Policies
Managing Our Story

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Administration Responsibilities

The Principal, Executive, Teaching, Clerical and other Staff all have important roles in the administration of our school.

Staff Selection

The process of staff selection is conducted according to staffing procedures approved by the Catholic Education Commission.

School Enrolment - Principles and Policies

St John’s School serves the needs of the Kippax Catholic Community. The Principal will consider a number of criteria in making decisions about applicants for enrolment as per the Catholic Education Office Policy. These criteria include:

- the child must have turned five (5) years of age by 30 April in the year of enrolment. A child entering Year 1 from another Canberra school must have turned six (6) by 30 April in that year. Proof of age is required.
- whether the child is a baptised Catholic living in the Kippax Parish. When applying for enrolment the Principal or Secretary must sight a Baptism Certificate.
- whether the child has a brother or sister currently enrolled at the school.
- whether the child’s parents or guardians have demonstrated a commitment to the parish.

Student Records

A file on each child containing the enrolment form, copies of certificates and confidential material is located in the school office. No unauthorized person is permitted to have access to office files, and files should not be removed from the office. Teachers compile student profiles, which will be located in the relevant classroom filing cabinet. Confidential material must be located in the office file.
**Class Lists**

Class lists are maintained by the office and are used by class teachers to record class activities.

**School Timetables**

Timetables for Playground Supervision and for the use of the Hall, Computer Room, and Playground Equipment are negotiated at the beginning of each term. Ad hoc variations can be negotiated with the greatest good being the primary criterion for such variations. Timetables are displayed on the staffroom noticeboard, in relief folders and in individual classes and programs.

**Hours of Duty**

The relevant award sets hours of duty for all staff. For teaching staff this is the Teachers (Non-government schools) (ACT) Award. By custom and practice, these hours include a period of thirty minutes before classes start and finish. Staff prayers will be said before school on Monday, Wednesday and Friday mornings at 8:55am and all staff generally are expected to take part.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>8:40 - 9:10 am</td>
<td>Morning Supervision (First Duty - asphalt)</td>
</tr>
<tr>
<td>8:50 - 9:07 am</td>
<td>Morning Supervision (Second Duty - oval)</td>
</tr>
<tr>
<td>9:07 am</td>
<td>Morning Assembly (on the asphalt)</td>
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<td></td>
<td>Mondays and Fridays</td>
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<tr>
<td>9:10 am - 11:00 am</td>
<td>Session 1</td>
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<tr>
<td>11:00 - 11:40 am</td>
<td>Recess</td>
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<tr>
<td>11:40 am - 1:10 p.m.</td>
<td>Session 2</td>
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<tr>
<td>1:10- 1:20 p.m.</td>
<td>Lunch (Supervised Eating Time)</td>
</tr>
<tr>
<td>1:10 - 1:30 p.m.</td>
<td>First Duty</td>
</tr>
<tr>
<td>1:30 - 1:50 p.m.</td>
<td>Second Duty</td>
</tr>
<tr>
<td>1:50 - 3:10 p.m.</td>
<td>Session 3</td>
</tr>
<tr>
<td>3:10 -3:30 p.m.</td>
<td>Afternoon Supervision</td>
</tr>
</tbody>
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Playground Supervision

All teachers are expected to perform playground supervision but the amount of such duties depends on the other tasks the teachers have. A supervision program is displayed on the noticeboard in the staffroom and a copy put in the relief folders. Ad hoc variations can be negotiated between staff members but because of legal implications adequate supervision must be provided at all relevant times and a member of the executive must be advised of any variation from the printed roster. Playground supervision allows teachers to make sure that all children are safe in the playground, and that positive relationships are maintained. Playground supervision is a serious responsibility and it is most important that teachers on duty:

• are punctual in arriving for duty
• move around the supervised area, keeping an eye on likely problem areas
• encourage children to keep the yard clean
• are consistent in enforcing school rules. (See student management policy).
• ’enforce the no hat, play in the shade’ rule and are aware that children who do not wear a school uniform hat play under the verandah.
• move children who have not finished eating their lunch during the eating period to under the pergola to finish eating. Food is not to be taken onto the oval.

Boundaries

Students will be in the correct area at all times. Out of bounds areas include:

• classrooms unless accompanied by a teacher.
• administration area unless sent by a teacher.
• playing in toilets.
• courtyards in unsupervised areas.
• car parks, bike cage area and front of school; and
• corridors before school and during recess and lunch times.

At no time during the day are children permitted in the buildings without teacher supervision.

After school, children travelling home by car must walk to the car-park assembly area and wait for their parent to pick them up. At 3:30pm all children not collected from the car-park will be taken to the hall verandah. Children riding bicycles are asked to push the bicycle to the edge of the playground before mounting. Children riding bikes should be wearing bike helmets.

Children walking across the road between St John’s and St Francis Xavier will be escorted across the road by a teacher.

Students catching a bus home will be escorted to the bus stop and supervised while boarding the bus by a teacher.
Wet Weather Procedure

If rain prevents children from playing outside, the following guidelines apply:
• before school: students stay under verandah area until teachers are notified to collect students.
• at recess and lunchtime: one teacher from each unit will remain on duty to supervise all children from that unit.
• children going to the tuckshop use the corridor-service windows.
• children are encouraged to bring games or books to use on rainy days.
If the weather improves during, e.g. a lunch period, the teachers rostered for playground duty take the children outside when an announcement is made over the P.A. system.

Punctuality

Punctuality is an important component of professionalism and all staff are expected to be punctual. Certain situations involving Legal Liability (e.g. supervising students) require particular diligence regarding punctuality.

Staff Absences / Leave

If a staff member is ill, or needs to be away from school for personal reasons, he/she will contact the appropriate executive member as early as possible so that arrangements can be made for an appropriate replacement. If the staff member needs to be away for more than two days due to sickness, a doctor’s certificate must be supplied on his/her return.
Provisions for staff leave are explained in the CEO Policy and Administration Procedures Manual, a copy of which is left in the staff room. Teachers need to submit an ESS form if they are absent from school.

Teachers away from school Register

If a staff member needs to leave the school at any time on school or personal business, this will be recorded in the Register located in the school’s office.

Visitors to the School

A large number of visitors come to our school each year and they should always be welcomed in a spirit of true Christian hospitality. When they leave, they should have a positive impression of a caring school community. Visitors to the school need to come via the front office, sign in and be given a ‘Visitors’ badge to wear while in the school. Parents wishing to collect their child during school hours do so from the front office. A sign out book is provided.
**Excursions**

Learning can be re-enforced by exposing the children to certain situations outside the school setting. Excursions to relevant places should be built into the program for each year. Some of these excursions will be local (e.g. a trip to the park) while others will involve leaving Florey (e.g. a trip to Parliament House). See Excursion Policy for further details of procedures. Before any teacher announces an excursion, permission must be obtained from the Principal or Assistant Principal to discuss the relevance of the excursion to the work being done in the class. Permission notes are necessary before children leave the school premises and a Risk Assessment Form needs to be filed for every place visited. If money is required or buses need to be booked the teacher is to discuss the outing with the Secretary Finance to ensure that there is enough money in the Excursion Levy fund to cover all costs of the excursion.

**Ordering of Buses**

Teachers planning excursions requiring buses must give details in writing to the office at least 7 working days before the buses are required. Office staff will confirm the booking as soon as possible. Ordering of buses is to be done by office staff only.

**Staff Room Cleaning / Tidiness**

As the staff room is for the benefit of all staff, each of us must keep it clean. Staff members are rostered each week to maintain general tidiness. Pigeon holes are for communicating with staff and should be kept tidy. They may be used for temporary storage only.

**Cleaning Arrangements**

Contract cleaners do the cleaning each evening. Classrooms are cleaned once a week and toilets and corridors daily. In special circumstances rooms may be vacuumed more regularly. Chairs are put up on the desks and teachers are asked to ensure that no large papers, etc. are left on the floor on the rostered vacuuming night. Teachers must maintain the general cleanliness of their room throughout the week and each class should be tidied before dismissal each day. All members of the school community should see the general cleanliness of the school as a joint responsibility.
Care of the School Grounds

Tidiness of school grounds is a joint responsibility of all students and staff. Teachers should make sure that the children keep the grounds clean. Large bins, lined with plastic bags are placed in strategic areas each day. The janitor empties the bags into the hopper after lunch each day. Boxes and bulky rubbish need to be crushed before being placed in the hopper. Compost is collected in compost bins. Class rubbish bins are left in the wet area for collection. Paper is collected for recycling and placed in the special containers supplied. Teachers are asked to ensure that extraneous material is not included in recycling bins.

Security

Teachers should ensure that all windows and doors are secure at the end of each day and when classrooms are left unattended during the day. Items of valued are to be secured within the classroom or storeroom. A lockable filing cabinet is provided in each classroom for personal property including money and valuables. The school is protected by an electronic, back-to-base, alarm system and each member of staff has a personal identification number, which gives them access throughout the school. All staff have keys sufficient to their role. Some staff have General Master Keys, that allow access to all areas, including the executive offices.

Role of the Executive

There are five members of the School Executive: the Principal, the Assistant Principal, the Religious Education Coordinator and two Primary Coordinators. The Executive helps in the administration of the school, in line with policy guidelines of the Archdiocese. Some specific areas of responsibility are allocated to each member of the Executive. Teachers should contact the relevant member of the executive for assistance in these specific areas.

Current executive staff are:
Principal       Helen Currie
Assistant Principal     Sharon Sams
Religious Education Coordinator  Leonie Keoghan
Coordinators     Samantha Mance &
                                John Downie

School Community Council

In 2008 the School Board and the Parents and Friends Association amalgamated to form the Community Council. The Executive of the
Community Council is known as the Elected Council. This group deals with many of the issues previously dealt with by the School Board. The function of the Elected Community Council is to advise and assist the Principal on policy matters related to the school. Such issues are wide-ranging and may include forward planning of school and grounds development, major events and purchases, setting fees and levies, the collection of fees and policies on such matters as excursions and uniforms. Meetings are held in Week 3 and Week 8 of each term. The Finance Committee, a subcommittee of the elected Community Council, considers and reviews the School Budget. Members of the Finance Committee are the Principal, Assistant Principal, Parish Priest, Chair, and Secretary Finance. The Fees Committee (Secretary Finance, Principal, Chair and Parish Priest) meet to discuss recommendations from the Secretary Finance in response to requests for fee remissions.

**Fund Raising**

Fund raising is usually arranged by the general body of the Community Council. The exceptions to this are:
- special programs funded on a user-pays basis (e.g. swimming lessons, overnight excursions).
- collections for the Missions - within the guidelines set by the CEO.
- collections for three charities each year.
- the school Walkathon

**Care of School Property**

Staff are responsible for maintaining school property in good order. Desks must be kept clean, audio-visual/computer equipment must be used properly, sporting equipment must be returned immediately after use. The emphasis must be on personal responsibility and children should be reminded of the importance of caring for school property.

**Lost Property**

The Lost Property is located in the area between the administration and staff room. Valuables such as money, keys and jewellery are to be sent to the office.

**Clinic**

The clinic is for sick students. It is under the direct care of the secretarial staff (in class time) and teachers on clinic duty. No child is to be left in the clinic without first telling the staff member on clinic duty.
If a teacher believes that a child needs clinical assistance, they should have the child taken to the clinic by a responsible student and inform the staff member on clinic duty. Where necessary, the teacher who sends the child to the clinic must complete an accident report. The accident book is kept in the secretary’s office.

If a child is in the clinic at the conclusion of recess and lunchtimes the secretary will notify the class teacher.

Children bringing medicines to school must leave these in the front office before school in a container with name, class and instructions. The office staff administer the medicines. Schedule 8 drugs are usually kept in a locked container in the clinic. A letter from parents stating dosage and permission to dispense medication is to be supplied. Children using inhalers for asthma are encouraged to carry them at all times. Children who use inhalers irregularly may keep them in a labelled container in the clinic.

When children hurt themselves on the playground, it is the duty of the playground supervisor to ensure that they are taken to the clinic or send for assistance if this is necessary. Teachers should use their discretion.

Staff and students must maintain strict hygiene and first aid procedures at all times. Copies of procedures are displayed in the clinic.

**Copyright**

Staff are reminded that this school is part of the Catholic Education System’s licensing agreement with copyright agencies. This means that schools are granted special privileges under the Copyright Amendment Act (1980). Observing copyright regulations is a moral issue as well as a legal one and it is a sign of our professionalism that staff recognise that authors have the right to make a profit from their work.

**Fire Drill/ Lockdowns**

Fire drills will be conducted from time to time in order to ensure that, in case of emergency, everyone knows what to do. Staff are asked to make sure that these drills are taken seriously and that the correct procedures are followed closely. Briefing of new staff will occur at the start of the year. Above all, it is essential when calling the roll to ensure that children who are marked absent are in fact absent that day, not simply missing somewhere in the school. The Fire Brigade conduct an annual inspection each year. Refer to the Emergency Evacuation Procedures for detailed procedures and exit routes.

**Pupil Absences**

Pupil absences are to be explained. Unexplained absences are to be marked ‘A’. If an absence of several days is not explained, a letter is to be sent home requesting an explanation. If parents phone the school to explain the absence, a note will be placed in the relevant teacher’s pigeon hole.
Morning Memo

A weekly memo is placed on the school's myinternet. The memo contains general policy statements and also general news items.

Internal Communications

Each teacher is provided with a pigeon hole in the Staffroom into which all newsletters, notes to parents, messages and mail are placed. The trays are crucial in maintaining effective communication within the school and so, must be cleared regularly throughout each day.

Collection of Money / School Fees

Teachers collect money from children for special purposes. Money must be sent to the office before 10:00 a.m. in the bag provided for each class. Staff members are not permitted to request money from students without prior discussion with the Principal or Assistant Principal.

School Rules

The rules at the school have been kept simple. It is the duty of each staff member to know these rules and to ensure that all children observe them. A copy of the rules should be displayed in each classroom and another copy should be kept in this handbook.

Staff Meetings

Staff meetings are held every Monday from 3.30pm – 5.00pm and before school on alternate Wednesday mornings. Meetings take various forms including professional development, departmental or administrative. All teachers must attend unless they have approval from the Principal. Special consideration/arrangements are made for the part time staff.

Contacting Parents

From time to time it is necessary to contact parents about their child. Contact is best made in person or by phone. In areas of concern, the Principal or Assistant Principal should be informed. In some situations it would be prudent to have a member of the Executive present during the meeting.
**Parental access to Children**

Teachers will familiarise themselves with the personal details of each child under their direct care. In the case of separated or divorced parents where there are individual parenting arrangements, the teacher must take special note. A summary of Court Orders is given to relevant staff members. The Principal uses his/her discretion in deciding if the whole staff needs to be notified. Children must not leave the school grounds with any unauthorised person. Individual court orders are kept in the Principal’s office.

**Newsletters**

A newsletter is sent to parents each Wednesday. This informs parents of forthcoming events, as well as reporting on previous events. It is the main means of communication with parents and it is therefore important that it be given out promptly and that children be encouraged to take it home. The newsletter is issued to the eldest child in the family. The Newsletter is posted on the school website. Parents may access the Newsletter via the school’s webpage or by registering on Google groups. Parents may opt not to have a paper copy sent home. Parents registering through google groups are responsible for maintaining current addresses. In split families, an additional copy may be given to the non-custodial parent. Copies will be posted on request.

**Use of Library**

Each class is to be brought to the library each week for a formal session. The library is opened each lunch time (1.30 – 1.50 pm). Children are able to borrow books during their formal lesson and during their lunch-time visits.

**Teacher Release Time**

All full time classroom teachers, and part time teachers (pro-rata) are to be released for an amount of time agreed to in the current Teacher’s Award.

**Staff Security**

Staff should be aware that personal items e.g. personal possessions and money are not covered by the School’s insurance policy. Wallets and handbags should be secured in the lockable space in each room. If staff are staying after hours they should ensure that outside doors are locked and that they have recorded their name on the memo board near the alarm system. Staff need to be aware of the possible dangers of being by themselves after hours. The last member of staff to leave the building should activate the alarm.
CLASSROOM PROCEDURE

Class Rolls

The class roll is a legal document and must not leave the school premises. The roll can be requested for use as evidence in court cases, including divorce/custody, truancy and injuries. All rolls must be marked twice daily following the instructions on the inside cover of the roll. Accuracy in completing rolls is important. Guidelines for completing these can be found in the front of the roll. All teachers must be familiar with these instructions. It is important that all information required is supplied and that rolls are marked each day. Rolls are to be submitted to the Assistant Principal at the end of each term or at such other times as requested.

Programs of Work

Teachers’ work programs are an important document in accounting for the educational life of a student. It is a record of planned and completed work. Teachers in the one grade level are encouraged to share in the planning of lessons and reach an agreement. While shared planning is encouraged, each teacher needs to have a copy of the program to ensure individual student needs and class differences are met. Changes to programs should be documented. Programs are to be handed in during Week 5 of each term and at other times if requested. Evaluations should be completed as per the panning of the program.

Timetables

A classroom timetable will be displayed in a prominent position in each classroom. A copy will be handed in with the program in Week 5.

Curriculum Development

Curriculum development in this school aims to maximise the education of the children. Resources from within and outside the school will be utilised.

Reporting to Parents

There are a variety of reporting methods used:
- progress reports that give a brief picture of a child’s performance in Week 5 of Term One;
- parent/teacher requested interviews at any time throughout the year;
- end of Semester One parent/teacher interviews and written report;
- an end-of-year written report and interview if requested.
Reports and interviews must be presented in such a way that a parent is able to gain a clear understanding of their child’s progress. Teachers need to be available for booked appointments with parents for regular formal meetings so that they are kept abreast of any significant changes or growth in a child’s education. Parents are encouraged to keep the school/class teacher informed of any home changes, eg. family separation, loss of parent’s employment, sickness etc. that may impact on the child. Information is shared in a spirit of trust between teachers and parents and must not be shared with people who are not directly concerned.

**Ordering of Supplies**

All necessary classroom supplies should be ordered through the Assistant Principal.

**Parent Assisted Programs**

Parents who work in the school as reading tutors, typists, assisting in the classroom or in other roles, will be offered training and clear guidelines as to the expectations of them and the manner in which children are expected to respond to them. They will be assured of support and further assistance if required. The need for confidentiality will always be stressed. All volunteers are to sign the “Working with Children Declaration” before commencing as helpers.

**SCHOOL COMMUNITY DEVELOPMENT**

**Assemblies**

Separate primary and infant assemblies are normally held to ensure that each class prepares one assembly each year. These productions generally reflect the work being done in the class. A staff member runs the assembly. Additional whole school assemblies may be held to celebrate important occasions. Parents are always welcomed. Classes assemble on the blacktop for morning announcements if weather permits on Mondays and Fridays. Focus Assemblies are held each Thursday morning and are a time of prayer and reflection.

**Working with Parish Clergy**

At a professional level, we can call on the priests to assist us in a wide variety of ways. They are happy to celebrate Masses, organise reconciliations, talk with the children and answer any queries we may have about our study or teaching, and so on. It is important to remember that most of these functions
require some preparation and therefore common sense as well as courtesy requires that we give as much notice as possible if we need help from the priests. To avoid doubling up, it is necessary to arrange Masses, Reconciliations, etc. through the RE Coordinator.
The role of the Parish Priest in a Catholic School is established by Canon Law. It is not, however, purely an authoritative position. Our priests see their role primarily in terms of pastoral service. This service extends to all members of the school community - children, staff and parents. The priests are available to help staff in all aspects of living - in matters relating to teaching as well as in personal, non-school matters.

**Morning Prayers**

In general, all staff are expected to be present at morning prayers. Staff members are rostered to prepare and lead prayers. The format of prayers is up to individuals to determine.

**Staff Mass**

Each term Mass for staff is celebrated. All staff are asked to be present at that Mass if they are at school on that day.

**Class and School Masses**

Class Masses are held once a term for each class. Masses are held at school during school hours. Parents and family members are encouraged to join us. Preparation for these Masses is essential and this involves teachers working with the class so that the children are aware of, and involved, in the theme as well as planning the celebration with the Priest. The R.E.C. has an important role in coordinating religious education in the school and can act as a resource as needed. Whole school Masses are held at appropriate times during the year.

**Sacramental Program**

Children in Year Two are prepared for the sacrament of Reconciliation. Families discuss with the Parish Priest a suitable time for the child to receive the Sacrament. Students in Year Three are prepared for First Eucharist and receive the Sacrament when parents believe they are ready. Year Six are prepared for Confirmation. The parish, with teaching support from the school is responsible for the sacramental program. Parents of Year Six students may determine that their child is not ready to be confirmed. A formal ceremony is organised for the reception of Confirmation. Teachers make a special effort to involve those children who belong to another religion at these times.
Discipline

This school aims to encourage self-discipline and in working towards this goal, it is important to use appropriate methods of discipline. Corporal punishment is not permitted. If such instances do occur, this assault will be viewed very seriously. Staff may physically restrain a child only if there is a likelihood of danger to the child or other people.

Merit Awards

In keeping with a philosophy of “catching children doing good”, merit certificates are given to children at class assemblies. Normally two awards are made to each class each week for a variety of issues. It would be expected that every child would receive at least one award each year. The awards are signed by the class teachers.

Uniforms

The correct uniform for the children is listed in the parent’s handbook, copies of which are available to all staff. Staff should ensure that uniforms are worn every day, but they must realise that some children have no control over the situation when they are out of uniform. In cases of financial need, items of uniform can be given to children from the Clothing Pool. In particular, staff are asked to check that rules regarding the wearing of jewellery are regularly and consistently enforced. This is a safety issue, with serious legal implications.

St John’s is a Sun Smart School. The rule of no hat, play in the shade is enforced and follows the recommendations of the Cancer Council. Staff should provide a suitable model to children in matters of dress, and so clothes should be modest, tidy and appropriate to our work. Staff are reminded of suitable attire at the beginning of each year.

Family Week

One week each term is allocated as Family Week. During this week it is hoped that children, parents and teachers are able to have a catch up week where there are preferably no meetings planned or homework given.

EQUIPMENT PROCEDURE

Use of PA System

The P.A. system is important but it must not be overused.
**Telephones**

The telephone in the secretary’s office and the bursar’s office may be used for personal as well as official local calls. School phone numbers are 6258 3592 and 6258 1574.
- Direct line to the principal’s office; the unlisted number for this line is 6258 2558.
- Tuckshop number is 6258 3747
- Out of Hours Care Program number is 6258 9485.
- School fax number is 6259 1119.

**Duplicating**

Staff may use the photocopier and duplicator in the photocopy room. Copyright requirements must be adhered to.

**Use of Audio Visual Equipment**

The school has a range of audio-visual equipment some of which is stored in the class wet areas. Other equipment is in the ITC office and needs to be recorded when borrowed. Use of videos and DVD are to be selected for educational purposes. Only G-rated movies are to be shown.

**Curriculum Store Rooms**

These rooms contain valuable resources, especially for Mathematics, English, Science and P.E. Staff (not pupils) may borrow the items. Resources are to be returned to the store rooms when no longer required. Children are not permitted in these rooms unless supervised. It is important that these rooms be kept tidy.

**ASSOCIATED SUPPORT SERVICES**

**Inservice Education**

Staff are encouraged to take part in inservice education and some release time may be available to allow them to go to courses run during school time. Forms of inservice education include tertiary study, professional reading, attending staff meetings, visiting other classes or schools, and so on. Teachers seeking to attend inservices during school time need to discuss the matter with the Assistant Principal or Principal and to inform the teacher in charge of organising relief.
**Professional Reading**

All staff members are encouraged to keep informed of developments in our profession. To assist staff, the school subscribes to a number of professional journals and these are left in the rack in the staff room. Staff may take copies to read but it is important that they be returned without undue delay so that others can also read them.

**Sporting Programs**

Each child passing through this school should be exposed to a wide variety of sports, but the emphasis in each case is on skill development rather than on competitive activity. Nevertheless, to allow children to develop skills as far as possible, opportunities will be provided in the primary classes to compete in inter-school sports. Some disruption to class programs may occur in these cases but it will be kept to a minimum. It is important to view sport as part of the educational program rather than an interruption to it.

**Cultural Programs**

During the year the school undertakes to provide some cultural activities outside the normal classroom program. This might take the form of watching visiting performers, attending concerts and so on. A member of staff will coordinate the program.

**Counsellor**

CatholicCare, in association with the Catholic Education Office, provides the school with a Counsellor on a part-time basis. Referral of a child by the classroom teacher should firstly be discussed with the Principal. Parents are then consulted and permission sought from parents before the Counsellor meets with the child. In Child Protection cases the counsellor may interview students without parental permission.

**Health Services**

Community Health Nurses carry out screening of all Kindergarten children each year, (with parental permission). Should parents or teachers of children in other grades feel concerned about a student’s sight, hearing or other health matters, an examination may be requested through the Principal. The Community Nurse will seek parental permission before such an examination.
Banking

Students’ bank books are collected on a set morning and sent to the school office. A volunteer parent processes the students’ accounts and returns the books to the classroom teachers.

Policy Review

The St John the Apostle Admin Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
Rationale

St John the Apostle School recognises the importance of the service offered by Belconnen Community Service in operating the Before and After School Care Program. Many parents who work outside the home depend on the care provided. Our support of this program is a reflection of our pastoral care to the families within our community.

Before and After School Care operates on a daily basis during the school term from the demountable building at the northern end of the school. A Holiday Care Program also operates most school holidays when there is sufficient demand.

Both programs are licensed by Belconnen Community Services through the Office of Childcare. St John the Apostle owns the premises and these are leased by Belconnen Community Services. The rent charged by St John the Apostle is reviewed each three years. St John the Apostle Primary School is responsible for the maintenance and upkeep of the premises.

Currently the centre is licensed for 59 students for its Before and After School Program and 49 students for the Holiday Care Program. The license for 59 students relies upon the school providing access to both the school hall and an additional space for the students. Currently this additional space is unavailable due to school renovations. These additional spaces are used as needed.

Before and After School Care holds the following licenses:
- Food Handling License (for light snacks, not meals).
- Business License.

The following Policies and Procedures provide the operational guidance for the Centre:
- Belconnen Community Service Policy and Procedure Manual.
- School Aged Centre Manual for Staff.
- There are also copies of the School Aged Centre Parent Information Book available for parents at the Before and After school care building.
Currently all students who attend the Before and After School Program are St John’s students. The Holiday Care Program accepts students from surrounding Catholic and ACT Government schools. Any student currently enrolled in a Primary School is eligible to be enrolled in the Program. The Holiday Care is advertised in the Holiday Happenings booklet distributed quarterly to families in the ACT and surrounding districts.

The fees for attendance are as follows (as at July, 2009):
• $12.50 for a permanent place in Before School Care (7:30 – 9am).
• $14.50 for a casual place in Before School Care (7:30 – 9am).
• $19.50 for a permanent place in After School Care (3-6pm).
• $23.50 (per session) for a casual place in After School Care (3-6pm).
• A late fee of $1.00 per minute per child is payable for children who are picked up after 6:00pm.
• $50.00 per day for the Holiday Program, plus excursion costs.

Before and After School Care is currently staffed by a Director, who must hold an appropriate tertiary qualification (Diploma in School Aged Care or equivalent). The number of students enrolled at the time determines any additional staffing allocation. Currently, the Centre has 3 permanent staff each morning, with 3 permanent as well as 1 regular casual member of staff employed each afternoon. Additional casual staff are employed as needed. Current staffing ratios are set at 1 staff member to every 11 students. The requirements for the number of trained staff per students is currently set at 1 qualified staff member to every 33 students. The term ‘qualified’ refers to the holding of a Diploma in School Aged Care or equivalent qualification. Staff enrolled in their second year or higher of a Bachelor of Education Degree are considered to be qualified staff. The Holiday Care Program operates under the same staffing conditions. All staff hired to work at Before and After School Care or for the Holiday Care Program are required to have a current Police check.

Each shift at Before and After School Care and Holiday Care Program is staffed by the Director and/or a Level 3 childcare worker and a Level 2 childcare worker, with the remaining staff generally being made up of Level 1 childcare workers.

The Director is responsible for the following aspects of the Before and After and Holiday Care Program:
• The daily running of the Program.
• The maintenance of the building in a clean and orderly manner.
• Informing the school of any maintenance required.
• The preparation of a program for participating students.
• Ensuring that the staff/student ratio is correct.
• Ensuring that students are signed in/out by an authorised parent/caregiver.
• Ensuring that an OH&S and cleaning check is completed at the beginning and end of each shift.

Resources

• Belconnen Community Service Inc.:
  o Belconnen Community Service Policy and Procedure Manual.
  o School Aged Centre Manual for Staff.
  o There are also copies of the School Aged Centre Parent Information Book available for parents.
  o School Aged Care Administration - 6278 8107
  o Belconnen Community Service - 6264 0200
St John the Apostle School
United in Love, Truth and Courage

Attendance Policy

Rationale
St John the Apostle Primary School believes that regular attendance at school increases the opportunity for children to participate in the life of the community and to optimise students’ learning.
The Education Act requires that children of school age (six to 15 years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home-tuition, correspondence education, or have been granted an exemption by the Education Department.
Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find ‘catching up’ difficult.
Absenceism contributes significantly to student failure at school.
All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent such as illness.
Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary, and to notify the school of the absence.
The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
All student absences are recorded both in the morning and the afternoon by teachers, according to the instructions found in the front of the rolls.
The Department of Education and enrolment auditors may seek student attendance records.
Attendance Data is required to be reported on in the school’s Annual Report.

Aim
To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

Agreed Practice
Parents are reminded by Newsletter to contact the school by letter or phone to advise of child’s absence. Phone messages are passed on to relevant teachers.
If concerned about a student’s attendance history, a teacher will inform the Principal or Assistant Principal who will endeavour to contact the parents by phone to discuss the child’s absences. If absences continue, a letter is to be sent advising the parent of the legal requirements to attend school on a daily basis.

If a student is absent without notification over an extended period of time, attempts will be made to contact the parent. The roll will be marked as absent until the student returns, or until the school is notified that the student has enrolled in another school.

If attendance remains a problem, a notification will be sent to the Catholic Education Office. The CEO will write to the parent setting a date by which the parent needs to respond. If no improvement in attendance occurs, the CEO will notify the Non-government school’s Office.

Class Rolls and notes are kept for the period prescribed by the relevant Acts.

**Resources**
CEO Attendance Policy - [www.ceo.cg.catholic.edu.au](http://www.ceo.cg.catholic.edu.au)

**Policy Review**
The Attendance Policy is reviewed at least once each five years in line with current Registration practice. The policy may be reviewed more often that that according to need and educational trends.
Rationale

The Catholic community of St John the Apostle School is committed to providing a productive and dynamic education for all students while carefully managing its financial resources.

The purchase of resources, the upkeep of the school and the professional development of teachers are all important aspects of ensuring St John’s is providing the greatest opportunities for the community.

The budget is drawn up to ensure that all endeavours of the school are adequately provided for, while maintaining careful monitoring of the expenditure. The collection of fees is monitored through the budget process, ensuring fairness and equity to the whole school community [see School Fees Policy].

Agreed Practice

Class Rooms:
- Each class is given an amount of money annually to provide classroom and craft resources. The Assistant Principal monitors this expenditure.
- Teachers are to confirm the receipt of goods and hand invoices to the Assistant Principal who will keep a record of individual teachers’ expenditure. The Assistant Principal will then give the invoices to the Secretary Finance for payment.
- Teachers may order items themselves, or put in requests via the Assistant Principal. Teachers monitor their own spending, keeping in mind their annual budget.

Excursions [refer Excursion Policy]
- Each class has a pre determined excursion allowance per annum per child. The Secretary Finance will communicate to each classroom teacher his or her allowance for the year. Teachers should monitor their expenditure with the goal that the whole allowance will be used during the year.

Whole School Budget
• Preparation of a draft budget for the next year is commenced by the Secretary Finance and the Assistant Principal during Term 3, and presented to the Elected Community Council for approval in November.

• This process will include the calculation of the St John’s component of the School Fee. The Elected Community Council will approve any increases in fees and communicate any changes to parents by letter.

• Subject Coordinators will advise the Assistant Principal of any extraordinary expenditure for their curriculum areas that need to be taken into consideration for the next year prior to the development of the Draft Budget. Proposals for increases in budgets should be presented to the Assistant Principal or the Secretary Finance in written form.

The St John the Apostle Budget Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
The Catholic community of St John the Apostle School acknowledges the importance of respecting an author’s right to ownership of their intellectual property. We follow the Copyright Policy provided by the Catholic Education Office. The policy can be found at

http://www.ceo.cq.catholic.edu.au/policies/copyright.htm

The Teacher-Librarian reminds staff of the need to operate within the guidelines of the Copyright Policy each year at the Admin Meeting held at the beginning of the school year.

The St John the Apostle Copyright Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
The St John the Apostle School Enrolment Policy is bound by the directives of the Catholic Education Office of the Archdiocese of Canberra/Goulburn. The policy states

“The Catholic School has an ecclesial identity, because it is part of the evangelizing mission of the Church. Yet a distinguishing feature of Catholic Education is that it is open to all, especially to the poor and weakest in society. It is vital that the school and parish cooperate, and that the school be integrated into the parish’s pastoral programme, especially with regard to the Sacraments of Penance, Confirmation and Eucharist. (Ecclesia in Oceania, November 2001 No. 33)

The Catholic Education Commission aims to provide the choice of Catholic Schooling to all those seeking a Catholic education for their children. However enrolment of a student into an Archdiocesan Catholic school or Catholic school of choice cannot be guaranteed.”

Enrolment Priorities

St John the Apostle School, in accordance with the CEO policy accepts students from Catholic and non Catholic families. The following hierarchy of priority for consideration of enrolment applications at St John’s when enrolment applications exceed available spaces.

• Children must have turned five years of age by 30 April in the year of enrolment.
• Baptised Catholic children who are members of the St John the Apostle Parish.
• Siblings of children already attending St John the Apostle School.
• Baptised Catholic children from other parishes who cannot obtain places in their local parish primary school.
• Baptised Catholic children whose parents seek to enrol them in a parish school outside their own parish but can obtain places in their own parish primary school.
• Baptised Catholic children from non-Catholic primary schools.
• Other children.

Families should understand that the acceptance of their child at a Catholic
Primary School does not confer an automatic right to enrolment at a Catholic Secondary School.
All new families seeking enrolment to St John the Apostle Primary School may be expected to attend an interview prior to their child/children being accepted into the school.
St John the Apostle School retains the right to discuss student’s needs with previous school before offering a placement.
For parents enrolling students during the year, a tour around the school will be offered, and if known, the parents and child will be introduced to the child’s teacher.
Class sizes will be determined at the beginning of each year. In general, placements will not be offered if that enrolment exceeds the agreed class size. Children will be placed on a Waiting List until a place becomes available.
St John the Apostle Parent’s Handbook will be provided to all new enrolling families.

Enrolling Students with Disabilities

When enrolling students with disabilities an interview with Principal, parent or caregiver, Special Need Resource Teacher and Coordinator of the Special Needs Unit from the Catholic Education Office will occur.
The parent or caregiver is asked to provide all relevant information to the school about the child’s needs to ensure that the enrolment is viable, that the needs of the student are planned for and that the school is best prepared to provide the most appropriate support.
At the enrolment interview, parents or caregivers are given information about funding guidelines to assist in the child’s successful inclusion. Funding comes from two sources for children with Special Needs. Some funding is provided by the Australian Government and some from Catholic Education Office initiatives. For some students modifications to the school building or environs may need to be made to improve such things as wheelchair accessibility.
When students are enrolling from a Preschool the Special Needs Resource Teacher may visit the pre-school to observe the child and speak with the Pre-school teacher. Parent’s permission is sought for this visit.
In cases where the child is enrolled without information being given to the school, a post enrolment panel will meet to discuss the child’s needs.
Both the school and the Catholic Education Office Special Needs Unit keep a copy of medical/therapy reports of a student with a disability. The level of funding for each student is determined by the Catholic Education Office.
Some students with disabilities are not funded individually, but receive support through funds provided to the school via Catholic Education Office initiatives.

Students with identified needs require an Individual Education Program to be determined in consultation with the parents, classroom teacher, Special Needs Resource Teacher and an officer from the CEO Special Needs Unit.
**Kinder Enrolments**

The Period for Enrolments is determined by the Catholic Education Office, in the middle of the previous year. Parents may seek enrolment during and after the enrolment period.

St John the Apostle School arranges an Open Day during the official Enrolment Period.

Interviews are held with all new families seeking enrolment. At this meeting, the students particular needs are discussed. Parents with children already enrolled may request an interview, but this is not essential.

The Principal follows the CEO Enrolment Priorities in determining who will be offered places. In the case of enrolment requests exceeding the number of places available, the CEO Enrolment Priorities are followed.

Parents are notified of Acceptance or placement on a Waiting List in a timely manner after interviews.

Kindergarten teachers contact appropriate Preschools to discuss children’s class placement. In the case of a student with special needs being enrolled, the Special Needs teacher and/or Kindergarten teacher may, with parent’s permission, observe the student in the Preschool setting.

A Kindergarten Information Evening is organised to inform parents and caregivers about the Kindergarten Program and to allow parents to ask questions. At this meeting, parents are asked to indicate which of the Orientation Days their child will attend.

The Orientation Day from 9.30 am to 11.30 am is structured to allow children to experience a day at school and to allow teachers to observe children in a school setting.

Class placements are determined with parent, preschool and Kindergarten teacher observations.

**Policy Review**

The St John the Apostle Enrolment Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
Complaints Resolution Policy

Rationale

• Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

Aims

• To provide a harmonious, positive and productive school environment.
• To resolve complaints fairly, efficiently, promptly and in accordance with relative legislation.

Implementation

• Our school seeks to provide a positive, harmonious and productive environment.
• It is the principal’s responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, Principal’s must ensure that all staff are aware of their rights and responsibilities.
• The principal is required to use local complaints resolution procedures, where appropriate, for resolving complaints in relation to issues that fall within the school’s area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must instead be referred to the Department’s complaints unit.
• It is incumbent upon the principal to act where unacceptable conduct is observed or brought to his or her attention.
• A complainant may at any stage choose to take their complaint directly to an external agency such as the Merit Protection Boards, Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.
• It is important that all complaints, ensuing procedures and outcomes are fully documented.
• The principal may choose to respond to a complaint through an informal process in cases where the complaint is minor, the complainant wishes the matter to be dealt with informally, or the complaint has arisen from lack of or unclear communication.

• Formal processes will be used when informal processes haven’t been successful, a complainant seeks a formal process, or the principal believes the complaint warrants formal investigation.

• Full details regarding formal complaint resolution procedures are contained within the DE&T ‘Local Complaints Resolution Procedures’ handbook, and contain the following steps.

• The formal process involves: -

  1. Investigating the complaint including formal interviews, written statements, conveying the details of the complaint to the respondent in writing providing the opportunity for a written response.

  2. Dismissing or accepting the complaint. Acceptance may involve the Complaints & Investigations Unit, verbal or written warnings, conciliation, or counselling etc.

  3. Preparation of a detailed confidential report.

  4. Monitoring of the situation.

• Parties dissatisfied with the process can appeal to the previously mentioned external agencies.

• All matters must be treated with utmost confidentiality, and professional respect at all times.

The School Council president will be kept informed of all complaints

Policy Review

The St John the Apostle Complaints Resolution Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
Grievances and Disputes Policy

Rationale

At St John the Apostle School we foster the recognition of Jesus in each other, respect for the dignity of each person, and actions grounded in Gospel values. It is the policy of the school to maintain a fair, safe and productive educational environment, where grievances are dealt with in a responsible, open and timely manner. An essential part of developing that environment is ensuring that members of the community are encouraged to come forward with their grievances in the knowledge that appropriate action will be taken to resolve those grievances. The school is committed to the fair resolution of grievances at all levels and using an efficient, transparent, impartial and accessible grievance handling process.

Aims

The aims of St John the Apostle’s Grievances and Disputes Policy are to:
- Contribute to an environment that respects the dignity of individuals and supports their well-being.
- Resolve grievances and disputes promptly and equitably.

Agreed Practice

Grievance and Dispute Handling - Employee with Management
This section sets out the procedures to be followed where an issue of grievance or dispute arises between a staff member and a member of the School Executive or the School Principal.

Stage One
- A staff member should raise any concerns with the Principal, in the first instance, with the aim of resolving any issues as soon as possible.
- In drawing issues to the attention of the Principal, the staff member may either do this in person or in writing.
• When meeting with the Principal, the staff member is entitled to be accompanied by another person of his/her choice from the staff of the school.
• Should the staff member choose to be accompanied as provided, then the Principal may choose to have another member of staff present.
• Any person present at an interview between a staff member and the Principal is free to take notes.
• In any such interview between a staff member and a Principal or member of the School Executive, the staff member will inform the Principal or member of the School Executive of the nature of the problem and the Principal or member of the School Executive is to be given an opportunity to respond.
• Should the matter of grievance not be resolved at this meeting the matter may progress to Stage Two.

Stage Two
• Should the matter not be resolved between the staff member and the Principal or member of the School Executive in the first instance, it may be referred to the Head of Human Resources at the Catholic Education Office who will assist the parties in resolving the matter. Should the staff member be a member of a union, then the staff member may request the assistance of the appropriate union in resolving the matter.
• The Head of Human Resources at the Catholic Education Office may allocate the matter to another officer of the CEO for action.
• Should it be necessary for meetings to be held in an attempt to resolve the matter, the procedures outlined above shall apply.
• As soon as practicable after the final meeting, but ordinarily not more than five working days after the final meeting, the Head of Human Resources will confirm in writing the agreed outcome. The matter, having been brought to a satisfactory conclusion, is now finalised.

Stage Three
• If notwithstanding the taking of the steps referred to in Stage One and Stage Two above, the grievance or dispute has not been resolved within a reasonable time, either the employee or the union may refer the matter to the Industrial Relations Commission for resolution.
• Nothing in the above procedures shall in any way limit a union's representative the right to interview the Principal or the CEO representative in an effort to resolve the grievance or dispute.

Grievance and Dispute Handling - Management with an Employee
This section sets out the procedures to be followed where a problem arises with respect to a staff member's performance of his/her duties.

Stage One
• All problems which arise within a school in relation to a staff member may be discussed within the school by the Principal and the staff member with a view to their resolution.
• Any such problem which is discussed within the school (whether regarded at that stage as having been satisfactorily resolved or not) may again
become relevant where the problem continues to exist or if further problems develop.

- It is not essential in the school context for all problems to be brought to the staff member's attention in writing.

- Where a Principal seeks to interview a staff member in relation to a problem, the staff member may be accompanied by another person of his/her choice from the staff of the school.

- Where a problem has been brought to the Principal's attention or a complaint (written or verbal) has been made by parents, pupils or other staff members, the staff member must be informed of the nature of the complaint. Anonymous complaints will not be acknowledged.

- Any person present at an interview between a Principal and a staff member is free to take notes. Should the Principal choose to make a record in writing of the interview, a copy of this record should be furnished to the staff member as soon as practicable thereafter. In no circumstances is the staff member to be asked or required to sign any such record of interview.

- In any such interview between a Principal and a staff member the Principal will inform the staff member of the nature of the problem and the staff member is to be given an opportunity to respond.

- Any specific instructions given to the staff member by the Principal, are to be confirmed in writing by the Principal to the staff member. These instructions should include any strategies to assist the staff member to overcome the problem and the period of time in which those strategies are expected to lead to a resolution of the problem.

- If, during this process, it is necessary for a Principal to warn, censure or reprimand the staff member, any such action must be followed up in writing to the staff member and a copy placed on the staff member's file in the school.

- Where, in the opinion of the Principal, the problem is so immediate and serious that Stage One cannot be applied or where a problem remains unresolved after the application of Stage One, the Principal shall refer the matter to the Director of the Catholic Education Office.

Stage Two

- The Director of the Catholic Education Office will advise the staff member in writing that the matter has been referred by the Principal.

- If the Director of the Catholic Education Office determines that an officer from the CEO will interview the staff member concerned, the Director will advise the staff member that such an interview is to take place. The advice will normally be in writing and will indicate the time and the place of the interview, the nature of the matters to be discussed and who may be expected to be present.

- Providing the staff member gives his/her permission, the CEO will also advise the appropriate union that the interview is to take place. Where the staff member himself/herself chooses to inform a union of the interview, and indicates such choice to the CEO, the appropriate union will inform the CEO of such a choice.
• The staff member may be accompanied at such interview by another person of his/her choice from the staff of the school who may be the union representative in the school or the staff member may be accompanied by a union officer.

• Any person present at the interview is free to take notes. The CEO officer will ensure that a written record of the interview is made and a copy of this record will be furnished to the staff member as soon as practicable thereafter. In no circumstances is the staff member to be asked or required to sign any such record of interview.

• During the interview, the CEO officer will inform the staff member of the nature of the problem referred by the Principal to the Director of the Catholic Education Office, and will show to the staff member any written allegations, complaints or reports pertinent to the matter. The staff member will be given an opportunity to respond.

• If the CEO officer determines to conduct further interviews with the staff member the above procedures shall also apply to such interviews.

• As soon as practicable after the final interview, but ordinarily not more than five working days after the interview, the staff member will be informed in writing by the Director of the Catholic Education Office or by the CEO officer who conducted the interview(s) that:
  o no further action is necessary; or
  o there is a need for improvement in the staff member's performance and the matter will be reviewed at a later date; or
  o there are specific matters which have caused concern and that any recurrence of those matters may result in further action being taken by the employer; or
  o steps will be taken to make available to the staff member appropriate advisory or counselling services; or
  o the staff member is to be disciplined and the nature of such disciplinary action; or
  o such other steps as regarded appropriate by the employer are to be taken.

• Where the staff member is advised that his/her performance is to be reviewed at a later date, the Director of the Catholic Education Office or the CEO officer who conducted the interview(s) will inform the staff member in writing of:
  o the aspects of the staff member's performance to be reviewed and the nature of the improvement required;
  o the method that will be used to conduct the review;
  o the name(s) of the person(s) who will carry out the review; and
  o the nature of any special assistance that will be made available to the staff member during the course of the review.

• At the end of the period of review as mentioned in 3.9 above, the staff member will be advised in writing that:
  o the process of review has been completed and that the required improvement in the staff member's performance has been achieved; or
  o the process of review is to be extended; or
the process of review has been completed and that the required improvement in the staff member's performance has not been achieved.

**Stage Three**
- If notwithstanding the taking of the steps referred to in Stage Two, the grievance or dispute has not been resolved within a reasonable time, either the employer or the union may refer the matter to the Industrial Relations Commission for resolution.
- Nothing in the above procedures shall in any way limit or exclude the employer's right of summary dismissal.
- Nothing in the above procedures shall in any way limit a union representative's right to interview the Principal or the CEO representative.

**Resources**


**Policy Review**

This policy is reviewed at least once each five years in line with current registration practice. The policy may be reviewed more often than this according to need and educational trends.
Rationale

At St John’s we recognise the dignity of each person as made in the likeness of a loving God. We are committed to the health, safety and well being of the students and to making every effort to protect students in our care from any form of harm.

Aims

The aims of St John the Apostle’s Child Protection – Responding to Allegations Policy are to:

- Care for the health, safety and well being of students.
- Ensure that teachers are aware of their legal and professional responsibilities.
- Inform staff of the procedures in the event that an allegation is made against them.

Agreed Practice

A complaint made against an employee of the Catholic Education Office (CEO) at St John the Apostle School which raises concerns for the safety and well being of a child or young person will be subject to inquiry by the employer using procedures outlined in this policy.

All such complaints must be notified immediately to the Catholic Education Office (CEO) Human Resources Division. The Principal, in consultation with a Human Resources Officer, will determine whether a complaint is of a matter which should be managed at the school level or by a CEO Human Resources Officer.

The employee against whom the complaint is made may expect a fair inquiry process which includes:

- Confidentiality.
• Adequate access to information regarding the complaint.
• An opportunity to respond to the complaint.
• Reasonable notice for meetings and interviews.
• The right to have a support person present for interviews.
• An impartial decision maker and an impartial decision making process.
• The opportunity to respond to adverse findings and recommended disciplinary action.

Step 1: Record the Complaint

The Principal, or person receiving the complaint, records in writing information from the complainant using the person's exact words and advises that the complaint will be acted upon. In recording the complaint the Principal or other person receiving the complaint notes WHO is involved, WHAT happened, WHEN did it happen, WHERE did it happen, HOW did it happen.

It is important that this initial step is not rushed. The Principal should take time to read over the information and ensure that the notes taken are an accurate statement of the information received from the complainant.

Step 2: Confer with the Human Resources Officer

The Principal must inform their Human Resources Officer of the initial details of the complaint. Together they determine action to be taken based on the following questions:

Q: Is this a complaint which should be managed by the CEO? The Principal and HR Officer may use the NSW standard to assess whether the complaint is of level or sensitivity which requires CEO involvement. The Principal may make some preliminary enquiries to assist this determination.

A: If it is determined that the complaint is a low level matter, it should be resolved at school level using modified procedures from this policy and the School Level Response Flowchart. All relevant information including details of the complaint, signed transcripts of interviews, correspondence, recommendations and findings are forwarded to the CEO for secure filing.

If it is a higher-level complaint or a sensitive issue, the resolution of the complaint will be managed by a HR Officer using procedures outlined in this policy.

Q: Are there reasonable grounds to suspect a child is at current risk of harm? Are there reasonable grounds to suspect that the employee or employee's colleagues are at risk? What risks are there to the school, to confidentiality or to the resolution of the complaint?

A: A risk assessment is made. Appropriate decisions must be made to
respond to any perceived risk.

In the ACT, the Children and Young People Act 1999 (ACT), legally requires teachers, counsellors and carers as mandated people, to report to Family Services when they have formed a reasonable suspicion that a child or young person has suffered or is suffering sexual abuse or non accidental physical injury. Although the law requires that teachers and counsellors notify physical and sexual abuse, these guidelines also apply to the other categories of abuse (see also the St John the Apostle Child Protection - Mandatory Reporting Policy).

Section 159 of the Act legally requires mandated persons to report to Family Services when the abuse of children falls under the following categories:

- Non accidental injuries as a result of physical abuse.
- Neglect resulting in impairment to health.
- Emotional abuse causing psychological harm and/or emotional damage.
- Sexual abuse and exploitation.

Failure by a mandated person to report the abuse of a child or young person may result in a fine or imprisonment for 6 months or both.

If the HR Officer or Principal is unsure when making assessments regarding notification to Family Services, he or she should seek advice from the Head of Human Resources or from the ACT Family Services (Northern Line on 6207 1069; Southern Line 6207 1466).

- If a report is made to Family Services or to the Police, no investigation is conducted by the school or the CEO without first consulting Family Services or the Police.
- If Family Services investigates an employee of the CEO, the process is managed by the Head of Human Resources.

Step 3: The Parents/Guardians of the child are notified.

The parents/guardians of the child will be advised by the School Principal that the allegation has been received and that the investigation process has commenced. In matters alleging reportable conduct notification should also be confirmed in writing. A sample letter advising parents/guardians of the allegation is available from Human Resources.

It is important that the notification to parents occurs as close as possible to the notification to the employee (Step 5).

Step 4: The Investigation Process is Planned

The Principal and the HR Officer, having regard to the nature of the allegation and particular school/ community characteristics, plan the investigation in line with the system protocol.
• An investigator (or panel of 2 investigators) will be appointed by the Principal / HR Officer.
• The investigation objectives should be clarified and established.
• Any relevant documentation relating to the allegation should be compiled.
• Witnesses should be identified and consent obtained from parents for child witnesses to be interviewed.
• A timeframe for conducting interviews should be drafted.
• A draft investigation plan, signed by the Principal, will be faxed to the Head of Human Resources within 36 hours of receiving the allegation.

Step 5: Principal and staff member meet

Principal meets briefly with staff member to:

• Inform the employee that an allegation has been received and to advise the employee of the general nature of the allegation i.e. sexual assault, misconduct that may constitute reportable conduct, physical assault, behaviour causing psychological harm.
• Give the employee a copy of this policy and the “Responding to allegations of child abuse and other CCYP – notifiable matters” Protocol.
• Inform the employee of the investigative procedure and the timeline for bringing the matter to completion.
• Inform the employee of the names of the members of the investigating panel. The employee is informed that he or she may raise any issues or concerns regarding the composition of the investigating panel. (The Principal and the HR Officer will together consider and seek resolution of any such issues raised by the employee before the investigation commences).
• Ask the employee if he or she wishes to nominate any witnesses to the alleged incident to be interviewed during the investigation.
• Inform the employee that as soon as information is gathered a meeting will be held with the employee to fully inform the employee of the allegation. The employee may choose to have a support person present at that meeting. If the staff member elects to have a union organiser at the meeting a CEO Officer may be appointed to attend the meeting.
• Offer the employee adequate support including an offer of counselling at no cost to the employee and, if the staff member wishes, a support person at the school or CEO who can assist them through the process.

The employee also receives this advice in writing.

Step 6: Staff member may make an initial response

In some cases the staff member may wish to acknowledge that the allegation is true. An admission that the allegation is true should be recorded in writing, signed and dated by the employee. No further investigation may be required. The Principal/HR Officer proceeds with Step 9.
The staff member may request an interview early in the process in order to clarify procedural matters or to provide initial information. The Principal and the HR Officer managing the case must consider the staff member's request for an early interview. Arranging an early interview will not preclude the holding of the later interview outlined in Step 9 below.

**Step 7: Interviewing witnesses and gathering information**

Using the draft investigation plan as a guide the investigator(s) proceeds to gather relevant information.

The need for confidentiality must be stressed with all witnesses and parties concerned.

Investigators must have concern for the developmental stage of child witnesses. Questions should be planned in advance keeping in mind what information the interviewer is seeking or seeking to assess or clarify. Questions should be open and not leading. Investigators may need to re-interview witnesses to clarify as far as possible inconsistencies in recall of facts between witnesses.

Child witnesses should not be interviewed formally without parental permission. Parents may be present for the interview but may not participate unless directed by the investigators.

Records of interview should be read, signed and dated by the witness. If the witness refuses to sign the record of interview the investigators should document both the request and the refusal.

If the witness disputes the accuracy of the record of interview, he or she should be asked to indicate in writing what he or she believes was actually said.

**Step 8: The employee is interviewed and responds to the complaint**

Following information gathering and clarification of facts the investigator(s) are able to present the allegation to the employee for his or her response.

The employee must be given reasonable notice of the time and location of the interview.

The employee will be advised of the identity of the alleged victim except where the employer has compelling reason not to disclose the identity; such compelling reasons must be comprehensively documented.

The identity of the notifier should not be automatically disclosed to the employee or witnesses interviewed during the investigation unless:

- The notifier consents in writing to disclosure of his/ her identity; or
• The disclosure of the identity of the notifier is necessary to investigate the matter effectively; or
• The making of the allegation is found to be malicious or vexatious.

During the interview the employee must be fully informed of the information that has come to the investigators regarding the allegation. The employee must be given every opportunity to respond to the allegation and any information adverse to his or her interest. The employee may be questioned to seek further information or to clarify matters.

The employee should be given an opportunity, as soon as practicable, to read, verify / amend, date and sign a copy of the record of interview. If he or she refuses to do so, the investigator(s) should record both the request and the refusal.

Step 9: Finding

9.1 Where the allegations concerns conduct that is “not reportable” i.e. a low risk matter

When all the information is gathered, the Principal will consider all available information and make a finding. It may be found that the alleged incident or conduct which generated the complaint:

• Did occur; or
• Did not occur; or
• Was justifiable in the circumstances; or
• Was misconceived by the complainant (i.e. where inquiries into the matter find that, even though the complaint was made in good faith, it was based on a misunderstanding of what actually happened).

The Principal may find that there is insufficient information available to conclusively determine whether the conduct did or did not occur.

The Principal will meet with the employee to outline the finding. The employee must be given the opportunity to respond to any adverse finding and to any disciplinary or support initiatives that the Principal intends to implement as a result of the finding.

In all cases, the employee should be given the opportunity to debrief regarding the complaint and the process used to resolve the complaint. An offering of counselling, at no cost to the employee, should be made. Counselling will be arranged through the Head of Human Resources.

9.2 Where the complaint concerns conduct that is “reportable” i.e. a higher risk matter

When all the information is gathered the investigator(s) forwards all documentation to the Human Resources Officer. The investigator(s) does not
make a finding but makes a report and recommendations. The Head of Human Resources is responsible for considering all available information and deciding whether, on the balance of probabilities, the alleged incident or conduct which generated the complaint:

- Did occur; or
- Did not occur; or
- Was justifiable in the circumstances; or
- Was misconceived by the complainant (i.e. where inquiries into the matter find that, even though the complaint was made in good faith, it was based on a misunderstanding of what actually happened).

The Head of Human Resources may find that there is insufficient information available to conclusively determine whether the conduct did or did not occur.

The Head of Human Resources may seek clarification and direct that further action occur to ensure that the relevant interests of the child and the employee are served.

Step 10: If it is found that conduct which generated a high risk complaint did occur or if there is some evidence that it did occur, the employee is advised of the preliminary finding and proposed action by the employer.

The Head of Human Resources informs the employee of the preliminary finding.

The employee is provided with the opportunity to respond to an adverse finding within 10 working days.

The employee is advised of any proposed disciplinary action or support initiatives.

The employee is advised that she or he may request to view the file.

The employee is offered support including an offer of counselling at no cost to the employee and, if the staff member wishes, a support person who can assist with debriefing regarding the investigation.

This information is conveyed in writing.

Step 11: Confirming a finding

The employee's response to an adverse finding will be given due consideration.

The Head of Human Resources determines the finding, consulting where necessary with the Human Resources Officer managing the case and the Principal, and advises the Principal of the finding.
The Head of Human Resources advises the employee in writing of:

- The finding.
- Disciplinary action and / or support initiatives to be implemented.
- The procedures in place for storage of files in relation to this case.
- The employee's right to ask to view the file.
- The availability of support and/or counselling.

Step 12: Parents are notified of the conclusion of the process

At the conclusion of the process, the parents/guardians of the child who was the alleged victim of the notification are informed that the investigation process has been completed. Generally, parents/guardians are not entitled to know the outcome of the investigation. Findings are confidential to employer and employee. Further parental enquiries regarding investigations or findings should be directed to the Head of Human Resources.

Step 13: The File is closed

The following documentation will usually be required before the file is closed:

- Information recording the allegation.
- Draft investigation plan.
- Letter advising the employee of the allegation and inviting the employee to a meeting.
- Letter advising parents/guardians of child of the commencement of the investigation process.
- Employee's response to the allegation (if written).
- All meeting records signed and dated.
- All statements (witnesses etc) signed and dated.
- Letter advising employee of the preliminary finding (usually only required for higher level complaints).
- Any documentation detailing a response from the employee (if relevant).
- Letter advising the employee of the determination (final finding) and any intended disciplinary action by the employer (usually only required for higher level complaints).
- Letter advising parent / guardian of the conclusion of the investigation process.
- Relevant e-mails and memos.

Step 14: Apologies

With the commencement of the Civil Law (Wrongs) Act 2002 (ACT) on 1 November, 2002, in most cases the giving of an apology is no longer an admission of fault or liability. Part 2.3 of the Act provides that “an oral or written expression of sympathy or regret, or of a general sense of benevolence or compassion, in relation to an incident” (s 13) “is not (and must not be taken to be) an express or implied admission of fault or liability by the person in relation to the incident; and is not relevant to deciding fault or liability.”
The following text from the **NSW Ombudsman’s Child Protection Guidelines** offers further information on offering apology to students, parents and employees.

“The most common instances where it would be appropriate for an apology to be given will be where conduct has not been of a standard expected by a school. If such behaviour does not constitute an intentional infliction of physical or sexual harm, then an apology may be given that not only expresses regret for the detriment suffered, but also provides some explanation for the way the situation occurred (eg accident, oversight, inadvertence, distraction, etc).

An agency should consider apologising (to the employee) for distress caused by an investigation into an allegation against an employee where the matter is not sustained and the employee suffered some detriment in the course of the investigation. An apology can express regret for that detriment. This can be done while still maintaining that the action causing the detriment (eg temporary transfer to other duties) was a necessary part of the investigation (which may also have been in the best interests of the employee).

Where an investigation has been conducted less than perfectly, for example, if the completion of the investigation was unnecessarily delayed or there was a breach of confidentiality or some other procedural error, an apology, including an explanation for the deficiency in the investigation, should be made for any detriment or distress caused.” (NSW Ombudsman, *Child Protection in the Workplace: Responding to Allegations Against Employees* pp 13 - 14)

**Step 15: Dispute Resolution**

In the event of disputation about the investigation, determination of findings and/or disciplinary action, the employee is entitled to request that the particulars of the matters in dispute be referred to an appropriate means of dispute resolution.

**Step 16: Security of Records and Documentation**

All documentation relating to allegations and ongoing investigations must be maintained in a secure and confidential environment with access restricted to the person conducting the enquiry and other authorised person(s).

Information regarding the allegation, investigation and finding should not be noted in any personal record maintained in relation to the employee. This means the information must be removed from any records or files such as personnel, student records or similar files. Such records should be forwarded to the CEO for confidential and secure storage: they must not be destroyed.
Step 17: Employee's access to investigation file

An employee may, subject to reasonable notice, apply to inspect the investigation file regarding an allegation of reportable conduct concerning him or her. Access may be granted to the investigation file prior to the completion of the investigation, in exceptional circumstances.

Before an employee is given access to the file advice from the Catholic Commission for Employment Relations should be sought regarding documents or parts of documents which must be excluded from employee access. Exclusions will be made to protect the identity of victims and notifiers and to ensure compliance with privacy and other legislation.

The employee, having inspected the file, may submit additional documentation that will be added to the investigation file by way of amendment, correction or clarification of information held on the file. If the employee contends that the additional or clarified information was relevant to the finding application for a review of the finding may be made.

Step 18: Matters of Jurisdiction

Any matters of jurisdiction should be referred to the Human Resources Officer who will liaise with the Head of Human Resources and CCER regarding the matter.

Definitions:

Abuse

Under the Children and Young People Act 1999 (ACT) abuse, in relation to a child or young person means -

- physical abuse; or
- sexual abuse; or
- emotional abuse (including psychological abuse) if the child or young person -
  - has suffered, is suffering or is likely to suffer in a way that has caused, is causing or is likely to cause significant harm to his or her wellbeing or development;
  - has been, is being or is likely to be exposed to behaviour that is a domestic violence offence within the meaning of the Protection Orders Act 2001, dictionary, and that has caused, is causing or is likely to cause significant harm to the child or young person's wellbeing or development.

Child

Under the Children and Young People Act 1999 (ACT), is a person who is under 12 years old.
Employee

For the purposes of this policy means any person engaged by the school for any work or activities of the school or Catholic Education Office that relates to children and includes any individual engaged by the agency to provide services to children (including in the capacity of a volunteer).

Employer

For the purposes of this policy means the Director of Catholic Education or the Director's delegate. The school Principal may be delegated to assume particular roles on behalf of the Director.

Ill-treatment

Ill-treatment of a child occurs where an employee disciplines or corrects a child in excess of what is reasonable or appropriate for the situation. Any punishment administered by a person in authority that [unreasonably] restricts a child's freedom or makes excessive and unreasonable demands on them amounts to ill treatment.

Inquiry

An inquiry into a complaint includes any preliminary or other inquiry into, or examination of, the matter.

Neglect

Under the Children and Young People Act 1999 (ACT) neglect of a child or a young person, means a failure to provide the child or young person with a necessity of life that has caused, is causing or is likely to cause the child or young person significant harm to his or her wellbeing or development. Examples of necessities of life: food, shelter, clothing and medical care.

Physical assault

Physical assault involves a ‘hostile act’ by the employee towards the child. The assault occurs regardless of the employee’s intention to harm the young person or child and regardless of the child's consent. Assault can include pushing, shoving, hitting, smacking, threatening behaviour (verbal or actions) that causes the child to fear that an assault is likely to occur.

Physical assault of a child under common law principles, must include all three of the following elements:

• It is an act committed on or towards a child; and
• It involves either the application of force to a child or an act that causes a child to think that immediate force will be used on them; and
• It is either **hostile** or **reckless** (a reckless act is one where a person would reasonably foresee the consequence of or likelihood of inflicting injury or fear, and ignores the risk).

Actual physical harm does not have to occur in order for assault to have occurred. Physical contact which is an inevitable or accepted part of everyday life does not amount to an assault.

Psychological Harm

Psychologically harmful behaviour is behaviour that results in significant harm or trauma to a child. There needs to be a causal link between the inappropriate behaviour and the harm.

For a matter to involve reportable conduct of psychological harm, the following must be present:

• a description of persistent and targeted behaviour, eg. Scapegoating, humiliation or verbal abuse – although in rare cases the alleged behaviour may be a single incident which is extreme and harmful to a child;
• signs of harm, eg. displaying patterns of ‘out of character behaviour’ such as refusal to attend school, sleep disturbances, anxiety, physical symptoms, self harm; and
• an alleged causal link between the behaviour and the harm.

Reportable Allegation

A reportable allegation means an allegation of reportable conduct against a person or an allegation of misconduct that may involve reportable conduct.

Where the behaviour suggests that the allegation:

1. may be a pattern of behaviour; or
2. may indicate misconduct which poses a significant risk to children.

This includes breaches of boundaries of code of conduct, inappropriate use of power relationship, targeting children for specialised treatment, inappropriate touching (but not sexual), inappropriate relationship (not sexual) between an adult and a child that breaches community standards, taking children home in breach of agency guidelines.

Reportable Conduct

Reportable conduct means:

• “any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence); or
• any assault, ill treatment or the neglect of a child; or
any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child; whether or not, in any case with the consent of the child.

Reportable conduct does not extend to:

- conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or
- the use of physical force that in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or
- conduct of a Class or Kind exempted from being reportable conduct by the Ombudsman under s25A.

Young Person

Under the Children and Young People Act 1999 (ACT), a young person is a person who is 12 years old or older, but not yet an adult.

References:

Responding to Allegations of Child Abuse and other CCYP Notifiable Matters Protocol

Ombudsman Act 1974 (NSW) Part 3A

Children and Young People Act 1999 (ACT)

Civil Law (Wrongs) Act 2002 (ACT)

NSW Ombudsman, Child Protection in the Workplace Responding to Allegations Against Employees

Policy Review

This policy will be reviewed annually to ensure that it is in line with current legislation and CEO policy before being presented at the beginning of each school year to staff. In addition, as new staff are employed during the year, they will be made aware of the contents of the policy.
Procedure Checklist

☐ The person receiving the notification records the complaint.

☐ HR Officer is notified

☐ Determination made as to whether this complaint will be managed at school level or at CEO level

☐ Determination made as to whether Family Services need to be notified

☐ Risk assessment made by the Principal & the HR Officer

☐ Investigation Plan is Drafted

☐ HR Officer receives Draft Investigation Plan

☐ Investigator(s) appointed

☐ Parents/guardians are informed of the complaint in writing.

☐ Letter to employee advising him/her of the complaint is drafted by the Principal / HR Officer.

☐ Principal meets with the employee to notify him / her of the complaint. Content of the meeting is confirmed by the Principal in writing.

☐ Permission is sought to interview child witnesses

☐ Information gathering. All statements are verified, signed and dated.

☐ Interview with employee – complaint is put to the employee. Interview is minuted, verified, signed and dated.

☐ Any signed written response to the complaint by the employee accepted.

☐ Information is compiled and forwarded to Head of Human Resources or Principal for preliminary finding.
Child Protection (ACT) Responding to Complaints Against Employees

☐ Employee informed of preliminary finding and (if sustained) invited to respond to finding and proposed disciplinary action.

☐ Head of Human Resources or Principal considers employee’s response and makes final determination.

☐ Employee informed of final finding

☐ Parents informed of completion of process

☐ File completed and filed in accordance with policy
Rationale

The role of Secretary-Office Manager is a pivotal one within the school's mission and one through which the values and spirit of St John the Apostle School are presented to the wider community. The Secretary is frequently in contact for staff, parents and students and is often the first point of contact with parents and others who visit the school.

The relationship between the Secretary-Office Manager and the school community needs to be one of harmony, respect and mutual support. The relationship between the Secretary-Office Manager, the School Principal, Leadership Team and Secretary-Finance is crucial to the effective running of the school.

The nature of the role of Secretary-Office Manager requires confidentiality and for the Principal to be kept informed of all matters brought to the attention of the Secretary-Office Manager concerning the operation of the school. The primary role of the Learning Support Assistant is to directly assist classroom teachers to implement, monitor and supervise the planned learning experiences of students. This support may occur within the classroom or by withdrawal depending on the needs of the students. In respecting the dignity of each person, the commitment to students who are experiencing difficulties in their learning is valued by the school community.

Aims

This policy outlines procedures for those applying for non-teaching positions at St John the Apostle Primary School.
Agreed Practice

Applicants seeking employment in non-teaching positions at St John the Apostle Primary School must register with the Catholic Education Office (CEO). Generally registration should occur with the CEO prior to making application to schools for employment but may be completed following an application to St John the Apostle.

1. Applicants apply for registration through the Human Resources Division of the CEO.

2. Registration involves the applicant completing the following procedures:
   - complete and return to the CEO the Application for Employment School Employee Position;
   - complete and return to the CEO the Prohibited Employment Declaration;
   - complete the Tax File Number Declaration and return to the CEO;
   - specify their banking details for the payment of salary;
   - nominate a superannuation fund.

3. The Catholic Education Office notifies the applicant in writing of the outcome of their registration.

4. Registered applicants may apply directly to school for employment when vacant positions are advertised.

Resources

CEO  Employment of School Employees (Non-Teaching Staff) Policy-
Prohibited Employment Declaration (NSW)
Child Related Employment Declaration (ACT)
Working with Children Check Employment Screening Consent Form
Application for Employment - School Employee Position
Tax File Number Declaration
Banking Details - Salaries Section

Policy Review

This policy is reviewed at least once each five years in line with current registration practice. The policy may be reviewed more often than this according to need and educational trends.
Hire of Hall Policy

Any individual or organisation hiring the school hall and/or other areas or rooms in the school are required to undertake the following responsibilities:

The hirer will supply own equipment unless a separate arrangement has been entered into with the school and this arrangement has been documented and signed by the hirer and the Principal of the school. This documentation is to be attached to any other documents relevant to that hirer and kept in the appropriate file.

Any equipment belonging to the hirer that is stored at the school is stored at the Hirer’s own risk. An agreed arrangement to store equipment does not imply any responsibility on the part of the school for the security of the equipment.

The Hirer will ensure that the hall and other areas used, including the toilets, are left clean and all rubbish is removed from the school premises. The school rubbish hopper and/or other systems are not to be used for disposing of the Hirer’s rubbish.

The Hirer/Organisation will appoint one person to be responsible for all contact with the school and this person’s contact number/s must be available to the school and any changes must be notified immediately. This contact person is to take responsibility for security arrangements.

Security arrangements include:

Holding the key which gives access to the school. This key is to be signed for by the nominated contact person and returned to the school at the end of the hiring arrangement. This key must be given to a member of the school staff by arrangement.

Using the security number to disarm the monitoring system and to re-arm the system at the end of the session. This number is not to be given to any other person or organisation without the express permission of the Principal or the Principal’s nominee.

Keeping the doors closed to the other areas of the school if the Hirer is only hiring the hall area. In the event of the alarm being set off by this area not being properly secured and Chubb Security having to respond by coming out to reset the alarm, the Hirer will be liable for all charges levelled by Chubb Security for this service.

Ensuring that all doors and windows are properly secured in the area hired for
that session. Responses by Chubb Security resulting from the failure to properly secure the area will be charged to the hirer.

Accounts will be issued at the end of each Term and payment is to be made within two (2) weeks. Casual hirers will be asked to pay before use. (A refundable deposit of $100/50 may be required).
The school has a Public Liability Policy but the Hirer is also responsible for having cover in case of accidents/incidents that arise which are not covered by the school policy. Charges for the hire if the Hall/other facilities are attached and will be reviewed on a regular/yearly basis. Heating and lighting are included in these charges.
Two weeks notice must be given by the Hirer and/or school if any changes in the hiring arrangements are to be made.

**Policy Review**

The St John the Apostle Admin Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
ST JOHN THE APOSTLE PRIMARY SCHOOL

~ HALL HIRE ~

Name of Hirer or Organisation: ________________________

Contact Person: ____________ Phone: (h) __________(w) _________

Period of Hire: From _______________ to _______________

Refundable deposit paid (if applicable)  $______:___

Payment of $75:00 (Short Term Hire)  $______:___

Key collected by (Please print Name): _________________________

Signature: _____________________ Date: ____________

Security number allocated YES/NO  Security No: ___________

DECLARATION BY HIRER

I/we have read the accompanying document ‘Hire of Hall Policy’ and accept responsibility for all security arrangements. I/we understand that should a charge by the Security Monitoring system be made as a result of my/our use of the facilities, I/we will be responsible for meeting the cost of this charge.

I/we have checked the facilities for damage and am satisfied that there are no areas that are faulty which may cause an accident. I/we understand that any damage to facilities will be my/our responsibility to replace/repair.

Signed: __________________________ Date: ____________

Hirer

Signed: __________________________ Date: ____________

Principal or Principal’s Nominee

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Key returned by (please print Name): __________________________

Signature: _____________________ Date: ____________

Signed: _____________________ Date: ____________

Principal or Principal’s Nominee
Hirers' check list ~ St John the Apostle School

CHAIRS  Stacks of 4 against the walls.
TABLES  Wipe down and store against the wall.
LIGHTS  Before leaving turn off lights
HEATING  Needs to be turned off.
GARBAGE  Remove any garbage from the building and take it with you.

FIRE SAFETY  Ensure there is no risk from electrical appliances
SMOKING ON THE PREMISES IS NOT PERMITTED

KEYS  Key is to be returned on the first school day after the hire of the hall. The last person to leave will need the key to secure the door. Please try the door to ensure that it is locked. The person in charge of the keys will need to check all external doors before leaving the premises.

SECURITY  On entering and leaving the building the security code needs to be entered. Security is on when all lights are showing. When security is off there is one (1) red light showing. To turn on/off security enter the 4 digit code.

KITCHEN  Where used, dry and put away crockery; wipe down bench tops, sinks and stove; sweep and mop floor; turn off heaters and taps, remove food and drink from fridge.

PAYMENT  A payment of $75 (Short Term Hire) or the appropriate deposit (Long Term Hire) is to be paid when collecting the keys and security code.

PLEASE BE AWARE THAT THE ROOM MUST BE CLEARED IMMEDIATELY AFTER THE FUNCTION.

COPYRIGHT  Hirers are advised that under the Australian Copyright Act, a person who causes or authorizes records protected under the Act (records defined as CDs, cassettes, vinyl or any other sound carrier) to be heard in public, must obtain a license before these are played. Similar provisions relate to the performance of copyright music and lyrics. St John the Apostle School advises that it does not authorize or condone the public performance of protected sound recordings, or lyrics. Any person who does authorize such performances must be licensed under the Act.
St John the Apostle School recognises that good communication between staff, families, students and the wider community is an essential element in ensuring good relationships amongst all interested parties so as to preserve the professionalism of the school, to protect the rights of the individuals, to uphold our duty of care to students and to comply with legal requirements. There are a number of initiatives in place to ensure that all members of the community are well informed about what is going on in the life of the school. St John’s supports open and cooperative communication. This practice however recognises that staff members have legal, departmental (including CEO) local and social obligations with regard to the communication of information. The school recognises Privacy Legislation requirements.

**Informing students/staff**

St John the Apostle School has two formal assemblies each week. The school gathers to pray, to celebrate achievements and to sing the National Anthem and raise the Australian Flag. These assemblies are also used to pass on information regarding coming events, remind students about school rules (Action of the Week), to celebrate birthdays and highlight students’ achievements.

Messages can be passed on to students and staff through the message bag, over the PA System, using the office/classroom phone and through the use of the Daily Blurb.

There is a weekly Focus Assembly. This gathering is to pray and to focus attention on an aspect that the school has identified as the current year’s focus e.g. the Values For Australian Schools, the Beatitudes or unpacking the school’s motto – United in Love, Truth and Courage.

Internet access through Myclasses allows students to check assignments via the internet.
Informing Parents

The Weekly Newsletter is the main communication tool between the school and parents. The Newsletter is sent home on Wednesday with the eldest child in each family. A copy is placed on the school’s home page. Parents and caregivers are able to sign up via Google Groups to the St John’s Newsletter Group and have the Newsletter sent to them via email each week. On request from non-custodial parents or parents who do not live with the students, Newsletters are posted each week. Classroom teachers send notes/flyers home to parents as required. Copies of flyers are kept in the front office. Staff are asked to have notes etc checked by the Principal or other member of the executive before sending them home.

Parent Information Evenings and Parent-Teacher Interviews are held during the year. Parents and teachers can make appointments to discuss individual student’s progress at other times during the year.

With the introduction of the Community Council to replace the School Board and the Parent’s and Friends Association, a Parent’s Forum will occur once a semester. This forum is to give parents the opportunity have their say in the future direction of the school and to discuss important issues. The forum is not to air matters that are better discussed with the classroom teacher and or the Principal.

The Community Council meets twice a term during Week 4 and Week 8. The elected body meet prior to the general council meeting.


Some classes use Myclasses to inform families of class happenings and coming events. Parents have access to the office email address and messages can be forwarded to teachers.

Written reports are sent home twice a year. These reports indicate student’s social and academic progress.

The Annual School Report is available on the school’s Web page.

Informing Staff

A Staff Memo is put on the net (with paper copies for staff without easy access to the internet) by Monday morning of each week. This informs staff of coming events and acknowledges staff for work done. The Daily Blurb adds day-to-day information.

Weekly Staff Meetings also offer opportunities to pass on information to staff. The School’s Leadership Team meet once a week to discuss issues. A report of that meeting is given at the fortnightly Administration Meeting.
Informing the Wider Community

Newsletters are available on the internet and also from the front office. On occasions articles and photos appear in the local newspapers. On enrolment, families give permission for photos and student names to appear in publicity articles.

Policy Review

The St John the Apostle Communication Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
Rationale

The St John the Apostle Privacy Policy enables the school to meet its obligations under the Privacy Legislation that came into effect on 21st December 2001. In adopting this policy the school recognises and respects the rights of parents to keep information private.

Agreed Practice

The Privacy policy states:

- St John the Apostle Primary School collects personal information, including sensitive information, about students and parents or guardians before and during the course of a student’s enrolment at St John the Apostle Primary School. The primary purpose of collecting this information is to enable schooling to be provided for all students.
- Some of the information collected is to satisfy legal obligations, particularly to enable discharge of our duty of care.
- Laws governing or relating to the operation of schools require that certain information be collected. These include Public Health and Child Protection Laws.
- Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. The school requires medical reports about students from time to time.
- From time to time personal and sensitive information is disclosed to others for administrative and educational purposes. This includes disclosure to government departments, Catholic Education Offices and schools, the Catholic Education Commission, the local Archdiocese and parish, medical practitioners, Centacare and people providing services to the School, including specialist visiting teachers, coaches and volunteers.
- If the information referred to above is not disclosed, enrolment or continued enrolment of students may not be able to continue.
• Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, pupil activities and other news is published in St John the Apostle Primary School Newsletter and Archdiocesan newspapers.

• Parents may seek access to personal information collected about themselves and their child by contacting the school. Students may also seek access to personal information about themselves. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of St John the Apostle Primary School’s duty of care to the student, or where pupils have provided information in confidence.

• Catholic Schools within the Archdiocese engage in fundraising activities. Information received may be used to make contact with parents. It may also be disclosed to organisations that assist in the School’s and the Archdiocese’s fundraising activities. The school will not disclose personal information to third parties for their own marketing purposes without parent’s consent.

• The school may include contact details in St John the Apostle Primary School’s contact list and directories. Parents must inform school if they do not wish their contact information listed.

• Personal information of others, such as doctors or emergency contacts, should only be disclosed with permission.

Resources

• CEO Privacy Policy
  http://ceo.cg.catholic.edu.au/policies/privacy.htm
• National Privacy Principals
• The Privacy Act
School Fees are an important commitment from parents. Fees are in two parts – those determined by the Catholic Education Office and those set by the St John the Apostle Community Council.

The Catholic Education Office Component includes:
- Tuition Fees
- Building Fund – used to cover costs of Insurances, Security and Maintenance.

If there are siblings at a Catholic systemic high school, the Building Levy is generally collected at that school. If siblings attend another Catholic systemic primary school the building levy is generally collected at the school where the eldest child attends.

The School Component includes:
- Tuition Fee
- Family Levy (paid only once by each family)
- Student Expense
- Magazine Levy (payable in 4th Term only, one per family)

The Community Council sets the School Component prior to the commencement of the school year. School Fees are set to take into account budgeting needs such as Curriculum Areas, Professional Development, asset replacement, upkeep of the school and the purchase of resources.

School fees can be paid by due date, by instalment at the Front Office or by Direct Debit over the full 12 months. EFTPOS and Credit Cards facilities are available at Front Office.

Schools Fees are sent out during the first few weeks of each term. Parents are given 30 days to pay fees. Parents are asked to contact the Secretary Finance if there are difficulties in meeting the fees. St John the Apostle School supports the Catholic Education Office commitment that ‘no child shall be denied a Catholic education because they cannot meet school fees’.

The Secretary Finance meets with parents seeking fee remissions who may
receive full or part remission. The Secretary Finance discusses the financial commitments of families seeking fee remission. The Secretary Finance makes a recommendation to the Fee Committee (Community Council Chair, Secretary Finance, Principal and Parish Priest) as to the amount a family has agreed that they can afford. The Secretary Finance informs the parents in writing of the Community Council’s decision. Families on Fee Remission must reapply each year if assistance is required. In some cases part or all of fees may be written off. Request for fee Remission will be treated compassionately and confidentially.

Parents who have not met their term commitment are sent a reminder. If parents do not respond to reminder letters, a final letter is sent requesting payment in 7 days. Failure to contact us with either a payment or a plan to meet their commitments at this point results in the debt being referred to a Debt Collector.

Fees for 2009

1 Student:
Catholic Education Office Family Tuition Fee (per family) $272.00
Canberra catholic Schools Building Fund Contribution (per family) $120.00
St John the Apostle School Levy (per family) $ 86.00
Student Expense (per student) $ 68.00
Excursion Levy (per student) $ 12.50
$558.50

There will be an additional $16.50 added to Term 4 fees to cover the cost of the School Magazine.

For every additional child add $70.00

Direct Debit forms are available from the office for families who would like to pay their fees by periodical instalments.

The St John the Apostle School Fees Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.
Rationale

Students learn best when they are happy and well adjusted. Class placement may affect a student’s ability to learn to their greatest potential.

St John the Apostle School recognises and welcomes a true partnership between home and school. In acknowledging this partnership, we are committed to listening to parents’ knowledge and concerns about their children as well as acknowledging the expertise of teachers in understanding how children are progressing in their studies and social development within the class environment.

Agreed Practice

• Parents have the opportunity to make placement requests.
• Parent requests must be discussed with the current classroom teacher and if the teacher is in agreement the parent must put their request in writing to the Principal within the time frame advertised. The classroom teacher must co-sign the request.
• For requests to be considered they must have a sound educational or social basis.
• Parents will be contacted by the Principal to discuss the request if there are concerns.
• Teachers have the opportunity to discuss/dispute parent requests.
• Late requests will not be considered unless there are exceptional circumstances.
• Current class teachers will make draft class lists, taking into account social, emotional and academic needs of students.
Students enrolling throughout the year
(in line with school’s Enrolment Policy)

Parents/guardians of new students are interviewed to discuss students’ needs, academic and social progress and to discuss how the school can best support ongoing student learning.

New students are placed in the class where vacancies exist. Where there are choices of classes available, knowledge about teacher strengths and interest, class makeup and information provided by the parents re student’s needs will be used to determine the most suitable class for that child.

**For existing students**

Once decisions regarding teacher placements are advertised at the beginning of Term 4, parents are invited to put requests in writing to the Principal, stating academic and/or social/behavioural reasons for making the request for a particular class. Parents are reminded that requests based purely on keeping friends together are unlikely to be successful. Students are encouraged to socialise with a wide range of children.

All requests are collated by the Principal/Assistant Principal to ensure that all parents’ requests are considered equally. The Principal may contact parents to discuss their requests when conflict occurs. Requests that have been approved by the Principal will be marked on a class list.

Current class teachers are asked to record information about each student’s behavioural concerns, integrated status and competency in literacy and numeracy.

Current teachers use ‘request information’ and ‘teacher grading’ to make a draft list of classes. Consideration must be given to ensure that each class has a balance of abilities, behaviour concerns, gender and integrated students. Teacher concerns about particular requests are discussed with the Principal and further discussion may occur with parents.

In the first instance, draft class lists are viewed by all staff and opinions about placements are welcomed. Designated teachers are urged to give input into class lists. Late requests by parents will only be considered in exceptional circumstances and only if it proves to be in the best interest of the students and to the class cohort.

Once these considerations are taken into account class lists are typed and given to current class teachers for final checking and approval.

Towards the end of Week 10 Term 4, children will visit their new teacher with
the new class group. Class lists will be displayed on Exit doors so that parents can see their child’s class placement for the following year.

Teachers will be given a list of their class before the end of the school year. If new enrolments occur over the holiday period, names of new students will be placed in teacher’s staff room tray. Updated lists will be given out at the beginning of the new school year.

**Policy Review**

The St John the Apostle Student Class Allocation Policy is reviewed at least once each five years in line with current Registration practices. The policy may be reviewed more often than that according to the need and educational trends.