Introducing

Yahl Primary School

Your Future School

Developing learning through participation and collaboration in the heart of the community

Welcome to Yahl Primary School

We look forward to an enjoyable and educationally rewarding partnership between the school, you and your children. We hope you will be able to find time to be involved in some of the school activities.

This booklet has been prepared to give you an overview of activities in the school and hopefully will answer most of your queries. If not please do not hesitate to ask for clarification.

Should you have any suggestions to improve the school, either educationally or physically, please feel free to contact the staff. The School Governing Council can also be used to put forward your point of view.
There are five classes at Yahl Primary

- **Reception** Miss Jeannie May
- **Year 1/2** Mrs Yvonne Archibald
- **Year 3/4** Ms Heather Skillin
- **Year 4/5** Miss Jayne O'Mahoney
- **Years 6/7** Mr Martin Samuel

Principal Mrs Bronwyn Kilpatrick.

Visual Arts Mrs Kelly McIntyre
Music Miss Jeannie May
Japanese Miss Jayne O'Mahoney

The School Services Officers are:
- Mrs Jennie Say
- Mrs Jo Mackereth
- Mrs Leanne Hill
- Mrs Alison Primer
- Mrs Sherry Barker
- Mr Evan Dent
- Mr Gary Trahar (Groundsperson)

The school day begins at 8.55 am when children go into class.

Recess is from 11.00 pm - 11.20 am.

Lunch time is 12.50 pm - 1.40 p.m. which includes 10 minutes eating time from 12.50 pm - 1.00 p.m.

The school day finishes at 3.25 p.m.
**About Our School**

Yahl Primary is a small school located in the Yahl township 10 kilometres south east of Mount Gambier.

The current enrolment is 91 students.

The school offers the following range of curriculum across seven areas of study:
- The Arts
- English
- Health and Physical Education
- Mathematics
- Science
- Studies of Society and Environment
- Technology

Students have a part in the decision-making processes of the school through regular class meetings and an active SRC.

Classes are currently grouped in four levels:
- Reception
- Year 1/2
- Year 3/4
- Year 4/5
- Year 6/7

Students have access to at least four computers in each classroom and fourteen in the library. The resource centre is equipped with computerised borrowing facilities. We also have four interactive whiteboards.

Students also have opportunities to learn instrumental music and participate in school sport competitions.

**Our Priorities For 2011**

Through the Site Learning Plan we are focusing on achieving these outcomes this year:

**Literacy**
- Trialling the draft copy of our site Spelling Policy
- Developing Literacy Blocks
- Developing a Scope and Sequence for the different genres in writing

**Numeracy**
- Staff will be working on developing a whole site scope and sequence for the teaching of Maths

**Student Wellbeing**
- Staff will be attending further T&D in Restorative Practises and implementing the use of R.P. across the site
- The new Child Protection Curriculum has been taught since 2008
- The Christian Pastoral Support Worker will work to support all students in the school thus allowing them to feel successful and safe

**Science**
- Staff will be learning more about the Science Resource, Primary Connections, and using them in their teaching
- Staff will also be reporting to the department on outcomes achieved in Science

**Developing programmes to support students at risk by:-**
- Early Intervention
- using collaborative learning strategies in classrooms
- introducing and developing current programmes such as Learning Assistance, Pause Prompt Praise and THRASS
- assisting parents to help students at home
- resourcing classroom programmes through increased SSO support.

**Giving students access to a broad range of curriculum and resources by:-**
- creating opportunities to use and share staff expertise in the network
- sharing equipment and resources (including staff) between schools
- planning and sharing units of work across year levels
- use of SACSA Framework

**Developing enterprise skills and Key Competencies in all students.**
- Provide authentic learning opportunities for all students
- Further develop Mentor programme with middle school students as part of Youthwork
- Ongoing training and development for all staff and students.
Assessment and Reporting Policy

**Assessment** is an integral part of the teaching and learning process.

It is the process of identifying, gathering and interpreting information about progress in students’ learning.

The purposes are

- to improve student learning
- to provide information to the student, the parents and the teacher about whether the learning goals for the term have been achieved
- to help teachers and students make decisions about future learning needs.

Reporting is the basic responsibility of all teachers to inform of students’ progress.

It is communicating the information gained from assessing student learning.

The purpose of reporting is

- to support teaching and learning by providing information to students, parents and teachers about students’ progress and achievements.
- to identify areas of change to meet the needs of all students
- to inform the Department of Education and Children’s Services about student achievement.

In line with our commitment to improve teaching and learning outcomes for students we will employ a range of appropriate assessment and reporting strategies throughout our school.

Our policy at Yahl is based on the following principles, in line with those of the Department of Education and Children’s Services.

We believe that:

- Students should take an active part in the processes of assessment and reporting.
- The processes of assessment and reporting are an essential part of teachers’ planning and programming.
- Effective assessment and reporting needs a whole school approach.
- Students will be given opportunity to show their achievements in learning in different ways.
- Teachers will use a range of ways to assess and report on their students’ learning.

To achieve these students will:

- monitor and evaluate their own learning progress
- negotiate goals and develop skills in self assessment
- develop an understanding of the place of assessment and reporting in their own learning.

Teachers will:

- use their professional judgment to make decisions about student learning progress
- monitor the range of assessment and reporting methods used
- describe students’ progress towards the achievement of personal goals and curriculum objective.
We assess and report in a number of ways, both formal and informal.

Informal reporting occurs through:
- parents dropping in
- newsletters
- phone calls
- diary notes and communication books
- assemblies
- displays of student work
- special days

Formal reporting includes the following areas:
- Parent/Teacher Information Night
  Parents are invited to attend this evening, held in the first three weeks of the year. Each class teacher will give an overview of the curriculum plans for the year in each of the eight subject areas. Class expectations such as homework, standards of behaviour and class rules will also be explained.

- Structured Parent/Teacher Discussion
  These will be held at the end of Term 1 as a structured discussion when points will be noted as teachers make comment about student progress.

- Basic Skills Testing - NAPLAN
  Results from these tests will be made available to parents of all students who sit for the tests. Teachers will be available to meet for discussions about the results if requested by parents.

- Mid Year and End of Year Summative Reports
  These will summarise student achievement in the eight curriculum areas throughout the year as well as commenting on personal qualities and social development.

All of these assessment and reporting processes include the seven curriculum areas of

- The Arts,
- English,
- Health and Physical Education,
- Mathematics,
- Society and Environment,
- Science,
- Technology

Comments are also made about students work habits and personal qualities such as confidence; time management; ability to work independently; personal organisation; book work; ability to relate to others including adults and peers; initiative as well as the seven Key Competencies.
INDEX

ADMISSION OF STUDENTS
ACCIDENT AND ILLNESS
ABSENCES
BANKING
BEHAVIOUR/ DISCIPLINE
BICYCLES
CLASS ARRANGEMENTS
COLLECTION OF CHILDREN
CONTACT NUMBERS
DENTAL SCHEME
DRUGS AND MEDICINE
DISASTER POLICY
EXCURSIONS & SCHOOL TRIPS
FIRE-DRILL
FUNDRAISING
INFECTIOUS DISEASES
INSTRUMENTAL MUSIC
LIBRARY
LOST PROPERTY
LUNCHES
NEWSLETTERS AND NOTICES
PARENT PARTICIPATION
PARENT CLUB
PHOTOCOPYING
REPORTS
SCHOOL DRESS CODE
SCHOOL GOVERNING COUNCIL
SPORTS DAY
SPORTS TEAMS
SWIMMING
TRANSITION FOR HIGH SCHOOL
TRAVEL ALLOWANCE
VALUABLES
WEATHER
YARD DUTY
OSHC
ADMISSION OF STUDENTS

Children may be admitted to school after their 5th birthday at the beginning of each term.

Prior to enrolment there will be consultation between the parents, principal, teacher/s and kindergarten with regards to when the child starts school, dates for children to visit the school and the length of stay in the Junior Primary.

Children must spend a minimum of 10 terms in their R-2 Junior Primary years. Those who start at the beginning of the year have 12 terms, 2nd term starters have 11 terms, etc. Children who start at the beginning of the last term have 13 terms in their Junior Primary years.

It is advisable for you to discuss how long your child should stay at school for the first few weeks. Some new children find it very tiring to spend the whole day at school when they first begin, others are fine. Please discuss with your child's teacher.

Admission is completed by filling in a DECS Enrolment form.

Children transferring may enrol at any time during the year.

ACCIDENT AND ILLNESS

Although every care is taken to avoid accidents, they sometimes do happen. The school keeps a register of emergency contacts, home phone numbers and medical conditions of all children. Please inform the school of any changes to these personal details so that our records can be changed.

Very minor injuries will be treated by the staff. Parents will be notified of any accident/injury that occurs. However, in cases of a serious accident medical treatment will be sought and parents informed as soon as possible. Should the injury warrant, an ambulance will be called.

ABSENCES

If your child is absent from school you are requested to notify the class teacher, either by note or phone. Where absences are going to be prolonged, please contact the school so necessary arrangements regarding the child’s schooling can be made.

BANKING

School banking day, through Bank SA, is available to students. Voucher books and deposit can be left in the classroom container. Money is collected by the bank on Tuesdays.

BEHAVIOUR / DISCIPLINE

A high standard of behaviour is expected and we believe this can be achieved in a positive manner. If a child has a regular pattern of misbehaviour the teacher and/or Principal will consult with the parents as outlined in the school’s behaviour policy.

Classroom Code of Conduct is displayed in each classroom.

School Yard Behaviour Code is supported by all staff.

Copies are available for parents upon request from the front office.

BICYCLES

Bicycles are not to be ridden in the school yard. Bike riders must await teacher instruction before crossing the road after school.

CLASS ARRANGEMENTS

The arrangements of our composite classes may vary from year to year, the critical factor being the number of students in the school.
COLLECTION OF CHILDREN

Teachers are responsible for the children under their care and must know where they are at all times. Therefore, please remember to sign the collection book in the front office at all times when collecting children during the day for any reason eg dentist or doctor's appointment.

CONTACT NUMBERS

You are asked to supply the school with a contact number for use in the event that the school cannot contact you if your child has suffered an accident of illness. This would normally be a relative or close friend who is prepared to assume the responsibility for your child in these circumstances. The details will be updated annually.

DENTAL SCHEME

The School Dental Service provides general dental care to school and pre-school children through clinics located at schools. The clinic is located at the Mt Gambier Hospital Complex. If you wish to participate in this scheme consent forms are available from the front office.

DRUGS AND MEDICINE

Teachers cannot accept responsibility for the administration of medication; however, staff may assist under some circumstances. Medication must be contained in the original bottle/dispenser, clearly marked with student's name and accompanied by a letter outlining dose and frequency and left at the front office.

DISASTER POLICY

The school has a Disaster Policy which is called into force during times considered to be of impending danger. During a disaster children will be released to parents only or persons with written consent from parents.

EXCURSIONS AND SCHOOL TRIPS

The school is obliged by regulations to request a signed consent form before any child may take part in a school excursion. These forms are distributed by the class teacher prior to any visit.

At the beginning of the each school year parents are asked to sign a consent form for excursions within walking distance of the school to cover all excursions for that year. Parents will be informed beforehand of the destination (eg hall), approximate timing and who will be accompanying the children through newsletter, diary, note or class note. Parents who do NOT wish their child to participate in a particular excursion need to inform the school of same.

Private cars may be used to provide transport for an excursion if, in the opinion of the Principal, it is not practical to use a bus contractor.

FIRE-DRILL

Fire drill practice will be held at various times throughout the year to ensure that all children and staff are familiar with the procedure.

FUNDRAISING

Fundraising is essential to the school. In the last few years fundraising by the School Governing Council and Parent Club has enabled the children to benefit in a variety of areas.

Fundraising usually involves raffles, cake stalls, auctions, BBQ’s, fetes, cabarets and so on. Your support in these events is needed and appreciated.

With a good number of people assisting, fundraising can be enjoyable and personally rewarding as well as providing “extras” for the children.
**INFECTIONOUS DISEASES**

Children with infectious diseases such as ‘flu, measles, chicken pox, etc., should be kept at home until the infectious period has passed and the child is physically recovered. Recommended minimum exclusion periods of infectious diseases cases:

<table>
<thead>
<tr>
<th>PERIOD OF EXCLUSION</th>
<th>Case</th>
<th>Exclusion Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>1 week after appearance of spots</td>
<td></td>
</tr>
<tr>
<td>Measles, Mumps, Rubella</td>
<td>Exclude until fully recovered or 1 week after onset of symptoms</td>
<td></td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>5 days after starting treatment</td>
<td></td>
</tr>
<tr>
<td>Head Lice, Ringworm, Scabies</td>
<td>Re-admit on day after appropriate treatment has commenced.</td>
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</tbody>
</table>

**INSTRUMENTAL MUSIC**

Flute, clarinet and saxophone instruction is offered to year 5, 6 and 7 children by DECD teachers. The lessons are conducted at Yahl Primary School. There is no charge for these lessons but students may be required to purchase music books. The school can arrange the hire of flutes, clarinets and brass instruments at a cost to the student. Middle primary students learn recorder as a whole class. Piano, guitar and percussion lessons are taught on site by a private providers. Payment of these lessons is by arrangement between the family and the provider.

**LIBRARY**

Children are encouraged to use the Library in class library times. They may also use the Library at lunchtime with permission. Children are allowed to borrow up to three books at a time. Books may be borrowed for a period of two weeks. They should be returned to the library before the due date. Children with overdue books are not able to borrow further books.

**LOST PROPERTY**

All children’s clothing must be clearly named. All lost property is kept in a box in the room next to the front office. Parents are asked to check the box on a regular basis. Unclaimed items will be given to charity at the end of each term.

**LUNCHES**

Children eat lunch with their teachers between 12.50 and 1.00 pm. then they play until 1.40 pm.

Special lunches can be ordered each fortnight. Parent Club and students organise these and they also need volunteers to assist with the lunches on these days.

**NEWSLETTERS AND NOTICES**

Newsletters are sent home with the eldest child in each family once a fortnight, normally on a Friday. The newsletter contains information for parents about coming events and educational programs at the school. It is also used by community groups to issue information.

**OUT OF SCHOOL HOURS CARE**

School operates an Out of School Hours Care Service with the following session times.

- Before School Care 7.30 am – 8.30 am $10.00 per session before CCB reduction
Care can be arranged to begin at 7.00 am, but this is through negotiation with the OSHC Coordinator. Fees for this session 7.00 – 8.30 am are $15.00

After School Care 3.00pm – 6.00 pm $10.00 per session (less CCB reduction)

Vacation Care 7.30am – 6.00 pm $35.00 per day, morning $18.50, afternoon $16.50 (less CCB reduction)

Care is also available on Pupil Free days and School Closure days from 7.30am until 6.00pm.
Cost for these sessions is $30.00 per day. ½ day sessions are also available at $15.00.

Application forms are available from the front office or the Care Centre.

**PARENT PARTICIPATION**

Parents are actively encouraged to participate in various ways such as Parent Club, School Governing Council, School Budget Planning; School Development and other areas of the school such as electives, swimming, reading and so on.

If you wish to assist in a classroom activity on a regular basis, please see the class teacher.

**PARENT CLUB**

Parent Club usually meets once a month at school.
All parents are welcome to attend.
The Parent Club is an essential part of the school community. Members help with fundraising and social activities.

Parent Club provides the opportunity to discuss school activities and keep up with the school news. Contact Tammy Harry through the school for more information.

**PHOTOCOPYING**

The school photocopier is available for parents to use at a small charge to cover costs. Please check with ancillary staff if you wish to do any copying. Students using the photocopier for personal use are also required to pay.

**REPORTS**

Formal reporting to parents includes the following areas

Parent/Teacher Acquaintance Nights are held in the first four weeks of the year.

Three Way Interviews are held at the end of Term 1 with optional interviews in Term 3.

Mid Year – written report.

Mid Year and End of Year Summative Reports summarise student achievement throughout the year.

**SCHOOL DRESS CODE**

The Governing School Council, after consultation with the community, has endorsed the required wearing of school dress code by all students. A copy of the dress code follows.

- Plain green or new green/white windcheater/rugby top
- White or bottle green polo tops
- Green or black fleecy track-pants
- Grey trousers
- Blue jeans
- Grey, green or white shorts
- Green/white check summer dress
- Green wide brimmed Yahl hat
- Suitable footwear (**NO** thongs)
- Jewellery to be kept to a minimum (no dangling earrings/nose, eyebrow rings for safety reasons)
- Yahl School beanie (during colder weather).
- School jackets can be ordered from Mount Gambier Safety Supplies on Penola Road.
All students are required to wear the Yahl green wide brimmed hats in terms 1 and 4. The wearing of these hats is optional for terms 2 and 3.

Hats can be purchased from the front office.

A school beanie can be worn in winter.

SCHOOL GOVERNING COUNCIL

School Governing Council meets usually on third Monday of each month and all parents are eligible to be nominated as members. Council members are elected for a two year term at the Annual General Meeting held in February. School Governing Council has a membership of up to 15 this includes a staff representative, Parent Club representative and the Principal.

The role of the School Governing Council is defined as:

- to exercise a general oversight over the well-being of the school
- to advise the Principal as necessary, on the correlation between the work of the school and the educational needs of the district
- to note the accommodation, grounds and equipment provided at the school at to advise the Chief Executive Officer through the Principal of any alterations, additions and replacements considered necessary
- by agreement with the Principal, to decide on the distribution of any grant made to the school by the Minister. Where agreement cannot be reached the matter shall be referred to the Chief Executive Officer for a decision and his decision shall be final
- to consider in broad outline the general educational policy within the school, of which the Principal shall keep the school council continuously informed advise the Principal of the considered view of the local community regarding educational developments within the school
- to carry out such duties as are prescribed by the these regulations or required by the Minister.

SPORTS DAY

The school participates in the Mt Gambier District Small Schools Sports Day held at Blue Lake Sports Park in late March.

Children march from the Cave Gardens to Vansittart Park and are then taken to Blue Lake Sports Park by bus for the competition.

We have a school sports uniform that is provided by the Parent Club, but students will need to wear a Yahl school hat and appropriate footwear.

SPORTS TEAMS

The school helps facilitate various sports teams such as T-ball, netball and football. Parents are needed to organise and coach teams. Games and practices usually occur outside school hours. If insufficient players are available from Yahl Primary School to fill teams our students combine with students from other local schools.

Sports available during the year are:

Term 1: Softball, cricket, t-ball, and athletics
Term 2: Football, netball
Term 3: Minkey hockey, hockey, cross-country running, soccer
Term 4: Softball, cricket, t-ball, athletics

SWIMMING

Children attend swimming lessons, usually in term 1, as part of the physical education program. Lessons are conducted at the Aquatic Centre over a one week period. Consent and medical forms, along with bus fares and pool fees, must be returned for children to participate in these lessons.
TRANSITION FOR HIGH SCHOOL

To assist year 7 students to make the transition to High School, a range of activities are organised and offered by the local High school.

TRAVEL ALLOWANCE

A travelling allowance is available to the parents/caregivers of students whose usual place of residence is over 5 km from the nearest Government school or bus service provided by DECD.

Application for the Travel Allowance must be made each term through the school.

VALUABLES

It is recommended that students do not bring valuable items to school. The school cannot accept responsibility for damages, loss or theft that may occur.

WEATHER

The Hot Weather policy is aligned to the district policy. If the forecast temperature is 38°C or over parents can collect students at 12.30 pm. However all of our classrooms are fully air conditioned so students are generally very comfortable at school. Students are not permitted to ring parents and asked to be collected as we believe it is a parental decision. Students will only be allowed to leave if collected by a parent or another adult nominated by the parent, who are required to sign a collection form in the front office. The school needs to be informed of this either by telephone or written note. In the case of it being too cold and wet for children to play outside during breaks they will be supervised by their teacher in the classroom.

YARD DUTY

Teachers provide supervision from 8.30 am until 3.50 pm. Children should not arrive before 8.30 am and should not be in the school grounds after 3.45 pm or when the bus arrives.
While we value and encourage informal discussions as a way of dealing with any problems, we also have in place a more formal Grievance process for parents to follow if the need arises.

### Lines of Responsibility

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<thead>
<tr>
<th>Level</th>
<th>Responsible Party</th>
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<tr>
<td>Student</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher</td>
<td>Principal</td>
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<tr>
<td>Principal</td>
<td>Regional Director</td>
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### STEP 1
If you have a concern regarding your child’s education, make an appointment (for a mutually convenient time) with the person concerned.

**IF UNRESOLVED**

### STEP 2
Consult with the Principal via appointment, providing all the relevant information.

**IF UNRESOLVED**

### STEP 3
Principal meets with parties involved.

**IF UNRESOLVED**

### STEP 4
The issue will need to be referred by the parent to the Regional Director.

**Please Note:** DECS procedures say that in the event of an unresolved grievance between a parent and teacher the matter must be brought to the attention of the principal. In the event of an unresolved grievance between a parent and the principal the matter can be referred to the District Superintendent. There is no provision for either Governing Council or Parent Club to debate any grievance or complaint against either a teacher or Principal.
YARD BEHAVIOUR CODE

The school should be a safe, enjoyable place in which children can work and play.

For those children who place the safety and enjoyment of others at risk there will be a consistent method of dealing with infringements to school values and rules.

The time out/thinking space is used because it is a clear, reasonable and enforceable logical consequence for serious infringements of school values and rules.

All staff are responsible for making sure children know school values and rules and help children to follow them.

The school values are
- Respect for self
- Respect for others
- Respect for the environment

The Policy

1. Values and rules are designed to make Yahl Primary School a safe enjoyable place for children and adults.

2. A time out/thinking space will be used to withdraw children as a consequence for breaches of serious infringements of school values and rules. These include:
   - disobeying a staff member’s direction
   - fighting
   - deliberately hurting others
   - harassment
   - throwing dangerous objects
   - using offensive language
   - damaging others’ property
   - leaving the grounds without permission
   - stealing
   - damaging the environment.

3. The time out area will be a logical consequence for breaches of school values and rules. It will not be used as a threat.

4. No reminders will be given to students who seriously breach school values and rules.

5. It is the child’s responsibility to go to the time out area on time. If the child does not go to time out when request he/she will make up the time and spend extra time in time out. If the child is ill he/she will make up the time on returning to school.
6. A child in time out will
   • sit quietly and reflect on their behaviour.
   • stay in the area until the teacher who directed them there gives them permission to leave.

7. Staff will
   • be consistent enforcing school values and rules.
   • ensure that the child is clear about the reason they are asked to spend time out.

8. All time out will be recorded. If a child has been sent to time out on three occasions the parents will be informed.

9. If students feel they are being unfairly treated they should use the grievance procedure process in the school.
Do you have a concern about something happening at school?

NO → Take no action

YES → Write down all the facts, feelings and what you would like to see happen

Can you approach the person concerned personally?

NO → Talk to an adult at school or student contact person and discuss your concern. Seek their advice on how best to deal with it.

YES → Meet with the person. Explain your concern and together decide how best to deal with it.

Are you happy with the result?

NO → Meet again with the person from school to discuss further options.

YES → Take no further action and, if appropriate, tell the support person how it all turned out. (This will assist in providing advice on future occasions).
CLASSROOM BEHAVIOUR CODE

CLASSROOM FLOWCHART

Verbal Reminder
  ↓
Warning
  ↓
Classroom Timeout
  ↓
Support Classroom Timeout
  ↓
Internal Suspension + Counsellor Support
  ↓
Take Home
  ↓
Re-entry Meeting
  ↓
Suspension
  ↓
Student Plan Developed
  ↓
Exclusion

ACTION

Optional Teacher/Parent Contact (Letter)

Parent Contact/Interview

Parent/Teacher/Principal Meeting

Parent/Principal Contact

Parent/Child/Teacher/Principal

Principal/Parent/Child/Interagency Support

DSE contact

Steps may be omitted, depending on the frequency of behaviour and the severity of the situation.
GRIEVANCE PROCEDURES

Strategies for Problem Solving

We can expect within our school community things will happen from time to time that cause personal concern. When this occurs it is important that the person with the concern does something about it.

We have detailed in a diagram a pathway that can be followed to have a concern dealt with. All are encouraged to use this process.

- Do you have a problem?
  - Yes
    - Write down all the facts and feelings and what you would like to see happen.
    - Approach the person concerned personally.
    - Meet with the person. Explain your concern and together decide how best to deal with it. Decide on and take appropriate action.
    - Are you happy with the result?
      - Yes
        - Tell the person you are happy with the result.
      - No
        - Take your concern to the person next in line of responsibility
  - No
    - Tell the person you are happy.

Please Note: Education Department procedures say that in the event of an unresolved grievance between a parent and teacher the matter must be brought to the attention of the principal. In the event of an unresolved grievance between a parent and the Principal the matter can be referred to the District Superintendent. There is no provision for either Governing Council or Parent Club to debate any grievance or complaint against either a teacher or Principal.

Speak to an impartial person in confidence to clarify your grievance. Be clear about your concern. Approach the person you need to see.

LINES OF RESPONSIBILITY

- Student → Parent → Parent/Teacher
- Teacher → Teacher → Principal
- Principal → Principal → Regional Director