



# POLICIES

## Australian Mainstream Curriculum Framework

## Australian Steiner Curriculum Framework

*This Policy Document is for the whole school unless the section indicates a specific stream, in which case, it is policy for that stream only. Policies are due for review in 2018.*

### Introduction

Due to the site, there is a natural limit to the number of students which the school can cater for. This number is determined by the floor size of the school buildings and also by the facilities available. This has an implication for class and school size. It is for this reason that the school offers composite classes.

In the introductory phases of the dual streams there will be a mainstream composite class and a Steiner composite class. The mainstream class will operate as in previous years with a Numeracy and Literacy block running parallel for R-3 and 4-7. The Steiner class will comprise 3 year levels with 2 Steiner trained teachers.

Once fully established it is the policy of the school to have 4 Steiner composite classes and 2 mainstream classes.

### Attendance

A child who is at least 6 years old but not yet 16 is of compulsory school age. Every child of compulsory school age, irrespective of distance from the school or whether disabled or not, is required to be enrolled at a government or non-government school and is required to fully participate in the education program arranged and approved by the enrolling school.

Parents are required to inform the school office by phone (or email) by 9:30 am if a child is to be absent for any reason. Please ensure your child is at school by 8:45 am ready to start class at 8:55 am. Children arriving after this time disrupt the class and miss out on receiving instructions for the morning. If your child arrives at school after 9:10am, or leaves early for an appointment etc., please sign them in or out through the office.

*Please note:* All late arrivals and early departures are recorded on the roll and reported to DECD.

#### **Student Exemptions**

An exemption is required if a child will be absent from school for an extended period, for example - a family holiday. A form is available from the school office for completion. Periods from 3-4 days up to 12 months are to be approved by the Principal. Please make a note to include this process in your initial holiday planning. For more information contact the school office.

## Behaviour Management Policy

At Basket Range Primary School relationships between students, between students and teachers and between the school and home is of paramount importance. Good communication and supportive and positive relationships provide the basis of a harmonious and flourishing school. Underpinning this is a good understanding of child development and age appropriate expectations. The development of the whole child is considered central at Basket Range Primary School.

Basket Range Primary School believes that all students have the right to a safe, supportive environment in which to play and learn. The school believes that all students need to be supported appropriately considering their age and developmental stage.

An important part of our behaviour management strategy is the use of strategies that bring a balanced approach with respect to the rights and needs of those affected by conflict. This includes the use of Restorative Justice Principles.

### Norms versus Rules

Traditionally rules are made by authority figures. They are initiated and sustained by power—made to be obeyed, not to be discussed or challenged by students.

Norms however, are collective agreements—not enforced, but agreed upon by all members of a group.

Co-created class norms, based on 'the ways we want to be treated' provide the means to help students learn self-responsibility and responsibility toward others.

This is very different to a behaviourist approach characterised by pre-set rules and consequences, punishments and rewards, where the teacher manages for control and compliance.

*Joan Dalton & David Anderson*

### Whole School Norms

At Basket Range Primary School students have contributed to the following whole school norms:

- **We show respect by...** treating others as we want to be treated. We welcome others, respect their opinions, are kind to them and make them feel valued. We listen to each other and are considerate of other people's feelings, rights and property. We are always honest and we use positive language at all times. We respect and care for the environment and value property. We think, stand and act as role models.
- **We keep ourselves safe by...** looking out for others and avoiding danger. We play in the correct areas. We have a bully free environment.
- **We actively participate in learning by...** putting effort into our work, giving everything a go, doing our best, being good communicators by sharing our ideas and being good listeners. We work together and have fun.

### Classroom Norms

Each class establishes its own set of norms which are consistent with school norms. This is done at the beginning of the school year and then regularly revisited and amended as appropriate.

Class norms should be few in number but the teacher will ask questions such as:

- How do you want me to treat you?

- How do you want to treat one another?
- How do you think I want to be treated?
- How should we treat one another when there's a conflict?

Classroom norms need to be clearly visible and backed up consistently by appropriate use of Restorative Justice principles.

### **Consequences for Responsible Behaviour**

By using positive reinforcement, the idea that responsible behaviour is the norm at Basket Range Primary School, sets in motion an atmosphere of success. Regular discussions with students on the consequences of responsible behaviour, both in school and the wider community, should occur. Responsible behaviour should be acknowledged at individual, group, class and school level. At present, this is done by Class Awards and Student of the Week presented at weekly assemblies.

### **When things go wrong**

At Basket Range Primary School there are very few behaviour issues as children generally follow the school norms requiring only an occasional reminder. If inappropriate behaviour persists the following steps will be taken:

1. The teacher has a one to one discussion with the child reminding them of the norms and discussing underlying issues and concerns. It may be appropriate that a child spends time outside the class reflecting on their behaviour.
2. If the behaviour continues, the principal will meet with the student and have a discussion about the issues. Ideally the student will reflect on their behaviour and agree to make appropriate changes to put things right.
3. If the inappropriate behaviour continues the teacher will contact the parent and if appropriate, arrange for a meeting time to discuss the issues and concerns.

Consequences for ongoing inappropriate behaviour may be:

- Missed play time
- Time spent out of the classroom
- Rectifying the issue – for example, tidying up the mess they have made
- If the behaviour continues, or is violent or threatening this may result in an immediate take home.

Frequent or persistent failure to follow our school norms, e.g. swearing, threatened or actual violence, harassment or bullying will result in take-home and/or suspension.

### **Bullying and Harassment**

The DECS brochure *Bullying and harassment at school* can be found at [www.decs.sa.gov.au/speced2/pages/bullying](http://www.decs.sa.gov.au/speced2/pages/bullying)

### **Definition of Bullying**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

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

Conflict or fights between equals and single incidents are not defined as bullying.

### **Definition of 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 and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act.

**What the school will do:**

A range of consequences may be used for students who bully or harass others. Our goal is always for the students involved and affected by the problem to work together to find a solution.

Restorative Justice is a process through which victims and others are given an opportunity to confront the offender, express their feelings, ask questions and have a say in the outcome. Offenders hear firsthand how their behaviour has affected people. They may begin to repair the harm by apologizing, making amends and agreeing to a simple contract. Conferences hold offenders accountable while providing them an opportunity to discard the "offender" label and be reintegrated into the school community.

Students involved in an incident will meet with a mediator (teacher or principal) to work towards an understanding to clarify and resolve the situation and repair the harm caused. Part of the agreement may be a consequence for the wrongdoer. Before leaving the meeting additional consequences are agreed upon in the event that the wrongdoer's behaviour does not stop or is repeated. This meeting is recorded so that everyone is clear about their responsibilities.

## **Bushfire & Emergency Procedures Policy**

Our Bushfire & Emergency Procedures Policy is reviewed annually prior to the commencement of the fire season and distributed to parents each year or on enrolment. *A copy is also available on the school website.*

Regular Fire Drills are conducted with students and the Local CFS so that students and staff know exactly what to do in the event of a bushfire.

Please ensure you are fully aware of the various situations that can arise if a day of catastrophic or extreme fire risk is declared. It is imperative that we have up-to-date contact information for all families; especially during fire season.

**Basket Range Primary School** has a '**high risk**' bushfire rating. This means on days of a forecast catastrophic fire danger rating, our school will be closed. Generally we will be notified by the DECD regional office at approximately 4:30pm prior to a day that is deemed catastrophic. The school will also be closed if there is a bushfire reported within the local district.

If the decision is made to close the school Basket Range PS staff will make every attempt to contact parents and carers to inform them. Staff will use a telephone tree and attempt to contact every family. If we are unable to speak to you a message will be left and we will follow up in a timely fashion with a repeat call. If you receive a message please respond to acknowledge.

If possible, we will put a message on the school's answering machine.

If possible a special 'Catastrophic Fire Danger Rating Sign' will be placed at the bottom of Cramond Road.

In addition, information will be provided through:

- ABC Radio 891
- ABC TV
- The CFS website <http://www.cfs.sa.gov.au>

Bushfire season can be an anxious time for children and families. Please read this information carefully in the best interests of children.

By being prepared, and acting now, you will help our school to be bushfire ready and keep our children as safe as possible.

For this reason, we have prepared Basket Range PS to cope in the event of a wildfire. This preparation includes:

- pump and sprinklers on the roof and special high powered hose reels
- sealed windows fitted with ember-proof mesh
- rehearsed procedures and responsibilities for all staff
- regular practices for the children to know and understand what to do
- drinking water and high energy snacks on hand

### **Before the Bushfire Season**

To prepare for the bushfire season we have consulted with fire authorities and building specialists to be better prepared. We have:

- Completed a Bushfire Safety Audit and checklist.
- Updated our Bushfire Action Plan
- Had a special bushfire telephone installed
- Prepared buildings and grounds including clearing gutters, and removing vegetation
- Practiced bushfire safety drills.

### **HOW YOU CAN HELP**

We ask parents and carers to:

- Read all bushfire information provided.
- Talk to your children about what will happen if a bushfire occurs when they are at school.
- Make sure your emergency contact details are up-to-date with our school.

### **WHAT IS A CATASTROPHIC FIRE DANGER RATING?**

Catastrophic fire danger rating days are days when the weather conditions mean a fire is more likely to start and be more difficult to control.

When a catastrophic fire danger rating is forecast for the following day by the Bureau of Meteorology, **all 'high risk' schools and preschools in the declared Fire Ban District will be closed.**

**Basket Range Primary School has a high risk bushfire rating.** *Parents and carers will need to make alternative arrangements for their children on these days.*

Remember that mobile phone networks may be down and power may be cut. Basket Range Primary School had a bushfire telephone installed in Term 4, 2011.

**Please make sure your emergency contact details are updated before the bushfire season starts.**

### **APPROACHING BUSHFIRE**

**If our school is open and a bushfire is approaching, the safety of children is our highest priority.**

The South Australian Police (SAPOL) and the Country Fire Service (CFS) will take charge if a bushfire is approaching. **They recommend that in such an event, everybody should remain at their school or preschool unless instructed to do otherwise.**

Principals and preschool directors must comply with SAPOL or CFS instructions.

If the police have not advised an evacuation, everyone will remain inside a designated building (**at Basket Range PS this is the stone building**) and emergency procedures will be activated. These are detailed in a separate school document called a 'Bushfire Action Plan' and include:

- Moving everybody inside to the stone building, closing windows, doors, and blocking crevices, cracks and gaps.
- Putting on our roof sprinklers
- Hosing down walls, garden etc. on the side facing the 'fire-front' and leaving garden sprinklers on.
- Filling available containers with water to supplement our stored emergency water.

We hope that we will never have to enact fire drill procedures. However we are working with our school community to be bushfire ready in the event of a bushfire emergency and trust that parents and carers will add their support.

## **BUSHFIRE EMERGENCY CONTACTS**

School telephone: **8390 3466**

Please note that this number may be engaged during an emergency situation and you may not be able to get through immediately.

Regional Office, Bushfire Coordinator: **8391 4705**

## **FOR MORE INFORMATION**

DECD Emergency and Crisis Management Website Department of Education and Child Development  
[www.crisis.sa.edu.au](http://www.crisis.sa.edu.au)

SA Country Fire Service (CFS) Website  
[www.cfs.org.au](http://www.cfs.org.au)

CFS Bushfire Information Line  
**1300 362 361**

During days of forecast catastrophic fire danger ratings or an actual bushfire, a Parent Information Hotline will be activated.

## **Curriculum**

At BRPS the integrity of both streams will be maintained. Within this framework there are opportunities for active collaboration to learn from and with each other. Where ever possible our afternoon sessions will be joint projects based around curriculum areas which foster both pedagogical approaches and meet the standard outcomes for both curriculum frameworks.

All students will participate in the school's special events such as Sports Days, Festivals, Assemblies, Mimili Exchange and Camps etc. We will continuously work towards deepening a mutual understanding of the two streams of education offered at Basket Range Primary School.

Staff of both streams will use the same assessment strategies. These include:

- Teacher observation
- Analysis of student work samples
- Assessment of student work samples
- Participation in class by student
- Focussed child studies conducted by teaching staff
- Teacher reflection over time

## **Mainstream**

The curriculum for the Mainstream classes meets the standard outcomes as described in the National Australian Curriculum Framework and is approved by ACARA.

## **Steiner Education**

The curriculum for the Steiner Stream classes meets the standard outcomes as described in the Australian Steiner Curriculum Framework and is approved by ACARA.

A traditional Steiner Education stream uses some terminology which differs from mainstream, such as main lesson, however the Steiner Education curriculum addresses the Essential Learnings of:

- Identity
- Futures
- Interdependence Thinking
- Communication

The curriculum for Steiner stream classes meets the standard outcomes as described in the Australian Curriculum Framework. It is the intention of the Steiner Stream at BRPS to maintain the integrity of the methodology of Steiner Education through the implementation of the curriculum that has an emphasis on the arts and the creation of an aesthetically pleasing classroom environment. The curriculum is rigorous and has the following learning areas:

- English
- Mathematics
- Science
- Design and Technology
- Studies of the Environment
- The Arts – Visual Arts, Drama, Music
- Languages other than English
- Health and Physical Education

## **Enrolment Policy**

The information you give about your child and family is kept confidential and used when necessary in the best interests of your child.

### **Mainstream Enrolment**

Children, who turn five before May 1, can start school on the first day of Term One of that year. Where a child turns five on or after May 1 they will start school on the first day of Term One the following year.

How to Enrol: Make an appointment with the school for a tour with the Principal.

Complete and lodge the school enrolment form provided by the school

You may be asked to:

- show proof of the child's birth age - e.g. birth certificate, passport or official Centrelink documentation stating the child's name and birth date
- show proof of residence

You may be asked about:

- Your child's interests
- Any custody and family dispute issues
- Immunisation records, medical information and health care needs
- Friends already attending the school or starting at the same time.

## Steiner Enrolment

Children who turn six years of age within their Reception school year are eligible for Steiner Reception. In the Steiner education tradition many parents will choose to begin school once their child has turned six years of age. The age of compulsory school attendance in South Australia is six years of age.

New enrolments are placed on a Waitlist until classes are planned mid-year prior to the child's Reception year. Parents are encouraged to enrol siblings as soon as possible. Once enrolled, a confirmation letter of enrolment is sent to the family.

The Reception class has a ceiling of 10 enrolments. All parents upon enrolment are placed on a Waitlist until classes are formed between week 10 Term 2 and Week 5 Term 3 in the year prior to commencement. Places will be offered from the waitlist if vacancies occur after this process.

Once the final class has been identified, prior to beginning school, families must complete a form (Family Story) detailing information required by the class teacher to provide the teacher with a picture of the child. Class teachers will undertake a home visit during the child's Reception year or their first year at the school. This visit will be negotiated with each family.

Enrolment Waitlists are maintained for the 5 years before starting school.

## Entry to Steiner at Reception Level

### Process

Applicants contact the school and complete an application to be placed on a Waitlist. A non-refundable registration fee of \$20.00 per child must accompany this application.

*This fee will be reviewed each year as part of the review process of the Materials and Services annual charges for both Mainstream and Steiner Stream.*

*Payment of \$200 in advance of M&S fee.*

### Offer Priority

Priority will be given to -

1. siblings of currently enrolled students,
2. families involved in Ashton Steiner Playgroup and Uraidla & Hills Community Kindy,
3. distance from home to the school will be considered as a factor, and
4. Commitment and knowledge of Steiner Education.

Consideration will be given to those on the Waitlist on a 'first come, first served' basis **and** using the factors listed above. School staff will begin this process in Term 2 Week 8.

## **Finance Policy**

Every effort is made to provide a quality Mainstream Education and Steiner Education stream for the most affordable fee.

It is requested that fees for the year are paid in full upon receipt of an invoice from the school unless an alternative payment plan is negotiated with the Principal.

Governing Council, in line with DECD guidelines, sets the annual Materials and Services charges. The Materials and Services charge for the Steiner Education stream is greater than for Mainstream due to the cost associated with the specific and quality materials.

As agreed and minuted by Governing Council, non-payment of the compulsory component of school fees by the due date, without any negotiated arrangements are referred to the Department for Education and Child Development (DECD) debt collection agency. Governing Council will be notified of the number of parents with default payments twice per annum.

Families who are eligible may apply for financial assistance through the Government sponsored School Card scheme. Families are expected to pay the gap between government assistance and the Materials and Services charge.

The Materials and Services charge for both streams will be reviewed annually and ratified by Governing Council.

### **School Fees**

Payment of the M & S Fees is required on receipt of the invoice, unless prior arrangements have been agreed to by the Principal. Payment methods are Cash, Credit Card and Direct Deposit into the School account. These details are available from the front office.

Each year the government sets a 'Standard Sum', per student, for the materials and service fee (M&S Fee).

Governing council, through a consultation process with the school community, then approves an amount above this standard sum to cover the cost of services and resources provided to each child. A separate invoice for an Excursion Levy of \$50 will be sent out.

As in previous years, in addition to the M&S Fee, other costs will occur that are invoiced accordingly.

### **School Card**

The School Card Scheme provides monetary assistance from the government for lower income families. Further information about this scheme is available from the office.

If you are approved for school card the Standard Sum of the M&S fee will be paid by the government for you. We do however expect a commitment to pay the gap amount by the due date. Payment of this gap amount is required to make the school and streams viable.

## **Governance**

The role of Governing Council is to ensure the participation of the school community in important decisions about the school and the education services it delivers. School governance is a shared responsibility of the Governing Council and the Principal who, with parents, staff and community representatives, is a Governing Council member.

The BRPS Governing Council operates within its constitution and includes a code of practice. The Governing Council has 7 members, including the Principal and one elected staff representative. All members of the school community are entitled to nominate for Governing Council. Elections are held at the Annual General Meeting. Governing Council will address the matter of future membership balance if it deems it necessary to do so.

The subcommittees of Governing Council are Finance, Parents and Friends, Fundraising, Grounds, BR Steering.

## **Information Communication Technology (ICT)**

### **Mainstream**

At Basket Range mainstream students use innovative technologies every day to make learning programs more exciting and relevant. We work with all students to develop cyber-safe practices so that they develop knowledge, understanding and ethics when using ICT. Our goal is to help them to be aware of the dangers and support them with strategies to work through any issues they encounter—both at school and at home. To that end students sign a Cyber safety Agreement each year.

DECD provides all schools with a filtering program that blocks the majority of inappropriate content but it is important to understand that access to the Internet carries certain risks.

### **Steiner**

Students from the Steiner stream will be introduced to computers from Class 6 to support learning in the 21<sup>st</sup> Century and assist our students to become global citizens. The class teacher will work with the ICT Coordinator / Principal to implement learning activities to compliment and support the teaching and learning program. Computer use prior to secondary school is considered important in order not to disadvantage a student.

## **Parent Complaint Policy**

Good relationships between Basket Range Primary School and its community give our students a greater chance at success. Two-way communication is vital. It is however only natural that from time to time parents and students will have concerns about what happens at school. It is important that these concerns are addressed as early as possible to avoid escalation. When this happens the school needs to know the correct way to satisfactorily have concerns heard and acted upon.

Your concerns may relate to staff performance, student performance, a particular incident or school policy. It is important that these concerns are kept confidential and although at times you may wish to seek support from friends or an advocate, it is important to do so wisely. When the matter is discussed in the student's hearing, it is important that the student understands that you have confidence that the issue will be resolved

confidentially at school level. Criticism of the school or teacher does not support the child's education as it undermines trust and confidence. Children deserve to be successful. We can assist this by:

- Working together in a positive and caring way
- Acknowledge that everyone is doing their best
- Understanding that if we're not part of the solution we can be part of the problem
- Everyone contributing to a safe, secure, harassment free environment for all members of the school community

Concerns initially need to be discussed with the relevant person. The usual procedure to be followed is:

1. **Talk to us**

Arrange to talk to the person who knows most about the situation:

- The classroom teacher
- The yard duty teacher
- The Principal

Your concern deserves time in order to be resolved. Please inform the person about your concern with a note or telephone call. This enables them to be prepared and have all of the necessary information. A mutually convenient time can then be set up.

If, together, you are not able to resolve the problem let the person know that you intend to speak to someone else. Arrange a time to speak to the Principal providing information which will enable the meeting to be as productive as possible.

2. **Contact the Regional Office**

If you still have concerns you may contact the Regional Office—DECD Adelaide Hills Region (08) 8391 4705

3. **Contact the DECD Parent Complaint Unit**

In the unlikely event that the matter has not been addressed to your satisfaction you may wish to contact the DECD Parent Complaint Unit: [www.decd.sa.gov.au/parentcomplaint](http://www.decd.sa.gov.au/parentcomplaint) or via email [DECD.parentcomplaint@sa.gov.au](mailto:DECD.parentcomplaint@sa.gov.au) There is also a Freecall number 1800 677 435

You are able to contact the DECD Complaint Unit at any time to talk through your concerns.

Please ask at the front office for a copy of our 'Parent Guide to Raising a Concern or Complaint' brochure or you can download one from our school website: <http://www.basketrangeps.sa.edu.au>

Steps explaining how complaints should be made are given in the brochure. Use this guide to help you think through what you are concerned about and how to resolve the matter respectfully and effectively. Our aim is always to come to a mutually acceptable and amicable agreement between those concerned, with the welfare of the student uppermost.

## School Uniform Policy

The school community has indicated a preference for compulsory school uniform and the Governing Council supports this. The uniform is designed to be comfortable and practical. The local brown tree frog has been selected as our motif to reflect our commitment to the environment.

All children at Basket Range Primary School regardless of stream or age are required to wear the school uniform.

- Polo Shirt: Emerald Green, Dark Navy Blue and White. The shirt has the school building logo on the front and the brown tree frog on one sleeve.
- \*Skivvies: White, Emerald Green, Navy Blue. The skivvies may be worn under the school jumper or shirt in cool weather.

- Windcheater: There is a choice of two windcheaters both emerald green and navy blue. One has a hood and one without. The school logo is on the front and the frog motif is on the back of the windcheater. (Please note: Windcheater without hood has limited stock and is being phased out.)
- \*Dress: A green and white check dress is part of the uniform. There are a number of different styles (and costs) of these dresses which are easily available from department stores.
- Pants: Students may wear their choice of dark navy track pants, shorts and cargo pants. To allow for some of the more rigorous outdoors work to be done in comfort and with some protection, students may wear dark navy jeans when they are going to be at school all day. *Jeans may not be worn on excursions or other special occasions.*
- \*Shoes: For occupational health and safety reasons shoes need to be close fitting and preferably closed such as school shoes, runners or school sandals. Thongs, loose sandals, crocs, high heeled sandals/shoes and similar footwear may not be worn.
- Hats: Students are required to wear a wide brimmed hat to school in Terms 1 and 4. The school hat is dark navy blue in a bucket style. The frog is embroidered on the front.
- \*Woollen jumper: Families are encouraged to wear cotton or wool items for warmth and plain navy blue or emerald green woollen jumpers are considered appropriate.

Items are available from the office at various prices unless indicated with a \*.

Twice a year we place an order for school uniforms. Parents place their order and make the payment prior to the order. Every effort will be made to have the uniforms ready for collection before your child starts school.

We will have an option of cotton uniforms, and inside shoes will also be available to order.

There is a small selection of second hand uniforms available from the front office.

## Sunsafe Policy

Please ensure your child has a **named** broad brimmed hat to wear at school – for play breaks and sport and fitness sessions during Terms 1 and 4. Our policy is designed to minimise danger due to sun exposure. Baseball hats are not regarded as sunsafe and students who don't have a suitable hat are asked to play in the undercover area. Students who repeatedly remove their hats are also asked to spend time in this area.

In addition to hats, we encourage the use of sunscreen and playing in the shade and we try to timetable outdoor activities at cooler times of the day. Sunscreen is available for students if theirs is forgotten.

## TRANSITION POLICY

### Kindergarten to Reception

A relationship has been built with Uraidla and Districts Kindergarten and Kindy children are invited to the school for activity sessions during the year and occasional visits are made by school students and staff to the Kindy.

After completing the enrolment process the school will invite transitioning children to visit the school for up to three days in Term 4, the year prior to their commencement.

These visits will be negotiated between the class teacher and parents.

## **Transfer from Another School or Stream**

Movement between streams is not actively encouraged, as a continuing commitment to the chosen learning stream is expected. However, movement could occur after extensive consultation with the Principal and parents where it is deemed to be the most appropriate option for the student. An interview with the Principal and the relevant teacher/s is necessary for parents seeking to transfer their child.

## **Students with a Disability/Learning Difficulty**

If a child has a disability or learning difficulty an interview with the Principal will be held prior to enrolment to discuss how to best meet the needs of the individual and to put any programs in place.