, and the rights of other customers to equal time and resources.

Defining unreasonable conduct

Unreasonable conduct is any behaviour by a customer which, because of its nature or frequency, raises substantial health, wellbeing, resource or equity issues for the department, staff, other service users or the customer themselves. Refer to [unreasonable customer conduct](#) for the 5 categories of unreasonable customer conduct.

[Complaint management and reporting](#) outlines how unreasonable conduct will be managed by the department.

Privacy

The department's disclosure of personal information is governed by the Government of South Australia's [Information Privacy Principles \(IPPs\)](#) and [Information Sharing Guidelines \(ISG\) \(PDF 13.625KB\)](#).

In some instances when it is believed that a child or person is at risk of harm, information will be shared with third party service providers in accordance with the ISG and the [Children and Young People \(Safety\) Act 2017](#).

When responding to a complaint, personal details or details of the complaint may need to be disclosed to other departmental staff on an as-need basis or to the [Ombudsman SA](#) on request. Only de-identified data is used for public reporting to protect the privacy of individuals.

Procedure for

[Raising a complaint with the Department for Education](#)

[More information](#)

MOBILE PHONES

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

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

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

HAT POLICY

Bucket or wide brimmed hats are to be worn:

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

Hats are NOT required in:

- Term 2

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

ASSEMBLIES

OUTCOMES FOR STUDENTS

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

- Providing students with the opportunity to observe peer role models.

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

ROLE OF TEACHERS IN SUPPORTING STUDENTS

PRE ASSEMBLY

Organiser to:

- Clarify seating arrangements for all staff
- Circulate agenda sheet

All staff to:

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

AT THE ASSEMBLY

Teachers need to:

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

FORMAT

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

Assemblies will be allocated for 'House Events'.

HOMEWORK POLICY

Being reviewed in 2020

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.

EXCURSIONS AND CAMPS

RATIONALE

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

MANAGEMENT AND ORGANISATION

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

COLLECT A CAMP OR EXCURSION PACK from the Finance Officer

- **and complete the appropriate forms, outlined in DfE policy below and hand to Finance Officer who will generate an invoice and attach all relevant forms to send home to parents**
- **Check you have a copy of all up to date Health Care Plans – filed in student files.**
- **Use the Checklist to Assist in planning to be sure you have completed all requirements**

DfE : The information on this page relates to a high-priority health and safety risk. The risk controls detailed below must be implemented and monitored in line with the [safety management procedure](#).

Camps and excursions are a valuable teaching and learning experience providing an opportunity for children and young people to learn from the wider community, build on the curriculum and reinforce site based learning.

Initiating and planning

- The site leader and teacher in charge (the responsible person in a preschool setting) of the camp or excursion must follow the guidance in the [camps and excursions policy \(PDF, 980.1 KB\)](#) and [camps and excursions procedure \(PDF, 1.2 MB\)](#).
- Complete the [application to conduct a camp or excursion form \(DOC, 157.0 KB\)](#).
- Complete a [risk assessment \(DOCX, 2.0 MB\)](#), including emergency and contingency plans, to cover emergency situations that may arise during the camp or excursion. They must be made available at the site for parent inspection requests.
- Provide all relevant information to parents/guardians and obtain [parental consent \(DOC, 97.0 KB\)](#).
- For local walks obtain parental consent through the [local walks consent form \(DOC, 75.0 KB\)](#).
- All children and students should have the opportunity to participate in a camp or excursion, unless there are exceptional circumstances.
- Ensure appropriate communication devices with adequate service coverage are available.
- Action any fire safety precautions prior to, and on arrival at, destinations in bushfire prone areas during the bushfire season.
- Cancel any camp or excursion if:
 - a bushfire is burning or posing a threat, or
 - it is in a bushfire prone area on days of extreme fire danger with total fire bans in place for the district.

- Ensure there is:
 - adequate supplies of food and water
 - access to necessary safety equipment; including a first aid kit or supplies
 - adequate shelter including sun and weather protection.
- When selecting a campsite:
 - make sure it has Camps/Adventure Activity Provider Accreditation Program or National Accommodation, Recreation and Tourism Accreditation scheme accreditation or is of a similar standard
 - when visiting parks, liaise with ranger staff on appropriate programs and protocols including communication
 - consider the [safety risks](#) of the location, including the risk of bushfire and ambulance response times
 - contact the campsite operator to discuss any areas, items or activities that could pose an injury risk
 - include any identified safety requirements on the [EDSAS](#) purchase order issued to the campsite for agreement by the campsite operator.

First aid provisions

For guidance and instruction on first aid requirements for camps and excursions, refer to the [First aid and infection control standard](#).

Supervision

- Arrange for adequate supervision for the student group. The minimum requirements include:
 - a teacher must be in charge of all camps and excursions
 - for activities without a prescribed ratio, or where the risk assessment/needs of the students attending does not indicate a higher ratio is required, the minimum adult (consisting of staff, instructors and volunteers) to student ratio (excluding the teacher in charge or the responsible person in a preschool setting) is as follows:
 - 1:6 for preschool to year 2
 - 1:10 for years 3-7
 - 1:15 for years 8-12
 - for education and care services (specifically school based and standalone preschools, occasional care and rural care) the National law educator to child ratio must be maintained at all times during an excursion
 - refer to the [sporting and adventure activities standard](#) for activities with a prescribed ratio such as water sports, golf, rock climbing
 - mixed gender groups (schools only) must have at least one male and one female supervisor
 - single gender groups must have at least one teacher of the same sex as the group
 - all supervisors (including parents and volunteers) and instructors meet the requirements of the [screening and suitability child safety policy](#) and the [volunteer policy and procedure](#).
- Arrange any necessary qualified instructors for planned activities.
- Take regular head counts during the camp/excursion, particularly during activities where children/students can easily stray away from the group.
- If travelling to a [remote or isolated region](#) ensure all supervisors accompanying the group have completed any necessary training including:
 - [safer lone working](#) training
 - [personal safety and conflict awareness training](#)
 - driver training appropriate to the vehicle and environment eg [four wheel drive vehicle training](#).
- Brief all supervisors on:
 - any identified conditions with the children/students (medical, allergies, behavioural)
 - any relevant specialised or technical skills of supervisory team members
 - their roles and responsibilities including mandatory notification requirements
 - any hazards or safe work practices relevant to the excursion or camp.
- Supervisors and students must behave appropriately at all times in accordance with the Code of Ethics for the South Australian Public Sector and the [school or preschool behaviour code](#).

Participation

- Brief all participants on:
 - the expected conditions and any environmental risks identified in the risk assessment
 - the emergency and contingency plans.
- Students and parents are to accept the rules of participation as a condition of participation in the camp or excursion (some students may require an individual behaviour management plan).
- Participants must not consume alcohol or use drugs. Supervisors must not smoke within 10 metres of the camp perimeter or in view of children/students.

Transport

Site leaders must approve the selection of transport and all travel arrangements within the state. Interstate camps or excursions require education director approval.

Consider the risks associated with any modes of transport being used during the camp or excursion.

- If using bus transportation, ensure:
 - buses are in a safe and roadworthy condition
 - bus drivers are appropriately licensed for the size of vehicle and if using a bus charter operator, the appropriate accreditation
 - there is at least 1 site department employee per bus (excluding the driver)
 - there is a behaviour policy in place for bus travel and all passengers are informed of the policy
 - check no one is left on a bus by walking the length of the bus and conducting a visual inspection including checking under seats.
- If using private cars or fleet cars:
 - seek site leader and parental consent
 - ensure the safety requirements outlined on our [vehicles page](#) are met
 - get written agreement from [teachers](#), volunteers and students ([appendix 2](#)) who offer to use their own vehicle to transport other children and young people
 - seek parental consent for both the driver and passengers before allowing any student to transport a person under the age of 18. Only allow students to transport other students as passengers if there is no alternative option
 - make sure all private vehicles have third party property insurance cover
 - make sure all drivers are appropriately licensed for the type of vehicle (no learner drivers).
- If hiring watercraft, obtain advice directly from the vessel operator on certification, licensing and safety and obtain a copy of the vessel's safety management system. Seek advice from Australian Maritime Safety Authority for general information on certificates of operation and safety management systems on 1800 627 484.
- If using charter or private air travel, ensure the airline meets the minimum requirements contained in the [camps and excursions procedure \(PDF, 1.2 MB\)](#).

Accidents and claims

Ensure all supervisors are aware of their responsibility to report all:

- [critical incidents and injuries \(PDF, 440.0 KB\)](#)
- reasonable suspicions of [abuse or neglect of a child/ student](#)
- [vehicle accidents](#).

Overseas visits

Refer to [applying for overseas travel with and without students](#).

Records management

All official records created in relation to the planning and conduct of any camp or excursion must be stored within an official departmental file for the minimum retention period outlined in the appropriate disposal schedule.

No official record can be disposed of without authorisation from the Records Management unit.

Destruction queries can be submitted at education.disposal@sa.gov.au.

[Sporting and adventure activities](#)

Where a camp or excursion involves a sport or adventure activity, staff must also read and apply the [sporting and adventure activities standard \(PDF, 672.0 KB\)](#) and relevant activity instruction sheet (see [activity list with category and instruction](#)).

[Contact](#)

Partnerships, Schools and Preschools - Conditions for Learning directorate

Phone: 8226 5055

Email: Education.PartnershipsSchoolsandPreschoolsDivision@sa.gov.au

Early Years and Child Development - Preschool, Policy and Programs

Phone: 8226 2794

Email: Education.ecsupport@sa.gov.au

[Related Information](#)

[School transport policy including preschools \(PDF, 599.8 KB\)](#)

[Camps and excursion safety checklist \(PDF, 1.0 MB\)](#)

[Students with significantly concerning behaviour and camps or excursions \(PDF, 90.3 KB\) \(PDF, 90.3 KB\)](#)

[National Quality Standard – QA2 Children’s health and safety](#)

[Education and Care Services National Regulations – refer to key related regulations: 168 \(2\) \(g\): reg 100, 101 and 102](#)

[Guide to the National Quality Framework - ACECQA](#)

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

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

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

PARENT/CAREGIVERS’ INVOLVEMENT ON CAMPS

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

Make it very clear from the beginning:

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

Once you have selected the parents meet with them to outline

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

Criteria for selecting parents/caregivers may include:

- Needs of children
- familiarity with children
- medical knowledge eg dealing with asthmatics

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

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

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

OVERSPENDING

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

DRESS CODE POLICY



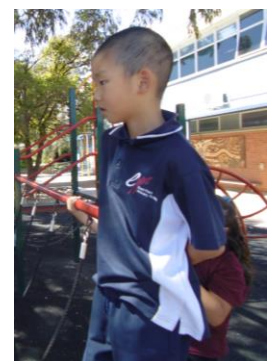
It is the policy of the school community that students attending East Para Primary School follow the Dress Code. It is important that students wear comfortable, hard wearing, easy to move in clothing so they are able to participate fully in the activities provided at the school.

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

THE SCHOOL DRESS CODE IS DEFINED BY ITEMS CHOSEN

FROM:

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



- **No Jewellery**, except Sleepers, Studs, Rubber Wrist Bands and Watches are allowed.
- **No Makeup** is permitted.
- Hair restraints must be **discreet and in school colours**.

School Logos are to be embroidered onto fabric. Bulk orders are organised, through the Newsletter, once per term – see Lorraine Munro, (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 and 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 Epps 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 |
| ▪ Genuine medical or family sickness reasons | ▪ Financial hardship |

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

SCHOOL CAPTAINS are able to wear a school polo shirt with their house colour.

APPENDICES TO DRESS CODE POLICY APPENDIX 1 - UNIFORM SUPPLY

- All items of acceptable school wear in dress code colours including the new 2016 tops are available at Devon clothing at Clovercrest Shopping Centre, Montague Road.
- Lost property is put on display once a term. Notice placed in newsletter. Uniforms not claimed/sold are donated to charity.
- Sun Safe Hats are available from the Bursar’s office at any time.

BREAKDOWN MAINTENANCE POLICY

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

Teachers / Staff to report issues to the front office for the following procedure to be followed

Requesting breakdown maintenance

All breakdown maintenance requests must be submitted by site personnel via a dedicated hotline where a job number is created and recorded in the Facilities Management Information System (FAMIS). *Record on the excel spread sheet K:\Maintenance&Facilities\2019 MAINTENANCE BOOKINGS*

The FM Services Arrangements Hotline provides dedicated telephone numbers for each region. The hotline operates 24 hours a day, 7 days a week. Normal business hours are 7.30am to 5.00pm, Monday to Friday. Outside of normal business hours (ie 5:01pm to 7:29am Monday to Friday, all day Saturday and Sunday and public holidays) the relevant hotline number will divert to the FM Service Provider for that region. An out of hours call out fee and labour rates apply outside of normal business hours.

All priority 1 and 2 responses must be telephoned only – premium call out fees apply. •

- Region 'N' (Northern Adelaide) Phone: 1300 342 911

All priority 3, 4 and 5 responses should be faxed to the hotline on (08) 8226 5297.

Non-emergency maintenance

A copy of the hotline request form is available from the Department of Planning, Transport and Infrastructure (DPTI) website.

Setting a breakdown maintenance priority

The setting of a breakdown maintenance priority by site personnel determines the response time required to address the issue. Contractors are required to attend within the applicable timeframe.

Priority 1, 2, 3 and 4 responses attract a call out fee applicable to the response time selected and will contribute to the overall cost of the work.

Use of the priority 5 response is actively encouraged as it does not attract any cost premium surcharge.

When assigning a work priority use:

- **P1** – emergency response where breakdown presents an immediate hazard or threat to safety **within 45minutes.**
- **P2** – for high priority response **within 2 hours**
- **P3** – response required **same day if requested before/by 1pm : next day if requested after 1pm**
- **P4** – response **required within 5 working days**
- **P5** - responses **required within 30 days.**

After Hours Priority 1 – in 1 hour

Priority examples

Priority 1 Priority 2 Priority 3

- Major failed services – water, gas and electricity etc
- Unforeseen emergencies – ie: -storms and flooding
- Blocked services, ie:-sewers, drains and toilets
- Failed plant and equipment - where educational/care services will be effected.
- Broken infrastructure that does not threaten property or pose a risk to onsite persons.
- Major trip hazards
- Tree maintenance

Priority's 4 and 5

- This level of maintenance should be utilised whenever practical in order to minimise cost to site.
- Minor external repairs, structural investigations (building cracking), dripping taps, tree removals.

CANCELLATIONS

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

VANDALISM

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

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

All Vandalism must be reported to the Police – phone 131444 and a Police Report number will be issued to you. This report number must be given to the hotline when phoning/faxing in the vandalism job.

SECURITY CALL OUT PROCEDURES – Security Phone Number: 81169230

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

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

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

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

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

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

ICT (INFORMTION AND COMMUNICATION TECHNOLOGY POLICY

[The Information and Communication Technology \(ICT\) security standard](#) requires acceptable policies are in place for all users of Department for Education ICT facilities, including staff and students. Such policies “must be in the form of a written agreement, signed by staff, students and/or their parents/guardians (as appropriate). The written agreement outlines the terms and conditions for the use of department ICT facilities, online behaviour, access privileges, and consequences of non-compliance”.

Due to the differing needs of individual sites, the department has not mandated a common acceptable use policy. However, as such a policy is required for all schools, preschools and children’s services’ sites.

ICT Acceptable Use Agreement Summary

The ICT Acceptable Use Agreement sets out the obligations of all department workers for the safe, lawful, ethical and accountable use of ICT resources and facilities.

Users of department ICT facilities must:

1. Understand and adhere to the requirements of the Policy – Information Management, which is published on the department’s intranet.
2. Understand and adhere to the requirements of the Standard - ICT Security, which is published on the department’s intranet.
3. Use department ICT facilities in an appropriate and professional manner according to the Code of Ethics for the South Australian Public Sector published by the Commissioner for Public Employment.

4. Understand and adhere to the requirements of the Standard - Internet Access and Use and the Standard – Electronic Mail Access and Use, both published on the department's intranet.
5. Follow the directions of ICT Service Desk relating to their use of department ICT facilities.
6. Specifically, the access, transmission, retrieval, storage and/or display of the following is strictly forbidden if that material does not form part of a legitimate educational inquiry:
 - sexually explicit material
 - hate speech or offensive material
 - material regarding illicit drugs or violence
 - material regarding criminal skills and/or illegal activities
 - material of a defamatory, discriminatory or harassing nature.

Violations of this standard, depending on severity and nature, may result in reprimand, loss of ICT access privileges, termination of employment or any other appropriate disciplinary action.

Role Authority/responsibility for

Worker (user) -	Read and understand the documents and policies referenced in this use agreement. Please contact the ICT Service Desk for assistance in obtaining copies.
Authorised LAN Officer Executive Director, Infrastructure Assistant Director, ICT Strategy and Relationships Manager, ICT Assurance	Verify identify and retain signed copy of agreement in Appendix A Oversight Coordination Compliance

6. Monitoring, evaluation and review

- This procedure will be subject to review bi-annually by the Manager, ICT Assurance.
- The effectiveness of this procedure will be evaluated and reviewed through regular monitoring of the register.

Appendix A – ICT Acceptable Use Agreement Declaration

IMPORTANT: you must read and understand the documents and policies referenced in this use agreement, please contact the ICT Service Desk for assistance in obtaining copies.

By using department ICT facilities I acknowledge and agree to the terms and conditions detailed in section 4. I have read and understood the requirements of the:

- Policy – Information Management
- Standard - ICTSecurity
- Standard - Internet Access and Use
- Standard – Electronic Mail Access and Use.

All accessible on the Department EDI Website

I undertake to ensure that my PASSWORD is kept confidential, and acknowledge that unauthorised use of my personal USER ID may result in the integrity of the system being compromised. I further accept that I am responsible for ensuring my personal USER ID is not shared and is only used for proper and authorised activities, and am accountable for any actions undertaken using my USER ID.

I also understand that department monitors email and Internet activity undertaken by users who have access to resources provided by the department.

I have read and understand this standard and I will observe and be bound by its conditions at all times.

Name Signature Date

The signed form must be retained by the department's Authorising Officer.

POLICY FOR HIRE OF SCHOOL HALL / FACILITIES

GENERAL MATTERS

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

CONDITIONS OF HIRE

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

CAR PARKING

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

HALL FACILITIES

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

APPLICATIONS FOR USE

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

CLEANING

- Two broom mops, one bucket, one mop and banister brush and dustpan will be supplied.
- Clean the floor with dry mops provided. Use a rag with water for cleaning spills. **Do not wash the whole floor area.**
- Users are to supply all cleaning equipment eg: dishwashing detergents, dish cloths, tea towels, table cloths, hand towels, extra bins and sponges.
- **The user is responsible for the removal of all rubbish.** The school's large waste bin may be utilised.

SECURITY

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

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

This authorisation must be presented upon request to:

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

HIRING RATES

A. HALL

New rates apply as of January 2018

B. MISCELLANEOUS

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

UNIVERSITY PRACTICUMS/WORK EXPERIENCE

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

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

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

YARD SUPERVISION

Teachers provide yard supervision

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

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

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

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

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

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

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

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

Issue: First Issue date : Term 1, 2018 Reviewed: Ter 1 2020 Review date: Term 1, 2021
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