

OPERATIONAL MANAGEMENT FRAMEWORK

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**SIKH GRAMMAR
SCHOOL AUSTRALIA**
*A Multicultural School For
Multicultural Australia*

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Operational Management Framework Sikh Grammar School Australia

Rouse Hill

Sikh Grammar School Australia, Rouse Hill, is located approximately 24 km north west of the Parramatta CBD and is situated near to the Rouse Hill light rail complex, Tallawong Road. In January 2023, it is planned that Stage 1 of SGSA will open with approximately 200 students from Kindergarten to Year 6 representing a diverse range of cultural backgrounds.

The school will be the first Sikh School located in the Southern Hemisphere. As a foundation school for the Sikh Community, it is anticipated that it will enjoy strong community support as it expands to encompass an educational precinct offering courses from early childhood education to years 12/13. Although it is located alongside other educational providers, it is considered that as the wider Rouse Hill community continues to grow, there will be increasing demand for educational places with perhaps the largest impact being on the demand for student placements in the early childhood years.

The school design models innovation and best practice with spacious, colourful learning pods and hubs, evoking an inspirational setting where students can be free to explore and engage with their learning. The quality of the facilities translates into a remarkable environment in which learning is optimized.

Vision

In planning for the commencement of Sikh Grammar School Australia we believe that students are more likely to reach their potential when:

- Teachers know their students and how they learn
- Teachers assess, provide feedback and report on student learning
- Teachers enthusiastically engage students in purposeful, meaningful learning experiences
- Teachers demonstrate their knowledge of content and use evidence-based approaches to their teaching
- Teachers meet the needs of the whole child
- Students are in a safe and supportive learning environment
- Relationships with staff, parents, students and community are developed.
- The diversity of cultures and values represented within the Community are acknowledged and respected.

Beliefs about Teaching and Learning

The values taught in the school are in line with those outlined in the *National Framework for Values Education in Australian Schools* document.

Sikh Grammar School Australia aims to continually develop whole school; evidence-based teaching practices that support the achievement of the best possible educational outcomes for our students.

Community Use

SGSA, has an ongoing commitment to offer their facilities to be available for community use outside school hours.

Community use of school facilities and resources will provide a number of benefits to the school and wider community, including:

- The development of positive perceptions about the school and learning
- The development of cooperation and goodwill in the school and local community relationships
- Increased community awareness of school activities
- The opportunity for schools to improve their curriculum and learning programs through access to a wider range of resources and talents in the local and wider community
- The potential for increased financial returns to the school
- Access for the community to a wider range of facilities and resources
- Efficient utilization of the school facilities and resources

It is important that the local and wider community perceives that the SGSA, Rouse Hill, as being 'community buildings'. The 'Village Green' is seen as a vital communal space, utilizing synthetic turf to cater for general community use. (It is not envisaged that the surface will revert to nature lawn).

Specific examples of community use are: after school 'homework club' 4-6pm/high performance cricket coaching 4-6pm)/specialist activities and tutoring in gymnastics, music, art, Twi Quan Do, basketball/dance instruction 4-6pm (approx.). Facilities used will be all open areas (including Village Green), multi- purpose hall, library, basketball court, cricket nets and classrooms.

Collaborative relationships and flexible arrangements between SGSA and the community will be fostered to better meet community expectations.

Operating Hours

- Primary School (3 streams) 7am-6pm
- Secondary School (4 streams) 7am-6pm
- Specialist curricula activities such as sport/drama/Robotics/STEM/music will take place between 4pm-6pm.

ELC (Early Learning Centre)

The Sikh Grammar School Australia, Rouse Hill will be a purpose built long day care service with the state of the art facilities. Hours of operation 6.30am-7pm, 86 place centre ~ babies to pre school age

Oosh (Out of School Hours care)

Hours of operation:

- before School 6.30am-8.30am
- after School 3.00pm-7pm
- vacation Care 6.30am-7pm

Gurdwara & Langar

Hours of operation 7am-9pm, seven days per week, including public holidays.

The entry of school students to the Gurdwara during school hours will be regulated to ensure general safety and to apply child protection guidelines and protocols. Similarly, entry of any non-school people during school hours will be regulated to ensure child safety.

Student Accommodation

Residential accommodation will be available for 116 students (approx.) from year 7 to year 12. These students will have the opportunity to access the finest education while living in a safe, secure, supportive, 'home away from home' environment.

SGSA will ensure:

- Safe, secure accommodation (with separate living quarters and bathrooms for girls & boys)
- Easy access to school
- Support with their studies
- High quality recreation and study facilities
- Access to sport and other interests
- A variety of recreation activities and excursions
- Healthy balanced meals
- A supportive and social environment in which to live

Students will be supervised by professional & experienced staff who will be responsible for the well-being of every residential student, ensuring a healthy balance between study and recreation.

Led by experienced residential student managers, supervisors will provide emotional support for students while away from home, facilitating & fostering positive behaviors, respect and

consideration for others. Supervisors will also manage regular study sessions, arrange tutoring as required and organize sporting fixtures and fun activities for the weekends.

Other Activities

Performing Arts, Creative Area, and community events will operate throughout the year on weekdays and weekend.

Students will be on campus for core school hours, with many students participating in a range of extracurricular programs before and after school.

The School will issue letters to immediate residents to advise of the proposed yearly activities. Appropriate security systems will be installed throughout the new facilities. SGSA will have an on-site facilities manager on call. External contractors will be at times required on-site for repairs. Public access to facilities will be restricted to dedicated entries.

Cleaning common areas will take place outside of operating hours.

A cleaning register will be maintained and updated daily.

Waste storage hubs will be provided and collection practices followed in accordance with SGSA Waste Management Plan.

Noise

Noise mitigation measures will be implemented to minimise the impact on adjoining residences and the surrounding public domain.

All visitors to the Site will be encouraged to leave the premises in a quiet and orderly fashion.

Complaints

A register of complaints will be maintained to record the details of any complaints made by a person to staff including time, date and nature of complaint.

Should a complaint be received, the details of the complaint are to be taken by the responding staff member and will include:

- Full name and contact details of complainant
- Date and details of the specific matter of disturbance
- Explanation to complainant that the matter will be addressed

Access

Pedestrian access through designated access points as indicated on the SGSA Master Plan. On-site parking is indicated on the SGSA Master Plan

Transport

Staff and students who utilise public transport, use buses and trains which run frequently during peak periods. Chartered Buses operate throughout the day for various event activities, as required.

Parking

Pedestrian & vehicle access will be provided off Tallawong Rd on the northern & southern sides of the boundary of SGSA.

Access to Facilities by Community

All external visitors will be required to sign in at Reception/Administration before being accompanied by a staff member through the school as and if required, ensuring the school maintains an account of a people visiting the premises & to ensure safety of children onsite at all times.

Venue Hire Agreement – SGSA is available for local community events, including but not limited to Gurdwara and local community gatherings.

Evacuation

All employees are inducted in evacuation procedures prior to working at the school. All staff and students will understand procedures for both an emergency evacuation and lockdown and the school will utilise practice drills for both emergency situations. Evacuation procedures will be displayed throughout the school. Emergency procedures in future buildings will be aligned.

Registration

In applying for Registration the following guidelines will Government the Approval to Operate process and henceforth are incorporated into planning to establish the Sikh Grammar School Australia, Rouse Hill.

Guidelines Governing Non-Government Schools Registration NSW

Premises and Buildings

A registered non-government school's premises and buildings must be satisfactory.

The premises and buildings of a registered non-government school must comply with:

- relevant council and government requirements

- work health and safety legislation and subordinate legislation
- environmental and land use guidelines.

In NSW, buildings need to meet the building standards operational at the time of the approval to build. In 1997, all states and territories gave the Building Code of Australia (BCA) the status of building regulations. The BCA contains technical provisions for the design and construction of buildings and other structures and covers such matters as fire resistance, access and egress, services and equipment and aspects of health and amenity.

While the BCA applies to new buildings, proprietors and principals (or equivalent) of schools have a common law responsibility to ensure that older buildings are safe for educational purposes. In a dispute regarding safety or the appropriateness of a building, guidance is often sought by referring to the BCA. For older buildings, it is therefore advisable for the proprietor and principal (or equivalent) of a school to refer to local government requirements with respect to compliance with the relevant sections of the BCA.

Registered schools must be able to provide assurance that the premises and buildings are satisfactory throughout any registration period.

Evidence of compliance

A registered non-government school must:

- maintain written evidence that all school premises and/or buildings comply with all relevant legislation
- have policies to assess and monitor the current standard and state of repair of the school's premises and buildings, making reference to current building requirements
- maintain details of annual fire safety statements which comply with Part 9 Division 5 of the *Environmental Planning and Assessment Regulation 2000*
- confirm that it has policies and procedures to meet the requirements of the *Disability Discrimination Act 1992* in terms of the school's buildings and premises.

Facilities

A registered non-government school must have educational facilities that are adequate for the courses of study provided by the school. Typically school facilities include:

- general classrooms
- classrooms with facilities to support the delivery of particular courses
- information and communication technologies (ICTs)
- a designated library area
- indoor open space
- indoor or outdoor recreational space.

Registered schools need to have processes in place that can assist them to provide assurance throughout their registration period that the educational facilities are adequate for the courses of study and the number of students in each course.

Evidence of compliance

A registered non-government school must:

- have the facilities required for each course of study offered, taking into account:
 - the number of students undertaking each course
 - any specialist requirements of the course
 - the range of student learning needs
 - if the facilities are off-site, an ongoing arrangement that ensures the availability of the off-site facilities for the duration of the course
- assess and monitor the current standard and state of repair of facilities, taking into account the requirements of relevant legislation including the: *Explosives Act 2003* and *Work Health and Safety Act 2011*.

3.6 Safe and supportive environment

3.6.1 A registered non-government school must have in place policies and procedures to ensure that it meets its legislative obligations in relation to child protection.

A number of Acts relate to child protection in New South Wales:

- the *Ombudsman Amendment (Child Protection and Community Services) Act 1998* which added Part 3A to the *Ombudsman Act 1974* (legislation.nsw.gov.au)
- the *Child Protection (Working with Children) Act 2012* relating to working with children check clearances for all persons at the school engaged in child-related work (legislation.nsw.gov.au)
- the *Children and Young Persons (Care and Protection) Act 1998* which sets out the responsibilities of Community Services with regard to child protection (legislation.nsw.gov.au).

A registered non-government school is responsible for knowing and complying with its obligations under each of these Acts.

Evidence of compliance

A registered non-government school must have in place and implement policies and procedures to:

- ensure that staff who have direct contact with students are informed annually of their legal responsibilities related to child protection and other relevant school expectations
- ensure that requirements to notify and investigate allegations of reportable conduct in compliance with the *Ombudsman Act 1974* are made known to staff annually
- ensure that all persons engaged in child-related work at the school, as defined by the *Child Protection (Working with Children) Act 2012*, have a working with children check clearance from the Office of the Children's Guardian, as required
- ensure that evidence of working with children check clearances is maintained by the school for all persons in child-related work at the school as required under the *Child Protection (Working with Children) Act 2012*
- respond to reportable matters in accordance with legislative requirements
- ensure that all staff who are mandatory reporters under the *Children and Young*

Persons (Care and Protection) Act 1998 are informed annually of their obligations and the process that the school has in place in relation to mandatory reporting

- set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct
- publish the school's complaint handling procedures regarding allegations of staff misconduct or reportable conduct.

3.6.2 A registered non-government school must provide a safe and supportive environment by:

- having in place policies and procedures that provide for student welfare
- maintaining a student enrolment and attendance register.

Safe environment

A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

Supportive environment

A supportive environment fosters the social, academic, physical and emotional development of students. A supportive environment can be described as one in which:

- students are treated with respect and fairness by teachers, other staff and other students
- members of the school community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
- consultation takes place on matters relating to students' education and welfare.

Student welfare

Student welfare encompasses the mental, physical and emotional wellbeing of the student. Provisions for student attendance are integral to providing for student welfare. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare could include:

- programs that the school provides to meet the personal, social and learning needs of the students
- effective discipline
- monitoring student attendance and strategies for improving unsatisfactory attendance
- early intervention programs for students at risk
- student, family and community support networks
- opportunities that the school provides for students to:
 - enjoy success and recognition

- make a useful contribution to the life of the school
- derive enjoyment from their learning.

Evidence of compliance

A registered non-government school must have in place and implement policies and procedures in relation to:

- security, with specific reference to; students, buildings and facilities evacuation procedures
- supervision, with specific reference to protocols and guidelines, including risk management, for students undertaking on-site and off-site activities
- codes of conduct for members of the school community, with specific reference to:
 - rights and responsibilities of students and staff within the school community
 - behaviour management
 - anti-bullying including contact information for School Liaison Police and/or Youth Liaison Officers and other support services available to the school community
 - if relevant, staff supervision of any student leadership system if it provides authority for students to discipline or direct other students at the school
 - management and reporting of serious incidents and emergencies
- complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and/or parents
- pastoral care, with specific reference to:
 - personnel responsible for pastoral care including access to counselling
 - identification of and provision of support for students with special needs
 - health and the distribution and monitoring of medication
 - response to serious incidents and emergencies
- maintaining a student enrolment and attendance register
- student attendance, with specific reference to:
 - processes for monitoring attendance data
 - intervention strategies to improve unsatisfactory attendance, including implementing strategies designed to improve student engagement in school and learning
- communication, with specific reference to formal and informal mechanisms available between stakeholders interested in a student's education and wellbeing.

While the title and scope of policies and procedures that a school has in place in relation to the above areas will vary depending on the school's philosophy, ethos and practice, each of the above areas must be addressed within the totality of the school's policies and procedures.

Where students are approved to study with an outside tutor or are undertaking courses/subjects with an external provider, the registered non-government school must have policies and procedures in place that are appropriate to ensure the safety and welfare of such students and to promote their personal and social development.

3.6.3 A registered non-government school must have policies and procedures that are

appropriate to ensure the personal and social development of students who are undertaking all or a significant part of their courses of study by means of distance education

The Education Act makes provision for students to undertake all or a significant part of their courses of study by means of distance education where the school has in place policies and procedures that are appropriate to ensure the personal and social development of its students.

Evidence of compliance

A registered non-government school must have in place and implement policies and procedures that are appropriate to ensure the personal and social development of students undertaking all or a significant part of their courses of study by means of distance education. The school must maintain documentation for each calendar year of the current registration period that includes:

- evidence that it has made available to stakeholders in a student's education and welfare, the school's guiding principles and general organisation including statements about:
 - school aims
 - enrolment policies
 - student welfare policies
 - staff roles and responsibilities
 - communication mechanisms and processes for handling complaints
 - learning and social support services provided for students
 - assessment policies and procedures
- procedures to monitor students' personal and social development
- policies and procedures that are appropriate to ensure the safety and welfare of students undertaking 'residential school' sessions. Where accommodation for a 'residential school' is provided by the school itself or by contractual arrangement (excluding brief school excursions and 'home stay' accommodation), such policies and procedures must meet the standards for the safety and welfare of boarders (refer to sections 3.11.1 to 3.11.8 of the Manual)
- details of the school's programs that focus on personal and social development
- structured experiences that focus on personal and social development at the 'residential school' sessions
- details of school support personnel, such as a counsellor, who assist with issues related to personal and social development as needed.

The use of distance education as a mode of delivery by a school does not abrogate the school's obligation to ensure that all of the registration requirements that are relevant to that mode of delivery are met.

A registered non-government school must have policies and procedures for the proper governance of the school in place

This requirement provides for policies and procedures for the proper governance of the

school to be in place. The 'responsible persons' for a non-government school, as defined by the Education Act, are accountable for proper governance of the school and for meeting this requirement.

A school's proprietor and, if the proprietor is a corporation, each director or person concerned in the management of the school, members of the school's governing body, the school's principal and any other person or body exercising a function in relation to the management of the school are considered under the Education Act to be 'responsible persons' for the school.

Proper governance requires the 'responsible persons' for a school to have in place structures, policies and procedures for governance, leadership, authority, decision-making, accountability and transparency.

In general terms, the requisite policies and procedures for proper governance must be consistent with properly accepted community norms for school governance. A number of widely accepted standards and authorities exist in this regard, such as the Australian Securities and Investments Commission (ASIC) and the Australian Securities Exchange.

The operate for profit provisions of the Education Act may also be relevant as will, for the vast majority of schools not operating for profit, the requirements of the Australian Charities and Not-for-profits Commission ('ACNC').

While there are commonly accepted features of proper governance, the specific governance structures, policies and procedures a particular non-government school has in place for proper governance will vary according to the context and philosophy of the school. The policies and procedures will also vary according to the governance structure of the school and the authority, delegated by the school's proprietor to governing bodies or positions within the school, for example the authority delegated to a school council, school principal and/or school executive.

In assessing a school's compliance with this requirement, NESA will have regard to whether, within the totality of the school's policies and procedures, there are provisions for the matters specified as minimum requirements in sections 3.9.3.1 to 3.9.4 of the Manual.

3.9.3.1 Policies and procedures

The 'responsible persons' for a non-government school, are responsible for developing and implementing policies and procedures to govern and operate the school in order to satisfy its legal obligations, manage risk, provide strategic guidance and monitor performance.

Evidence of compliance

The 'responsible persons' for a registered non-government school must have in place and implement policies and procedures in relation to, but not limited to, the following:

- a school charter or document identifying the governance structure of the school and the respective authority, role and responsibilities of each of the school's 'responsible persons' and any other person or body concerned in the management of the school

- the maintenance of details of persons who are ‘responsible persons’ for the school (apart from the school principal) including each person’s name, role, date of commencement and, when relevant, date of ceasing to be a ‘responsible person’ for the school within twenty-eight (28) days of a change being made and maintaining these records for a period of seven (7) years from the date of each entry before archiving.
- a delegations schedule to:
 - identify the respective authority within the governance structure
 - describe the process for withdrawing a delegated authority
- a document to set out supervisory arrangements and reporting requirements for the school’s ‘responsible persons’ including any governing body and school executive
- a code of conduct for the school’s ‘responsible persons’
- maintenance of records of governance decisions and actions made by the school’s ‘responsible persons’, including minutes of formal meetings of the school’s ‘responsible persons’ and retaining such records for a minimum period of seven (7) years before archiving
- a document describing the school’s legal compliance process to facilitate the school’s compliance with all relevant legislation and reduce any risk of non-compliance
- a document describing the school’s risk management framework or plan for developing, implementing and reviewing risk management strategies in relation to strategic direction, governance, operation and finance and the associated risk register.

In addition to those factors above the following evidence needs to be provided as evidence of compliance.

Evidence of compliance

A registered non-government school must demonstrate that processes are in place by which the proprietor of the school, and, if the proprietor is a corporation, each director, trustee or person concerned in the management of the school each member of the governing body of the school, and the principal are informed of their responsibilities under the Education Act, any Regulation under the Education Act and NESAs requirements, including any duties of disclosure or notification.

A registered non-government school must provide, and document its process for providing, a return to NESAs if, following an investigation by a relevant agency or authority, the school is formally notified in writing by that agency or authority of an alleged breach by the school of any of the following legislation:

- *Ombudsman Act 1974*
- *Child Protection (Working with Children) Act 2012*
- *Children and Young Persons (Care and Protection) Act 1998*
- *Teacher Accreditation Act 2004*
- *Disability Discrimination Act 1992*
- *Work Health and Safety Act 2011*
- *Environmental Planning and Assessment Act 1979*
- *Food Act 2003*
- *Explosives Act 2003*
- *Building Code of Australia.*

Such notification must be provided to NESA within fourteen (14) working days of the formal notification of an alleged breach.

The notification should be forwarded to the Director, School Registration and Accreditation, GPO Box 5300, Sydney, NSW 2001 or by email (schoolrego@nesa.nsw.edu.au).

Premises and buildings

Evidence of capacity to comply

The proposed non-government school must:

- provide written evidence that the proposed premises and buildings comply with all legislation relevant at the time of occupation
- provide written evidence that the proposed premises have approval from the local Council to be used for their intended purpose
- have documented policies to assess and monitor the standard and state of repair of proposed premises and buildings, making reference to current building requirements
- provide details of a fire safety statement of the proposed premises which demonstrates compliance with Part 9 Division 5 of the *Environmental Planning and Assessment Regulation 2000*
- confirm that it has policies and procedures to meet the requirements of the *Disability Discrimination Act 1992* in terms of the school's buildings and premises.

Facilities

Evidence of capacity to comply

The proposed non-government school must:

- have the facilities required for each course of study it proposes to deliver, taking into account:
 - the potential number of students for each course
 - any specialist requirements of the course
 - the range of student learning needs
 - if the facilities will be provided off-site, an ongoing arrangement that ensures the availability of the off-site facilities for the duration of the course
- provide written evidence that the proposed facilities will comply with all relevant local council and government legislation
- have policies to assess and monitor the current standard and state of repair of proposed facilities, when established, taking into account the requirements of relevant legislation including the:
 - *Explosives Act 2003*
 - *Work Health and Safety Act 2011*.

Safe and supportive environment

Evidence of capacity to comply

The proposed non-government school will have in place documented policies and procedures to:

- ensure that staff who will have direct contact with students will be informed annually of their legal responsibilities related to child protection and other relevant school expectations
- ensure that requirements to notify and investigate allegations of reportable conduct in compliance with the *Ombudsman Act 1974* will be made known to the staff annually
- ensure that the school will comply with the requirements of the *Child Protection (Working with Children) Act 2012* in relation to working with children check clearances for all persons in child-related work at the school, as required
- ensure that evidence of working with children check clearances is maintained by the school for all persons in child-related work at the school as required under the *Child Protection (Working with Children) Act 2012*
- respond to reportable matters in accordance with legislative requirements
- ensure that all staff who are mandatory reporters under the *Children and Young Persons (Care and Protection) Act 1998* will be informed annually of their obligations and the process that the school will have in place in relation to mandatory reporting
- set clear guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct
- publish the school's complaint handling procedures regarding allegations of staff misconduct or reportable conduct.

Within the totality of the proposed school's policies and procedures the proposed non-government school must have in place policies and procedures in relation to:

- security, with specific reference to:
 - students
 - proposed buildings and facilities
 - evacuation procedures
- supervision, with specific reference to protocols and guidelines, including risk management, for students undertaking onsite and offsite activities
- codes of conduct for members of the proposed school community, with specific reference to:
 - rights and responsibilities of students and staff within the proposed school's community
 - management of student behaviour
 - anti-bullying including contact information for School Liaison Police and/or Youth Liaison Officers and other support services available to the school community
 - if relevant, staff supervision of any student leadership system if it provides

- authority for students to discipline or direct other students at the school
 - management and reporting of serious incidents and emergencies
- complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by parents and/or students
- pastoral care, with specific reference to:
 - proposed structures and personnel responsible for pastoral care including access to counselling
 - proposed provision for the identification of and provision of support for students with special needs
 - health and the distribution and monitoring of medication
 - response to serious incidents and emergencies
- maintaining a student enrolment and attendance register
- student attendance, with specific reference to:
 - processes for monitoring attendance data
 - intervention strategies to improve unsatisfactory attendance, including implementing strategies designed to improve student engagement in school and learning
- communication, with specific reference to proposed formal and informal mechanisms that will be available between the proposed school and stakeholders interested in the student's education and wellbeing.

Where the proposed school intends to allow students to study with an outside tutor or undertake outsourced courses/subjects, policies and procedures must be in place and be appropriate to ensure the personal safety and welfare of such students and their personal and social development.

If the proposed school intends to deliver all or a significant part of the curriculum by means of distance education to its students, the proposed school must provide additional documentation that includes:

evidence that it will make available to stakeholders in a student's education and welfare the school's guiding principles and general organisation including statements about:

- school aims
- enrolment policies
- student welfare policies
- staff roles and responsibilities