

Aldinga Payinthe College

Governing Council

Location of Meeting	Aldinga Payinthe College Board Room (meet at the college's main entrance on Quinliven Road)
Meeting Number	Meeting 1 of 2022
Date and Time of Meeting	Thursday 24 February 2022 6.00pm – Site Tour 7.00pm - Meeting

Apologies	
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ACTIONS FROM THE PREVIOUS MEETING

Name	Action
Principal	PCW – person was appointed but due to the Department's vaccine mandates the individual in question has not taken up the offer at this stage.

AGENDA ITEMS

Topic lead	Topic	Papers/documents
Welcome to Country/Acknowledgement of Country		
Chairperson	Minutes from the previous meeting	Document 1
Principal	Work Health and Safety	Document 2
Principal	Principal's Report	Document 3
Principal / Business Leader	Draft 2022 Budget	Document 4
Principal	Financial Delegations	Document 5
Principal	Policy Documentation and Feedback	Document 6
Principal	Student Free Days - 2022	Document 7

Minutes from the previous meeting

Background

Governing Council met on 9 November 2021. The minutes from this meeting were informally endorsed by the Chairperson (via email) but require Governing Councils formal approval. A copy of the minutes is attached.

Recommendation
That Governing Council approve the minutes from the previous meeting.

Sub-Committees

After discussion the GC elected the following members to serve as the GC Finance Committee

- Kate O'Rourke
- Simon Macdonald
- Ruby Pinchback
- Alison Colbeck

5. Work Health and Safety

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali noted that staff were currently situated on an active building site and as a result were required to wear (at all times) long pants, long sleeves, closed flat shoes and a hi viz vest while onsite. Ali also noted that the Sarah Constructions staff were being extremely helpful in ensuring that all staff were behaving in accordance with the directions provided.

6. Dress Code and Uniform Design

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali provided a brief update on the processes undertaken to date with respect to the college's uniform dress code and uniform design. A number of GC members asked questions about individual uniform items and the associated costs of these items. Formal acknowledgement of the role that the community and students from the Aldinga Beach Primary School (who will be moving to the college in 2022) had played in the design of the uniform was also noted.

After discussion Governing Council formally support the approved school dress code established in 2021.

7. Daily Timetable

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali provided a brief overview of the processes undertaken by the college in arriving at the proposed daily timetable including conducting an online survey of prospective parents. Ali noted that the response to the consultation undertaken was overwhelmingly supportive. A number of GC members expressed support for the proposed timetable.

After brief discussion Governing Council endorsed the College's daily timetable and preschool start/end times as detailed in the Agenda Papers.

8. 2022 Fees and Other Related Costs

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali provided an overview on how the proposed fees and other related costs had been calculated noting the importance of the fees to the effective operation of the college moving forward. As part of this overview she noted that college staff had done their best to ensure that these fees and costs are as kept as low as possible.

After discussion GC:

- Approved the 2022 Materials and Services Fees of \$320 for Reception to Y6 and \$400 for Y7 to Y8 noting that this would allow the college to commence the formal Department for Education polling process;
- Approved the 2022 preschool fees of \$80 per term (\$320pa); and
- Noted the additional costs associated with the purchase of an iPad that parents (with children in year 5 and above) will be asked to pay.

9. Financial Delegations

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali introduced the item and after a brief discussion the GC approved the following staff as financial delegates for 2021:

- Alison Colbeck (Principal)
- Simon Macdonald (Business Leader)
- Michelle Collins (Finance Manager)

This approval was proposed by Catherine Warren and seconded by Jasmine Elvin-Paterson (refer attached signed page for further information).

10. National School Chaplaincy Program

Michael (chairperson) introduced the item and asked Ali to provide an overview.

Ali provided a brief outline of the national school chaplaincy program noting that having access to a part-time pastoral care worker would be invaluable to ensuring the college could provide support to learners and families more broadly.

A number of GC members asked questions about the type of activities that the pastoral care worker role would undertake and expressed some concerns about whether the appointee would push a 'Christian message' as part of the role. A number of attendees at the meeting expressed broad support for pastoral care workers noting the valuable assistance which they had provided in the past.

After further discussion GC expressed unanimous support for the College engaging a Pastoral Care Worker through the National School Chaplaincy Program

Any Other Business

Michael asked members if there was any other business for discussion,

The following matters were briefly discussed:

Allied health

A query was raised as to whether the college would be engaging external allied health professional onsite. Ali confirmed that the college would be engaging allied health provider's as part of the college's broader support model.

Teaching structure and curriculum

A series of questions were raised about the college's proposed teaching model and curriculum. Ali confirmed that the college would operate a co-teaching model and noted that further information about the curriculum would be provided in due course.

The Chairperson closed the meeting at 9.00pm.

Work, Health and Safety

The college draws the attention of Governing Council members to the following WHS matters since Governing Council last met:

Building Works

Notwithstanding that the school year has commenced and the site has been handed over to the college to manage, there are defect works and other final touches which are still being completed. In this context the college has spent significant time working with the builders and our facilities managers (ISS) to ensure that learners and staff are safe.

COVID-19

With the return of learners, the college has spent considerable time managing our various COVID-19 obligations. In addition to putting in place a range of safety protocols (including facemasks, hand-sanitiser, limiting onsite visitors and limiting interaction between staff wherever possible), the college has also been responsible for tracking and tracing classroom contacts, assembling/distributing Rapid Antigen Testing kits (where we are required to do so) and communicating the various isolation and quarantine arrangements to staff and families.

Equipment and Facilities

The college has a range of fantastic equipment and facilities, and we are working hard to ensure that staff are appropriately trained and these facilities/equipment are tested and 'brought into service' in a methodical manner. While we are keen for these facilities to be accessed by learners as quickly as possible our priority is ensuring safety of learners and staff.

Recommendation
That Governing Council note the WHS issues noted above.

Principal's Report

The following information is provided as part of the Principal's report to Governing Council.

We started a school...

After more than 12 months of preparation and after a range of challenges we managed to get the college open on time! There is still so much for us to do to ensure the ongoing success of the college but based on the first couple of weeks of operation we are well on our way.

We are still not a 'normal' operating school though and the community will need to be patient with us for a few months still to come. As the year progresses, we are bound to be confronted with challenges and issues which we haven't even considered.

Meeting our families (COVID restrictions are making that difficult) and communicating with them effectively remains a challenge. In addition to family data issues associated with the change of ICT systems the college is still waiting on the release of our new website. You may have noticed that we recently sent out advance warning of access to the Parent Community Portal which allows families to view academic reports, learner timetables, attendance and a range of other tools and services. We are hoping that in time access to this portal will allow families to become more embedded in the activities of the college.

Attendance Data

Attendance at college over the first couple of weeks of operation has been challenging. The staggered introduction to learning, COVID-19, and a lack of knowledge about our learners arising from us being a new site has been just some of the potential reasons. The college takes attendance extremely seriously and have strategies to ensure improvement over the coming weeks. A lot of this will continue to provide a challenge as we negotiate isolation and positive COVID cases.

Community Usage

The college was built with the express intention that it be a community facility. Through Lauren's excellent work the college has made considerable progress in this regard. To assist the college to fairly and equitably assess groups wishing to hire our facilities we have developed a decision-making tool against which all applications are considered (refer attached). A copy of the college's hire rates is also attached.

In terms of the use of facilities so far Lauren Jew (Director of Community Innovation & Participation) will provide a verbal report on groups which have already accessed the college's facilities and other groups which the college is in discussions with.

Time allowing it would be good to know what types of activities Governing Council members would like to see offered on-site.

Recommendation
That Governing Council note the Principal's report.

Community Use Decision Making Tool

This tool will be used as a guide to determine community use across Aldinga Payinthe College. Priority will be given to a potential hirer with a 'high score'.

Category	Criteria and Points Allocation	Score
Type of organisation	<ul style="list-style-type: none"> • Incorporated association (3) • Unincorporated group (2) • Business (1) 	
Audience Targeted	<ul style="list-style-type: none"> • Targeted population group (Aboriginal and Torres Strait Islander, Disability etc.) (3) • General population (2) 	
Community need	<ul style="list-style-type: none"> • Identified community need (4) • Program, group, activity or service already exists within community (2) • Multiple alternative opportunities (1) 	
Collaboration	<ul style="list-style-type: none"> • Multiple organisations are involved in at least one stage of the project/event (design, implementation, evaluation) (3) • No collaboration with other organisations (1) 	
Strategic	<ul style="list-style-type: none"> • Strongly aligns with College's Way of Being • Significant links (5) • Moderate links (3) • Minor links (1) • Does not align with the College's Way of Being (0) 	
Fees for participants	<ul style="list-style-type: none"> • No cost to end user (4) • Charge <\$10 (3) • Charge <\$50 per participant (2) • Charge \$50> per participant (1) 	
Is this a pilot or emerging project?	<ul style="list-style-type: none"> • Yes (1) • No (0) 	
College community use outcomes	<ul style="list-style-type: none"> • The activity/event/ organisation objective can meet at least one of the community use outcomes – Active participation, safety, health, education, leisure, employment, education or belonging (3) • The activity/event/ organisation does not meet the community use outcomes (1). 	

Total score:

2022 Schedule of Hire Rates

Aldinga Payinthe College has a range of facilities which are available for community hire. The college is committed to providing community access to spaces which align with our strategic direction. Our schedule of hire rates and (where applicable) associated special conditions is outlined below.

Meeting Rooms

The college has a number of spaces suitable for meetings available.

Description	Location	Not for Profit Organisation Hourly Rate (\$)	For Profit Organisation Hourly Rate (\$)	Not for Profit Organisation Day Rate (\$)	For Profit Organisation Day Rate (\$)
OSHC/Multipurpose	Gymnasium Room 5	\$8	\$16	\$24	\$96
Community Space	ELC1 Kuma Room 4	\$8	\$16	\$24	\$96

Playing Fields

The college has 2 Ovals (1 large and 1 small) and 2 rectangular pitches. The hire rates for these spaces are outlined below.

Description	Location	Not for Profit Organisation Hourly Rate (\$)	For Profit Organisation Hourly Rate (\$)	Not for Profit Organisation Day Rate (\$)	For Profit Organisation Day Rate (\$)
Payinthe Oval 1	Playing Fields	\$12	\$24	\$36	\$144
Payinthe Oval 2	Playing Fields	\$12	\$24	\$36	\$144
Payinthe Pitch 1	Playing Fields	\$12	\$24	\$36	\$144
Payinthe Pitch 2	Playing Fields	\$12	\$24	\$36	\$144

Each playing field has floodlight facilities available. An additional charge of \$2 per hour of usage will apply if lighting is required.

Outdoor Courts

The college has a total of ten (10) outdoor hard courts. Six (6) of these hard courts are lined for basketball/netball (Payinthe Courts 1 A-F), and four (4) courts are lined for tennis (Payinthe Courts G-J).

Description	Location	Not for Profit Organisation Hourly Rate (\$)	For Profit Organisation Hourly Rate (\$)	Not for Profit Organisation Day Rate (\$)	For Profit Organisation Day Rate (\$)
Outdoor Court x 1	Playing Fields	\$5	\$10	\$15	\$60
Outdoor Court x 2	Playing Fields	\$8	\$16	\$24	\$96

Rates for the hire of more than two (2) hard courts can be negotiated with the college.

Gymnasium

The college has two (2) indoor courts which are lined for basketball, netball and volleyball and badminton. A separate fitness room equipped with a range of weights and other fitness equipment is also available for hire.

Description	Location	Hourly Rate (\$)		Day Rate (\$)	
		Not for Profit Organisation	For Profit Organisation	Not for Profit Organisation	For Profit Organisation
Indoor Court x 1	Gymnasium	\$10	\$20	\$30	\$120
Indoor Court x 2	Gymnasium	\$18	\$36	\$54	\$216
Fitness Room	Gymnasium Room 6	\$12	\$24	\$36	\$144

Other Specialised Spaces

The college has a range of specialised spaces available for hire. A schedule of the hire rates for these facilities is outlined below. Please refer also to the additional notes relating to each of these facilities detailed below.

Description	Location	Hourly Rate (\$)		Day Rate (\$)	
		Not for Profit Organisation	For Profit Organisation	Not for Profit Organisation	For Profit Organisation
Performing Arts Centre	Payinthe Community Hub	\$20	\$40	\$60	\$240
Fabrication Lab	SLC7 Wangu Room 14	\$15	\$30	\$45	\$180
Science Labs	SLC6 Marru Room 1 and 18 SLC7 Wangu Room 10 and 11 SLC8 Ngarla Room 6	\$15	\$30	\$45	\$180
Food Tech/Kitchens	SLC7 Wangu Room 1 and 2 SLC8 Ngarla Room 1 Payinthe Community Hub Room 4	\$25	\$50	\$75	\$300
Trade Centre	SLC8 Ngarla Room 11	\$25	\$50	\$75	\$300
Dance/Drama Studio/Music Practice	Payinthe Community Hub Rooms 1.9-1.16	\$12	\$24	\$36	\$144

Performing Arts Centre

Access to the college's theatre space will normally only be provided to organisations/groups who are running dedicated programs which require these facilities. The theatre is equipped with a range of specialised lighting and sound equipment.

Access to this equipment may require a qualified member of college staff in attendance for the duration of the hire period. All costs associated with having this staff member in attendance will be charged to the hirer. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Fabrication Lab

Access to the college's fabrication lab facilities will normally only be provided to organisations/groups who are running dedicated programs which require these types of facilities. Additional charges may be applied to cover the costs associated with consumables, other specialised equipment and induction requirements. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Science Lab

Access to the college's science labs will normally only be provided to organisations/groups who are running dedicated programs which require lab-based facilities. Additional charges may be applied to cover the costs associated with consumables, other specialised equipment and induction requirements. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Food Technology/Kitchen

Access to the college's food technology/kitchen facilities will normally only be provided to organisations/groups who are running dedicated programs which require these types of facilities. Additional charges may be applied to cover the costs associated with consumables, other specialised equipment and induction requirements. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Trade Centre

Access to the college's trade centre facilities will normally only be provided to organisations/groups who are running dedicated programs which require these types of facilities. Additional charges may be applied to cover the costs associated with consumables, use of other specialised equipment and induction requirements. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Dance/Drama Studio/Music Practice

The college has a number of different size spaces suitable for use as dance/drama and music practice. Some of these spaces include specialised equipment the use of which may incur additional charges. Additional charges will be agreed with the college in advance of a booking being confirmed. Please contact the college for to discuss hiring options.

Notes

- The hire of facilities is conditional upon the user signing a user agreement
- The college's hire rates are subject to change and will be reviewed at least annually
- The college retains the right to alter or waive fees at its discretion
- The separate hire rates are listed provided for 'not for profit' and 'for profit' organisations. The 'for profit' rates may be applied to any organisation which the college reasonably believes has the resources to absorb the costs. This may include Government organisations
- Package rates for the hire of multiple spaces and/or for the regular use of spaces (e.g. across a year of 'sports season') may be negotiated with the college on a case-by-case basis
- The hire of facilities not listed in the attached schedule of rates may be negotiated with the college on a case-by-case basis

2022 Budget

Background

Attached is a 2022 college budget which includes details of the college's opening balances (brought forward from 2021), recurrent funding (essentially income from enrolments), site generated income, a breakdown of salaries and site generated expenditure.

Notwithstanding the funds brought forward from 2021, we have tried to present the budget in a way which provides as 'normal' an operating picture as possible. For ease of reading, we have added 3 additional coloured columns which break the various components down into 3 categories:

- HR – income and expenditure associated with the cost of staffing
- Operating - income and expenditure associated with running the college
- Curriculum – income and expenditure associated with delivering the curriculum to learners

The budget shows a projected closing balance of \$694K. It should be noted that figure incorporates additional salary supplementation to the tune of approximately \$870K. The majority of this additional funding is for 2022 only.

In considering the college's project closing balance it should also be noted that the Department recommends that schools retain somewhere in the vicinity of 5% of income each year to cover unforeseen costs. The projected closing balance of \$694K represents just under 7%. This figure may be impacted by several factors some of which are detailed below.

Discussion

In considering the projected end of year position Governing Council should consider the following matters

Enrolments

Enrolment information is based on actual numbers noting that the information is provided prior to the Department's official census date. Enrolment is closed for 2022 as per our Capacity Management Plan and ramp up strategy.

Staffing

The college has implemented a staffing model designed around co-teaching, one Learning Community Support Officers for each class, and a leadership team with no direct teaching responsibility for 2022.

This model was put in place to prioritise the needs of our learners who are arriving in a new environment in 2022. The model is already bearing fruit, but the associated costs mean that some components are unlikely to be able to be sustained in the long term.

In terms of the college's administrative structure, it is worth noting that it is currently relatively 'lean' and a small number of additional staff may be required as the year progresses. In this context, it should be noted that an additional SSO2 administration officer is due to be advertised shortly.

Any increase to staffing will of course impact the college's overall end of year position.

COVID-19 Implications

There may be additional unforeseen costs associated with COVID-19. The college has included planned expenditure over and above normal levels in anticipation of this, but it is one area where, yet further resources will need to be allocated.

Establishment funding

Our facilities include a wide range of equipment which was included as part of the construction of the college and the Public Private Partnership arrangement under which we operate. In addition to this we have purchased additional set-up resources in the second half of 2021 to ensure that we are well placed for the start of the school year.

Notwithstanding that we have included additional 'establishment' expenditure lines within the budget it is likely that further resources will be required. The Department is aware of this requirement and a commitment to provide additional funding for the purchase of resources (on an as needs basis) over the next couple of years has been made.

Term 2 Funding Review

Early discussions with the Department's corporate finance area resulted in agreement that the college would be subject to an 'end of term 2 review' with a view to ascertaining whether additional resources will be required. The college moved forward with our model of operation on the basis that any additional expenditure (particularly on staffing) would be able to be accommodated.

Balance Sheet and Profit and Loss

The college's Balance Sheet and Profit and Loss statements for the end of 2021 and the first period of 2022 are attached for information.

Recommendation
<p>That Governing Council:</p> <ul style="list-style-type: none">• approve the college's 2022 budget• note the Balance Sheet and Profit and Loss statements for the end of 2021 and the first period of 2022.

Budget (2022)

Site Name 1914 Aldinga Payinthe College
 Budget Version 2022 2022 Draft Budget Actual Enrol

HR	Operating	Curriculum
\$7,474,815.46	\$95,697.00	
	\$2,000.00	\$3,500.00

Opening Balances

Item	Account Code	FTE/HPW/DAYS	Unit Cost	Total
Opening Balances				
Cash				
Cash at Bank				\$26,992.05
Total Cash				\$26,992.05
Investments				
SASIF Account				\$2,161,626.92
Total Investments				\$2,161,626.92
Commitments				
Reserves for purchase of 2023 iPads				\$150,000.00
Reserves (Screen Replace & Tech)				\$200,000.00
Accounts Receivable				-\$183,224.00
Accrued Current Funding				-\$36,211.18
GST Holding Acc				-\$12,692.00
Prepaid Exp (Fest of Music)				-\$2,250.00
Purchase Card Liability Acc				\$3,995.78
Total Commitments				\$119,618.60
Total Opening Cash Balance				\$2,069,000.37
RECURRENT FUNDING				
Resource Entitlement Statement Site 1914				\$7,570,512.46
TOTAL RECURRENT FUNDING				\$7,570,512.46

Site Generated Income

Item	Account Code	FTE/HPW/DAYS	Unit Cost	Total
Income				
General Income				
Other Income Sources				
General Income				
Facilities Hire				\$2,000.00
Uniform Commission				\$3,500.00
Total Other Income Sources				\$5,500.00
TOTAL General Income				\$5,500.00
Parent Contributions				

Parent Contributions**iPad Contribution**

Parent Contributions to cost of iPad (Y5 upwards)	R-ZZS-6410	\$47,508.00		\$47,508.00
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Materials and Services Fee

M&S Primary	R-ZZS-6410	\$32,000.00		\$32,000.00
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M&S Preschool	R-ZZS-6410	\$7,680.00		\$7,680.00
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M&S Secondary	R-ZZS-6410	\$30,800.00		\$30,800.00
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School Card

School Card - Secondary (@ 50% of enrolments)	L-ZZS-3410	\$73,600.00		\$73,600.00
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School Card - Primary (@ 50% of enrolments)	L-ZZS-3410	\$44,160.00		\$44,160.00
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Total Parent Contributions**\$235,748.00****TOTAL Parent Contributions****\$235,748.00**

TOTAL Income		\$241,248.00	\$7,474,815.46	\$97,697.00	\$239,248.00
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Salaries

Position	Account Code	Weeks	FTE/HPW/DAYS	Unit Cost	Total
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Part 1: Teaching Staff**Industrial Entitlement (Tier 1 Staffing Allocation)**

Total Band A-9					\$233,495.00
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Total Band B-3					\$316,950.00
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Total Band B-4					\$168,177.00
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Total Band B-5					\$533,622.00
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Total Teacher					\$4,024,766.80
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Temporary Relieving Teachers (TRT)

Temporary Relieving Teachers (TRT)		1	5.00	582	\$2,910.00
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Temporary Relieving Teachers (TRT)		1	15.00	582	\$8,730.00
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Reimbursement Deficit		1	15.00	582	\$8,730.00
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Total Temporary Relieving Teachers (TRT)					\$20,370.00
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TOTAL Industrial Entitlement (Tier 1 Staffing Allocation)

TOTAL Part 1: Teaching Staff					\$5,297,380.80
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\$5,297,380.00

Part 2: Ancillary Staffing**Industrial Entitlement**

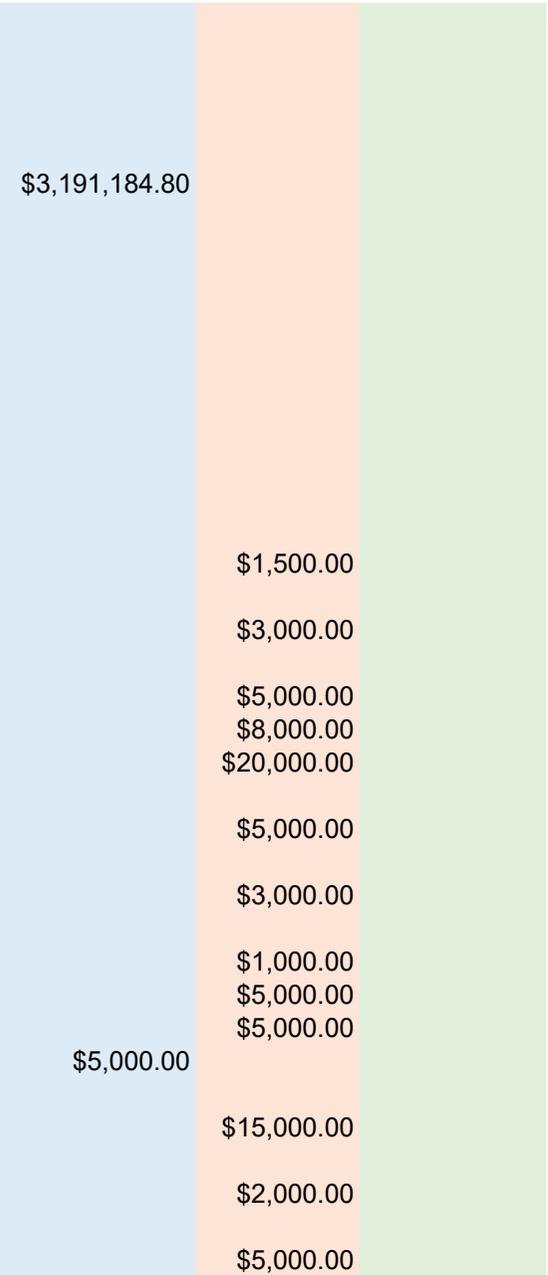
Total SSO1 Term Time Only					\$1,779,909.60
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Total SSO2 With Leave					\$403,687.50
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Total SSO2 Term Time Only					\$83,963.25
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Total SSO3 With Leave					\$468,501.45
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Total SSO6 With Leave	\$139,444.50
Total ASO5	\$105,612.00
Total ASO7	\$133,360.50
Total ACEO3 Without Leave	\$76,706.00
TOTAL Industrial Entitlement	
TOTAL Part 2: Ancillary Staffing	\$3,191,184.80
Total Salaries	\$8,488,565.60



Site Generated Expenditure

Item	Account Code	FTE/HPW/DAYS	Unit Cost	Total
Expenditure				
General Expenditure				
Administration				
Bank Charges				
School Support Grant				\$1,500.00
Freight				
School Support Grant				\$3,000.00
Marketing, Promotion and Events				
Communications - SIB etc				\$5,000.00
Merchandise				\$8,000.00
School Events (incl Opening Ceremony)				\$20,000.00
Office Supplies - General				
Consumables				\$5,000.00
Office Supplies - Management				
School Support Grant				\$3,000.00
Other				
Governing Council				\$1,000.00
Student ID Cards				\$5,000.00
Electrical Tag and Test				\$5,000.00
Training and Development (SSO)				\$5,000.00
Photocopying				
School Support Grant (Copy costs and paper)				\$15,000.00
Postage				
School Support Grant				\$2,000.00
Sea and Vines Partnership				
Site Contribution to Sea and Vines Budget				\$5,000.00

Sitewide Software Related (non-curriculum)

SINE	\$6,000.00		\$6,000.00
YouAudit	\$2,400.00		\$2,400.00
Timetabling Related Costs	\$5,000.00		\$5,000.00
Relief Ruler	\$550.00		\$550.00
Class Creator (\$2.20 per student per year)	\$1,500.00		\$1,500.00
Rise 360	\$1,000.00		\$1,000.00
WHS and First Aid			
WHS Consumables	\$2,500.00		\$2,500.00
First Aid Consumables	\$2,000.00		\$2,000.00
Total Administration	\$115,450.00		
Curriculum Maintenance			
Classroom Budgets - General			
Primary Classes (Classes X \$700 plus \$30/student)	\$14,440.00		\$14,440.00
Secondary Classes (Classes X \$700 plus \$30/student)	\$15,370.00		\$15,370.00
Classroom Printing and Photocopying			
Printing and Copying	\$7,000.00		\$7,000.00
Cultural Activities			
Annual Focuss Area	\$15,000.00		\$15,000.00
Establishment			
PE Equipment	\$30,000.00		\$30,000.00
Primary Areas	\$30,000.00		\$30,000.00
Secondary Areas	\$30,000.00		\$30,000.00
Specialised Learning Areas	\$20,000.00		\$200,000.00
Preschool	\$15,000.00		\$15,000.00
Secondary Tech Areas	\$100,000.00		\$100,000.00
ICT			
DfE ICT Costs over and above ASO5 salary (refer email from	\$25,066.00	\$25,066.00	
Minor Equipment	\$20,000.00		\$20,000.00
Consumables	\$5,000.00		\$5,000.00
Repairs and Maintenance	\$5,000.00		\$5,000.00
Software Licenses	\$50,000.00		\$50,000.00
Swift/Microsoft Licensing	\$7,000.00		\$7,000.00
Library			
Library Software	\$4,000.00		\$4,000.00
Consumables	\$10,000.00		\$10,000.00
Establishment Books	\$100,000.00		\$100,000.00
Subscriptions	\$3,000.00		\$3,000.00
Social Justice			

Social Justice Initiatives - Various	\$2,500.00		\$2,500.00
Specialist Teaching Areas			
Science	\$10,000.00		\$10,000.00
VET	\$0.00		
Visual Arts	\$4,000.00		\$4,000.00
Performing Arts	\$5,000.00		\$5,000.00
HASS	\$1,000.00		\$1,000.00
English	\$1,000.00		\$1,000.00
Outdoor Education	\$0.00		
Health and PE	\$4,000.00		\$4,000.00
Music	\$3,000.00		\$3,000.00
Productive Garden	\$2,000.00		\$2,000.00
Design and Technology	\$8,000.00		\$8,000.00
Food Technology	\$5,000.00		\$5,000.00
LOTE	\$1,000.00		\$1,000.00
Preschool	\$12,800.00		\$12,500.00
Maths	\$5,000.00		\$5,000.00
Sports Related			
SAPSASA Affiliation	\$4,000.00		\$4,000.00
Sports Uniforms	\$10,000.00		\$10,000.00
Sports Day	\$2,000.00		\$2,000.00
Other	\$3,000.00		\$3,000.00
Swimming Carnival	\$1,000.00		\$1,000.00
Staff Training and Development			
Classroom Support/Wellbeing (SSO)	\$10,000.00	\$10,000.00	
Teachers	\$20,000.00	\$10,000.00	
Student Leadership			
Student Leadership	\$1,000.00		\$1,000.00
Student Voice (whole of school)	\$2,000.00		\$2,000.00
Total Curriculum Maintenance	\$623,176.00		
Facilities			
Repairs and Maintenance			
Hardware Items	\$1,500.00		\$1,500.00
Total Facilities	\$1,500.00		
Other Expenditure			
IPad Agreement DfE			
iPad Loan Payments to DfE (3 yr) Student Devices	\$100,000.00		\$100,000.00
Other			
Principal Discretionary	\$10,000.00		\$10,000.00

Total Other Expenditure	\$110,000.00			
Site Funded Works				
Contingency				
Various site modifications	\$25,000.00		\$25,000.00	
Total Site Funded Works	\$25,000.00			
Site Improvement Plan				
Literacy and Numeracy				
Various	\$25,000.00			\$25,000.00
Wellbeing				
Various	\$25,000.00			\$25,000.00
Total Site Improvement Plan	\$50,000.00			
Utilities & Maintenance				
Cleaning				
Preschool cleaning	\$5,000.00		\$5,000.00	
Wash Powder/Dishwashing Etc	\$2,500.00		\$2,500.00	
Telephone				
Telephone Costs	\$6,000.00		\$6,000.00	
Total Utilities & Maintenance	\$13,500.00			
TOTAL General Expenditure	\$938,626.00			
TOTAL Site Generated Expenditure	\$927,626.00	\$8,538,630.80	\$149,450.00	\$897,810.00
Closing Cash Balance	\$694,569.23	-\$1,063,815.34	-\$51,753.00	-\$658,562.00

GL Code		Current	Last Year
ASSETS			
CURRENT ASSETS			
1101	BANK ACCOUNT- OPERATING	11,981.11	26,992.05
1102	BANK ACCOUNT- SASIF	2,097,838.10	2,161,626.92
1301	ACCOUNTS RECEIVABLE CONTROL ACCOUNT	173,655.50	183,224.00
1333	RES- ACCRUED REVENUE		36,211.18
1351	PREPAID GOODS & SERVICES		2,250.00
1371	SALES GST	-50.74	12,692.00
1372	T10- SALES GST CONTROL	-558.12	
1373	T10- SALES GST CLEARING	558.12	
1376	TFR- SALES GST CONTROL	2,640.00	
1377	TFR- SALES GST CLEARING	-2,640.00	
1384	PURCHASES GST	14,812.17	
1385	T10- PURCHASES GST CONTROL	162,928.86	
1386	T10- PURCHASES GST CLEARING	-162,928.86	
1389	TFR- PURCHASES GST CONTROL	3,112.00	
1390	TFR- PURCHASES GST CLEARING	-3,112.00	
	TOTAL CURRENT ASSETS	2,298,236.14	2,422,996.15
NON CURRENT ASSETS			
	TOTAL NON CURRENT ASSETS	0.00	0.00
	TOTAL ASSETS	2,298,236.14	2,422,996.15
LIABILITIES			
CURRENT LIABILITIES			
3201	ACCOUNTS PAYABLE CONTROL	-35,547.08	
3521	UNEARNED REVENUE		-183,224.00
3603	MANUAL EFT CLEARING ACCOUNT		-3,995.78
	TOTAL CURRENT LIABILITIES	-35,547.08	-187,219.78
NON-CURRENT LIABILITIES			
	TOTAL NON-CURRENT LIABILITIES	0.00	0.00
	TOTAL LIABILITIES	-35,547.08	-187,219.78
	NET ASSETS	2,262,689.06	2,235,776.37
EQUITY			
5101	ACC SUR/DEF- OPENING BALANCE	-2,235,776.37	-2,235,776.37
	Current Years Surplus/Deficit	-26,912.69	
	TOTAL EQUITY	-2,262,689.06	-2,235,776.37

GL Code		Current Period	Current Year
INCOME			
	FEES & CHARGES		
6103	STUDENT ENROLMENT FEES- MATERIALS & SERV	180,584.00	180,584.00
6157	COMMISSION RECEIVED	507.38	507.38
	TOTAL FEES & CHARGES	181,091.38	181,091.38
	GRANTS & SUBSIDIES		
	TOTAL GRANTS & SUBSIDIES	0.00	0.00
	INTEREST REVENUE		
	TOTAL INTEREST REVENUE	0.00	0.00
	CONTRIBUTED ASSETS		
	TOTAL CONTRIBUTED ASSETS	0.00	0.00
	NET GAIN ASSET DISPOSAL		
	TOTAL NET GAIN ASSET DISPOSAL	0.00	0.00
	OTHER REVENUE		
	TOTAL OTHER REVENUE	0.00	0.00
	TOTAL REVENUE	181,091.38	181,091.38
EXPENSES			
	EMPLOYEE BENEFITS EXPENSES		
	TOTAL EMPLOYEE BENEFITS EXPENSES	0.00	0.00
	SUPPLIES & SERVICES		
7201	CLEANING- CONSUMABLES	363.73	363.73
7203	WASTE DISPOSAL	5.00	5.00
7211	CONSULTANTS	3,740.00	3,740.00
7235	MINOR EQUIPMENT	14,029.61	14,029.61
7247	BANK FEES AND CHARGES	21.94	21.94
7248	ADVERTISING	12,322.00	12,322.00
7251	CONSUMABLES	34,845.66	34,845.66
7252	POSTAGE	1,109.09	1,109.09
7255	STATIONERY	759.89	759.89
7256	FREIGHT & CARTAGE	179.51	179.51
7281	STUDENT LEARNING MATERIALS	84,952.76	84,952.76
7291	STAFF TRAINING & DEVELOPMENT	1,152.00	1,152.00
7342	FIRST AID MATERIALS	697.50	697.50
	TOTAL SUPPLIES & SERVICES	154,178.69	154,178.69
	GRANTS AND SUBSIDIES		
	TOTAL GRANTS AND SUBSIDIES	0.00	0.00
	DEPRECIATION & AMORTISATION		
	TOTAL DEPRECIATION & AMORTISATION	0.00	0.00
	INTEREST EXPENSES		
	TOTAL INTEREST EXPENSES	0.00	0.00
	OTHER EXPENSES		
	TOTAL OTHER EXPENSES	0.00	0.00
	TOTAL EXPENSES	154,178.69	154,178.69
	SURPLUS OR (DEFICIT)	26,912.69	26,912.69

Aldinga Payinthi College
Profit & Loss Statement Budget - Year: 2022 Period: 1

GL Code	Actual	This Month Budget	Variance	Actual	Year To Date Budget	Variance	Annual Budget	Last Year
Revenue								
6103 STUDENT ENROLMENT FEES- MATERIALS & SERV	180,584.00		180,584.00	180,584.00		180,584.00		
6157 COMMISSION RECEIVED	507.38		507.38	507.38		507.38		
TOTAL INCOME	<u>181,091.38</u>	<u>0.00</u>	<u>181,091.38</u>	<u>181,091.38</u>	<u>0.00</u>	<u>181,091.38</u>	<u>0.00</u>	<u>0.00</u>
Expenses								
7201 CLEANING- CONSUMABLES	-363.73		-363.73	-363.73		-363.73		
7203 WASTE DISPOSAL	-5.00		-5.00	-5.00		-5.00		
7211 CONSULTANTS	-3,740.00		-3,740.00	-3,740.00		-3,740.00		
7235 MINOR EQUIPMENT	-14,029.61		-14,029.61	-14,029.61		-14,029.61		
7247 BANK FEES AND CHARGES	-21.94		-21.94	-21.94		-21.94		
7248 ADVERTISING	-12,322.00		-12,322.00	-12,322.00		-12,322.00		
7251 CONSUMABLES	-34,845.66		-34,845.66	-34,845.66		-34,845.66		
7252 POSTAGE	-1,109.09		-1,109.09	-1,109.09		-1,109.09		
7255 STATIONERY	-759.89		-759.89	-759.89		-759.89		
7256 FREIGHT & CARTAGE	-179.51		-179.51	-179.51		-179.51		
7281 STUDENT LEARNING MATERIALS	-84,952.76		-84,952.76	-84,952.76		-84,952.76		
7291 STAFF TRAINING & DEVELOPMENT	-1,152.00		-1,152.00	-1,152.00		-1,152.00		
7342 FIRST AID MATERIALS	-697.50		-697.50	-697.50		-697.50		
TOTAL EXPENDITURE	<u>-154,178.69</u>	<u>0.00</u>	<u>-154,178.69</u>	<u>-154,178.69</u>	<u>0.00</u>	<u>-154,178.69</u>	<u>0.00</u>	<u>0.00</u>
SURPLUS-DEFICIT	<u>26,912.69</u>	<u>0.00</u>	<u>26,912.69</u>	<u>26,912.69</u>	<u>0.00</u>	<u>26,912.69</u>	<u>0.00</u>	<u>0.00</u>

Originator: michelle.collins
Submitted By:
Date: / /
Authorised By: 
Date: 2/2/22

1:ALDINGA PAYINTHI COLLEGE
 General Ledger Balance Sheet for Prior Year, period 13

finglbl1

==== Assets ====		
CASH (CURRENT)		
A-ZZZ-1110	CASH AT BANK - SCHOOL	26,992.05 ✓
Total for CASH (CURRENT)		26,992.05
INVESTMENTS (CURRENT)		
A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	2,161,626.92 ✓
Total for INVESTMENTS (CURRENT)		2,161,626.92
RECEIVABLES (CURRENT)		
A-ZZZ-1310	ACCOUNTS RECEIVABLE	183,224.00 ✓
Total for RECEIVABLES (CURRENT)		183,224.00
OTHER ASSETS (CURRENT)		
A-ZZZ-1520	PREPAYMENTS	2,250.00 ✓
Total for OTHER ASSETS (CURRENT)		2,250.00
GLOBAL BUDGET ASSETS		
A-ZZG-15118	ACCRUED RECURRENT FUNDING	36,211.18 ✓
Total for GLOBAL BUDGET ASSETS		36,211.18
Total Assets		<u>2,410,304.15</u>
==== Liabilities ====		
OTHER LIABILITIES (CURRENT)		
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	(12,692.00) ✓
L-ZZZ-3555-0002	WS - PURCHASE CARD LIABILITY ACCOUN	3,995.78 ✓
L-ZZZ-3570	WS - REVENUE RECEIVED IN ADVANCE	183,224.00
Total for OTHER LIABILITIES (CURRENT)		174,527.78
SCHOOL EQUITY		
F-ZZZ-5110	NET INCOME YEAR TO DATE	2,419,947.36
	SURPLUS/(DEFICIT) CURRENT PERIOD	(184,170.99)
Total for SCHOOL EQUITY		2,235,776.37
Total Liabilities and Equity		<u>2,410,304.15</u>

1:ALDINGA PAYINTHI COLLEGE
 General Ledger Profit and Loss for Prior Year, period 13

FINGLPL1

Account	Description	PTD Posting	YTD Posting
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	3,535,000.02
R-ZZI-65122	ICT ADJUSTMENT	0.00	(560.00)
Total for GLOBAL BUDGET REVENUE		0.00	3,534,440.02
PARENT CONTRIBUTION REVENUE			
R-ZZS-6410	PC - MATERIAL & SERVICE CHARGE	(183,224.00)	(584.00)
Total for PARENT CONTRIBUTION REVENUE		(183,224.00)	(584.00)
OTHER OPERATING REVENUE			
R-ZDS-6868	STAFF - SALARY REIMBURSEMENT	0.00	1,707.00
R-ZUU-6870-01	US - SALES : TO BE DEFINED	469.76	1,851.58
R-ZZT-6890	T & D - OTHER REVENUE	0.00	2,304.50
R-ZZZ-6815	WS - DONATIONS	0.00	2,000.05
R-ZZZ-6890-0001	WS - TO BE DEFINED	3.27	3.27
Total for OTHER OPERATING REVENUE		473.03	7,866.40
Total Revenue		(182,750.97)	3,541,722.42

SUPPLIES AND SERVICES

E-CAH-7121	CHOIR - CONSUMABLES	(2,250.00)	0.00
E-CAT-7172	THE ARTS - RESOURCES	0.00	3,769.95
E-CCK-7121	EXPENSES - PRESCHOOL CONSUMABLES	0.00	1,677.72
E-CCK-7172	EXPENSES - PRESCHOOL RESOURCES	204.45	35,784.34
E-CCR-7107	RESOURCE CENTRE - BOOKS	74.75	15,478.77
E-CCR-7121	RES CENTRE - CONSUMABLES	0.00	2,832.30
E-CCR-7148	RES CENTRE - MINOR EQUIPMENT	0.00	130.00
E-CCR-7172	RES CENTRE - TEACHER RESOURCES	0.00	17,213.78
E-CCR-7183	RES CENTRE - SUBSCRIPTIONS	0.00	4,074.00
E-CEE-7172	ENGLISH - RESOURCES	0.00	38,473.11
E-CHY-7172	HEALTH & PE - RESOURCES	0.00	1,319.20
E-CMM-7172	MATHS - RESOURCES	0.00	10,213.67
E-COS-7121	SPECIAL ED - CONSUMABLES	0.00	1,143.24
E-COS-7172	SPECIAL ED - RESOURCES	295.86	6,488.00
E-CSG-7172	STEM MATHS SCIENCE - RESOURCES	0.00	4,583.31
E-CTE-7172	TECHNOLOGY- RESOURCES	0.00	35,593.34
E-CVA-7121	ABORIGINAL STUDIES - CONSUMABLES	0.00	3,460.00
E-SGR-7121	SRC - CONSUMABLES	0.00	323.34
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	319.46
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0.00	938.60
E-ZDM-7172	MANAGEMENT - RESOURCES	3,022.97	3,022.97
E-ZDM-7181	MANAGEMENT - STATIONERY	0.00	403.03
E-ZDM-7183	MANAGEMENT - SUBSCRIPTIONS	0.00	2,365.00
E-ZDM-7184	MANAGEMENT - GENERAL EXPENSES	8.18	1,278.07
E-ZDO-7190	COMMUNICATION EXPENSES - TELEPHONE	50.17	100.34
E-ZUU-7166	US - COST OF GOODS SOLD	0.00	1,664.07
E-ZZA-7172	FIRST AID - RESOURCES	0.00	544.66
E-ZZF-7142	FACIL - HIRE FACILITIES	0.00	3,846.65
E-ZZF-7169	FACIL - REPAIRS & MAINTENANCE	0.00	329.76
E-ZZH-7183	O.H.S. & W. - SUBSCRIPTIONS	0.00	300.00
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0.00	50.40
E-ZZI-7172	INFO SYSTEM - RESOURCES	0.00	28,981.76
E-ZZI-7176	INFO SYSTEM - SOFTWARE	0.00	931.00
E-ZZI-7199	INFO SYSTEM - OTHER EXPENSES	0.00	2,040.00
E-ZZF-7121	PRINT - CONSUMABLES	0.00	86.60
E-ZZT-7184	T & D - GENERAL EXPENSES	0.00	2,326.00
E-ZZZ-7106	WS - ADVERTISING / PUBLIC RELATIONS	0.00	70,629.64
E-ZZZ-7136	WS - FREIGHT	0.00	1,883.09
E-ZZZ-7160	WS - POSTAGE	0.00	1,307.40
Total for SUPPLIES AND SERVICES		1,406.38	305,906.57

GLOBAL BUDGET EXPENSES

1:ALDINGA PAYINTHI COLLEGE

FINGLPL1

General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	120.37
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	677,252.60
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	237,646.99
E-ZDS-71113	GB-SAL/WAGES-PSM	0.00	64,632.96
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	11,949.00
Total for GLOBAL BUDGET EXPENSES		0.00	991,601.92
FACILITIES AND UTILITIES EXPENSES			
E-ZZF-7280	FACIL - WASTE DISPOSAL	0.00	100.00
Total for FACILITIES AND UTILITIES EXPENSES		0.00	100.00
FINANCIAL EXPENSES			
E-ZZZ-7410	WS - BANK CHARGES	13.64	231.92
Total for FINANCIAL EXPENSES		13.64	231.92
EMPLOYEE EXPENSES			
E-ZDS-7335-TRT	STAFF - TRT SALARY	0.00	1,965.64
E-ZZT-7393	T & D - TRAINING COSTS	0.00	6,140.00
Total for EMPLOYEE EXPENSES		0.00	8,105.64
Total Expenses		1,420.02	1,305,946.05
Surplus or (Deficit) funds		(184,170.99)	2,235,776.37

Financial Delegations

Background

Governing Council approved the college's 2021 financial delegations at the last meeting. These delegations need to be re-approved for 2022. A list of financial delegations for the 2022 calendar year is attached for consideration.

Recommendation
That Governing Council approve the financial delegations as per attached.

ALDINGA PAYINTHI COLLEGE

Delegations for the 2022 year

The Principal recommended the following employees* be approved by the Governing Council as delegates* for the 2022 year:

Procurement Delegations: Delegated authority to sign purchase orders

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	\$550,000
Business Leader	Simon Macdonald	\$55,000
Finance Manager	Michelle Collins	\$11,000

Financial Delegations (Operating Account): Delegated authority to approve invoices/vouchers for payment from the Operating Account, other than Governing Council payroll

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	\$550,000
Business Leader	Simon Macdonald	\$55,000
Finance Manager	Michelle Collins	\$11,000

Cheque Signatories: Delegated authority to sign cheques (two signatories required for each cheque)

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	
Business Leader	Simon Macdonald	
Finance Manager	Michelle Collins	

EFT Signatories: Delegated authority to authorise EFT payments (two authorisers required for all transfers)

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	
Business Leader	Simon Macdonald	
Finance Manager	Michelle Collins	

Financial Delegations (SASIF Account): Delegated authority to authorise withdrawals from the SASIF Account

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	
Business Leader	Simon Macdonald	
Finance Manager	Michelle Collins	

Based on advice from the Department's corporate finance area please note that there no dollar limits applied for the above categories of cheque, EFT and SASIF as these categories requires dual signatory.

Purchase Card and Store Account Card Holders: Hold and use a card that allows purchases on credit

Position	Name	Card type and Monthly limit	Transaction limit
Business Leader	Simon Macdonald	ANZ Visa \$5000.00	\$1500.00

Issue Petty Cash: Delegated authority to issue petty cash

Position	Name	\$ Limit (optional)

ATO online facilities: Enter bank account details & other records, Submit BAS/other returns

Position	Name	\$ Limit (optional)
Principal	Alison Colbeck	
Business Leader	Simon Macdonald	
Finance Manager	Michelle Collins	

.....

Position	Name	\$ Limit (optional)

The recommendation of the Principal/Preschool Director has been accepted by the Governing Council/Management Committee

Proposed by:

Seconded by:

Name:

Name:

Date:

Date:

Retain a copy of this document with the relevant Governing Council/ Management Committee minutes

Policy Documentation and Feedback

1. Background

Over the past 6 months the college has developed a comprehensive suite of policies, procedures and guidelines to assist the day-to-day operation of the college.

This documentation was developed via extensive internal consultation with a view that broader discussion with and approval by Governing Council on key front facing policies needed to take place.

2. Discussion

There are 6 key front facing policies which Governing Council are asked to review and approve. Notwithstanding the front facing nature of these policies the main audience remains staff followed by the community. These policies (refer attached) are as follows:

- Attendance Policy
- Behaviour Support Policy
- Bullying Prevention Policy
- Customer Complaints Management Procedure
- Dress Code - Learners
- Mobile Phone and Personal Devices Policy

To allow the college time to consider comments by Governing Council members it would be appreciated if you could complete an online form in advance of the meeting. To access the form please scan the following QR code or click the link.



<https://forms.office.com/r/GY15EYdUJh>

Recommendation
<p>That Governing Council approve the following college policies:</p> <ul style="list-style-type: none">• Attendance Policy• Behaviour Support Policy• Bullying Prevention Policy• Customer Complaints Management Procedure• Dress Code - Learners• Mobile Phone and Personal Devices Policy



Aldinga
Payinthe
College.

Policy
Attendance

Our college pillars: Inspire, Connect and Belong, shape our way of being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Attendance Policy reflects this context.

RATIONALE

The Attendance Policy sets out expectations, roles and responsibilities relating to the attendance of learners at Aldinga Payinthe College.

SCOPE

The Attendance Policy applies to learners at Aldinga Payinthe College from the age of 6 until they turn 17. Whilst attendance at the college by learners outside this age range is not compulsory, it will be encouraged as part of the college's broader efforts to support ongoing learning and improvement for all learners.

RELEVANT POLICIES

This policy should be read in conjunction with the Department for Education's [Attendance policy](#).

BACKGROUND

Research shows that regular attendance at school is directly related to learners' achievements and a sense of belonging. Learning is cumulative and can be disrupted if learners consistently miss school.

Attendance at the college is compulsory for all learners from the age of 6 until they turn 17, as specified in the [Education and Children's Services Act 2019](#). Families (parents or legal guardians) can be prosecuted if they do not ensure their child goes to school.

DEFINITIONS

Learners can be absent from the college for many reasons. For the purposes of this policy the college uses the following definitions to identify learners at risk:

- Habitual non-attendance: Absent for 5 to 9 days in a term for any reason.
- Chronic non-attendance: Absent for 10 or more days in a term for any reason.

IMPLEMENTATION

The college supports attendance of learners by:

- Working with the community to develop positive attendance habits.
- Providing a safe, inclusive, and culturally respectful environment, and using effective and consistent practices to monitor and manage absences.
- Promoting the importance of education from their early years and throughout their schooling.
- Enacting rigorous procedures for tracking, monitoring, and responding to non-attendance.
- Actively engaging and including all learners and their families.
- Providing support to address the barriers to attendance, learning and wellbeing.
- Monitoring attendance to make sure progress is documented and support services are in place.
- Evaluating the need for further or ongoing support and referral for additional support.

ATTENDANCE EXPECTATIONS

The college's primary and secondary learning communities have a set daily timetable. This timetable commences at 9:10am each day and finishes at 3:25pm.

The preschool operates from 9:10am to 3:10pm (5 days/fortnight) and families are encouraged to contact the preschool whenever their child is unable to attend.

ATTENDANCE RESPONSIBILITIES

The responsibilities of learners, families, and college staff to ensure regular attendance are outlined below:

Responsibilities of Learners

- Attend the college every day it is open unless they are ill or have an approved exemption.
- Arrive at the college, and all lessons and activities on time.
- Participate positively in all learning activities.

Responsibilities of Families

- Make sure their child attends the college every day it is open unless they are ill or have an approved exemption. For illness related absences of three days or more a medical certificate must be provided.
- Be responsible for their child's travel to and from the college.
- Make sure their child arrives at the college on time, between 8:45am and 9:10am.
- Inform college staff of their child's absence and the reason for their absence.
- Provide the college with their child's most up-to-date contact details.
- Provide an explanation if their child is late or must leave early. The college will have a range of methods of communication available to allow this to take place easily and efficiently.

Responsibilities of College Staff

- Make sure all parents and carers are aware of attendance expectations, policies, and procedures.
- Accurately record each absence, late arrival, or early departure with the appropriate code.
- Contact parents or carers if there is no explanation for an absence, or if there is a pattern of absences.
- Record contact with parents and carers about absences, including attempts to contact.
- Request a medical certificate from parents or carers where appropriate.
- Consult with the [Social Work duty line](#) if required.
- Record notifications of chronic non-attendance (via the Child Abuse Report Line – [CARL](#)) guided by Responding to Risks of Harm, Abuse and Neglect – Education and Care ([RRHAN-EC](#)) mandatory notification training and the [Mandatory Reporting Guide](#).
- Provide appropriate follow up and support to learners and their families.

The college will develop and have a range of procedures available which will ensure that staff manage these responsibilities consistently.

AUTHORISATION OF EXEMPTIONS

The principal has authority, in certain circumstances, to approve an exemption from the college. Exemptions can be granted for up to 1 month, or up to 12 months for a family holiday.

Before requesting an exemption, families should talk to their relevant Head of Community. Learners must attend school until an exemption is approved.

An exemption is required for absences of more than three school days in a row. This does not include illness.

Families must apply in writing (a form is available upon request). The principal will advise in writing of the decision. A copy is kept in the learner's record folder.

Exemptions of more than 1 month (excluding holidays) must be approved by the department's central office.

Exemptions are counted as approved absences.

Date	7 December 2021
Version	Version 1
Renewal	2022
Owner	Director of Belonging



Aldinga
Payinthe
College.

Policy
Behaviour Support



Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Behaviour Support Policy reflects this context.

RATIONALE

At Aldinga Payinthe College, we seek to create a safe and inclusive learning environment where all learners (children and young people) feel they belong, through connections with their peers, staff, community, and curriculum. We seek to inspire learners to be responsible and informed citizens who make appropriate choices and take responsibility for their own actions.

SCOPE

The Behaviour Support Policy applies to all learners, staff, and families at Aldinga Payinthe College. This policy covers the college's preschool compliance obligations with respect to Regulation 168 (2) (j) Interactions with children, including the matters set out in Regulation 155-156.

RELEVANT POLICIES / DOCUMENTATION

This policy should be read in conjunction with the following Department for Education documentation:

- [Behaviour support policy](#) and [Behaviour Support toolkit](#).
- [Attendance policy](#)
- [Bullying prevention strategy](#)
- [Keeping Safe: Child Protection Curriculum](#)
- [Reporting critical incidents, injuries, hazards and near misses procedure](#)
- [Complaint management policy](#)
- Pedagogical approaches documentation:
 - [Integrative Teaching and Learning](#)
 - [Co-teaching Approach](#)
 - [Learning Community Support Officer expectations](#)

In addition, there are connection points between this policy and the Long Day Care Memorandum of Understanding between Aldinga Payinthe College and the YMCA which should be taken into consideration.

PROMOTING POSITIVE BEHAVIOUR

At Aldinga Payinthe College, all behaviour is understood as communication and staff will employ practices to promote safety, respect, and cooperation, consistently and fairly.

Helping to promote positive behaviour is a joint responsibility which involves the college as a whole: staff, learners, and families. The responsibilities of these groups are outlined below.

College Responsibilities

As a college, we will:

- Commit to developing an understanding of our Way of Being (Inspire, Connect, Belong).
- Promote positive and productive behaviour that values diversity and demonstrates respect and inclusion for all learners, staff, and families.
- Support each other to understand the context of learners' behaviour to keep everyone safe.
- Acknowledge and support everyone's rights and responsibilities toward creating connection and belonging in the learning environment.

Staff Responsibilities

Staff will:

- Actively teach and model safe and inclusive behaviours, through our Way of Being.
- Develop and maintain supportive relationships and communicate effectively with learners and their families.
- Provide timely intervention in response to behaviours of concern, including communicating promptly and effectively with families.
- Understand that the college's design includes passive supervision principles, which are in place to assist learners to moderate and modify their own behaviours and assist staff to hold accountable all learners across the college, not only learners under their direct responsibility.
- Ensure teaching and learning is engaging and relevant to the lives of learners.
- Engage learners in curriculum and learning decisions, including development of learning plans and co-construction of success criteria related to appropriate behaviours.

Learner Responsibilities

Learners will:

- Have pride in being an Aldinga Payinthe College learner.
- Behave in safe, respectful, and inclusive ways that reflect and promote the college's Way of Being.
- Treat others with kindness and support peers to behave in safe, respectful, and inclusive ways.
- Talk to a trusted adult about any concerns.

Family Responsibilities

As their child's first and ongoing educators, families shape and support their child's positive experience at the college by:

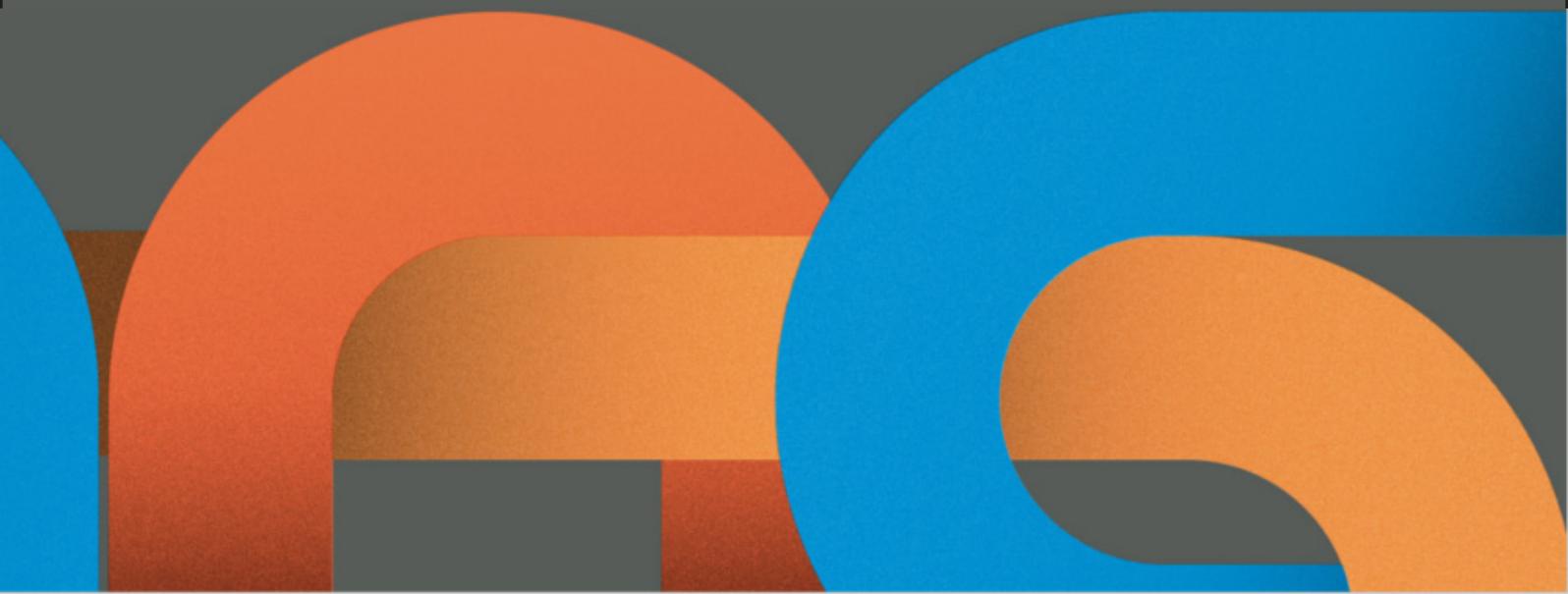
- Promoting pride in the college and maintaining positive connection to the college and its staff.
- Understanding that behaviour is developmental and provides a learning opportunity.
- Working collaboratively with the college to resolve concerns about behaviour when incidents occur.

Date	7 December 2021
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Owner	Heads of Community



Aldinga
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Policy
Bullying Prevention



Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Bullying Prevention Policy reflects this context.

RATIONALE

At Aldinga Payinthe College, we seek to create a safe and inclusive learning environment where all learners (children and young people) feel they belong, through connections with their peers, staff, community, and curriculum. We seek to inspire learners to be responsible and informed citizens who understand their own rights and actively take responsibility to uphold the rights of others.

SCOPE

The Bullying Prevention Policy applies to all learners, staff, and families at Aldinga Payinthe College.

RELEVANT POLICIES / DOCUMENTATION

This policy should be read in conjunction with the following documentation:

- [Attendance Policy](#)
- Pedagogical approaches:
 - [Co-teaching expectations](#)
 - [Learning Community Support Officer role description](#)
 - [Wellbeing for Learning: Circle Guidance for Educators](#)
 - [Extended Circle Exemplar](#)

Department for Education

- [Behaviour support policy](#) and [Behaviour Support toolkit](#)
- [Keeping Safe: Child Protection Curriculum](#)
- [Critical incidents, injury and hazard reporting](#)
- [Complaint management policy](#)

PROMOTING POSITIVE BEHAVIOUR

College Responsibilities

As a college, we will:

- Maintain a safe learning environment.
- Commit to developing an understanding of our Way of Being: Inspire, Connect, Belong.
- Promote positive and productive behaviour that demonstrates value for diversity, respect and inclusion for all learners, staff, and families - Appendix C.
- Acknowledge and support everyone's rights and responsibilities toward creating connection and belonging in the learning environment.
- Ensure definitions of bullying are known and understood by staff, learners, and community - Appendix B.
- Ensure consistent and developmentally appropriate behavioural expectations across the college B-12.



- Use consistent language among staff, families, learners, and the broader community to encourage positive behaviours and social interactions.
- Ensure bullying is easily reportable and that learners feel confident to seek support and to raise concerns - Appendix B.
- Build staff skills, knowledge, and confidence to:
 - prevent and respond effectively to bullying including cyberbullying
 - restore safety and wellbeing after critical incidents
- Ensure information about the complaints process is available.
- Collect bullying data regularly, analyse data and trends to plan how we will modify our bullying prevention strategies and responses as necessary, with Governing Council, learners, wider community, and families.
- Develop solutions to bullying with learners, including them in decisions that affect their safety and wellbeing.
- Act when bullying and cyberbullying are reported. This includes incidents that happen out of hours or off college grounds when it relates to college relationships.
- Report criminal matters to SAPOL.
- Work with families, service providers and community to support learners affected by bullying.
- Have planned responses to bullying that are visible, consistent, and foster trust and confidence.

Staff Responsibilities

Staff will:

- Actively teach and model safe and inclusive behaviours, through our Way of Being.
- Develop and maintain supportive relationships and communicate effectively with learners and their families.
- Assist learners to understand bullying, including cyber bullying, prevention, identification, response and reporting across all year levels.
- Teach positive behaviours and social emotional skills.
- Intervene in specific incidents of bullying or observed bullying behaviour.
- Take all reports of bullying seriously and follow up concerns immediately with fair and consistent responses to incidents or suspicions.
- Document all bullying incidents.
- Implement circles to follow up with learners when bullying incidents have been resolved, including both victim, perpetrator, and observers where possible.

Learner Responsibilities

Learners will:

- Take pride in being an Aldinga Payinthe College learner.
- Behave in safe, respectful, and inclusive ways that reflect and promote the college's Way of Being.
- Understand the types and definitions of bullying.
- Understand the difference between reporting and dobbing - Appendix D.
- Treat others with kindness and support peers to behave in safe, respectful, and inclusive ways.
- Report any suspicions, concerns or bullying behaviours to a trusted adult.
- Take part in decision making to improve learner safety and wellbeing.

- Take a stand when bullying is observed. Know and use our 5-step approach - Appendix E.

Family Responsibilities

As their child's first and ongoing educators, families shape and support their child's positive experience at the college by:

- Promoting pride in the college and maintaining positive connections with the college and its staff.
- Understanding that behaviour is developmental and provides a learning opportunity.
- Working collaboratively with the college to resolve concerns about behaviour when incidents occur.
- Helping their child to be safe online at home. This includes monitoring their child's use of technology and social media.
- Making sure their child knows how to identify and report bullying.
- Working with the college to help their child be safe from bullying.
- Understanding the college is required to maintain confidentiality for all learners and often will not be able to report an outcome in relation to another learner.
- Reporting new incidents/information to the college if a situation continues.
- Talking to their child about safety issues including bullying and cyber bullying.
- Reporting concerns about bullying to their learning community teacher.
- Supporting their child to go to preschool or school while a bullying issue is being resolved.
- Seek support from specialists and external providers who may be able to further support your child's wellbeing if necessary.

Bullying is an ongoing and pervasive behaviour that is found in all aspects of society. Working together to support our learners to recognise, report and repair relationships will assist them to deal with deficit behaviours into the future. Although this is not easy, it is vitally important for their future health and wellbeing.

ADDITIONAL INFORMATION

- [Bullying No Way](#)

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Owner	Director of Belonging

BULLYING HAS THREE MAIN ELEMENTS

It involves a misuse of power in a relationship

Conflict or fights between equals are not defined as bullying. Bullying occurs when there is a power imbalance. This might come from:

- The context. For example, several children acting against one child.
- Personal characteristics. For example, different physical, emotional or social development.

It is ongoing and repeated

One incident of misbehaviour is not defined as bullying. The college will respond to all incidents of misbehaviour.

One act by a single person might be bullying if:

- The behaviour adds to a series of other peoples' behaviours that misuse power and result in harm.
- It can be shared online or through technology to a wider audience, or repeated with multiple views.

It involves behaviours that can cause harm

Bullying can cause physical and psychological harm. Physical harm can include injury. It can also include theft or damage of belongings.

Psychological harm can include:

- Anxiety
- Not wanting to go to school
- Lack of interest in school
- Isolation and depression

A fear of being bullied can create psychological harm. Psychological harm can last quite some time. It will depend on a learner's situation and the support available to them. Support might come from the college, family or friends, or an external provider.

DEFINITION OF BULLYING

A national definition of bullying has been endorsed by the Education Council.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

What bullying is not:

- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation.
- Mutual arguments, disagreements, or fights.

These actions can cause great distress; however, they do not fit the definition of bullying. Bullying involves deliberate and repeated incidents.

HARASSMENT, DISCRIMINATION AND VIOLENCE

Harassment

Harassment is behaviour that targets an individual or group due to their:

- Identity, race, culture, or ethnic origin
- Religion
- Physical characteristics
- Gender
- Sexual orientation
- Marital, parenting, or economic status
- Age
- Ability or disability

Harassment can offend, humiliate, intimidate, or create a hostile environment. It may be:

- An ongoing pattern of behaviour or a single act
- Directed randomly or towards the same person(s)
- Intentional or unintentional

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- Identity, race, culture, or ethnic origin
- Religion
- Physical characteristics
- Gender
- Sexual orientation
- Marital, parenting, or economic status
- Age
- Ability or disability

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

REPORTING OR DOBBING?

Reporting bullying is about acting responsibly by trying to prevent further harm.

Dobbing is deliberately trying to get someone into trouble.

Reporting	Dobbing
You or someone else is being hurt by the bully's behaviour	No one is being hurt
You or someone else is afraid	No one is afraid
Helps someone	Gets someone into trouble

CONSISTENT WORDING FOR POSTERS AND USE AROUND COLLEGE

Bully vinyl – with hand

If bullying occurs:

- Ask nicely for the person to stop.
- Ask firmly for the person to stop.
- Walk away.
- Talk to a friend or trusted adult.
- Remind yourself you are not to blame.

You can stop bullying by:

- Not accepting comments that hurt others.
- Telling the bully that the behaviour is wrong
- Refusing to participate in bullying behaviour.
- Walking away with the person being targeted.
- Encouraging the person to speak with a trusted adult.

Tread lightly vinyl – with feet

Tread lightly

- Pause
- Be you
- Listen deeply
- Think carefully
- Consider your impact

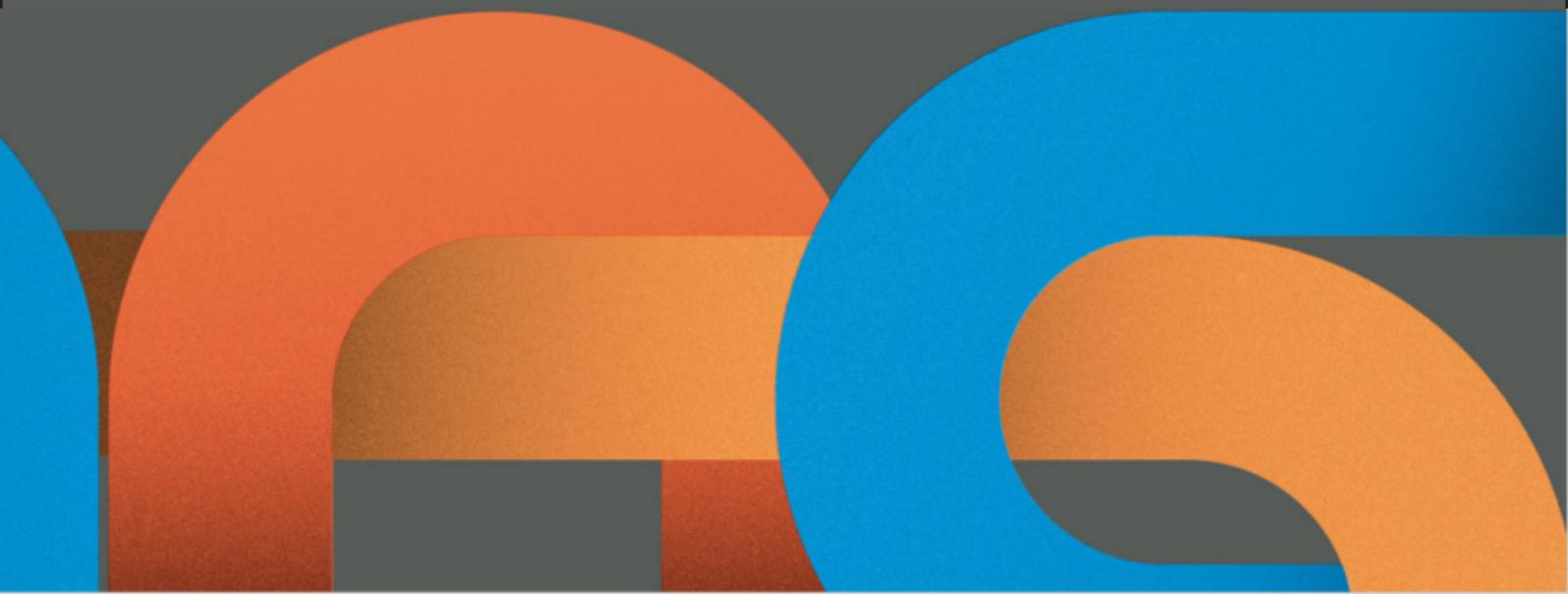
If you are being bullied, stand up for yourself and act confidently, hold your head up, look the other person in the eye, stand straight with shoulders back, stand your ground when you are talking, react calmly not aggressively.

If you witness, know, or hear of someone being bullied, support them. Bullies feed off the power they have over a target. By not intervening when you witness bullying or harassment, you are supporting the behaviour, giving the bully an even stronger sense of power, which may lead to an increase in bullying.



Aldinga
Payinthe
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Policy
Dress Code - Learners



Our college pillars: Inspire, Connect and Belong, shape our way of being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Dress Code Policy – Learners reflect this context.

RATIONALE

A uniform plays an important role in promoting a positive image of the college and creating a sense of identity among students and the community. The uniform design reflects the contemporary nature of Aldinga Payinthe College and includes selections for a range of weather conditions and personal needs.

TRANSITIONAL ARRANGEMENTS

As a newly established school, the 2022 Aldinga Payinthe College dress code has been developed by the Principal and the senior executive New Schools Governance Group of the Department for Education. The transitional arrangements outlined in this dress code have been endorsed by the senior executive New Schools Governance Group, until such time as the first Annual General Meeting (AGM) of the formally elected Governing Council.

For 2022, matters relating to new uniform purchase, financial hardship, exemptions, or non-compliance must be raised with the college leadership for consideration. Parents can contact the college at dl.1914.info@schools.sa.edu.au for further information.

NON-COMPLIANCE

The Principal will enforce the dress code and may take appropriate disciplinary action when students intentionally and persistently ignore reasonable requests to comply. Disciplinary action will not include suspension, exclusion or expulsion of a student or prevent a student from participating in their education.

Additional non-compliance information will be developed in consultation with the college's students and their parents, leadership, and the Governing Council during 2022, in line with the [school dress code administrative instruction](#).

DRESS CODE

Uniform Selections

The list of uniform selections is outlined below. Some items are only available to learners in certain year levels. All other items are available to learners across the college. The preschool uniform items are optional.



UNIFORM ITEM
Standard
Preschool t-shirt (optional)
Preschool windcheater (optional)
Everyday polo shirt (with sublimated design) – Primary (reception to year 6 only)
Everyday polo shirt (with sublimated design) – Secondary (year 7 to 12 only)
Crew neck jumper – Primary (reception to year 6 only)
Rugby top (year 7 to 12 only)
Zip collar windcheater – Secondary (year 7 to 12 only)
Soft shell jacket
Elastic waist short
Chino short
Sport short
Chino pant
Elastic waist pant
Skort
Pleated skirt
Accessories
Bucket hat
Cap – Secondary (Year 7 to 12 only)
Backpack
Scrunchie

All uniform selections may be worn during any season as appropriate for weather conditions and personal needs. Parents may purchase generic uniform items that are consistent with the uniform selection above, but any non-logo or non-monogram uniform items purchased for college use should be imprinted with the college's logo as soon as possible after purchase.

Additional Items

Shoes

Learners are required to wear closed shoes (i.e. sandshoes, skate shoes or school shoes). Platform shoes, thongs, ugg boots and other “flip flop” type shoes are not acceptable.

Tights/Leggings

Plain black tights/leggings may be worn underneath any of the uniform selections. Learners may wear a plain black long sleeve shirt (no hoodies or jumpers) under their college polo shirt if they wish.

Jewellery and Make-up

Jewellery items and any make up should be discrete and be appropriate for a school environment.

EXEMPTIONS

Parents may seek exemption from the college dress code for a variety of reasons, including, but not limited to, religious, cultural, and ethnic reasons.

Parents must provide a written request to the Principal outlining the reasons for the exemption. Requests for exemption can be submitted via email to dl.1914.info@schools.sa.edu.au.

In situations of financial hardship, arrangements will be made to supply students with the correct uniform.

UNIFORM PURCHASE

A range of other purchase/payment options will also be available through the college's uniform supplier. Information relating to these options will be provided to parents/caregivers in advance.

In the future, second hand uniform purchases may also be available.

UNIFORM SHOP OPENING HOURS

The college will host an onsite pop-up uniform shop (run and managed by the college's uniform supplier) for a limited number of days each year. Details will be provided to parents/caregivers in advance.

A range of other alternative purchase/payment options will also be available. Information relating to these options will also be provided to parents/caregivers in advance.

REVIEW

The Principal may commence a review of the college dress code at any time. Students and parents of students enrolled at the college may write to the Principal seeking a review when circumstances change significantly, or issues arise.

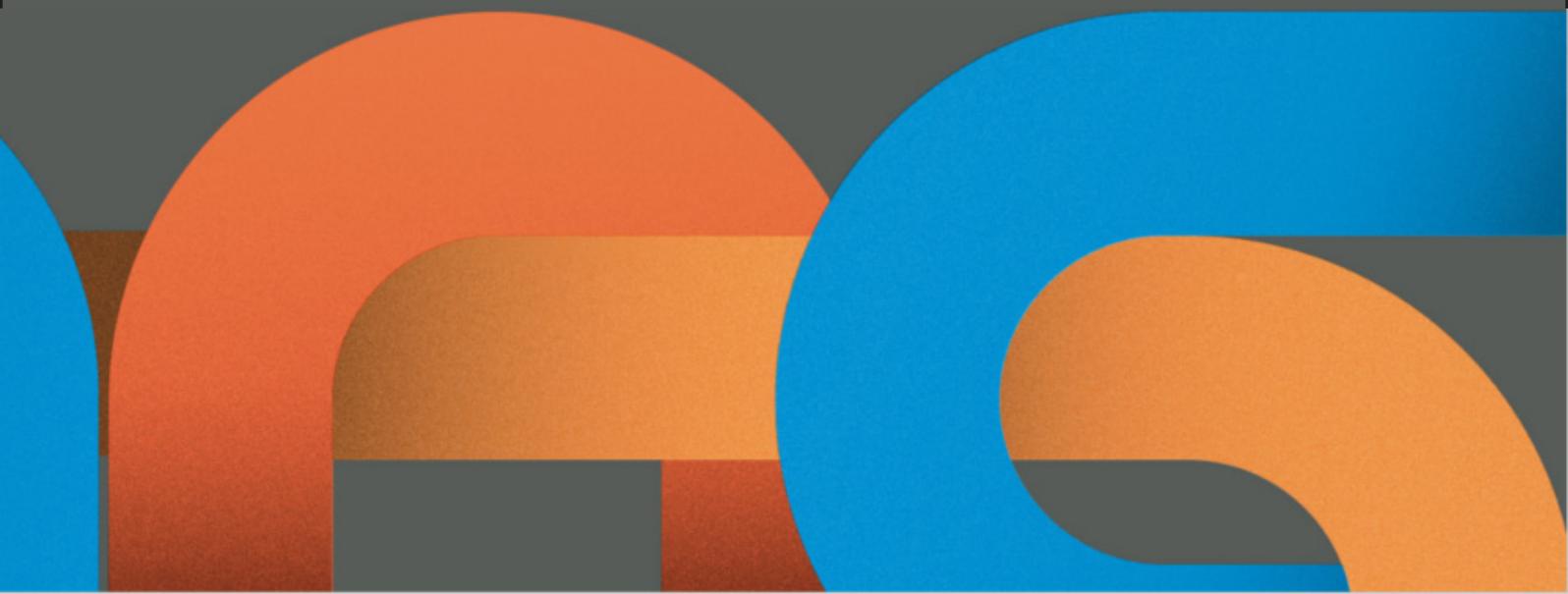
The dress code (including uniform selections) will be reviewed and amended as necessary (towards the end of 2022) by the Aldinga Payinthe College Governing Council after consultation with the college community. This consultation will include a range of considerations including financial, religious, or cultural factors affecting students and their families. It will then be submitted to the Principal for approval and adoption.

Date	7 December 2021
Version	Version 1
Renewal	2022
Owner	Business Leader



Aldinga
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Policy
Mobile Phone and Personal Devices



Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Mobile Phone and Personal Devices Policy reflects this context.

RATIONALE

The Mobile Phone and Personal Devices Policy is grounded in the college's Way of Being and based on the Department of Education's [Student use of mobile phones and personal devices policy](#).

SCOPE

This policy applies to all learners from preschool to year 9 while at the college or attending an authorised college activity during college hours such as an excursion.

BACKGROUND

As a college community, we seek to inspire learners (children and young people) to become informed, safe, respectful, and responsible digital citizens. The unregulated presence of mobile phones and other personal devices, including smart watches, in the learning environment can undermine learners' capacity to think, learn and regulate emotion. The removal of mobile phones and personal devices during college hours eliminates this distraction enabling learners to engage in a more focussed, positive, and supported environment.

MOBILE PHONE AND PERSONAL DEVICES USE

Preschool to year 9 learners at the college are not permitted to use their mobile phones and personal devices, including smart watches, during college hours. The Department for Education and the college recognise there are legitimate reasons for learners to bring a mobile phone or personal device to college. These may include:

- to ensure their safety while travelling
- parents can contact them outside of college hours.

At the beginning of the college day all personal devices must be switched off or muted before being stored. Learners will not be able to access their device until the end of the college day.

STORAGE OF MOBILE PHONES AND PERSONAL DEVICES

Personal devices, including smart watches, must be kept locked in lockers during college hours. The college takes no responsibility for personal devices brought to the college.

ROLES AND RESPONSIBILITIES

College Staff

- Model appropriate use of mobile phones and support learners and families to understand the importance of safe, responsible, and respectful use of mobile phones and personal devices.
- Use iPads and walkie talkies as communication tools in the first instance while at the college.
- Limit personal mobile phone use to break times and preferably not in sight of learners.
- Ensure personal networks have access to the college main reception phone number in case of an emergency.
- In case of an emergency, a member of the college leadership will help facilitate communication.
- Take steps to minimise distractions from the non-educational use of personal devices in the learning environment.
- Respond to instances of non-compliance in line with the college's policy.
- Report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures.
- Ensure any learner personal devices handed into their care are stored in a secure location with the Connect teacher and returned to the learner or a family member.
- Connect teachers should communicate misuse to the family.

Learners

- Comply with the requirements of the college's policy to keep a mobile phone and other personal devices, including a smart watch, in their bag and locked in their locker while at the college.
- Follow all reasonable directions from college staff, such as a request for handing the mobile phone or other personal device over, if not kept in their locker, and collecting it from the designated facility at the end of college day.
- Communicate respectfully with others and do not use a mobile phone or other personal device to bully, harass or threaten another person.
- Respect others' rights to privacy and do not take photos, film, or audio records of other people without their knowledge or permission.

Families

- Support the implementation of the college's policy, including the consequences for non-compliance with the policy.
- Use the college's formal communication channels in all instances to communicate with the college, including where their child requires early collection from the college.
- Encourage their child to always report to a college staff member in the first instance if they become unwell or experience an issue at the college.
- Recognise the important role they play in supporting their child to use their mobile phone or other personal device in a safe, responsible, and respectful way.

SUPPORTING INFORMATION

The following college policies are relevant to the implementation of the Mobile Phone and Personal Devices Policy:

- [Behaviour Support Policy](#)
- [Bullying Prevention Policy](#)
- [Digital Cyber Safety Policy](#)

Date	7 December 2021
Version	Version 1
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Owner	Heads of Community



**Aldinga
Payinthe
College.**

Procedure
Customer Complaint Management



Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Customer complaint management procedures reflect this context.

RATIONALE

Staff at Aldinga Payinthe College are strongly committed to providing the best possible educational outcomes for our learners. For this to occur it is imperative that positive working relationships exist between the college, home, and the broader community.

These procedures provide local level guidance relating to customer complaint management and resolution.

SCOPE

These procedures cover situations where a customer expresses dissatisfaction about the service or actions of the college or its staff. Complaints relating to a range of matters are out of scope. These include:

- Employee disputes, grievances, and conduct (refer to Employee Complaint Management and Resolution procedures).
- Non departmental employees.
- Child protection matters.

These procedures cover the college's preschool compliance obligations with respect to Regulation 168 (2) (o) Dealing with complaints.

RELEVANT POLICIES

These procedures should be read in conjunction with the Department for Education's [Complaint management policy](#), [Complaint management procedure](#), the associated [Complaint management and reporting](#) resources and the [Department for Premier and Cabinets circular PC039 Complaint Management in the SA Public Sector](#).

APPROACH

Consistent with the Department for Education's Policy, the college will:

- Take all complaints seriously.
- Ensure that all complaints are assessed, documented, and recorded in a timely fashion.
- Ensure an open, accessible, and transparent complaint management process including prompt acknowledgement, information about expected timeframes, outcomes, and avenues for review.
- Ensure complaints are managed effectively, fairly, confidentially, and objectively.
- Ensure that staff are familiar with relevant departmental documentation (refer to relevant policies above).
- Ensure that a link to the department's policy and associated information associated with [raising a complaint](#) are clearly displayed on our website.

- Ensure that staff understand the complaint management process and undertake appropriate training.

Managing Unreasonable Customer Contact

Staff safety and wellbeing is paramount when dealing with unreasonable behaviour under the department's workforce health and safety and duty of care obligations. There is a need to balance the right for someone to make a complaint with the rights of staff to have a safe workspace.

STEPS FOR RAISING A COMPLAINT

As noted above, the Department for Education has clear information associated with raising a complaint. Consistent with this approach, Appendix A outlines the various stages through which a complaint should progress.

The college commits to working with complainants to ensure that every effort is made to resolve complaints at the local level (level 1, level 2, or level 2a). Should resolution at one of these levels not be possible, alternative resolution mechanisms outside of the college are available (level 3 and 4).

KEY CONSIDERATIONS WHEN MAKING A COMPLAINT

Individuals making a complaint are asked to consider the following before, at, and after their meeting with college staff:

Before the meeting

- Critically reflect on your concerns before making a complaint.
- If you decide to make a complaint, contact the college's main reception area to arrange a mutually acceptable meeting time. When booking a time, it is important to ensure that the person you are meeting with understands the nature of the complaint.
- Consider documenting your thoughts in advance of the meeting with college staff. A [site complaint](#) template is available.

At the meeting

- Clearly and calmly define the issue and state your need/s.
- Listen and discuss possible courses of action and outcomes.
- Offer possible solutions.
- If you think the issue might be resolved, allow a reasonable timeframe for it to be addressed and feedback given.
- If you consider that the issue is not, or will not, be resolved make sure you state this at the end of the meeting.

After the meeting

You may decide:

- To monitor the situation before deciding if you need to meet again.
- To arrange another meeting with the person concerned.
- The matter needs to be escalated to the next stage. If you decide that the matter needs to be escalated, you should inform the person you met with.

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Student Free Days – 2022

Background

Schools can have a maximum of 3 student-free days during the school year for particular activities relating to school management, planning meetings or staff development programs. Student free days should be endorsed by governing council on recommendation of the principal.

The scheduling of student free days must consider:

- the best interests of students and local circumstances
- staff industrial arrangements
- bus timetables, local transport needs of families and other local school finishing times.

Principals must also make sure at least 1 month's notice has been given to parents of the approved student-free days.

Discussion

In mid-2021 the college developed a preliminary plan for 2022 student free days but COVID-19 restrictions have meant that these plans are no longer possible. The college would value a discussion with Governing Council members at the meeting regarding the timing of these days in 2022 with an understanding that these days are best undertaken face to face, and as such, COVID restrictions impact.

The Principal is awaiting direction from the Department for Education around changes to COVID restrictions as the current restrictions extend to week 4 this term. If advice is received prior to the meeting, the Principal may table suggested dates.

