

Community Languages Schools Funding Program Sample School Charter

Sample Only

Document Control

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Introduction

School Profile

The School was incorporated under its current name _____ Inc. on the _____.

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised in _____.

Students from all over Melbourne and its surrounds attend the school. Currently nearly xx students from the age of x to xx are enrolled. Generally, students come from families where one/both parents are from _____. Typically English is spoken as the _____ language and _____ is spoken as the _____ language.

The school employs several teachers and teacher assistants, each who regularly attend professional development programs. Its day-to-day administrative functions are carried out by a paid school Administrator.

The school is renting classrooms from _____. The school enjoys an excellent relationship with its long term landlords, and other benefits include full access to the library and a safe storage for books, materials, computers and other learning-aids.

The Curriculum

The school operates within the guidelines set out in the Victorian Curriculum. It also runs an increasingly popular and successful Victorian Certificate of Education (VCE) program. The language curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings.

School Committee Members

The following table details the members of the school committee as elected at the Annual General Meeting in _____.

Name of Member	Committee Role

School Goals

Goals	Implementation Strategies	Achievement Measure
To provide an inclusive developmental curriculum and programs in the _____ language and culture; which is appropriate to the needs for students living here permanently as well as for students who may be travelling/returning to _____	<ul style="list-style-type: none"> Regular revisions of policies and programs. Implement the requirements of the Victorian Curriculum Provide professional development for staff. Update staff with the latest in language and curriculum development. Ensure adequate preparation for curriculum and session planning. 	<ul style="list-style-type: none"> Introduction of new and improved planning routines and documentation system Teachers' evaluation through regular curriculum planning days. Comprehensive school reports guided by the outcomes of the Victorian Curriculum Availability of a school coordinator to ensure and oversee curriculum planning and report writing ,
To provide learning experiences that will motivate and challenge all students to reach their full individual potential	<ul style="list-style-type: none"> Provide opportunities for students to work in a variety of group situations but also be able to work on their individual development. Use a variety of teaching strategies including an integrated approach. Fair report writing based on the individual. Involve students in their own reporting and assessment. 	<ul style="list-style-type: none"> Parent feedback. Review of students learning outcomes using: <ul style="list-style-type: none"> Teachers checklist Student profiles Parent/Teacher interviews. Scope and variety of session plans. School reports mid-year and end of year. Record of participation in all activities ,
To provide an environment where the school community cooperatively works together for the optimal learning outcomes of the students.	<ul style="list-style-type: none"> Provide opportunities for parents to become familiar with school activities. Maintain processes that ensure parents, staff and students have opportunities to participate in decision making. Encourage parent participation in extracurricular school programs. 	<ul style="list-style-type: none"> Effective communication through handouts, emails, mailouts and the school's web page. Student and parent attendance. Parent participation in school activities.
To provide an efficient and responsive management and administrative structure that serves and improves the school's operation. A management team which provides good leadership and which ensures effective decision-making	<ul style="list-style-type: none"> Communication procedures in place for committee, parents, teachers and students A well informed and organised administration. <ul style="list-style-type: none"> Regular teachers' meetings Regular committee meetings 	<ul style="list-style-type: none"> School community awareness and use of communication procedures. Up to date and accurate student and financial records. Level of input from teachers and parents in decision making.
To be accountable to the members, students and DET. Develop and maintain the monitoring and reporting procedures.	<ul style="list-style-type: none"> DET accountability requirements. Ensure a strong and devoted committee. Parent/Teacher communication procedures. Teacher meetings and curriculum planning procedures. Survey - Reports. 	<ul style="list-style-type: none"> Annual General Meeting and reporting to members. Parent/Teaching reporting process. Annual Audit. Annual reports to DET. Regular review of programs.
Develop and maintain a resource allocation that reflects and delivers the goals and priorities of the school.	<ul style="list-style-type: none"> Plan for future development, which reflects educational priorities. Budget allocation consistent with goals and priorities of the school. Development of appropriate reading material and text books. 	<ul style="list-style-type: none"> Regular inventory and purchase procedures regarding books, school material and learning aids. Regular and effective financial reporting practices. Feedback from parents and students.

Code of conduct and practice

School Committee

The School acknowledges that it operates within its Constitution and DET Regulations. Within these regulations and guidelines the School has resolved that it will operate with integrity and observe the following principles:

- The learning needs of the student will be the primary consideration in decision-making
- Loyalty to the School, its Charter, its Administration and Staff will be demonstrated
- Members of the Committee, Staff and Administration will be encouraged to undertake training regarding their responsibilities to current school policies and practices and DET policies and directions
- The views of the school community will be sought and considered on major issues
- Decisions of the School Committee will be available to the members of the School Association
- Encourage parents to become involved in the school's programs, excursions, camps and other activities
- Use the skills and experiences within the community as an important resource
- The committee will meet at least once per term in addition to the Annual General Meeting
- Minutes of the meetings will be kept and business will be conducted according to normal meeting procedures; and
- The Administrator will advise all members of the scheduled meeting, ensure that an agenda is prepared in advance of the meeting, minutes are taken and decisions of the committee are implemented

Principal / School Administrator

The School Administrator is responsible to provide effective management of the school in accordance with the School Charter, DET guidelines, expectation and code of practice.

- Manage and monitor the implementation of the School's policy and the Charter
- Ensure the provision of planning, implementing and evaluating of new school policies and programs
- Establish effective and efficient administrative structures and procedures
- Plan and invoke practices, which provide for the professional development and growth of staff; and
- Ensure the school's Web page is consistently updated

In return the School Administrator can expect:

- A safe and harassment-free environment; and
- Close cooperation and support from the School Coordinator, the Committee and the teachers.

School Coordinator

The school coordinator is responsible to ensure that the school's charter and the codes of practice that apply generally and in particular to the teaching staff and students are implemented. The school coordinator shall also:

- Promote and support good relations between the school and its members
- Communicate with parents, teachers and students
- Ensure a safe and pleasant learning environment
- Ensure the roster for school yard duties is implemented
- Select staff and designate tasks
- Monitor the quality of education for all students
- Ensure the implementation of the school policy on assessment and of student progress; and Supervise and maintain a high standard of the school's inventories

In return School Coordinator can expect:

- A safe and harassment-free environment
- Participation in the decision making process; and
- Support from the Principal and the Committee

School Community

The School recognises that the parents of its students are also integral to the school community. We acknowledge their involvement and contribution to our school and encourage them to support:

- The committee
- The teachers; and
- The administration

Opportunities for participation and contribution will be provided through:

- Activities and programs within the school
- Parent/teacher interviews
- Taking an active interest in the school's operation and activities; and
- Attending parental information sessions

This will be achieved through communication via:

- The school's Newsletter
- Committee reports and policy documents
- The Annual General Meeting; and
- The school's Web page

Teaching staff

The teaching staff will demonstrate a commitment to the School by:

- Implementing the School Charter, Goals and Priorities
- Presenting a positive role model to students
- Demonstrate a high standard of professional behaviour
- Supporting other staff members; and
- Treating all students equitably and justly

In addition to specific role statements, teachers will:

- Provide a positive learning environment, catering to individual needs
- Will be in attendance before school commences, be well prepared and ready to begin lessons at the given time
- Supervise children during recess by setting up a roster system for yard duties
- Participate in the teachers' meeting held each term and at the annual curriculum planning day, as well as demonstrate a commitment to sharing and implementing new ideas
- Develop professionally through courses provided through DET, internal workshops and professional reading
- Support the school's committee, principal, coordinator and the school community generally
- Participate in all school activities including school excursions and the annual family camp
- Provide reports to students and parents in a clear and accurate form, in accordance with VELS; and
- Encourage parental involvement

In return all staff can expect:

- A safe and harassment-free environment
- Participation in the decision making process; and
- Support from the School- coordinator and the Committee

Students and their parents

The students will demonstrate a commitment to The School by:

- To respect and follow the classroom rules
- To respect their fellow students and allow them to learn without interruption
- To care for their own property, other's property and environment; and
- To act in a safe and responsible manner for themselves and others

In return students can expect to:

To learn, work and play in a supportive environment
Be heard and able to express their opinions appropriately
Be safe and secure in the school environment; and
The Code of Conduct for students also applies to the parents.

Policies and procedures

Discipline procedure

If a student behaves in a socially unacceptable way, the following steps will be taken:

- | | |
|-------------|--|
| FIRST STEP | Warning and consequences of continued misbehaviour will be explained to the student. |
| SECOND STEP | The student will be sent to another classroom with work to be completed. |
| THIRD STEP | The student will be counselled by the school's disciplinary officer. |
| FOURTH STEP | Parents will be informed and requested to attend a meeting together with the student, with the school's disciplinary officer, in order to try and resolve the problem. |
| FIFTH STEP | The student will be suspended or expelled from the school. |

There is a right to appeal through the Complaints and Appeals process.

Grievance procedure

If a member has been guilty of conduct unbecoming a member or teacher such harassment, interrupted lessons, breach of contract and other social unacceptable ways the following steps will be taken:

- | | |
|-------------|---|
| FIRST STEP | Members will be informed and requested to attend a meeting in order to try to solve the problem. Warning and consequences of continued misbehaviour will be explained to the member by the Teacher, School Coordinator or the Principal |
| SECOND STEP | The Committee will write a written warning to the member |
| THIRD STEP | The Committee will write another written warning to the member |
| FOURTH STEP | The member will be suspended or expelled from the school |

There is a right to appeal through the Complaints and Appeals process.

Complaints and Appeals Policy

Purpose

- a) The School acknowledges that students have a right, where reasonable grounds exist, to make and to have a complaint or appeal heard.
- b) The purpose of the Complaints and Appeals Policy is to provide a student with the opportunity to access procedures to facilitate the resolution of a dispute or a complaint.
- c) The school seeks to resolve internal complaints and appeals in a conciliatory manner.

Complaints against other students

- a) Grievances brought by a student against another student will be dealt with under the school's Mutual Respect Policy.

Informal complaints resolution

- a) In the first instance the School requests that there is an attempt to informally resolve the issue through mediation or other informal resolution of the complaint.
- b) To this end, students should contact their teacher or the School Coordinator.
- c) If the matter cannot be resolved through mediation, the matter will be referred to the Principal and the School's internal formal complaints and appeals handling procedure may be followed.

Procedure for formal complaint

- a) The process of this complaints procedure will be handled with confidentiality. There may be occasions when information provided may need to be presented to other parties in an effort to investigate or resolve the complaint.
- b) The student must notify the school in writing of the nature and details of the complaint or appeal.
- c) Written complaints or appeals are to be lodged with the Principal or the schools Chairman.
- d) Where the internal complaints or appeals process is being accessed because a student has received notice by the school that the school intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress, suspension or cancellation of enrolment, the student has twenty (20) days from the date of notification in which to lodge a written appeal.
- e) Internal complaints and appeals processes are available to students at no cost.
- f) Each complainant has the opportunity to present his/her case to the Principal.
- g) Students may be accompanied by a support person at all relevant meetings.
- h) The formal complaints process will commence within ten working days of the lodgement of the complaint or appeal with the Principal.
- i) Once the complaints process is finalised, the School will immediately implement the decision and any corrective and preventative action required.
- j) The School undertakes to finalise all complaints and appeals procedures within 15 working days of commencement. The school maintains a record of complaints and appeals and informs parents as soon as is practicable.
- k) For the duration of the complaints and appeals process, the student is required to maintain enrolment and attendance at all classes as normal unless the student is otherwise suspended or had his/her enrolment cancelled.

External appeals process

- a) If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he/she will be informed of the external complaints and appeals process available to them at minimal or no cost.
- b) The external body used for the School external complaints and appeals processes is _____.

Mutual Respect Policy

Mutual respect entails that every person is recognised and accepted as a significant individual with a valued place and unique contribution to make in the community.

The School's philosophy of mutual respect is based on our long-standing commitment to the empowerment of our students and staff by providing respect and safety in the rich diversity of school life.

Our Mutual Respect policy aims to promote a climate of trust and caring amongst the children and adults in our school. It sets standards for students and staff, and the commitment it expects them to make to the School's shared values and code of conduct.

The policy also provides fair and effective procedures for resolving differences and complaints in a sensitive and timely manner. Guidelines are provided for the management of situations where mutual respect may not have worked in practice, as in incidents of bullying or harassment.

Consultation is an essential part of our risk management approach to preventing breakdowns of mutual respect. Where necessary and as far as is reasonably practicable, school management will consult with health and safety representatives, staff and in student to student cases, students.

The School Committee and staff will monitor and review the effectiveness of this policy every three years and revise it where required.

Mutual Respect Principles

The School does not tolerate harassing or bullying behaviour by any member of its staff or student body. Every member of the School has a responsibility to refrain from harassing or bullying others, to actively discourage harassment and bullying and to support all parties involved in situations of potential conflict.

Breaches of school policy will be immediately acted upon by the Principal, and where appropriate, by the School Committee.

To protect all parties in complaints of student or workplace bullying, the following principles of natural justice and restorative practice will be followed in all formal investigations.

- a) All allegations will be investigated promptly
- b) The person accused of harassment or bullying will be treated as innocent unless the allegations are proved to be true
- c) All allegations are clearly explained to the person they are made against
- d) The person is given a chance to explain his or her version of events
- e) If the complaint is upheld, any action taken will be commensurate with the seriousness of the matter
- f) Mitigating factors will be taken into account when assessing if action is necessary
- g) Their Right of Appeal is explained to both parties
- h) No retaliatory behaviour is taken against any complainant or any participant in the complaint process.

Implementation of this policy would normally be successful in resolving the complaint. If not, other measures may be considered and external agencies may be used.

Cyberbullying

In its aim to protect its students and staff from bullying and harassment, the School is taking steps to prevent the harm that can be caused by the misuse of online technology.

Cyberbullying is "the use of technology to harass, threaten, embarrass, or target another person".

Cyberbullying differs from traditional bullying in several ways:

- a) Availability - It can occur anywhere and at any time. There may be a misperception that there are no real-world consequences for online actions.
- b) Anonymity - The impression of anonymity in the 'online world' leads people to feel less accountable for their actions and provides a false bravado to would-be bullies.
- c) Geography - cyberbullying can operate wherever anyone uses the internet or a mobile phone.
- d) Impact - The internet provides the means for 'bullying' comments to be available to a wider audience. Through social networking sites, these comments can be viewed by a potentially unlimited number of people. The impact of and embarrassment caused by these statements is increased many times over.
- e) Intent - A private message or joke that is forwarded may become offensive or harassing even though that was not the intention of the original sender.
- f) Permanence - Verbal comments are fleeting. Online content is tracked and stored and can potentially resurface at any time.
- g) Democracy - Anyone can be a victim - students, teachers, parents.

Risks associated with online usage include:

- children posting private information accessible to anyone
- unsupervised contact between students and strangers
- opportunities to access inappropriate content
- potential increase in mental health issues
- not seeking support offline when there is a personal issue

- covert bullying - anonymity may result in an increase in online bullying as a student or staff member being bullied may choose to retaliate online rather than face-to-face
- 'sexting' - sending sexually explicit messages or photographs which may lead to public humiliation
- lack of ethical decision making; not distinguishing between right and wrong
- illegally using (or stealing) images, music or videos
- plagiarising ideas or information created or owned by others.

Cyber-safety Procedure

The School addresses these risks as part of its whole school approach to staff and student wellbeing. The school will continually develop staff skills and experience in the use of electronic communication. The School Committee nominates a cyber-safety contact person for the school each year and develops procedures which include:

- Explicit guidelines for acceptable and appropriate online behaviour
- Expectations of online behaviour and clear consequences for engaging in hostile behaviour online
- Methods for redressing inappropriate behaviour
- 'Bystander' reporting rules
- A clear and explicit process for investigating complaints and the follow up support and protection of the reporter

The school runs information sessions for relevant students and staff on:

- Understanding cyberbullying
- Digital Media Literacy
- Positive online behaviour
- Peer and personal safety
- Online security

The school may also conduct a Student Technology Audit if it is seen to be valuable for the protection of students and staff.

The School's policy on cyberbullying extends beyond school-based online behaviour. It extends to online activity outside school hours or off school grounds that involves or impacts on students from the school.

Parents are also made aware of the school's online use policy through:

- Parent awareness - raising and skill- building sessions
- Newsletter items outlining the schools' cyber-safety policy and procedures.

Mutual Respect - Students

The School's emphasis on social and emotional learning involves learning how to recognise and manage emotions, promote caring and concern for others, make responsible decisions, establish and maintain positive relationships, and handle challenging situations effectively. Children who have social and emotional competencies and skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them. Parents are also encouraged to use the same skills.

This Mutual Respect policy affirms that students have the right to express their needs, stand up for themselves, take responsibility for their actions and make their own decisions through the use of conflict resolution skills. These skills are taught at all year levels.

Strategies to Prevent Student Bullying

The Mutual Respect policy aims to:

- involve children in prevention strategies, through class meetings and whole school forums educate the School community that bullying is never acceptable
- provide guidelines for teachers to deal with bullying should it occur
- establish procedures which promote the elimination of bullying and unmanaged anger

- provide the opportunity to use restorative justice approaches to resolve bullying issues in the short, medium and long-term. In addition to the children affected, this may involve peer mediators as well as staff.

Student Grievance Procedure

Students who complain of bullying can rely on staff to investigate their complaint promptly and in a thorough and confidential manner. Staff will respond to any acts of harassment or bullying immediately and positively.

- a) Any student complaint will be immediately investigated by the School Coordinator or the Principal
- b) All parties involved, including bystanders where possible, will be interviewed by the School Coordinator or the Principal.
- c) A course of action will be determined in consultation with the student's parents, teachers and Principal.
- d) Counselling and support will be offered to both parties if appropriate.
- e) A restorative justice approach will be used to address the harm caused and to ensure that a respectful agreement is made between all parties.
- f) A report on action taken will be made within 24 hours of the complaint being presented.
- g) All notes and reports of the complaints process and its outcomes will be recorded and filed securely.

Student Restorative Action

Any student found to have been engaged in bullying may be subject to action up to and including expulsion. The Principal and the School Coordinator will consider the suspension or expulsion of the offending student for a fixed period or on a permanent basis:

- a) If no further improvement in behaviour is secured and it is clear that the student is not willing to accept the stated values of the school, or
- b) If the student's behaviour in itself is such that all other sanctions are inappropriate.
- c) In accordance with the Education Training Reform Act 2006 corporal punishment is not permitted under any circumstances.

If the complainant student or their parents feels that an appropriate resolution of the investigation or complaint has not been reached, they will be advised to contact the Principal, School Coordinator or the School Committee, as appropriate.

Mutual Respect - Staff

A negative whole workplace/school climate creates decreased employee morale and increased stress levels in teams and individuals. The School has in place strategies designed to prevent psychological injuries and meet the requirements of WorkSafe Victoria, 2010. An important part of our workplace risk management system is identifying risk factors such as bullying and harassment and designing appropriate preventative measures. However, at times this may fail to prevent or contain incidents and our formal grievance procedures are then called upon.

Staff with a complaint about the behaviour of another employee at school are made aware of what WorkSafe Victoria considers is, and is NOT, bullying. For example, the reasonable actions performed by a manager in a reasonable way are not classified as workplace bullying. These include:

- setting performance goals, standards and deadlines
- allocating work to an employee
- deciding not to select an employee for promotion
- informing an employee about unsatisfactory work performance
- informing an employee about inappropriate behaviour
- providing constructive feedback
- implementing performance management processes
- implementing organisational changes

- downsizing the workplace.

Workplace Bullying

Workplace bullying is defined as "repeated unreasonable behaviour directed towards a worker or group of workers that creates a risk to health and safety. In most cases, this behaviour is persistent and happens over a period of time. Bullying can be directed downwards (from supervisors/managers to workers), sideways (between workers) or upwards (workers to supervisors/managers)" (WorkSafe Victoria, 2010).

Bullying can lead to a wide range of injuries and illnesses or injuries such as anxiety, depression, social phobia and withdrawal from usual social interactions, insomnia, stress conditions and even suicide. It undermines an individual's right to dignity at work and may cause distress or harm to the person, their property or reputation and is a risk to their health and safety. In the workplace bullying can take the form of:

- Abusive language or intimidation
- Excluding or isolating employees
- Assigning meaningless or unachievable tasks
- Continually criticising someone, privately and publically
- Sabotaging a colleague's work or ability to do their job by withholding vital information and resources
- Belittling someone's opinions; insulting or humiliating them in public
- Unexplained job changes
- Failure to give credit where it is due or taking credit for someone else's work
- Setting someone up to fail through impossible deadlines and undue disruptions
- Undermining confidence by assigning meaningless or demeaning tasks
- Spreading malicious rumours and gossiping
- Excessive, unjustified or unreasonable monitoring of work

"A single incident of bullying-style behaviour does not fall within the formal definition. However, as an employer has a general duty to provide employees with a safe workplace and safe system of work, single incidents of bullying-style behaviour are not ignored or condoned" (WorkSafe Victoria, 2009)

Workplace Harassment

The Federal Fair Work Australia Act and the Federal Human Rights and Equal Opportunity Commission make it unlawful to discriminate against anyone or to terminate their employment because of their individual characteristics, or to sexually harass others. Harassment occurs when one person offends or acts against the "legally protected characteristics" of another. These characteristics include age; race or nationality; religion; gender identity; mental or physical impairment. Harassment is deemed to have happened if:

- a) The offending conduct is sufficiently severe or pervasive to create a hostile work environment
- b) A superior's harassing conduct results in a tangible change in a staff member's employment status or benefits (for example, demotion, termination, failure to promote, etc.)

'Hostile Environment' harassment includes:

- The use of racially derogatory words, phrases, epithets; comments about an individual's skin colour or other racial/ethnic characteristics
- Demonstrations of a racial or ethnic nature such as gestures, pictures or drawings which would offend a particular racial or ethnic group; expressing negative stereotypes regarding an employee's birthplace or ancestry
- Making disparaging remarks about an individual's gender that are not sexual in nature
- Negative comments about a person's religious beliefs (or lack thereof)
- Negative comments regarding a person's age when referring to employees 40 and over
- Derogatory or intimidating references to a staff member's mental or physical impairment
- Publicly belittling someone's opinions

- Failing to give credit where due or taking credit for someone else's work Sexual Harassment involves:
- the making of uninvited comments, slurs, and/or jokes of a sexual nature and making offensive remarks about looks, clothing or body parts; asking intrusive questions about another staff member's personal life, including their sex life
- unwelcome advances or touching in a way that may make another person feel uncomfortable, such as patting, pinching or intentional brushing against another's body or leering or staring in a sexually suggestive manner
- pressuring someone else for sex
- telling sexual or lewd jokes; making sexual gestures; sending, forwarding or soliciting sexually suggestive letters, notes, emails, or images or displaying offensive or pornographic posters or screen savers.

Workplace Grievance Procedure

The School's preferred procedures for staff who believe that they are being bullied or harassed are:

- Speak directly to the person(s) causing the offence and inform them that their behaviour is unwelcome and should cease.
- Should the unwanted behaviour continue, make a formal written complaint to the Principal listing:
 - The instances of bullying behaviour and the dates on which they occurred
 - The duration of the behaviour
 - Statements from any witnesses regarding the alleged behaviour, where relevant.
- Where a serious allegation has been made, an investigation will be conducted. It will focus on establishing whether or not a claim of bullying is substantiated or there is not enough information to decide either way. An investigation will be undertaken on:
 - allegations covering a long period of time
 - allegations involving threats
 - allegations involving multiple workers and vulnerable workers
 - informal approaches that have failed
 - allegations involving school leaders/management
- Where the complaint involves the Principal, either as complainant or perpetrator, a formal written complaint should be made to the Chair of School Committee containing the details in Item 2 above.
- Documented complaints will be referred to an independent consultant for investigation and remedy.
- Counselling will be offered to both parties if appropriate.
- Support will be offered and a restorative practice approach used to address the harm caused and seek a respectful agreement between all parties.
- Staff found guilty of workplace harassment or bullying may be subject to disciplinary action.
- Should a remedy not be possible, procedures such as possible dismissal of the perpetrator will apply, based on appropriate legal advice.
- An appeal against a charge of proven bullying or dismissal can be addressed to the School Committee through its Chairperson or taken directly to Fair Work Australia.
- If a staff complainant does not believe that their complaint has been satisfactorily resolved, they may approach the School Committee to seek further redress.
- All reports on a complaint will be recorded and filed according to the School's confidentiality and privacy policy.

Staff are also able to choose to follow WorkSafe Victoria's guidelines for employees seeking a resolution to bullying.

Privacy Policy

The School is committed to protecting the privacy of your personal information. This privacy policy explains how The School manages the personal information that we collect, use and disclose and how to contact us

if you have any further queries about our management of your personal information. This privacy policy does not cover personal information collected or held by The School about its employees.

The School is required by the Privacy Act 1988 (Cth) (Privacy Act) to comply with the National Privacy Principles (NPP), subject to the other provisions of the Privacy Act. The NPPs regulate the manner in which personal information is handled throughout its life cycle, from collection to use and disclosure, storage, accessibility and disposal. The School is also required to comply with the Spam Act 2003 (Cth) (Spam Act) and the Do Not Call Register Act 2006 (Cth) (Do Not Call Register Act).

What is personal information?

Personal information is information or an opinion, in any form and whether true or not, about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion. Examples include an individual's name, address, contact number and email address.

What information does the School collect?

To the extent required by the Privacy Act:

- The School will not collect personal information about you unless that information is necessary for one or more of our functions or activities
- The School will collect personal information only by lawful and fair means and not in an unreasonably intrusive manner

When the School collects personal information directly from you, we will take reasonable steps at or before the time of collection to ensure that you are aware of certain key matters, such as the purposes for which we are collecting the information, the organisations (or types of organisations) to which we would normally disclose information of that kind, the fact that you are able to access the information and how to contact us.

The School will collect your personal information directly from you where it is reasonable and practicable to do so. Where the School collects information about you from a third party, we will still take reasonable steps to ensure that you are made aware of the details set out above.

Why does the School collect personal information, and how is the information used?

The School collects personal information for a range of purposes, including to:

- process applications for membership and membership renewals
- manage the membership lifecycle
- record and maintain membership details and profile information
- coordinate payment of fees to The School
- provide teachers with adequate information in order for them to plan their classes
- communicate information about the School to members, for example term schedule and news letters
- notify members about School events

How may the School contact you?

We may contact you in a variety of ways, including by post, email, SMS, telephone call or facsimile.

Spam

We will not send you any commercial electronic messages such as SMSs or emails unless this is permitted by the Spam Act (for example, if we have your express or inferred consent to do so). If you do not wish to receive commercial electronic messages from us, please let us know (our contact details are provided at the end of this policy).

Do Not Call Register

We will not call you on a number listed on the Do Not Call Register unless this is permitted under the Do Not Call Register Act and related instruments (for example, if we have your express or inferred consent to

do so). If you do not wish us to call you on a particular number, please let us know (our contact details are provided at the end of this policy).

Use and disclosure of personal information

If the School uses or discloses your personal information for a purpose (secondary purpose) other than the main reason for which it was originally collected (primary purpose), to the extent required by the Privacy Act, we will ensure that:

- the secondary purpose is related to the primary purpose of collection (and directly related in the case of sensitive information), and you would reasonably expect that the School would use or disclose your information in that way;
- you have consented to the use or disclosure of your personal information for the secondary purpose;
- the use or disclosure is required or authorised by or under law; or
- the use or disclosure is otherwise permitted by the Privacy Act (for example, as a necessary part of an investigation of suspected unlawful activity)

When does the School disclose personal information to third parties?

In performing our functions and activities, we may need to disclose personal information to third parties.

Third parties with whom the School may share your personal information include, where appropriate:

- government and regulatory bodies such as ESAV (Australia)
- financial institutions for payment processing

Data quality and security

To the extent required by the Privacy Act, the School will take reasonable steps to:

- make sure that the personal information that we collect, use and disclose is accurate, complete and up to date
- protect the personal information that we hold from misuse and loss and from unauthorised access, modification or disclosure
- destroy or permanently de-identify personal information that is no longer needed for any purpose that is permitted by the Privacy Act

Further information and complaints

Please contact the School if you have any queries about the personal information that the School holds about you or the way we handle that personal information. The School's contact details for privacy queries are set out below.

Please contact the School privacy contact using the below details if you have any concerns or complaints about the manner in which your personal information has been collected or handled by the School.

School Privacy Contact: Enrolment Officer

See school homepage for contact details.

Report writing policy

It is important that parents acknowledge that absences will have an impact on a student's report. A student will receive a NA (not assessed) or UG (ungraded) on the report if he/she has been absent for more than 50% of the lessons in a semester. Absences may mean that students miss assessments and may not have the opportunity to demonstrate achievements of the relevant standards. If there is an issue with a student being absent for an extended period of time, the teacher will notify the parents prior to the report being written.

Extreme Heat Policy

Definition of Extreme Heat

Extreme heat is defined as when the predicted temperature for the Saturday exceeds 40°C. The Bureau of Meteorology (BOM) website 5 will be used as the definitive source of the forecast. During periods of high temperatures, all parents should monitor the predicted temperature to prepare for any eventual cancellation of classes.

Actions to be taken should extreme heat be predicted

The school principal will monitor the predicted temperature.

When the forecast issued on the Monday, indicates that the expected temperature on the Saturday is 40°C or above, an email will be sent to all committee members alerting them to the possibility that school may be cancelled.

A follow-up will be done on the Wednesday evening. If the forecast still predicts a temperature of 40°C or above on the Saturday, the school principal will email and/or SMS all committee members before 7.00pm alerting them to the situation and proposing that classes be cancelled the following Saturday .

Any committee members requesting more information should contact the school principal by 9.00 pm, at which time, based on any feedback from the committee members; the school principal will make the decision as to whether classes will be cancelled or not.

If classes are to be cancelled, an email will be sent to all parents immediately after 9.00 PM.

Preparation for hot days when School is not cancelled

Any day with high ambient temperature, high humidity or a combination of the two will require all staff to maintain extra vigilance, especially during breaks. Teachers should ensure that on these days adequate water is available to help the students remain hydrated.

Teacher remuneration for days of extreme heat

When school is cancelled, all teachers and assistants will receive their normal remuneration for the day which is cancelled.

Expense reimbursement policy

Acceptable expenses

Details on the acceptable type and amount of expenses covered by this policy will be determined each year as part of the budget meeting. The budget meeting will be minuted with relevant details shared on the schools website.