

Complaints Management Policy

DALE CHRISTIAN COLLEGE

POLICY DOCUMENTS

VISION

Our Vision at Dale is to offer affordable, quality education within the framework of a Christ centred biblical world view as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas.

MISSION

Every student at Dale Christian College will clearly hear the claims of Christ on their life through management, curriculum and teaching practices and see the love of God at work in the College community.

COLLEGE CORE VALUES

LOVE | HOPE | FAITH | WISDOM

1. Purpose

Dale Christian College welcomes concerns and complaints as an important means of safeguarding students, strengthening relationships, correcting mistakes and improving College practice. A complaint is treated as an expression of genuine dissatisfaction that requires a response.

The purpose of this policy is to provide a complaint management system that is accessible, child-focused, culturally safe, timely, fair and capable of independent review. It explains how complaints may be made, assessed, investigated, resolved, reviewed, recorded and used for continuous improvement.

1.1 Home-school partnership and early communication

The relationship between home and school plays an important part in a child's education. Parents and carers are among the strongest influences on a child's development and approach to learning. Teachers are responsible for the formal aspects of learning, and effective teaching builds on the child's experiences at home. The best outcomes are achieved when families and the College work in active partnership.

Respectful two-way communication supports confidence in teaching and learning and helps concerns to be understood and resolved early. Parents and carers are welcome to speak with their child's teacher. As teachers should not be interrupted while teaching or supervising students, an appointment should be arranged at a mutually convenient time.

Seeking information early can prevent misunderstandings from becoming formal complaints. Questions about progress, homework, assessment, classroom routines or ordinary learning matters should generally begin with the classroom or subject teacher, unless there is a safety concern, a conflict of interest or another reason why this would be inappropriate.

The College also provides opportunities for parent and carer involvement through events, activities, surveys and consultation about relevant College matters. These broader opportunities for feedback complement, but do not replace, the right to raise an individual concern or complaint.

2. Scope

This policy applies to concerns or complaints made by current or former students and their parents, guardians or carers about:

- the College's services, decisions, actions or omissions;
- the conduct of staff, volunteers, contractors, Board members or other members of the College community;
- student behaviour, bullying, harassment, discrimination, safety or wellbeing;
- the implementation of the Primary or Secondary Behaviour Management Policy, including the fairness of a process or decision;
- a breach of the Staff Code of Conduct, Student Code of Conduct or another College policy; or
- the complaint management process itself.

A person does not lose the right to complain because a student has left the College. A complaint may be made individually, jointly, through an advocate or anonymously.

Where another College policy or a written notice provides a specific appeal or review process - for example, for a suspension, exclusion, cessation of enrolment or other serious behaviour decision - that process applies to review of that decision. Concerns about how the matter was handled may also be considered under this policy. Making a complaint does not automatically suspend a lawful behaviour management or safety decision; the Principal or Board Chair may grant a pause where appropriate.

This policy does not replace mandatory reporting, reportable conduct, police, child protection, workplace, discrimination, privacy or other statutory processes. The College may need to refer or defer aspects of a complaint so that an external authority can act first.

Employment grievances raised by staff about their own employment are managed under the applicable staff grievance or employment process. This does not prevent staff from reporting student safety concerns, suspected Code of Conduct breaches or unlawful conduct through the appropriate safeguarding or complaint pathway.

3. Definitions

Term	Meaning
Concern	An expression of worry or unease that may often be resolved promptly and informally. A concern must still be recorded where it concerns safety, misconduct, recurring behaviour or may reasonably escalate.
Complaint	An expression of dissatisfaction made to the College about its services, decisions, actions or omissions, those of its people, or the complaint process, where a response or resolution is explicitly or implicitly expected. A complaint need not be in writing.
Complainant	A person making a complaint, including a student, former student, parent, guardian, carer, advocate or community member.
Respondent	A person whose conduct, action or decision is the subject of a complaint.
Procedural fairness	A fair process appropriate to the circumstances, including an unbiased decision-maker, a reasonable opportunity for affected people to respond to significant adverse information, evidence supporting findings and proper inquiry into disputed matters.
Review	A reconsideration of the complaint outcome, process or both by a person or body not responsible for the original decision and without a disqualifying conflict of interest.
Support person	A person who provides emotional or communication support. A support person is not ordinarily an advocate or legal representative and must not disrupt the process.
Working day	A day on which the College office is open for normal business, excluding weekends, public holidays and school closure periods.

4. Principles

- **Child safety first:** immediate and ongoing risks are identified and acted on before ordinary complaint steps.
- Accessibility: complaints may be spoken, written, emailed, drawn, recorded, made online or communicated with assistance. Reasonable adjustments, interpreters and culturally appropriate support will be considered.
- **Student voice:** students may discuss a concern with any trusted staff member and will be listened to, taken seriously and involved in decisions that affect them, consistent with their age, maturity, safety and wishes.
- **Early resolution:** matters should be resolved as close to the source as is safe and appropriate, without forcing a complainant to approach a person they fear or a person whose conduct is in issue.
- **Procedural fairness:** decisions are evidence-based, unbiased and made after appropriate inquiry and opportunity to respond.
- **Confidentiality and privacy:** information is shared only with those who need it to manage the matter, meet legal obligations or protect a person. Confidentiality cannot be guaranteed absolutely.
- **No victimisation:** no person will be disadvantaged for making, supporting or participating in a complaint in good faith. Alleged retaliation will be treated seriously.

- **Timeliness and communication:** complaints are acknowledged promptly, progressed without unreasonable delay and explained in clear language.
- **Accountability and improvement:** outcomes, trends and systemic issues are recorded, monitored and used to improve practice.

5. Roles and responsibilities

Person / Group Responsible	Role
All staff and volunteers	Listen respectfully; respond to immediate safety needs; do not promise secrecy; record and promptly refer complaints outside their authority; preserve relevant information; avoid investigating serious safeguarding matters unless authorised.
Classroom/subject teacher or relevant staff member	Resolve suitable day-to-day concerns within delegated authority; document significant or recurring concerns; refer unresolved, serious or conflicted matters to the relevant leader.
Deputy Principal / delegate	Triage, manage or investigate complaints within the relevant school area; communicate with parties; ensure records are complete; implement and monitor agreed actions.
Principal	Has operational responsibility for the system; appoints an impartial complaint manager or investigator; manages serious, cross-school or staff complaints; makes or confirms outcomes; notifies the Board and external authorities when required.
Board / Chair / delegate	Manages complaints about the Principal or a Board member and conducts or commissions reviews of eligible unresolved complaints. The Board maintains governance oversight and does not ordinarily manage first-instance operational complaints.
Office Manager / Records officer	Maintains the secure complaints register and files, controls access, supports reporting and applies retention requirements.
Complainant and respondent	Provide honest, relevant information; treat others respectfully; preserve confidentiality; avoid public commentary that may harm students or the fairness of the process; advise of support or accessibility needs.

6. How to make a complaint

A complaint may be made in person, by telephone, by letter, by email, through a parent or advocate, or in another accessible format. Assistance will be provided to put an oral complaint into writing where this would help, but written form is not a condition of acceptance.

Contact pathway:

- **First:** the relevant teacher or staff member, where the matter is routine and it is safe and appropriate to do so.
- **Next:** the relevant Dean, Curriculum Coordinator or Deputy Principal if the matter is unresolved, more serious, involves several classes or students, or concerns a staff member.
- **Principal:** for serious complaints, complaints about a Deputy or senior leader, cross-College matters, safeguarding concerns or where the complainant reasonably prefers to approach the principal.
- **Board Chair:** complaints about the Principal or a Board member, or a request for review after the College's first-instance process has concluded.

Complaints to the Board Chair may be marked "**Confidential**" and sent to: Board Chair, Dale Christian College, PO Box 273, Armadale WA 6992; or via email to: boardsecretary@dalecc.wa.edu.au

Complaints may also be delivered to Reception for confidential forwarding. The College will make reasonable efforts to assist people with disability, limited literacy, language needs, cultural concerns or other barriers to participation.

7. Immediate safety and safeguarding triage

Safety overrides ordinary sequencing

A person must not be directed back to the subject of a complaint where doing so may be unsafe, inappropriate, intimidating or may compromise evidence. Immediate danger should be reported to WA Police on 000.

On receiving a complaint, the staff member or complaint manager must first consider whether it involves:

- an immediate risk to a child or another person;
- suspected child abuse, grooming, sexual misconduct or a breach of the Staff Code of Conduct;
- reportable conduct by an employee or other person covered by the WA Reportable Conduct Scheme;
- a mandatory report of child sexual abuse;
- a criminal offence, serious threat, family violence or need for urgent medical care;
- a reportable incident under the Registration Standards; or
- a risk of retaliation, evidence loss or interference with witnesses.

The College will take protective action, preserve records and make reports or notifications to Police, the Department of Communities, the Ombudsman WA, the Department of Education or another authority as required. The College will seek and follow the authority's direction about when and what information may be given to the respondent, complainant, affected families and wider community. An internal process may be paused or modified to avoid prejudicing an external process.

8. Complaint management procedure

1. Receive and acknowledge

Listen, clarify the concern and desired outcome, record the complaint and explain confidentiality limits. A written acknowledgement will normally be provided within 2 working days.

2. Triage and allocate

Assess safety, seriousness, jurisdiction, conflicts of interest, accessibility needs and the appropriate decision-maker. Allocation and an outline of next steps will normally occur within 5 working days.

3. Early resolution where suitable

With consent and where safe, use clarification, facilitated discussion, restorative practice, correction, explanation, apology or agreed action. Early resolution is not appropriate where formal findings, safeguarding action or external reporting may be required.

4. Investigate

Define the issues; gather and preserve relevant records; speak with relevant people separately where appropriate; give the respondent fair notice of significant allegations and a reasonable opportunity to respond; assess evidence on the balance of probabilities for internal administrative findings unless another standard applies.

5. Decide and respond

The authorised decision-maker determines whether each issue is upheld, partly upheld, not upheld, unable to be determined, resolved without finding, or outside scope. The response explains the issues considered, process, outcome, reasons and any review option, subject to privacy and safety limits.

6. Implement and follow up

Record actions, nominate responsibility and due dates, check that safety and agreed improvements are maintained, and close the matter when appropriate.

7. Review and improve

Record any review, analyse systemic issues and include de-identified themes in governance and improvement reporting.

9. Handling verbal and written complaints

For a verbal complaint, the receiving staff member will listen without premature judgement, clarify whether the matter is an enquiry, concern, request or complaint, summarise their understanding, identify any immediate safety issue, agree on the next step and timeframe, and make an appropriate record. The complainant may have a support person present.

For a written complaint, the complaint manager will assess seriousness and safety, acknowledge receipt promptly, clarify the issues where needed, identify the proposed action and timeframe, respond to each material issue and record the action and outcome. A complex oral complaint may be documented by the College and provided to the complainant to confirm accuracy; a student will not be denied access to the process because they cannot or do not wish to provide a written statement.

Subject to safety, legal obligations and any direction from an external authority, a respondent will be informed of the substance of the complaint as soon as reasonably practicable, ordinarily within 5 working days after triage. Sufficient detail will be provided to allow a meaningful response. This timeframe may be delayed where disclosure could create risk, compromise evidence or prejudice an external investigation.

10. Timeframes and communication

The College aims to finalise straightforward complaints within 7 working days of acknowledgement. Complex, safeguarding, multi-party or externally referred matters may take longer. Timeframes may be adjusted during school closure periods, because of participant availability, external authority directions or the complexity of evidence. Urgent safety action is never delayed by an administrative timeframe.

11. Procedural fairness, conflicts and evidence

Procedural fairness is concerned with the process used by a decision-maker rather than whether every person agrees with the outcome. It requires a hearing appropriate to the circumstances, lack of bias, evidence supporting a decision and proper inquiry into disputed matters.

A complaint manager, investigator or reviewer must disclose any actual, potential or perceived conflict of interest. The Principal or Board Chair will determine whether the person may continue with safeguards or whether another internal or external person should be appointed. A person complained about must not determine the complaint about themselves.

The level of formality and evidence required will be proportionate to the seriousness and possible consequences. The College is not a court and may make administrative findings on the balance of probabilities, applied carefully where allegations are serious. Relevant contrary evidence must be considered. Reasons must be recorded.

12. Outcomes and remedies

Possible outcomes include:

- an explanation, clarification or acknowledgement;
- an apology or facilitated/restorative conversation where freely agreed and safe;
- correction of a record or reconsideration of a decision;
- support, reasonable adjustment, safety plan or behaviour support action;
- staff guidance, professional learning, supervision or performance/disciplinary action;
- action under the Primary or Secondary Behaviour Management Policy;
- policy, procedure, communication, staffing or environmental improvement;
- referral to an external authority; or
- no further action where the complaint is not substantiated, cannot reasonably be determined or is outside the College's authority.

The complainant will be told the outcome and reasons to the extent appropriate. Privacy, child safety and employment obligations may prevent disclosure of confidential information about another student, family or staff member, including the precise disciplinary action taken. The College may instead confirm that appropriate action has been taken.

12.1 Facilitated resolution, mediation and conciliation

Where appropriate, the College may offer a facilitated discussion, restorative meeting, mediation or conciliation. Participation is voluntary and will occur only where the complaint manager is satisfied that it is safe, fair and reasonably likely to assist. It is not suitable where there is a significant power imbalance that cannot be managed, alleged abuse or grooming, intimidation, unwilling participation, or a risk of compromising an investigation.

Before a joint meeting, the facilitator should speak separately with each participant to understand their perspective, assess emotional readiness and safety, clarify the issues and desired outcomes, explain ground rules and confirm informed agreement to participate. A participant may have an approved support person.

During the meeting, the facilitator will reinforce respectful communication, allow each participant to speak and be heard, identify the harm or concern, explore practical options and record any voluntary agreement, responsibilities, timeframes and review date. Consistent with a PeaceWise approach, participants may be supported to listen well, speak truthfully, take responsibility where appropriate, repair harm and agree on a peaceful way forward. No person will be pressured to apologise, admit wrongdoing or meet directly with another person.

13. Review process

A complainant who remains dissatisfied may request a review in writing within 10 working days of receiving the outcome. The request should identify the outcome challenged, the grounds for review and the desired remedy. The Board Chair may accept a late request where fairness requires.

Available grounds include:

- a material procedural fairness failure;
- relevant information was overlooked or significant new information is available and could not reasonably have been provided earlier;
- the decision was not reasonably supported by the available evidence;
- the outcome or remedy was unreasonable or inconsistent with applicable policy; or
- a material conflict of interest affected the handling or decision.

The Board Chair will acknowledge the request normally within 2 working days, determine scope and appoint an impartial reviewer or review panel. A review may examine process, merits or both. It is not necessarily a complete reinvestigation and may be decided on the existing record unless further inquiry is needed.

The review will normally be finalised within 20 working days. Possible outcomes are to affirm, vary or set aside the original decision; remit all or part of the matter for reconsideration; request further investigation; require corrective action or undertakings; or decline the review with reasons where no eligible ground is established.

Board members with a conflict will not participate. The Principal may brief the reviewer but will not determine a review of their own decision. The review outcome will be communicated in writing and is the final internal step, subject to any specific contractual or statutory right.

14. Student-specific arrangements

The principles applying to adult complaints also apply to students, with these additional safeguards:

- A student may complain to any staff member they trust, alone or with a friend, parent, staff advocate or other support person.
- The student may speak, write, draw, use a communication device or ask another person to help explain the concern.
- The student's complaint will be taken seriously even if it appears minor, is incomplete, changes as trust develops or is not described as a "complaint".
- The student will be told what may happen next, who needs to know, the limits of confidentiality and how they will be kept informed, using age-appropriate language.
- The College will consider the student's wishes about parent involvement but may involve parents or authorities where required by law or necessary for safety and wellbeing. Reasons will be explained where it is safe to do so.
- The student will not ordinarily be required to meet jointly with the person complained about. Restorative approaches are voluntary and subject to safety assessment.
- Where possible, a student will receive an outcome explanation and an opportunity to say whether they feel safe and heard.

15. Anonymous complaints and confidentiality

Anonymous complaints must be accepted, recorded, evaluated and actioned to the extent possible. Anonymity may limit the College's ability to verify information, provide procedural fairness, communicate an outcome or take particular action. The College will assess the reliability, seriousness, specificity and safety implications of the information provided.

Information will be handled on a need-to-know basis and stored securely. The College may disclose information where authorised or required by law, necessary to investigate fairly, necessary to protect a person, required by an insurer or legal adviser, or directed by an external authority. Participants must respect privacy and must not use social media or community discussion to identify or shame students, families or staff.

15.1 Withdrawal of a complaint

A complainant may withdraw a complaint at any time. A written complaint should preferably be withdrawn in writing. If withdrawal is verbal, the receiving staff member will make a dated record and confirm the

withdrawal with the complainant where practicable. Relevant affected parties will be advised that the complaint has been withdrawn, subject to privacy and safety considerations.

Withdrawal does not require the College to stop acting. The College may continue to assess, investigate or report a matter where it concerns child safety, possible misconduct, a legal or regulatory obligation, risk to another person, a recurring or systemic issue, or another matter warranting action in the College's duty of care.

16. Support persons, advocates and legal representatives

A complainant or respondent may request a support person. The College may also arrange an interpreter, communication assistance, cultural support or reasonable adjustment. The complaint manager may set reasonable expectations for participation and may refuse a proposed support person who is a witness, has a conflict, poses a safety concern or is likely to disrupt the process.

Legal representation is not ordinarily necessary for internal meetings. A request for a lawyer or other advocate to attend will be considered having regard to the seriousness and complexity of the matter, fairness to all parties and whether the College will also require representation. This does not limit a person's right to seek legal advice.

17. Respectful engagement and unreasonable conduct

The College expects all participants to communicate respectfully and honestly. Criticism, distress, persistence or disagreement do not by themselves amount to unreasonable conduct. However, threats, abuse, harassment, discriminatory conduct, deliberate misinformation, repeated contact that prevents staff from performing their duties, or persistent pursuit of matters already finally reviewed may be managed by reasonable communication limits or a single contact person.

Any restriction will be proportionate, documented, communicated with reasons and reviewed periodically. Urgent safety information and genuinely new, relevant information will still be received. Meetings may be ended or postponed if behaviour is unsafe or significantly disruptive.

18. Records, retention and reporting

The College will maintain a secure complaint file and complaints register. The register will record, as applicable:

- date received; complainant and relationship to the College; subject matter and respondent; safety and external reporting actions; complaint manager/investigator; key dates; issues and evidence; findings and outcome; remedy or action; review request, reviewer and outcome; closure date; accessibility/support arrangements; and systemic improvement category.

Records will be factual, objective, dated and access controlled. Records relating to grooming or child abuse involving current or former staff or students must contain as much detail as possible, be stored securely and must not be destroyed without the approval required by Registration Standard 10.9. Other records will be retained in accordance with applicable law, the College records retention schedule and any litigation, insurance or regulatory hold.

The principal will provide the Board with regular de-identified reporting on complaint numbers, categories, timeliness, reviews, safeguarding referrals, recurring themes and improvement actions. Serious matters will be reported promptly. The Board will monitor the effectiveness of the system without displacing the principal's operational role.

19. External reporting and further options

The College encourages use of the internal process first where appropriate. Nothing in this policy prevents a person from contacting Police, the Department of Communities, Ombudsman WA, the Department of Education, the Equal Opportunity Commission, the Australian Human Rights Commission, the Office of the Australian Information Commissioner or another body with jurisdiction.

Role of the Director General

The Director General of the Department of Education is responsible for ensuring that the College observes the registration standards, including the standard about its complaint handling system. Any student, parent or community member may contact the Director General with concerns about how the College has dealt with a complaint. The Director General may consider whether the College has breached the registration standards and may respond to non-compliance but cannot intervene in the merits of a complaint or override the College's decision.

A concern about the College's compliance should first be raised with the College and, if unresolved, through the College review process. It may then be reported to Non-Government School Regulation using the Department of Education's "Concerns about non-government schools" process.

20. Related College documents

- Primary School Behaviour Management Policy
- Secondary School Behaviour Management Policy
- Staff Code of Conduct
- Student Code of Conduct
- Child Protection / Preventing and Responding to Child Abuse Policy and procedures
- Critical and Emergency Incident Policy
- Privacy Policy
- Enrolment Policy and enrolment terms
- Parent and Student Handbooks
- Records Management and Retention requirements

21. Monitoring and review

The principal will review implementation at least annually and following any serious safeguarding complaint, significant review finding, legislative change or identified systemic failure. Review will include de-identified complaint data, timeliness, accessibility, user experience and feedback from students. Material changes require Board approval and will be communicated to the College community.

A closure review of each formal complaint will be completed within one month of final resolution. This will consider whether agreed actions were completed, the process was timely and fair, the complainant and affected student were appropriately supported, and any recurring or systemic issue requires changes to policy, procedure, training, communication or practice.

22. Legislative and best-practice framework

This policy is informed by and is to be read consistently with the following, as amended from time to time:

- School Education Act 1999 (WA), particularly sections 151 and 159;

- Registration Standards for Non-Government Schools in Western Australia, especially Standard 9 (Complaints), Standard 10 (Preventing and responding to child abuse) and Standard 12 (Management of students' behaviour);
- National Principles for Child Safe Organisations, particularly Principle 6 (child-focused complaint processes) and Principle 9 (regular review and improvement);
- Children and Community Services Act 2004 (WA), including mandatory reporting obligations;
- Parliamentary Commissioner Act 1971 (WA) and the Western Australian Reportable Conduct Scheme;
- Equal Opportunity Act 1984 (WA), Disability Discrimination Act 1992 (Cth), Racial Discrimination Act 1975 (Cth), Sex Discrimination Act 1984 (Cth) and Age Discrimination Act 2004 (Cth);
- Privacy Act 1988 (Cth) and Australian Privacy Principles, where applicable;
- AS 10002:2022 Guidelines for complaint management in organizations; and
- Commissioner for Children and Young People WA guidance on child-friendly complaint processes.

**This policy is an administrative policy, not legal advice. If an inconsistency arises, applicable legislation and binding regulatory requirements prevail.*

References and authoritative guidance

Department of Education WA: Guide to the Registration Standards and Other Requirements for Non-Government Schools; Concerns about non-government schools.

Commissioner for Children and Young People WA: Child Friendly Complaint Processes and Reporting; National Principles for Child Safe Organisations WA resources.

Ombudsman Western Australia: Reportable Conduct Scheme guidance; procedural fairness and complaint handling guidance.

Standards Australia: AS 10002:2022 Guidelines for complaint management in organizations.

Western Australian Legislation: School Education Act 1999; Children and Community Services Act 2004; Parliamentary Commissioner Act 1971; Equal Opportunity Act 1984.

Policy Review

Last Review	Review Frequency	Next Review Date	Board Approved
August 2027	Bi-Annually *(Unless otherwise required)*	July 2028	20/08/2026

2026 amendment summary

The 2026 revision retains the College's Christian and relational foundations while adding or strengthening:

- alignment with Registration Standards 9, 10 and 12 and the National Child Safe Organisation Principles;
- home-school partnership, early communication and practical preparation guidance for families;
- oral, written, anonymous, accessible and child-friendly complaint pathways;
- immediate safeguarding triage, external reporting and the College's continuing duty to act after withdrawal;
- clear responsibilities, conflict controls, respondent notification and realistic communication timeframes;
- student participation, support, non-victimisation, cultural safety and privacy limits;
- a defined review process and alignment with Primary and Secondary Behaviour Management processes;
- voluntary, safety-screened PeaceWise-style facilitated resolution and mediation;
- detailed complaint records, secure child-abuse record retention, Board oversight and a one-month closure review; and
- an optional complaint form, parent guide and updated student-friendly commitment flowchart.

Appendix 1 - Parent and carer quick guide

Start where it is safe and sensible

Routine concern: relevant teacher or staff member. Unresolved or more serious: Dean of Curriculum & Students or Deputy Principal.
Serious/Cross-College: Principal. Complaint about the Principal or internal review: Board Chair.

Before contacting the College

- Identify the issue as clearly as you can. If there is more than one issue, list each one so the full concern can be understood.
- Consider whether you are seeking information, raising a concern or making a complaint, and what a fair or helpful outcome may look like.
- Gather relevant dates, messages, documents or examples, while avoiding discussion that identifies or embarrasses another child.
- Arrange an appointment rather than approaching a teacher while they are teaching, supervising students or managing arrival and dismissal.
- Communicate as calmly and respectfully as possible. You may bring an approved friend, adviser or support person.
- Where the concern is about a staff member's conduct, it is usually helpful to give that person an opportunity to understand and respond, unless this would be unsafe, inappropriate or involve a serious safeguarding matter. If unresolved, contact their line manager or the relevant Deputy Principal.

1. Tell us: Speak, telephone, email or write. Explain what happened, when, who was involved, any safety concern and what outcome you seek.

2. Acknowledgement of concern: Normally within 2 working days.

3. Assessment and allocation: Normally within 5 working days. Safety and external reporting are considered first.

4. Investigation and Resolution: You will be informed of the process and normally updated at least every 10 working days if the matter remains open.

5. Response: Straightforward matters are targeted for completion within 20 working days. Privacy may limit what can be disclosed about another person.

6. You may request review: Write to the Board Chair within 10 working days of the outcome and state the review ground. The review target is 20 working days.

**Do not approach or confront another person's child. Rather raise the matter with college staff so it can be managed safely and fairly.*

Parents & Carers - Raising a Concern or Making a Complaint

We welcome early, respectful communication and will respond fairly, promptly and confidentially as far as possible.

URGENT SAFETY, CHILD PROTECTION OR POSSIBLE CRIMINAL MATTER? Contact the College immediately. In an emergency call 000. The College may refer the matter to the appropriate authority.

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You have a concern, enquiry or complaint

Identify what happened, who was involved, what you have already tried and the outcome you are seeking.

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1

Start with the person closest to the matter

Make an appointment with the relevant teacher or staff member. You may bring a support person. If the concern is about that person and direct contact is not appropriate, go to their line manager.

↓ **If unresolved or the matter is serious**

2

Refer it to the relevant leader

Contact the relevant Deputy Principal, Head/Dean or Business Manager. A formal or complex complaint may be requested in writing, with enough detail for the College to respond fairly.

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3

The College assesses and responds

Written complaints are acknowledged within 5 business days. The College determines the appropriate process, keeps records, provides procedural fairness and advises expected timeframes. Updates are provided if more time is needed.

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4

Outcome and reasons

You will be advised of the outcome and any actions that can lawfully be shared. Employee disciplinary or personal information may remain confidential.

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RESOLVED	STILL CONCERNED?
The agreed action is implemented, and the matter is closed and recorded.	Request an internal review by the principal. If the complaint concerns the principal, write to the Board Chair.

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External options: Depending on the issue, you may contact the Director General of the Department of Education about compliance with registration standards, or another appropriate agency such as WA Police, child protection or the Equal Opportunity Commission.

*Behaviour decisions and enrolment matters follow any review or appeal pathway stated in the relevant College policy. Making a complaint does not automatically pause a decision unless the College advises otherwise.

Appendix 2 - Student-friendly guide: Speak up - we will listen

FOR STUDENTS

Something Is Wrong — What Can I Do?

You have the right to be heard, treated respectfully and supported when you raise a concern or complaint.

ARE YOU OR SOMEONE ELSE IN DANGER RIGHT NOW? Tell the nearest trusted adult immediately. In an emergency call 000.

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Something feels unsafe, unfair or not right

It might involve learning, behaviour, bullying, discrimination, privacy, a decision, or the way someone has treated you.

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1 **Tell a trusted adult**

Speak to a teacher, Student Services staff member, counsellor, Deputy Principal, Principal or a parent/carer. You can ask a friend or support person to be with you.

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2 **Explain what happened**

Say or write what happened, when and where it happened, who was involved and what you would like to happen. You may use your own words, an email, notes or a drawing.

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3 **We listen and work out the next step**

The adult will take you seriously, record the concern and share it only with people who need to help. If a complaint is investigated, everyone involved will have a fair chance to explain. No one should treat you badly for speaking up.

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4 **We keep you informed**

You will be told what will happen next and, as far as privacy and safety allow, the outcome. Some details about other people may not be shared with you.

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YOU FEEL HEARD AND SAFE	STILL WORRIED?
The agreed action happens. Tell an adult again if the problem returns.	Tell another trusted adult or ask the Deputy Principal or Principal to review what happened.

*You can raise a concern without having all the details. You may report anonymously, but this can sometimes limit what the College is able to investigate or tell you about.

Appendix 3 - Complaint form (optional)

You do not have to use this form. The College can help you record an oral complaint or accept another accessible format. **We hope to have this form online at the college shortly*

Name (optional for anonymous complaint)

_____

Student name and year level (if relevant)

_____

Relationship to the College

_____

Preferred contact details and method

_____

Accessibility, interpreter, cultural or support needs

_____

What happened? Include dates, places and people if known

_____

Is anyone unsafe now? If yes, explain

_____

What steps have already been taken?

_____

What outcome would you like?

_____

Documents or other information attached

_____

Signature (optional)

_____

Date

_____

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