

POLICY: Parent Complaints and Concerns

INITIAL COPY

01 / 09 / 2011

RATIFIED/REVIEWD COPY

24/ 06 / 2014

PURPOSE

To ensure that parent complaints and concerns are responded to in a prompt, consistent, fair, effective and timely manner.

GUIDELINES

- When addressing parent/guardian concerns or complaints, the school must:
 - maintain confidentiality
 - balance the rights and responsibilities of all parties
 - ensure all parties are aware of their right to advocacy
 - act in a manner that seeks to achieve an outcome acceptable to all parties; and
 - abide by Department of Education and Early Childhood Development policy and guidelines – Addressing Parents’ Concerns and Complaints Effectively.
- All concerns and complaints must be addressed in line with the Department’s legislative and regulatory framework, which includes the:
 - Education and Training Reform Act 2006
 - Education and Training Reform Regulations 2007
 - Charter of Human Rights and Responsibilities Act 2006
 - Information Privacy Act 2000
 - Wrongs Act 1958.
- Concerns and complaints must be addressed in line with the Department’s 2006 Dignity and Respect Statement. The statement says that:
 - The Department is committed to providing safe and supportive work environments where diversity is valued and everyone is treated with respect, fairness and dignity.
 - Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable.
 - All employees, students, parents and visitors in schools and other Departmental workplaces are expected to act accordingly.
 - The Department (which includes schools) and school councils, will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors in schools and other
 - Departmental workplaces are protected.
- The school’s approach to handling concerns and complaints is based on our values of: providing a safe and supportive learning environment; building relationships between students, parents and staff; and providing a safe working environment for staff;
- ‘Parent’ in the policy has the same meaning as in the Education and Training Reform Act 2006, which is: ‘parent’, in relation to a child, includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 of the Commonwealth and any person with whom a child normally or regularly resides;
- A ‘complaint’ is an expression of grievance or resentment where the complainant is seeking redress or justice;
- A ‘concern’ is an issue of interest (because of its importance and effect), which is raised informally in order to improve or change a situation;
- The procedures in this policy cover concerns and complaints about: general issues of student behaviour that are contrary to the school’s code of conduct, including incidents of bullying or harassment in the classroom or the

school yard; learning programs, assessment and reporting of student learning; communication with parents; school fees and payments; and general administrative issues;

- The procedures in this policy do not cover matters for which there are existing rights of review or appeal, as detailed in the Victorian Government Schools Reference Guide, including: student discipline matters involving expulsions; complaints about employee conduct or performance and complaints that should be dealt with by performance management; grievance resolution or disciplinary action; complaints by the Department's employees related to their employment; student critical incident matters; or other criminal matters.

IMPLEMENTATION

- A parent can raise a concern or complaint about any aspect of a school's operations;
- In the first instance, they should take a concern or make a complaint to the school, as any complaint raised with the Regional or Central Office that has not been raised at the school level will be referred back to the school for resolution;
- The school will make every effort to resolve a concern or complaint related to it, however, if issues remain unresolved, they may be referred to Regional Office and subsequently Central Office and finally to an external agency such as the Ombudsman Victoria;
- The complainant should telephone (9700 4455), make an appointment to visit or write to-
 - the student's teacher or home group teacher about learning issues and incidents that happened in their class or group
 - the Professional Learning Team Coordinator if students from several classes are involved;
 - the Assistant Principal about issues relating to staff members or complex student issues
 - the Principal about issues relating to school policy, school management, staff members or very complex student issues.
- The school expects a person raising a concern or complaint to:
 - do so promptly, as soon as possible after the issue occurs
 - provide complete and factual information about the concern or complaint
 - maintain and respect the privacy and confidentiality of all parties
 - acknowledge that a common goal is to achieve an outcome acceptable to all parties
 - act in good faith and in a calm and courteous manner
 - show respect and understanding of each other's point of view and value difference, rather than judge and blame
 - recognise that all parties have rights and responsibilities which must be balance
- Complainants can seek the services of an advocate when they feel they are unable to express their concern clearly. An advocate can be a friend or someone who is available through an appropriate support organisation who does not receive a fee for service;

The Principal will ensure that parents are aware of their right to advocacy when communicating the issues involved in their complaint and in negotiating an outcome;

- On receiving a complaint, the following details will be recorded:
 - name and contact details (with permission) of the person with a concern or complaint
 - the date the concern was expressed or complaint made
 - the form in which the concern or complaint was received (such as face-to-face, by telephone, in writing, by email)
 - a brief description of the concern or complaint
 - details of the school officer responding to the concern or complaint
 - action taken on the concern or complaint
 - the outcome of action taken on the concern or complaint
 - any recommendations for future improvement in the school's policy or procedures.

- Complaints will be addressed promptly, within timelines agreed with the person with the concern or complaint. In all cases, the school will try to resolve a concern or complaint within 20 school days;
- Should the complaint involve complex issues, the school might need to take advice from the Department's Regional Office which may take more time. The school will tell the complainant the new timeline for addressing the complaint and the reasons for any delays;
- All parties involved in addressing a complaint may seek the services of a mediator when there is difficulty coming to an agreement;
- The school will ensure that all reasonable steps are taken to resolve concerns and complaints before involving other levels of the Department;
- The Principal will determine whether a concern or complaint should be managed through the school's concerns and complaints process or through other complaints processes of the Department;
- If a concern or complaint is substantiated in whole or part, the school will offer an appropriate remedy and will implement the remedy as soon as practicable;
- If a person with a concern or complaint is not satisfied with the outcome determined by the school, they can contact the Regional Office;
- If the complaint cannot be resolved by the complainant, school and regional office working together, the Regional Office may refer it to the Department's Group Coordination Division;
- The school will make information about procedures for addressing concerns and complaints readily available to parents and the school community through incorporation in the newsletter;
- The school will brief all members of staff about its procedures to address concerns and complaints annually and provide appropriate training;
- The school will monitor parent concerns and complaints and consider issues raised through the parent complaints process, and any other relevant information from the parent opinion survey, when undertaking a review of the school's policies, procedures and operations; and
- The school will communicate the outcomes of concerns and complaints to all relevant parties where possible.

EVALUATION

The Parent Complaints Policy will be reviewed by the Principal in consultation with the education Policy Committee every three years or sooner if required.

| | |
|--|----------------------------|
| <u>Chalcot Lodge Primary School</u> | |
| <u>'Parent Complaints and Concerns' Policy – Comment Slip</u> | |
| <hr/> <hr/> <hr/> <hr/> | |
| <i>SIGNED:</i> _____ | <i>Date:</i> _____ |
| <i>Name:</i> _____ | <i>Phone Number:</i> _____ |

Statement of Values

Promoting a healthy, safe and respectful school community

Chalcot Lodge Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others;
- sends rude, confronting or threatening letters, emails or text messages;
- is manipulative or threatening;
- speaks in an aggressive tone, either in person or over the telephone;
- makes sexist, racist or derogatory comments;
- inappropriately uses social media as a forum to raise concerns/make complaints against the school; and
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services;
- alternative communication strategies being applied;
- formal notice preventing entry onto school premises or attendance at school activities written notice; will follow any verbal notice given;
- an intervention order being sought; and
- informing the police which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Chalcot Lodge Primary School - 5231 Cookery & Etiquette Program Term 3, 2014

| Class | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---------|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| Prep AC | Tues 15/7 11.30 – 1.30 | | Mon 28/7 11.30 – 1.30 | | Tues 12/8 11.30 – 1.30 | | Tues 26/8 11.30 – 1.30 | | Tues 9/9 11.30 – 1.30 | |
| Prep CB | Wed 16/7 11.30 – 1.30 | | Wed 30/7 11.30 – 1.30 | | Wed 13/8 11.30 – 1.30 | | Wed 27/8 11.30 – 1.30 | | Wed 10/9 11.30 – 1.30 | |
| Prep SC | | Tues 22/7 11.30 – 1.30 | | Tues 5/8 11.30 – 1.30 | | Tues 19/8 11.30 – 1.30 | | Tues 2/9 11.30 – 1.30 | | Tues 16/9 11.30 – 1.30 |
| 1/2 DE | Mon 14/7 9.00 – 11.00 | | Tues 29/7 9.00 – 11.00 | | Mon 11/8 9.00 – 11.00 | | Mon 25/8 9.00 – 11.00 | | Mon 8/9 9.00 – 11.00 | |
| 1/2 JV | | Mon 21/7 9.00 – 11.00 | | Mon 4/8 9.00 – 11.00 | | Mon 18/8 9.00 – 11.00 | | Mon 1/9 9.00 – 11.00 | | Mon 15/9 9.00 – 11.00 |
| 1/2 GC | Mon 14/7 11.30 – 1.30 | | Tues 29/7 11.30 – 1.30 | | Mon 11/8 11.30 – 1.30 | | Mon 25/8 11.30 – 1.30 | | Mon 8/9 11.30 – 1.30 | |
| 1/2 MK | | Mon 21/7 11.30 – 1.30 | | Mon 4/8 11.30 – 1.30 | | Mon 18/8 11.30 – 1.30 | | Mon 1/9 11.30 – 1.30 | | Mon 15/9 11.30 – 1.30 |
| 3/4 RS | Tues 15/7 9.00 – 11.00 | | Mon 28/7 9.00 – 11.00 | | Tues 12/8 9.00 – 11.00 | | Tues 26/8 9.00 – 11.00 | | Tues 9/9 9.00 – 11.00 | |
| 3/4 AK | | Tues 22/7 9.00 – 11.00 | | Tues 5/8 9.00 – 11.00 | | Tues 19/8 9.00 – 11.00 | | Tues 2/9 9.00 – 11.00 | | Tues 16/9 9.00 – 11.00 |
| 4/5 AT | | Wed 23/7 11.30 – 1.00 | | Wed 6/8 11.30 – 1.30 | | Wed 20/8 11.30 – 1.30 | | Wed 3/9 11.30 – 1.30 | | Wed 17/9 11.30 – 1.30 |
| 5/6 DN | Wed 16/7 9.00 – 11.00 | | Wed 30/7 9.00 – 11.00 | | Wed 13/8 9.00 – 11.00 | | Wed 27/8 9.00 – 11.00 | | Wed 10/9 9.00 – 11.00 | |
| 5/6 AA | | Wed 23/7 9.00 – 11.00 | | Wed 6/8 9.00 – 11.00 | | Wed 20/8 9.00 – 11.00 | | Wed 3/9 9.00 – 11.00 | | Wed 17/9 9.00 – 11.00 |

Please note: Due to the Prep's 100 day celebrations and Districts in week 3, 3/4 RS and Prep AC cookery classes will be held on Monday 28th July. 1/2 DE and 1/2 GC cookery classes will be held on Tuesday 29th July.



Kelly Sports Berwick, Pakenham, Seaford
 P.O. Box 2055, Fountain Gate 3805
 T 0402 224 116
 F (03) 8692 6539
 E darren@kellysports.com.au
 W www.kellysports.com.au



TERM 3 CHALCOT LODGE PRIMARY



WICKED WINTER SPORTS!

DON'T MISS OUT THIS WINTER! Winter Sports allows your child to play a range of dynamic and active sports over the 9 week program; these include hockey, footy, soccer, netball, basketball & crazy games! This multi-sport program will not only provide an essential base for your child's motor skills, but will also help build confidence and co-ordination, all in an enjoyable environment.
TEAM PLAYER OF THE DAY TROPHY AWARDED EACH SESSION!

WHEN: MONDAYS
COMMENCING: 21/07/14 - 15/09/14
PERIOD: 9 Weeks (\$90)
TIME: 3:25pm - 4:25pm
YEAR LEVELS: P - 6



DYNAMIC DANCE!

GET MOVING WITH KELLY DANCE THIS WINTER! Shake, move & let the beat enter your feet with Kelly Sports Dance. Our fantastic Kelly Sports Dance teachers will get your child's hips swinging, heads bumping, feet rocking & bodies shaking! From contemporary, jazz to hip-hop and pop, this program provides something for everyone. Our dance program will build rhythm and confidence!

WHEN: WEDNESDAYS
COMMENCING: 23/07/14 - 17/09/14
PERIOD: 9 Weeks (\$90)
TIME: Lunchtime
YEAR LEVELS: P - 6

COST: \$10 per week (\$90 based on 9 x \$10 sessions)

VENUE: CHALCOT LODGE PRIMARY

Please do not leave enrolment from with the school office

KELLY SPORTS IS A REGISTERED CHILD CARE PROVIDER

ENROLMENT FORM

Wicked Winter Sports! Dynamic Dance!

School: CHALCOT LODGE PRIMARY _____ Year Level: _____

Name: _____ Room No: _____

Address: _____ Post Code: _____

Phone: _____ Mobile/Work: _____

Email: _____ Medical Conditions: _____

At the completion of after school clinics, does your child? Go to after care Get collected

Parents' consent: I hereby authorise Kelly Sports to act on my behalf should my child require medical attention, and release Kelly Sports Berwick from any liability for injury incurred by my child at Kelly Sports programmes.

Parent/Caregiver name: _____ Signature: _____

Amount Paid: \$ _____ Credit card payment: (1.32% surcharge) Internet Transfer: Cheque: Cash:

Card Number: □□□□ □□□□ □□□□ □□□□ Expiry Date: □□/□□



Winner: 2013 Cardinia Franchisee of the year!



Winner: 2013 Casey Home Based Business