

Dear Parents/Guardians

Thank you for your interest regarding enrolment for your child/children at St Andrew's Catholic Primary School. Please find enclosed, an 'Application for Enrolment' form for each child (**Attachment 1**) and various other documents providing information about our school. Please return all completed documentation to our school office at your earliest convenience. A non-refundable application fee of \$30 (incl GST) must accompany each completed application form.

Following receipt of completed application forms, an appointment will be arranged for you to meet with the Principal, should suitable class vacancies exist.

Copies of the following documents are essential and should be returned with enrolment forms:

- (i) Birth certificate;
- (ii) Baptismal certificate and certificates from other Sacraments received by the child;
- (iii) Immunisation History Statement – request from AIR via:
 - PH: 1800 653 809 or
 - EMAIL: acir@humanservices.gov.au or
 - VISIT: Your local Medicare Office in person

APPLICATIONS WILL NOT BE PROCESSED UNTIL COPIES OF ALL DOCUMENTS HAVE BEEN PROVIDED.

Once the school receives enrolment application forms and all required documentation, you will be provided with a Pre-Enrolment Interview Form (**Attachment 2**). This must be completed and brought along to the enrolment interview. Please bring along any supporting documentation – i.e. medical diagnosis/es; health care/management plans; prescriptions; referrals or other supplementary documentation to support the information provided in the Pre-Enrolment Interview Form. This information assists the school to meet the individualised educational needs of your child.

Please note that the completion of application forms indicates an expression of interest only. It is not a confirmation of enrolment. Notification of the success of your application will be confirmed in writing after the interview.

I look forward to meeting with you to discuss your child/children.

Yours faithfully

Mr Sam Fontaine
Principal



APPLICATION FOR ENROLMENT

Student Name: _____ Date of Birth: _____

Year Level: KG, PP, 1, 2, 3, 4, 5, 6

Year of Entry: _____

ATTACHMENTS THAT MUST ACCOMPANY THIS APPLICATION

- Data Collection Form ☐
- Media Release Form – Photograph/Video Permission Form ☐
- Birth Certificate ☐
- Baptism Certificate ☐
- Parish Priest Reference Form (optional) ☐
- Immunisation Statement (obtained from the Australian Immunisation Register (AIR). Contact AIR on 1800 653 809 for any queries) ☐
- Copy of Visa/Australian Citizenship papers if not born in Australia for **Student** (originals must be supplied at interview) ☐
- Copies of Visa/Australian Citizenship papers if not born in Australia for **Parents** (originals must be supplied at interview) ☐
- Copy of latest school report (if applicable) ☐
- Application fee of \$30 (this fee is non-refundable)
(Payment of \$200 deposit is required after interview to confirm the child's position. This is non-refundable and will be deducted from your child's school fees.) ☐
- Code of Conduct ☐
- ICT Acceptable Use Parent Agreement ☐
- How did you hear about St Andrew's CPS?
☐ Website ☐ Pamphlet ☐ Family/Friends ☐ Other:

Office use only

FACTION: RED, BLUE, GREEN

YEAR: KG, PP, 01, 02, 03, 04, 05, 06

Year of Entry: _____

New/Old Family: _____

**Date of Receipt of
Enrolment Application:** _____

Date \$200 Deposit Paid: _____

PRINCIPAL: _____

Student Surname: _____ First Name: _____

Preferred Name: _____

Address: _____

State: _____ Postcode: _____

Date of Birth: _____ Birthplace: _____ Birth Certificate Attached: Yes/No

Aboriginal/Torres Strait Islander: Yes/No

If yes to Aboriginal/Torres Strait Islander, then Group of Origin: _____

Nationality: _____ Australian Permanent Resident: Yes/No

If born outside of Australia:

Date of arrival in Australia: _____ Visa category number: _____

Country of citizenship: _____

Language(s) spoken at home: _____

Religious Denomination: _____ Parish Priest: _____

Parish: _____ Suburb: _____

Date of Reception of Sacraments: _____ Baptism Certificate Attached Yes/No

Baptism _____ Reconciliation _____ First Communion _____ Confirmation _____

Present School: _____ Location: _____ Year Level: _____

FAMILY INFORMATION**PARENT / GUARDIAN**

Title: _____ Surname: _____ First Name: _____

Address: _____

State: _____ Postcode: _____

Religious Denomination: _____ Parish Priest: _____

Parish: _____ Suburb: _____

Contact Address: _____

Contact Numbers: _____

Email Address: _____

Country of Citizenship: _____

PARENT / GUARDIAN

Title: _____ Surname: _____ First Name: _____

Address: _____

State: _____ Postcode: _____

Religious Denomination: _____
 Parish: _____

Parish Priest: _____
 Suburb: _____

Contact Address: _____

Contact Numbers: _____

Email Address: _____

Country of Citizenship: _____

CUSTODY/GUARDIANSHIP

Name of person(s) with legal guardianship of the student: _____

If applicable a copy of any Parenting or Restraint Order is attached. Yes/No

Any other conditions enforced at law? _____

SIBLINGS CURRENTLY ATTENDING SCHOOL

Name	Year Level	Name	Year Level
_____	_____	_____	_____
_____	_____	_____	_____

SIBLINGS CURRENTLY ATTENDING OTHER SCHOOLS

Name	Year Level	School
_____	_____	_____
_____	_____	_____
_____	_____	_____

EMERGENCY CONTACT DETAILS (OTHER THAN A PARENT/GUARDIAN)

Name: _____ Relation to Student: _____

Address: _____

Contact Numbers: _____

Name: _____ Relation to Student: _____

Address: _____

Contact Numbers: _____

IMMUNISATION INFORMATION

Australian Immunisation Register (AIR) Statement provided: ☐ Yes ☐ No

F – Fully immunised N – Not immunised I – Incomplete immunisation P – Personal objections

Measles: ____ Mumps: ____ Rubella: ____ Diptheria: ____ Tetanus: ____ Hepatitis B: ____

Pertussis (Whooping Cough): ____ Polio (OPV): ____

MEDICAL INFORMATION

Family Doctor/Medical Clinic: _____
 Address: _____
 Contact Numbers: _____
 Dentist/Dental Clinic: _____
 Address: _____
 Contact Numbers: _____
 Medicare Number: _____
 Blood Group: (If known) _____

DISCLOSURE

Do you agree that the information supplied in the *Student Information* and *Family Information* sections, can be provided to the relevant Parish Priest?

Yes/No

OFFSITE ACTIVITIES / EXCURSIONS

Do you give permission for your child to travel by bus and attend excursions, athletics and other carnivals, Performing Arts Festivals and any other school-based activity?

Yes / No

AGREEMENT

- ☐ I/we understand and accept that the completion of this application/enrolment form does not guarantee an enrolment interview. Successful applicants will be determined in accordance with the school's enrolment criteria.
- ☐ I/we understand and accept that attendance at an interview does not guarantee an enrolment offer being made.
- ☐ I/we understand that enrolment of a student in one Catholic school does not guarantee the enrolment of that student in any other Catholic school.
- ☐ I/we have completed this application form fully and to the best of my/our knowledge.
- ☐ Further, I/we acknowledge and accept that if it can be demonstrated that I/we have withheld information relevant to the application/enrolment process, especially in relation to this student's Parenting Orders, then the enrolment may be refused or terminated on this ground.
- ☐ I/we have read and fully understand and agree that enrolment in a Catholic school means that we and our child will participate fully in all required aspects of the educational program of the school including the Religious Education program of the school.
- ☐ I/we have read and fully understand and agree to the terms and conditions set out in the school fee collection policy.
- ☐ I/we agree to abide by the policies and directions of the school and the Catholic Education Commission of Western Australia as they are enacted from time to time.

Signature of Parent(s)/Guardian(s): _____ Date: _____
PARENT, CARER OR GUARDIAN

PARENT, CARER OR GUARDIAN Date: _____

A copy of your child's Birth Certificate, Baptism Certificate, Immunisation Record, Passport, Visa and Custodial Court Orders are to accompany the Application for Enrolment form. Originals of these documents should be presented at the enrolment interview.

**ST ANDREW'S CATHOLIC PRIMARY SCHOOL
CLARKSON****ENROLMENT QUESTIONNAIRE (STRICTLY CONFIDENTIAL)****Personal Details**

Child's Full Name: _____

Child's Preferred Name: _____

Date of Birth: _____

Parent/Guardian Name: _____

Parent/Guardian Name: _____

Language spoken at home: _____

Achievement of Developmental Milestones – did your child experience any significant delays crawling, walking, talking? If so, please provide details.

Please circle:Has your child ever had ear infections? **Yes** **No**Has your child been diagnosed with glue ear? **Yes** **No**Does your child have grommets? **Yes** **No**Does your child wear glasses? **Yes** **No**Does your child have any visual difficulties? **Yes** **No**Does your child attend Day Care? **Yes** **No**

If your child does attend Day Care, how many days a week do they attend? _____

Does your child have any fears? **Yes** **No**

What would be the trigger for that fear? _____ (eg spiders)

Does your child have any diagnosed medical conditions, including allergies? **Please Note – if things change between now and next year, please inform the school IMMEDIATELY.** Does your child take any medications on a regular basis?

Medical Conditions/Allergies	Medication Taken on a Regular Basis

Has your child ever been hospitalised? **YES** (please give details below) **NO**

Please indicate if your child has seen any of the service providers listed below and attach copies of any reports:

Agency	Name of Service Provider	Contact Details	Reports Attached
Paediatrician			
Speech Pathologist			
Ear/Nose/Throat Specialist			
Occupational Therapist			
Psychologist			
Physiotherapist			
Audiologist		<hr/>	
Optometrist			
Other			



Companions on the Journey

Dear Parents/Guardians

As required by our enrolment policy, we ask you to **give this form to your Parish Priest**. He is asked to complete it and return it confidentially to the Principal, Mr Sam Fontaine. Please complete the following details about your child:

CHILD'S FULL NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

DATE OF BIRTH: _____

The following section is to be completed by the Parish Priest.

PARISH PRIEST'S REFERENCE

Father, kindly assist St Andrew's Catholic Primary School by completing the following form regarding the family above and returning it confidentially to Mr Sam Fontaine.

	YES	NO	UNCERTAIN
1. Does the family regularly participate in the celebration of the Mass and sacraments?			
2. Apart from Sunday Mass, is the family supportive of the Parish?			
3. From your knowledge of the child and the general attitude of the parents, would you expect this child to benefit from our Catholic school?			

Any further comments:

Signature (Parish Priest):

Date:

(Applications can still be submitted without this form attached.)**



St Andrew's Catholic Primary School
MEDIA RELEASE FORM
PHOTOGRAPH/VIDEO PERMISSION FORM

Dear Parent/Guardian

Throughout their time at school, we may photograph or film our students for our school publications, such as the school's newsletter or external school websites, social media sites, and/or to promote the school in newspapers and other media.

Catholic Education Western Australia Ltd (CEWA) may also use student photographs/videos for promotional, marketing, media and educational purposes.

We ask your permission to use your child's photograph/video for the above purposes. Please complete the form below by including a mark next to the uses you consent to and return to the school as soon as possible.

Thank you for your continued support.

STUDENT'S NAME: _____ **YEAR LEVEL:** _____

NOTE: Please confirm your consent to the uses described below by ticking the relevant box. If you do not want your child's name used please delete "with and".

- ☐ I consent to the School and CEWA using my child's photograph/video (with and) without name in website, social media, promotional, marketing, advertising media and educational purposes without acknowledgment, remuneration or compensation.
- ☐ I understand it is my responsibility to notify the school if I wish to withdraw my consent. Any images or videos already in circulation will be remain released images and may appear in future media and publications.

Licensed under NEALS: The photograph/video may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

Name of Parent / Guardian _____

Signed: Parent/Guardian: _____ **Date** _____

Any personal information will be stored, used and disclosed in accordance with the requirements of the Privacy Act 1988 (Cth) and CEWA's Privacy Policy and Privacy Collection Notice available here [<https://www.cewa.edu.au/site/privacy/>].



St Andrew's Catholic Primary School Collection of Private Information Notice

Companions on the Journey

1. St Andrew's Catholic Primary School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. The primary purpose of collecting this information is to enable staff of St Andrew's Catholic Primary School to provide schooling for your child.
2. Some of the information we collect is to satisfy the school's legal obligations; particularly to enable the School to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public Health and Child Protection Laws.
4. Health information about pupils is sensitive information within the terms of the National Privacy Principals under the Privacy Act. We ask you to provide medical reports about pupils from time to time.
5. The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, Catholic Education WA, The Catholic Education Commission, the local diocese and parish, schools within other diocese, medical practitioners, and people providing services to the school including specialist teachers, coaches, volunteers and councilors.
6. A transfer of information is necessary if students transfer from St Andrew's Catholic Primary School to another School.
7. If we do not receive the information above we may not be able to enroll or continue the enrolment of your child.
8. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions, information such as academic and sporting achievements, pupil activities and other news is published in our school newsletter, our school website, the school annual and other publications.
9. Parents may seek access to personal information collected about them and their child by contacting the school. Pupils may also seek access to their personal information. However, there will be occasions where access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the pupil or where pupils have provided information in confidence.
10. As you may know the school from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities such as the Parents and Friends' Association solely for that purpose. We will not disclose information to third parties for their own marketing purposes without your consent.
11. We may include your contact details in a class list and school directory. Such listings are made available to the Principal, administrative staff, class teachers, some specialist staff and the Parish Priest.
12. If you provide the school with the personal information of others, such as a doctor or emergency contact, we encourage you to inform them that you are disclosing that information to the school and why, that they can access the information if they wish and that the school does not usually disclose the information to third parties.



Data Collection Form

This information is being collected to enable nationally comparable reporting of students' outcomes against the *National Goals for Schooling in the Twenty-First Century*. This information is collected in accordance with the school's Privacy Policy.

Note: If you need help with this form please telephone St Andrew's CPS on **6206 4100**.

Name of student:

First name

Last name

Date of Birth (dd/mm/yyyy)

Home address of student:

(No. and street name)

Suburb

Postcode

1 Sex

Male ☐

Female ☐

2 Is the student of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	(office use only) 4
Yes, Aboriginal	<input type="checkbox"/>	1
Yes, Torres Strait Islander	<input type="checkbox"/>	2
Yes, both Aboriginal and Torres Strait Islander	<input type="checkbox"/>	3

3 In which country was the student born?

Australia	<input type="checkbox"/>	(office use only) 1101
England	<input type="checkbox"/>	2102
South Africa	<input type="checkbox"/>	9225
New Zealand	<input type="checkbox"/>	1201
Singapore	<input type="checkbox"/>	5205
Malaysia	<input type="checkbox"/>	5203
Scotland	<input type="checkbox"/>	2105
Indonesia	<input type="checkbox"/>	5202
United States of America	<input type="checkbox"/>	8104
India	<input type="checkbox"/>	7103
Other – please specify	<input type="text"/>	

4 Does the student or their female parent/guardian or their male parent/guardian speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

	student	female parent/guardian	Male parent/guardian	(office use only)
No, English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1201
Yes, Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2401
Yes, Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6302
Yes, Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7101
Yes, Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7104
Yes, Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4202
Yes, Afrikaans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1403
Yes, Indonesian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6504
Yes, Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2303
Yes, Malay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6505
Yes, Other - please specify	<input type="text"/>			

5 (a) What is the highest year of primary or secondary school the parents/guardians have completed?

(For persons who have never attended school, mark 'Year 9 or equivalent or below'.)

	Mark one box only in each column		
	female parent/guardian	male parent/guardian	(office use only)
Year 12 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	4
Year 11 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	3
Year 10 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	2
Year 9 or equivalent or below	<input type="checkbox"/>	<input type="checkbox"/>	1

5 (b) What is the level of the highest qualification the parents/guardians have completed?

Mark one box only in each column

	female parent/guardian	male parent/guardian	(office use only)
Bachelor degree or above	<input type="checkbox"/>	<input type="checkbox"/>	7
Advanced diploma/Diploma	<input type="checkbox"/>	<input type="checkbox"/>	6
Certificate I to IV (including trade certificate)	<input type="checkbox"/>	<input type="checkbox"/>	5
No non-school qualification	<input type="checkbox"/>	<input type="checkbox"/>	8

6 (a) What is the occupation group of the female parent/guardian?

6 (b) What is the occupation group of the male parent/guardian?

Please select the appropriate parental occupation group from the attached list.

- If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- If the person has not been in paid work in the last 12 months, enter '8' in the box above.*

Thank you for your time.

Please return this form to the school in the enclosed envelope.

List of Parental Occupation Groups (for question 6)

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

Senior executive/manager/department head in industry, commerce, media or other large organisation.
Public service manager (Section head or above), regional director, health/education/police/fire services administrator
Other administrator [school principal, faculty head/dean, library/museum/gallery director, research facility director]
Defence Forces Commissioned Officer
Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.
Health, Education, Law, Social Welfare, Engineering, Science, Computing professional
Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]
Air/sea transport [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller]

Group 2: Other business managers, arts/media/sportspersons and associate professionals

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
Specialist manager [finance/engineering/production/personnel/industrial relations/sales/marketing]
Financial services manager [bank branch manager, finance/investment/insurance broker, credit/loans officer]
Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]
Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official]
Associate professionals generally have diploma/technical qualifications and support managers and professionals.
Health, Education, Law, Social Welfare, Engineering, Science, Computing technician/associate professional
Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]
Defence Forces senior Non-Commissioned Officer

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff

Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group.
Clerks [bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk]
Skilled office, sales and service staff.
Office [secretary, personal assistant, desktop publishing operator, switchboard operator]
Sales [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher]
Service [aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production/processing machinery and other machinery operators.
Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, porter, housekeeper]
Office assistants, sales assistants and other assistants.
Office [typist, word processing/data entry/business machine operator, receptionist, office assistant]
Sales [sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]
Assistant/aide [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]
Labourers and related workers
Defence Forces ranks below senior NCO not included above
Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]
Other worker [labourer, factory hand, store man, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]

Information and Communication Technology Procedure

Aim: To ensure the safety of all students in St Andrew's Catholic Primary School and enable all staff and students to clearly understand procedural expectations.

Sources of Authority:	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

Scope: Students; All members of St Andrew's School Community

Rationale

The focus of Information and Communication Technology (ICT) at St Andrew's Catholic Primary School is to prepare students for the 21st century world of digital technology. We will provide a safe, positive and supportive technological environment in which the students can achieve their greatest educational potential.

At St Andrew's we recognise the importance of being technologically literate, discerning analytical and critical users of technology and creating a positive digital footprint. We see the internet and ICT tools as valuable resources but acknowledge that they must be used responsibly.

Definition

'Information and Communication Technology (ICT)' means all computer hardware, software, systems and technology (including the Internet and email) and telecommunications devices in facilities that may be used or accessed from a school campus or connected to a school's communication network.

Background Information

1. St Andrew's ICT is provided for educational purposes only.
2. Using St Andrew's ICT is a privilege. This privilege can be removed if school rules are broken. Students using the school's ICT must not break State or Federal law
3. The school has the right to check all written, graphic, audio and other materials created, produced, communicated, stored or accessed on school ICT by students, including emails.
4. Students shall be made aware that access to ICT, particularly the Internet and email, can expose them to inappropriate material or potential harm.

Procedures

1. Students understand that the use of St Andrew's ICT is a privilege and that it may be lost if a student uses ICT in an unacceptable way.
2. Students will not bring any software from home to install on the school computers.
3. Students will only use internet sites that a teacher has said they can use. If students find anything on the Internet that makes them feel unsafe or uncomfortable, they must turn the monitor off and tell their teacher.
4. Students are strongly advised not to tell anyone via email or the Internet their name, address, telephone number or any other private information.
5. Each student will sign an Access and Use Policy Agreement which will remain on file.
6. Students bringing mobile phones to school are required to leave them in the office during school hours. Mobile devices are not allowed on excursions or camps.
7. The 'Acceptable and Unacceptable Use of ICT' by students is listed below.

7.1 Acceptable use includes:

- following teachers' instructions
- accessing only the information the teacher has agreed to
- being polite and courteous if emailing or completing digital work
- researching information for a topic or assignment given by the teacher
- correctly acknowledging the work of others according to Copyright laws, where appropriate
- respecting the privacy of others including other students and staff members
- informing the teacher if they are concerned that they have accidentally accessed inappropriate material
- handling all ICT equipment with care

7.2 Unacceptable use includes but is not limited to:

- using ICT without permission or without supervision by a teacher
- visiting any site that has not been approved by the teacher
- using the Internet to access offensive or inappropriate information
- interfering with emails or files belonging to others
- downloading anything without the teacher's permission
- sending a personal photograph or video without the written permission of a parent
- sending anything without the teacher's permission
- sending or receiving a message which has a false name or has used another's name without permission
- sending an email to bully, frighten, or intentionally upset others

Parent Support

Parents are encouraged to work in partnership with St Andrew's by supporting the school's endeavour to educate students in the correct manner of ICT use. The parents/carers must sign an Acceptable Use Agreement for their student if they wish the student to use our ICT equipment.

Breaches of the Acceptable Use Agreement

Unacceptable use of ICT constitutes a serious breach of school rules and possibly the law and may result in a student losing the right to use ICT resources for a period of time and/or the application of other sanctions. Unlawful and /or serious misuse of ICT may result in the school involving the Police or other government agencies.



Parents/Guardians: Please read and sign

***St Andrew's Catholic Primary School
Information and Communication Technology (ICT)
Acceptable Use Parent Agreement***

Information and Communication Technology (ICT) includes the use of computers and iPads, the school network, the internet, digital/video cameras, scanners, interactive whiteboards and smartwatches.

Dear Parents/Carers

To develop in students a responsible attitude when using computers and electronic equipment, an agreement outlining some basic rules has been created. This agreement is a promise, on behalf of the student, to behave appropriately, courteously and cooperatively in all situations when using electronic equipment.

Teachers will discuss the rules outlined but we would appreciate your support in discussing them further with your child. Students and parents may then sign the agreement and return it to school. Students will be permitted to use computers in the school once this agreement has been signed and returned.

We have a Bring Your Own Device program in Years 4-6 whereby all students are requested to bring a tablet, such as an iPad, to school each day. While this program is not compulsory, to facilitate better learning, nearly all children participate. A student will have access to a shared device if one is not provided by the family.

Please note that, while every reasonable effort is made by St Andrew's Catholic Primary School to prevent student exposure to inappropriate online content while using the internet, it is not feasible to completely eliminate the risk of such exposure. Our school cannot filter internet content accessed by your child at home or in locations away from school, so we recommend the use of appropriate internet filtering software.

I declare that my child/children and I have read, understood and accepted the St Andrew's Catholic Primary School Procedure on Acceptable Use of ICT.

We understand that disciplinary action may include, but is not limited to, the loss of device privileges, suspension or notifying the Police in serious cases.

Student Name (please print) _____ Class: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature: _____ Date: _____

Please add names and classes of students if you have more than one child at St Andrew's

Student Name (please print) _____ Class: _____

Student Name (please print) _____ Class: _____

Student Name (please print) _____ Class: _____

Student Name (please print) _____ Class: _____



Years 4 – 6 Students only: Please read and sign

St Andrew's Catholic Primary School **Student Electronic Device Agreement**

St Andrew's CPS has approved an Electronic Device policy which permits the use of electronic devices in our school for educational purposes. The purpose of the policy is to recognise the value of these tools in an educational environment and to allow teachers the flexibility to make use of student personal devices for educational work in the classroom. Teachers will control how and when the devices will be used in individual classrooms.

By signing this agreement which allows your child to bring a device to school, you are agreeing to abide by the following requirements. Any violation of this agreement may result in suspension of this privilege and/or disciplinary action.

Please read the student agreement with your child and make sure he/she understands our expectations. This agreement is to be signed and returned to the classroom teacher.

By signing at the bottom of this page, students agree to the following behaviours at our school:

1. I agree that my use of the internet will be only for learning.
2. I agree to only use my own log in details and NEVER share those with other students.
3. I agree to not hack or bypass any hardware and software security implemented by my school.
4. I agree to not use my own device to knowingly search for, link to, access or send anything that is inappropriate.
5. I agree to stay safe by not giving out my personal information to anyone online.
6. I understand that my activity on the internet is recorded and these records may be used in investigations, court proceedings or for other legal reasons.
7. I acknowledge that the school cannot be held responsible for any damage to, loss or theft of my device.
8. I agree that use of my device during school activities is at the direction and discretion of the teacher. This may mean that the device will be permitted for some instructional activities but not for all.
9. I agree to comply with school policies and procedures.
10. Any games or content purchased by me will be appropriate for school use and housed in a folder on a separate home screen. (no need to remove games etc you own - just place them in a separate folder)
11. I agree to take care of my device and keep it charged and labelled for identification. The school is not responsible for any technical maintenance or issues beyond connecting the device to the network.
12. I agree that if I bring to school a smartwatch or phone, I will not use these devices for messaging or any other digital access.
13. I agree that I will not use my device for messaging whilst on school grounds.
14. I agree not to use mobile data whilst accessing devices at school.

My child and I have reviewed and consent to the Electronic Device information and policies above.

Student Name _____ **Year** _____

Student Signature _____ **Date** _____

Parent/Guardian Name _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Make and model of device: _____

Serial Number: _____



Saint Andrew's Catholic Primary School Code of Conduct

Purpose

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

Application

The Code applies to staff, students, volunteers, parents and guardians as applicable. The term 'parents' includes guardians.

Introduction

You acknowledge the inherent vulnerability of the students in your care.

You recognise that the safety and well-being of students depends upon your vigilance and diligence and the vigilance and diligence of all adults.

The Code does not give you detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of you.

The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code.

If your behaviour varies from the standards described in this Code and Guidelines, you should be prepared to explain and justify your decisions and actions.

While mandatory language such as 'must', 'shall' and 'will' is not used throughout the Code, there is a presumption the conduct described is mandatory and therefore not discretionary.

The Principal expects you to conduct yourself personally and professionally in a way that maintains public trust and confidence in your school and the Church.

You have a responsibility to students and their family, other members of the school community and the wider community to provide and support safe and competent education and care of students.

You will do your best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision making choices, you give priority to the outcome that will be in the best interests of the safety and well-being of the child.

Breaches

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between you and the Principal. If you are a parent, volunteer or visitor, the Principal may take such action as is appropriate in your circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: ie. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student. Examples include:

- developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- being alone with a student in circumstances where you are unseen or unlikely to be randomly interrupted
- initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student
- organising contact with a student or their family outside of school without the Principal's knowledge and/or consent (e.g. tutoring, sport coaching).
- having any non-curriculum related online contact with a student (including via digital media) or their family
- using any personal digital media account to contact students or their family
- photographing or videoing a student without the consent of the parent
- being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: ie sexual behaviour in circumstances where:

- the student is the subject of bribery, coercion, a threat, exploitation or violence;
- the student has less power than another person involved in the behaviour; or
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Conduct Statements

1. You act safely and competently.
2. You give priority to students' safety and well-being in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. You respect the dignity, culture, values and beliefs of each member of the school community.
6. You treat personal information about members of the school community as private and confidential.
7. You give impartial, honest and accurate information about the education, safety and well-being of students.
8. You support all members of the school community in making informed decisions about students.
9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. You maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. You act reflectively and ethically.
12. You allow students to have a voice in their education, safety and well-being.

Conduct Statement 1

You act safely and competently.

Guidelines

1. You are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, you are expected to act within the scope of your expertise and role within the school community.
3. If the safety and well-being of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.
4. You are personally responsible within the context of your position in the school community for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.
5. You recognise that the Principal, staff, parents and students assess your ability to act safely and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation, doubt or ambiguity that you do so in the best interests of students. You must take reasonable steps to avoid situations where your decisions or behaviour could be interpreted as putting students at risk. You must also notify the Principal as soon as possible if you found yourself in such a position of ambiguity so that you can explain the circumstances.
6. You recognise each student's and their parents' right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.
7. You perform your role in the school within your professional or industry competency and according to school policies and any standards or codes applicable to your profession or industry.
8. You notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.
9. You ensure that any information you receive relevant to the safety and well-being of students is either acted upon by you in the best interests of the student if you are the relevant decision maker, or passed to the relevant decision maker for them to act.
10. You perform your work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter your capacity to act safely. If your health threatens your ability to work safely and competently, you have a responsibility to seek assistance to address your health needs. This may include making a confidential report to an appropriate authority.

11. You perform duties in partnership with parents and school staff and in accordance with the standards of your profession or industry (e.g. Teachers Registration Board).

12. You perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety, mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.

13. You make decisions about students based on their age, ability, and in the best interests of the student's sense of security, and physical, social, emotional and mental safety.

14. You seek advice, assistance and second opinions from experts and Principal as necessary.

Conduct statement 2

You give priority to students' safety and well-being in all your behaviour and decisionmaking.

Guidelines

1. You accept that you and all adults have individual and joint responsibility for the safety and well-being of students.
2. You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.
3. You support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and well-being.
4. You do not behave in any way that risks creating ambiguity about whether you are acting in the best interests of a student.
5. You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.
6. You support informed decision making by advising the student as appropriate and those supporting their education about education options and assist the student and their supporters to make informed decisions about that education.
7. You endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
8. You seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and self-reflection and professional development about your own and others' decisions so that you and the school can learn and continuously improve.
9. You recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.
10. You respectfully advocate for the safety and well-being of students above all other considerations.
11. You recognise the importance that students' education continues without interruption or disturbance.

12. You disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.

13. You recognise that students and their parents are entitled to assume that the sole focus of your engagements with students is to educate them within a safe environment that puts their well-being above all else. You understand that this trust by parents and students puts the onus on you to use your relationship with students solely for their education. You use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.

14. You do not accept gifts or benefits that could be viewed as a means of influencing your objective decision making.

Conduct statement 3

3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.

Guidelines

1. You are mindful that your decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, you are responsible for educating yourself and anyone you lead on the content of those values, and their practical application in your decision making.
2. You acknowledge that as a member of a Catholic school community, you are required to strive to develop and live out your relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.
3. You accept that as a member of a Catholic school community, your conduct reflects on Catholic Education and the Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.
4. You are called upon by the Code of Ethical Conduct act in a manner that is:
 - Based on Christian ethics
 - Professional
 - Timely
 - Contextually appropriate
5. The Code of Ethical Conduct requires you to take an ethical approach based on the living out of Gospel values which find expression in:
 - Respect for the dignity of each person
 - Acknowledgment of the giftedness of each person
 - Commitment to building positive relationships
 - Confidentiality
 - Accountability
6. Respecting dignity is based on:
 - A conscious appreciation of the sacredness of the individual's creation
 - A sensitivity to the fact that everyone has emotions, fears, hopes and an innate goodness which flows from creation in the image of God
7. Recognising the giftedness of others involves:
 - Discerning these gifts
 - Naming and acknowledging these gifts
 - Empowering individuals and groups to use their gifts

8. Fostering positive relationships which flow from being:

- Welcoming and open
- Honest and loyal
- Trusting and trustworthy
- Willing to share knowledge, skills, resources and insights

9. Committing to appropriate confidentiality based on:

- Respect for others
- Professionalism

10. Committing to:

- The Mandate of the Bishops of Western Australia
 - The acceptance of responsibility for any action or initiative at a personal and professional level.
-

Conduct statement 4

You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

Guidelines

1. Your relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If you are a member of staff, it is your employment agreement. If you are a parent or acting in a parental capacity, it is the student's enrolment agreement. If you are a member of the school board, it is your school board constitution. If you are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that you act safely and competently.
 2. If you witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, you have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.
 3. Where you notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, you may take the matter to an appropriate external authority.
 4. You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.
 5. You use school property and resources responsibly and for the purposes of the school.
-

Conduct statement 5

You respect the dignity, culture, values and beliefs of each member of the school community.

Guidelines

1. You respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
 2. You interact with members of your school community in an honest and respectful manner.
 3. You perform your duties and conduct your relations with students and members of the school community with fairness and justice. This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.
 4. In planning and providing education and school support services, you uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. You acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
 5. You do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. You take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.
 6. In making professional judgements in relation to the interests and rights of a member of the school community, you do not contravene the law or breach the human rights of any person.
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Conduct statement 6

You treat personal information about members of the school community as private and confidential.

Guidelines

1. You use personal information in accordance with your school Privacy Policy.
 2. You have ethical and legal obligations to treat personal information as confidential. You protect the privacy of each member of the school community by treating the information gained in the relationship as confidential, restricting its use and disclosure to the purposes defined in your school Privacy Policy.
 3. If a third party asks for access to personal information, you must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. You must inform the member of the school community that you have disclosed their personal information unless you are satisfied that there are legal reasons for not doing so.
 4. You seek advice if you identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.
 5. You create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.
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Conduct statement 7

You give and seek the best, honest and most accurate information about the education and care of students.

Guidelines

1. You give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
 2. You fully explain the advantages and disadvantages of any options so all involved can participate constructively in decision making to deliver the best results for the student.
 3. You accurately represent the role you play in the education, safety and well-being of students.
 4. Where the education, safety or well-being of a student requires expert knowledge or experience, you seek these out for the benefit of the student.
 5. You seek out firsthand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.
-

Conduct Statement 8

You support all members of the school community in making informed decisions about students.

Guidelines

1. You recognise that parents are the first educators of their children and equal partners in the education of students.
 2. You understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.
 3. You actively share information about students with their parents and the Principal so that they may make informed decisions about students. You listen to everyone with courtesy and respect.
 4. You treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if you do not agree with it or believe it is misinformed or misguided.
 5. You use plain language with appropriate style, tone and level in your written or verbal communication, particularly when expressing technical or expert advice, and you actively seek confirmation that you have been understood.
 6. You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child's education.
 7. You continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with you or the child. You respect any decision by a parent to disengage with you or their child, and you remain open to re-engage in the future.
 8. You act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
 9. You do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the school that are in the best interests of the student, unless doing so would place the student or school community at risk of harm.
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Conduct statement 9

You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

Guidelines

1. You promote and preserve the trust inherent in your relationship with students and with their parents.
2. You recognise that an inherent power imbalance exists within your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.
3. You take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
4. You have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. You may have personal or recreational relationships outside your school role with students' families and friends, or with school staff. You are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and well-being of the student, which may require you to withdraw from a social relationship.
6. You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
7. You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
8. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
9. You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student's age or maturity. You must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.

10. You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or them turning 21, whichever occurs latest.

11. You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.

12. You do not knowingly mislead parents or make misrepresenting statements to them or withhold information relevant to their ability to make informed decisions about their children unless required by law.

13. You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

Conduct statement 10

You maintain and build on the community's trust and confidence in Catholic schools and the Church.

Guidelines

1. Your conduct maintains and builds public trust and confidence in your school, other members of the school community, and the Church.
 2. Any unlawful and unethical actions in your personal life risk adversely affecting both your own and the school's reputation in the eyes of the public. If the good standing of either you or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.
 3. You notify the Principal of your involvement in any criminal investigation or other legal process that may undermine trust and confidence in your judgement or care of students.
 4. You consider the interests of the school and the Church when exercising your right to freedom of speech and participating in public, political and academic debate, including publication.
 5. You never place the reputation of the school above the safety and well-being of students.
-

Conduct statement 11

You act reflectively and ethically.

Guidelines

1. You engage with the school reflectively and ethically to ensure that you consciously put student safety and well-being at the forefront of your behaviour and decisions.
 2. You develop and maintain appropriate and best practice advice, support and care for each student and their family.
 3. You evaluate your conduct and competency according to this Code, the terms and conditions of your relationship with the school, and school policies.
 4. You contribute to the professional development of school staff as appropriate.
 5. You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and well-being.
 6. You advise the Principal of any reduction in your capacity to act in the best interests of the safety and well-being of students due to health, social or other factors, while you seek ways of addressing the deficiency.
 7. You take care of the safety and well-being of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and well-being of students.
-

Conduct Statement 12

You allow students to have a voice in their education, safety and well-being.

Guidelines

1. You recognise that while you and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.
 2. You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.
 3. You regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.
 4. You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or well-being. You follow up those concerns and keep students informed of how they are resolved.
-

Specifically, to follow this Code of Conduct at St Andrew's School as a staff member, parent, visitor or student, you need to abide by everything outlined in this document, particularly the following points:

1. The safety and protection of students in every way is the ultimate purpose of this Code.
2. Parent volunteers need to respect confidentiality. For example, if you listen to a child read, you should not be commenting on their reading level to other parents. Each child's academic achievement will be at their own rate. Privacy and respect is paramount.
3. Parents/Guardians are not permitted to raise issues via social media platforms or allude to the school in any way, name the school or name staff. This is not best practise for resolving problems/issues. Any persons bringing the school/staff into disrepute on Social media will not be operating within the school ethos or this Code of Conduct and will be assisted to move to another school.

Staff/ Volunteer/ Tutor Declaration

Date:

I have read and understood all 20 pages of this Code of Conduct and agree to uphold the intentions of this Code.

Name: _____

Signed: _____

Class volunteering in (if applicable): _____

