



Implementation Guidelines

Customer Service Charter

February 2016

Building and maintaining positive relationships is at the forefront of everything that we do. The school is a large organisation made up of people with various backgrounds and ambitions. We understand that parents advocate for the educational outcomes and wellbeing of their children.

National Professional Standards for Teachers:

7.3.2 We establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing

7.3.3 We demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing

7.3.4 We identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Responsiveness

- We aim to respond to phone and email enquiries to the office within 48 hours, and mail correspondence within one week. Receipt of emails to the administration account will be acknowledged.
- We will provide accurate and up-to-date information, when you need it.
- Teaching staff may elect to utilise email communication, but this is not supported by the industrial union and teachers cannot be compelled to engage through email.

Quality Service

- We seek to understand, before being understood.
- We greet community members politely and respectfully.
- The member of staff answering the telephone will provide a response to your query or forward it on to the appropriate staff member.

Confidentiality

- Personal information is treated confidentially and only shared with authorised personnel when required to improve our service.

Transparency

- We are open and transparent about our processes.
- Staff members disclose conflicts of interest.
- You may access your personal information if you request it.

Professionalism

- Our dealings with you will be conducted with integrity and honesty.
- Every student, parent and community member is treated equally.

Tom Moth
Principal 19/2/16