

Korowal School

Educational and Financial Annual Report 2006

The information in the following report is provided on the basis of legislative requirements as laid out in Schedule 2 of the Australian Government's *Schools Assistance (Learning together – Achievement Through Choice and Opportunity) Regulation 2005* and the *Registered and Accredited Individual Non-Government Schools (NSW) Manual* (the manual). The NSW Board of Studies are the delegated authority in ensuring Korowal School fulfills the requirements of the manual. All information in this report has been collated and prepared by Mark Thomas, Korowal School Coordinator.

The report contains information under the following thirteen “Reporting Areas”

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8. enrolment policies and profiles
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1. a message from key school bodies

Chairperson Report to AGM 2006edited highlights

By so many measures, the last 12 months have been very good for Korowal. The painful economic and structural decisions taken in the last few years have given us a firmer foundation. Enrolments are healthy and morale amongst teachers, students and parents is high.

Nevertheless, there are two significant challenges ahead that require confidence in ourselves and our educational mission, as well as courage and clear thinking. The first of these involves shaping an ethical response to the educational policy climate that we find ourselves in.

.....Let me deal first with our educational environment. To be blunt, our national and state educational policies are increasingly based on fear and envy. (And underpinning it all, an ideological fervour to turn all things into a packaged commodity.)

We fear that we are being lied to about our children's progress and therefore we ought to be comforted by constant reports of its measurement. We are not challenged to try to measure what we care about, but are supposed to care about the measurement of the trivial.

The Australian Government now requires that for each class from 1 to 10, we provide written reports to parents, twice a year, grading each child's performance. We may as well measure their relative height against each other for all the good it will do. We will do everything in our power to resist this futile initiative.

When will our governments worry about how to measure the quality of the relationships that are the crucible of all successful human endeavour? I fear, not for a long, long time.

A key code word for those who thrive on stirring up envy is the word "choice". We seem to fear that we our children will not have enough "choice", either socially or educationally, and so we are supposed to find comfort in moving from one herd to another. Our politicians keep mumbling the mantra of "choice". In this paradigm, the world is nothing but a market and everything is a commodity. Like country bumpkins in a big supermarket we are meant to be dazzled by an entire aisle of breakfast cereals, most with the same excessive amounts of sugar (or in the words of a Bruce Springsteen song—*52 channels and nothing on*).

Not surprisingly, we find ourselves swimming against this tide of received wisdom. The School Council has made a considered decision to keep our school at roughly its current size, despite obvious extra demand and waiting lists for many classes. Thankfully, we are a not-for-profit organisation, and the best interests of our children is our first and last priority.

This will never be a school of easy-come and easy-go. Love brings with it the

expectation that we will do the right thing for and by each other, that we will wait for the stragglers, that we will expect the best of each other and that we will strive to put ourselves in the other person's shoes. That is not something that can be bought and sold.

Of course, these changes are not limited to education. Our national government has wrapped itself in the flag and given us a new understanding of the phrase "border control". Many parents I speak to have their own stories to tell of a harsher, more selfish and less trusting world from the spheres in which they move and work. Many more of us are now shareholders, and it seems fewer of us are citizens.....

.....An important part of our forward planning is to develop a master plan for the growth and development of the school on this site. I was reminded of the importance of our built environment when one of my sons commented (after recent visits to other schools) on the public squalor of a nearby state school where the canteen could resist the launch of an RPG, and the private affluence of a school with sweeping lawns that you are not allowed to play on.

By contrast, my son describes our school as "tiny, wooden and homely". Of course, there is no reason why every school on the planet could not be tiny, wooden and homely. Lets us keep hoping that one day the idea catches on.

Our master plan will be developed in consultation with the school community. It will be environmentally sensitive and maximise the use of northerly sun.....

Is it then wise or shockingly perverse to want our children to be educated in an atmosphere of love and to be challenged to be selfless and do good in a world of borders, shareholder dividends and bottom lines? Time will tell.

If there are any signs of hope for humanity in the longer term, it seems to lie in the emerging broader concerns for our natural environment and the increasing acknowledgement of how vital it is that we nurture children and, by natural extension, the families that they live in.

Korowal can and will make a difference on both those fronts.

If we have created a haven in a heartless world here, that is good, but it is not good enough. It can only be the start of giving the world back some heart.

Vittorio Cintio
Chairman
Korowal School Council

2. value added information

Korowal places equal emphasis on the development of academic and intellectual capacity and the development of personal character.

Student performance in public examinations and statewide testing is reported on pages 6 to 9 of this report.

In the realm of personal character, the school has focused on the enhancement of the physical, emotional and spiritual dimensions of students.

In the primary school we increased the lesson time for Physical education and engaged the Commonwealth Government – Australian sports Commission initiative to provide greater opportunities for after school physical activity programmes. Primary students have also experienced the Earth Journeys programme designed to enhance understanding of Aboriginal culture and environmental education.

In the High school more teaching time was made available to deliver the Personal Development program. Senior students have participated in a driver awareness programme provided by the NSW Fire Brigade. Students also participated in a mental health awareness programme facilitated through the production of a play and public performances, promoted by the local area health committee. Students have also been exposed to cultural diversity through school visits from East Timorese women as well as our regular cultural exchange program with students from overseas. This year students participated in the Songlines festival celebrating the Blue Mountains World Heritage environment.

3. School performance in statewide tests and examinations

Higher School Certificate (HSC)

Students at Korowal sit for examinations over a two year period. The program is referred to as 'Pathways'. Students wishing to obtain the HSC and/or a University Admissions Index (UAI) do so by aggregating results obtained over the two year period.

Nine students completed the two year Pathways program in 2006, whilst another 20 students completed the first year of the program

Of the 29 candidates across all subjects, with the exception of one student in one subject, all other candidates in all subjects achieved marks of 50 or more (Band 2 or higher), with 48% of candidates achieving Bands 5 and 6 (80 – 100 marks) in one or more of their subjects. Of the two candidates who attempted one unit extension courses (Mathematics), both achieved results in the top band (40 marks out of 50 or greater)

Academic achievement was generally above state averages, most notably in Drama, English Standard, Mathematics Extension 1, Society and Culture and Visual Arts. This is a general pattern of student performance. All candidates in Visual Arts achieved Band 5 or 6 results.

Individual students achieved Top Band (Band 6: 90 – 100 marks) results in Society and Culture, Visual Arts, 2 Unit Mathematics and Mathematics Extension 1 ,

Table 1 HSC Exam results

<i>Subject</i>	<i>No of Students</i>	<i>Performance band by achievement by number and %age</i>			
		Bands 5-6	Band 3-4	Band 2	Band 1
Drama 2 Unit	11	School: 8 (73%) Statewide: (41.43%)	School: 3 (17%) Statewide: (53%)		
English (Standard) 2 Unit	4		School: 4 (100%) Statewide: (80%)		
English as a Second Language 2 unit	1		School: 1 (100%) Statewide: (84%)		
Mathematics 2 Unit	12	School: 2 (17%) Statewide: (24%)	School: 6 (50%) Statewide: (44%)	School: 3 (25%) Statewide: (9%)	School: 1 (8%) Statewide: (7%)

<i>Subject</i>	<i>No of Students</i>	<i>Performance band by achievement by number and %age</i>			
		Bands 5-6	Band 3-4	Band 2	Band 1
Mathematics Extension 1	2	Top Bands E3 - E4 School: 2 (100%) Statewide: (72%)			
Physics 2 Unit	8	School: 2 (25%) Statewide: (37%)	School: 6 (75%) Statewide: (54%)		
Society and Culture 2 Unit	18	School: 7 (39%) Statewide: (31%)	School: 11 (61%) Statewide: (57%)		
Visual Arts 2 Unit	5	School: 5 (100%) Statewide: (56%)			
Biology 2 Unit ^A	1		1 ^A School: 1(100%) Statewide: (85%)		

A : course studied elsewhere

Band 1 represents less than 50%. Students in Band 1 have not achieved the basic outcomes of the course

School Certificate

Twenty three students completed their School Certificate examination.

All School certificate students sit for a common public examination in

- English – literacy
- Mathematics

- Science
- Australian Geography, Civics and Citizenship
- Australian History, Civics and Citizenship
- Computing Skills

In English Literacy 83% of candidates achieved Band 6,5 and 4 results compared to 72% of the state. In Mathematics 47% of candidates achieved Band 6,5 and 4 results compared to 41% of the state. In Science 74% of candidates achieved Band 6, 5 and 4 results compared to 63% of the state. In Australian History, Geography, Civics and Citizenship 98% of candidates achieved Band 3 or greater. The results are a little down from last year, but consistent with longer term (past 5 years) achievement.

Our candidates completed the Computing skills test as a new element in the School Certificate this year. All candidates achieved outcomes in the Competent and Highly Competent bands.

Table 2 School certificate test results

Subject	No of Students	Performance band achievement by %age		Grades ^B allocated by %	
		Bands 3-6	Band 1-2	Grades C - A	Band E - D
English - literacy	23	School: 96% Statewide: 89%	School: 4% Statewide: 10%	School: 41%	School: 59%
Mathematics	23	School: 78% Statewide: 71%	School: 22% Statewide: 28%	School: 77%	School: 23%
Science	23	School: 100% Statewide: 89%	School: 0% Statewide: 10%	School: 81%	School: 18%
Australian Geography, Civics and Citizenship	23	School: 100% Statewide: 91%	School: 0% Statewide: 8%	School: 82%	School: 18%
Australian History, Civics and Citizenship	23	School: 96% Statewide: 83%	School: 4% Statewide: 16%	School: 82%	School: 18%

B: Grades are allocated by the school after applying the Board of Studies assessment standards. 22 students were assessed

As in previous year candidates maintained higher than state average achievement across all examined subjects.

Literacy and Numeracy Assessments in Years 3,5 and 7

Basic Skills Test Years 3 and 5

In 2006 all Korowal students in Years 3 and 5 participated in the statewide Basic Skill Test (BST)

The BST assesses students against National Benchmark Statements in Reading, Writing and Numeracy.

Table 3 BST– percentages above benchmark

2006 test	Year 3 (13students)		Year 5 (16 students)	
	Percentage of students achieving the Benchmark		Percentage of students achieving the Benchmark	
Basic Skills Test (BST) Aspects of Literacy	School 92%	Statewide 92%	School 100%	Statewide 94%
Aspects of Numeracy	School 92%	Statewide 91%	School 100%	Statewide 94%

Table 4 BST– percentages in skill bands

2006 test	Year 3 (13 students)				Year 5 (16 students)			
	Bands 2 - 5		Band 1		Bands 3 - 6		Bands 1 - 2	
Aspects of Literacy	School 92%	Statewide (92%)	School 8%	Statewide (8%)	School 100%	Statewide (94%)	School 0%	Statewide (6%)
Aspects of Numeracy	School 92%	Statewide 91%	School 8%	Statewide (9%)	School 100%	Statewide (94%)	School 100%	Statewide (94%)

In Year 3 92% of students achieved skill bands 2 or higher in overall literacy compared to the state average of 92% and 100% of students achieved bands 2 or higher in overall numeracy compared to 91% of the state. In overall literacy 62% of students were placed in Band 5, compared to 14% of the state. In overall numeracy 38% were placed in Band 5, compared to 22% of the state.

These results are consistent with longer term achievements for our students at this age and also reflect a statistically small class group.

In year 5 100% of our students achieved bands 3 or higher in overall literacy compared to the state average of 94% and 100% of students achieved bands 3 or above in overall numeracy compared to 94% of the state. In overall literacy 56% of students were placed in Band 6, compared to 22% of the state. In overall numeracy 82% of candidates were placed in either Bands 5 or 6, compared to 56% of the state.

Again these results are consistent with longer term achievements of our students.

Literacy and Numeracy National Assessment (LANNA) Year 7

The LANNA assesses student achievement in four areas, Numeracy, Reading, Writing and Spelling

Table 5 LANNA results – percentage above the national benchmark

2006 Literacy and Numeracy National Assessment (LANNA)	Percentage of students above the national benchmark
	Year 7 (24 students) (1 student absent)
Reading	100
Writing	91
Spelling	Benchmark not available
Numeracy	96

In Year 7 the student performance was about average in all components of the assessment, although given the small candidature considerable variance occurs between candidates. These results are consistent with the 2005 results.

4. Professional Learning and Teacher Standards

Professional learning

All staff participated in Boys Education Workshops over two staff development days, with the emphasis on more effective delivery of learning outcomes and communication relating to boys.

All staff met for an initial planning and awareness day at the beginning of the year, where objectives were identified and implementation and appraisal strategies planned. Regular reviews of progress were held and subsequent whole staff meetings were held to evaluate the programmes effectiveness.

In addition the following professional development activities were undertaken by staff throughout 2006:

Description of the Professional Learning Activity	No. of staff participating
Careers guidance – providing training for teachers to assist in their role as careers guidance teachers	1
I.T. - providing training for teachers (managers) involved in all aspects I.T. planning and management	1
Post school transition – training for teachers using 'jobsearch' programme	1
Curriculum based - activities designed to assist teachers to improve the quality of student outcomes in specific KLA's, both Primary and Secondary	12
Mental Health in Drama – providing knowledge in youth mental health issues	2

Table 6 Teacher Standards category

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	24
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	1

5. Teacher Attendance and Retention

In 2006 the average daily staff attendance rate was 97.5%. The proportion of staff retained from 2005 is approximately 85%, that is four teacher either retired or resigned, one Full time and three part-time.

6. Student Attendance and Retention Rates in Secondary Schools

Student attendance

Ninety-two percent of students attended school on average each school day in 2006. This was similar to the daily attendance in 2005. This includes all leave including sick, extended sick and other approved leave

Student retention rates and post school destinations.

The following information is based on official census data provided to the Commonwealth Department of Education Science and Training (DEST). Census date is usually 1st August.

Actual retention rate which tracks individual students over a 2 year period

Table 7 Retention rates over 2 year period Year 10 to Year 12

Years compared	Year 10 total enrolment on census date (by individual)	Year 12 total enrolment on census date (same individual still enrolled)	Actual retention rate %
2004/ 2006	14	10	71%

Seventy one percent of the 2004 year 10 cohort completed Year 12 in 2006. The retention rate is about the same as last year and is consistent with retention patterns from two of the past three years.

7. Post School Destinations

Based in information provided to the school when students leave, three students continued their studies either at TAFE or Agriculture college and one student left to pursue employment. The majority of students completing their schooling at the end of Year 12 intend to continue their education at tertiary level, including TAFE and University or pursue part of full time employment. Some also seek to establish their own enterprises.

8. Enrolment Policies and Profiles

Enrolment policy

Korowal School is an independent, co-educational, K-12 school underpinned by a human-centred philosophy and operating within the registration and accreditation guidelines of the NSW Board of Studies. All applications will be processed in order of date received and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school, gender and other criteria determined by the school from time to time. Once enrolled students and parents are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

Children must turn 5 before March 31st to be eligible to enter Kindergarten.

Procedures

- All applications should be processed within the school's enrolment policy.
- The Office staff will photocopy all enrolment applications as they are received to give to the Primary or High School co-ordinator as appropriate.
- The co-ordinator will check the class applied for and speak with the class teachers.
- In the event of there being no vacancy at the time, the applicant will be sent a letter stating that the child has been placed on a waiting list.
- If there is a vacancy, an interview will be arranged for the child and his/her parent(s) with the class teacher. Teachers new to the school or new to the position of class teacher will be accompanied by a co-ordinator. It is important that the child's most recent school report and work samples are brought to the interview, together with any other documentation relevant to the child's educational needs.
- At the interview, the applicants will be made aware of the ethos and expectations of the school. The applicant's educational needs must be considered.
- Following the interview the teacher needs to identify any strategies which need to be put in place to accommodate the applicant before the decision to offer a place is made. In some instances the preparation of an adjustment plan may need to be in place before an offer of enrolment will be made
- The applicant must be informed of the decision made, in writing.
- If an offer of place is made it will be confirmed in writing.
- In accepting an offer of place applicants will also be required to provide to the School other information that it needs to meet its obligations and responsibilities.
- A student is enrolled once the School has received the relevant completed and signed forms and any enrolment bonds have been paid or suitable arrangements entered into.

Special Circumstances

Whilst all applications for enrolment are treated with respect to the general policy outlined it is the absolute responsibility of parents/guardians to notify the School of any circumstances that might impact on their child's current or future education or participation in the programs provided by the School.

The School accepts its responsibilities under the Disability Discrimination Act and the Disability Standards for Education 2005. Applicants that advise the School of any special needs will have their applications dealt with respect to the requirements of the standards.

Disability Standards for Education

Disability Standards for Education apply not only to disabled students currently enrolled but also prospective students whose families have made an application to enrol their child.

If the School is notified at the time an enrolment application is made that the applicant has a disability the application will be treated on the same basis as an application from a student without disability.

The School does not define disability, but considers the Standards are applicable if and when any special needs are identified that may have an impact on their education and/or participation of the student in the programs provided by the School.

In the event of such notification an initial interview will be arranged with the School Coordinator and the parents/guardians of the applicant (and the applicant if it is appropriate) to seek as much information as is available about the child's particular needs.

This interview will assist in the preparation of what is termed an Adjustment Plan which will form the basis of an offer of enrolment should this eventuate.

An Adjustment Plan is a summary of the child's needs, the School response to those needs (in terms of any adjustments to services or facilities), agreements on courses of action, communication protocols and a timeline.

The school will advise the applicant of any preliminary decisions about the enrolment and offer an opportunity for further discussion if appropriate.

Before a decision about enrolment is made the adjustment plan process must be complete to the satisfaction of all parties.

The School reserves the right to accept or decline an application but will only do so on the basis of the Adjustment Plan.

Any final decision will be advised in writing.

Student Population

The school has approximately 245 students, almost equally distributed across primary and secondary classes. Primary classes are organised in multiple age classes, with the exception of Class 6. There is some vertical grouping in secondary school. The HSC is taught using the Pathways approach. Students come from a wide range of backgrounds, although there are

not many students whose first language is not English. There are some students with special needs and some overseas students.

Continued enrolment

Students whose fees are unpaid at the end of an academic term may have their enrolment terminated.

Students or parents who are unable or unwilling to support the School's ethos or rules may also lose enrolment.

9. School policies

Policy	Changes in 2006	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> ● definitions and concepts ● legislative requirements ● preventative strategies ● reporting and investigating “reportable conduct” ● investigation processes ● documentation 	Nil	<p>Issued to all staff and Board members.</p> <p>Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports - 2006 Annual School Report Educational and Financial</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> ● procedures for security of the grounds and buildings ● use of grounds and facilities ● emergency procedures ● travel on school related activities 	Nil	<p>Issued to all staff and Board members.</p> <p>Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports - 2006 Annual School Report Educational and Financial</p>
<p>Supervision policy encompassing</p> <ul style="list-style-type: none"> ● duty of care and risk management ● levels of supervision for on-site and off-site activities ● guidelines for supervisors 	Nil	<p>Issued to all staff and Board members.</p> <p>Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports - 2006 Annual School Report Educational and Financial</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> ● Code of conduct for staff and students ● Behaviour management 	policy updated to reflect internet and computer usage	<p>Issued to all staff and Board members.</p> <p>Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports - 2006 Annual School Report Educational and Financial</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> ● the pastoral care system ● availability of and access to special services such as counselling ● health care procedures 	<p>policy updated to reflect revised response to student accident response and parent notification.</p> <p>policy updated to reflect response to medication and first</p>	<p>Issued to all staff and Board members.</p> <p>Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports -</p>

<ul style="list-style-type: none"> ● critical incident policy ● homework policy 	aid procedures	2006 Annual School Report Educational and Financial
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> ● formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being. 		<p>Issued to all staff and Board members. Parents may request a written copy by contacting the office</p> <p>Full text available on the school website www.korowal.nsw.edu.au under Information – Reports - 2006 Annual School Report Educational and Financial</p>

A. Student Welfare

Korowal seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides students welfare policies and programs that develop a sense of self-worth and foster personal development.

Policy on Child Protection

General Introduction

As a caring educational community with a human centred philosophy Korowal School values students as individuals and exercises its duty of care most seriously. The School is committed to protecting all children in its care from harm and recognises that children have a right to feel safe and respected. This involves maintaining a school culture where harm is not tolerated and positive influences are encouraged. The likelihood of harm occurring will be reduced by a learning environment for children and young people that is free of violence and exploitation and provides services that foster their health, developmental needs, spirituality, self-respect and dignity. Children at risk are unlikely to learn and develop effectively.

This Child Protection Policy is important so that all members of the School community are clear on how to respond appropriately, if they are confronted with child protection issues affecting a member of the School.

A dynamic Child Protection Policy for Korowal is not just a legal obligation, it is also essential to achieve the School's aims and is fundamental to the School's ethos.

The procedures followed are in accordance with all relevant legislation, and take into account other appropriate practices and guidelines aimed at the protection of students, parents and staff. The School's policy and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations.

Definitions

CHILD

Under this School's Policy, a child is a student enrolled at Korowal School.

Under the Children and Young Persons (Care and Protection) Act a child is a person who is under the age of 16 years.

Under the Commission for Children and Young People Act, the Prohibited Employment Act and the Ombudsman Act a child is a person under the age of 18 years.

RISK OF HARM

Neglect or ill treatment of a child. This includes any actions, which expose or subject a child to behaviour that harms the child psychologically. Examples of abuse include:-

- Basic physical or psychological needs are not met;
- Parents/caregivers fail or are unwilling to arrange medical care;
- There is evidence of physical or sexual abuse or ill-treatment or risk of these;
- There is a risk of serious physical or psychological harm on account of incidents of domestic violence in the child's home;
- There is a risk of serious psychological harm to the child on account of actions of the parent/caregiver/staff;
- The child is under 16 years of age and is homeless or is in temporary or transitory accommodation.

CONVICTION

Where a court has found a person guilty of an offence as charged.

ALLEGATION

A claim that may or may not have foundation.

HEAD OF AGENCY

The person who has particular legal responsibilities for liaising with external agencies, when dealing with allegation and reports of child abuse. In most cases at Korowal School the Head of Agency will be the Co-ordinator. If an allegation involves the Co-ordinator, the Chairman of the School Council assumes the responsibility.

The School Co-ordinator is trained and accredited as an investigator involving allegations against staff members

EMPLOYEE/STAFF

A person who works full or part time within the context of Korowal School in a paid, contractual or voluntary capacity.

DISCIPLINARY PROCEEDINGS

Actions taken by the Head of Agency (Co-ordinator), as a consequence of an employee's actions.

MANDATORY REPORTER

Under the Child and Young Persons (Care and Protection) Act 1998, a mandatory reporter is an educational professional, ie a teacher, or other staff member, who has direct involvement with the supervision of children.

A person who has a mandated responsibility has that responsibility personally. They should follow their agency procedures, but the responsibility for making a judgment and acting upon it rests with the person who has perceived a risk of harm.

Under this policy, a mandatory reporter is any member of staff who has been told or who believes a student is or has been at risk of harm.

Under the School's policy all staff are to report abuse to the Co-ordinator.

MANDATORY REPORTING

The legal obligation placed on all staff under the Children and Young Persons (Care and Protection) Act to report when they suspect a student is at risk of harm.

REPORTABLE CONDUCT

This is conduct related to current employees of the School. Reportable Conduct is defined as

- Sexual offence or sexual misconduct involving a child
- Assault, ill treatment or neglect of a child
- Behaviour that causes psychological harm to a children

A child is defined as under 18 years of age

EXTERNAL AGENCIES

- Department of Community Services
- Commission for Children and Young People (CCYP)
- NSW Ombudsman
- NSW Police

Legislative Requirements

This policy is subject to the Child Protection Legislation Amendment Act 2003; Children and Young Persons (Care and Protection) Act 1998; the Ombudsman Act 1974 as amended; the Commission for Children and Young People Act 1998; the Child Protection (Prohibited Employment) Act 1998 and any other relevant Child Protection Legislation that may be proclaimed in the future. Failure to report allegations of child sexual abuse or a suspicion of child sexual abuse of a child who is under 16 years of age, based on reasonable grounds, is an offence under Section 316 of the NSW Crimes Act.

All employees sign Prohibited Employment Declarations and undergo child protection screening checks before the commence to work with students at this School.

All employees of Korowal School are required to report to the Co-ordinator when:

- an employee is aware that there has been an allegation of child abuse; or
- an employee has formed a belief on reasonable grounds that a child is in danger of being abused; or
- an employee is concerned that a child or young person is at risk of harm (see Definitions).

As Head of Agency, the Co-ordinator has ultimate responsibility to report child protection matters to external agencies on advice. However, this responsibility may be delegated to the School Counsellor, as appropriate. If there is a concern for the safety, welfare or well being of the child, the matter must be referred to DOCS (Mandatory Reporting). This agency will advise the School on any further action to be taken by the School. DOCS has clear responsibilities for the investigation and co-ordination of all services engaged to protect children, and for advocacy on the child's behalf.

The mandatory reporting by all staff covers all of the above circumstances and where staff have "reasonable grounds to suspect that a child is at risk of harm", and the grounds arise "during the course of or from the person's work"). The word "reasonable" is viewed within the context of a person's professional responsibilities. All suspicions of "risk of harm" may be formed during the course of the School day, during excursions and other School related activities where professionals are performing professional tasks. Suspicion of risk may also be formed at other times e.g. after School, weekends, holiday time and mandatory reporting is still required.

Where a person to whom the mandatory reporting section applies makes such a report in good faith, he or she will be protected by the provisions of Section 29 of the Act. Section 29 provides that in such circumstances, the report does not constitute a breach of professional ethics or conduct, the person cannot incur liability for defamation, nor can it be a ground for malicious prosecution or conspiracy. Further protection is provided with restrictions on the use of the report and constraints on the release of the identity of the reporter.

If a child approaches a member of staff saying they are unsafe or outlines any particular circumstances as previously mentioned, then this should be discussed initially with the Co-ordinator.

Employees are not to investigate allegations or suspicions of harm to a child. Investigations must only be carried out by investigators specifically appointed for the purpose, e.g. DOCS, the Ombudsman.

Employees are required to report any allegations or evidence of risk of harm only to the nominated person and discussion with others should be avoided or limited to persons in their privileged communication path (normal reporting line). Failure to limit communication in this way will not only be a breach of this Policy, but will result in an employee not being protected under the law from potential civil proceedings for defamation.

The Co-ordinator or the Co-ordinator's nominees will report any matter that has been notified, as required by the relevant legislation. An employee who has made a report of risk of harm will be advised of the action taken. If it is decided that there are not reasonable grounds, and consequently, the matter is not going to be reported by the Co-ordinator to an external agency, the original notifier has an obligation under the legislation to report to DOCS if they believe that reasonable grounds still exist.

If a student discloses harm or risk of harm to an employee, the staff member is obliged to report the disclosure as stated above but must not investigate the matter.

Investigation of allegations of risk of harm must only be carried out by the appointed investigators (from DOCS and/or NSW Ombudsman) whose duties will include informing parents or caregivers that a notification has been made. Employees should not make any contact with parents or caregivers regarding the notification unless specifically authorised to do so.

Employees are required to confer with the Co-ordinator before responding to a request by DOCS or any other officers to attend an interview with a child (victim). Staff cannot be required by DOCS to attend such an interview and the pros and cons of attendance need to be carefully assessed before a decision is made.

Employees may be required to report in a detailed manner on any matter regarding risk of harm about which they have notified or been notified. The confidentiality of such a report will be maintained unless otherwise required by a court order. (Information relating to any matter of risk of harm is to be entered on the appropriate form – available from the Co-ordinator)

The School places a very high priority on its efforts:

- to protect children in its care from harm; and
- to protect staff from mischievous, misconceived and false allegation.

Compliance with the requirements of this policy will assist in the School's efforts to achieve these important objectives.

Prevention Strategies at Korowal School

Child protection is a broad responsibility. It involves more than responding once an allegation has been made. It involves minimising the possibility of child abuse occurring in the first place. Korowal School adopts a number strategies aimed to prevent harm or injury to children at school.

The staff professional development programme includes regular refresher courses on child protection issues, which includes clear definition of organisational roles within the School. New staff will be briefed on relevant policies, guidelines and procedures as part of their orientation.

All employees are issued with a Code of Conduct, which provides guidelines for appropriate and inappropriate behaviour. Employees sign an acknowledgement that they have read, understand and agree to abide by this code of conduct.

Employment procedures include thorough reference checks, pre-employment screening by the CCYP and detailed questioning at interviews. These measures are designed to ensure that adults who are not suitable to work with young people and children are not employed, contracted or given opportunities to interact with the students of the School.

Volunteers/parents who may exercise a supervisory role are directly responsible to the teacher in charge of the activity and are obliged to abide by the School's Child Protection Policy and Code of Conduct.

Key elements of child protection are included in the formal curriculum (eg PDHPE courses). Students are encouraged to recognise abuse and power in relationships; they are taught protection strategies and useful communication techniques with adults. The right of children to say no if they feel unsafe or uncomfortable is protected and reinforced through the curriculum. Child protection is central to the School's philosophy.

Information regarding child protection expectations is communicated to families via the School website, occasional newsletters and information evenings as required.

Investigation Processes for Employees/Staff

When a Child Protection related allegation regarding a member of staff is reported, the Head of Agency will report the matter to external agencies as appropriate, seek advice regarding possible investigation of the matter and proceed to investigate as needed in a sensitive and confidential manner as proscribed under the Ombudsman's Act. Members of staff are not permitted to investigate Reportable Conduct allegations.

The Co-ordinator has been trained and accredited to act in this role.

If an allegation of Reportable Conduct is made against an employee, the Head of Agency

(Co-ordinator) is required to report this allegation to the Ombudsman within 30 days. The Ombudsman has a responsibility to ensure that there has been procedural fairness for all parties involved. Unless the allegation is found to be malicious, misconceived or false, the allegation must also be reported to the CCYP who maintain databases for future employment screening purposes.

As Head of Agency, the Co-ordinator is responsible for making ongoing risk assessments regarding the safety, security and well-being of the alleged victim(s). Upon receipt of an allegation of Reportable Conduct against an employee, the Co-ordinator is responsible for carrying out an initial risk assessment prior to any investigation of the allegation. The purpose of the risk assessment is to identify and minimise the risk:

- To a child or children who are alleged victims;
- To the employee against whom the allegation has been made;
- To other children with whom the employee may have contact;
- To the proper investigation of the allegation.

This may result, for example, in the employee being relieved temporarily of some duties; being required to avoid certain students or, in some special cases, being suspended from duty. Any decision to take action as a result of a risk assessment is not an indication of the guilt of the employee concerned.

Factors to be considered in deciding what action, if any, to take include the nature of the allegation; vulnerability of students; nature of the position occupied by the employee; the level of supervision of the employee; safety of the employee; any comments made by the employee.

In conducting an investigation into allegations of Reportable Conduct, the Head of Agency is guided by the following principles: impartiality (in some cases an external investigator may be appropriate); confidentiality; avoidance of undue delay, thorough documentation, consideration of all evidence and procedural fairness. At the conclusion of investigations, the Head of Agency is required to make a finding on the balance of probabilities that:

- 1.the allegation was false; or
- 2.the allegation was vexatious; or
- 3.the allegation was misconceived; or
- 4.the allegation was not sustained; or
- 5.the allegation was not one of child abuse, but might constitute a breach of professional behaviour or judgement which required further disciplinary action; or
- 6.the allegation was sustained and the matter required disciplinary action.

The employee is informed of the finding and possible consequences in writing. The employee has a right to respond in writing if they wish and to ask the Ombudsman to review the investigation and findings.

If the finding falls into categories 4 or 6 as listed above, the Head of Agency is required by law to notify the CCYP of completed disciplinary proceedings or actions taken against the employee as a consequence of the finding. The Head of Agency must also inform the

employee that the CCYP has been notified. In such circumstances, the employee is entitled to examine the employer file in accordance with Freedom of Information principles.

Where an allegation relates to the Head of Agency (Co-ordinator) the responsibility to deal with the matter rests with the Chairman of the Korowal School Council.

Documentation for Employees/Staff

All documentation related to allegations of Reportable Conduct against employees is highly confidential and will be treated as such by Korowal School.

Information regarding notifications to the Ombudsman must be kept indefinitely by the School and stored in a secure location. The Head of Agency is responsible for keeping and storing such records and for determining who will have access.

All staff are required to sign an acknowledgement that they have read, understood and are prepared to abide by the Korowal School Child Protection Policy.

The following documentation supports this Child Protection Policy and is available on request for the information of staff, parents and students of Korowal School.

- The Korowal School Code of Conduct
- Prohibited Employment Documentation as used by Korowal School
- Recommended Protocols for Internal Investigative and Disciplinary Proceedings – 2001(jointly prepared by the AIS and IEU).

KOROWAL SCHOOL

CODE OF CONDUCT

For Staff, Parents and Students Acting in a Supervisory Capacity

The School is committed to the achievement of the highest standards of education in which the security, protection and comfort of students and staff retains the highest priority. The following guidelines are issued for all staff, responsible in any way for the conduct of educational activities at Korowal School.

Where these guidelines permit unambiguous expression of practices and standards required, these guidelines are to be adopted as mandatory policy. Where such clarity is not possible, the guidelines should be used as a basis for appropriate professional judgement and discretion. The character of such judgement or discretion should be prudent rather than liberal.

These guidelines remain subject to all current Child Protection Legislation.

Staff are required to sign an acknowledgement that they have read, understood and agree to abide by these guidelines.

1. General Guidelines

- 1.1 All staff must complete a Prohibited Employment Declaration form and must undergo employment screening procedures, before commencement of their employment with the School.
- 1.2 All staff acknowledge their legal obligation to children placed under their care, ensuring that they act at all times in the best interests of children. The issues of safety and security extend beyond the normal considerations of child protection and include specifically the provision of competent supervision and management.
- 1.3 Any member of staff who has sexual relations with a student is guilty of gross misconduct and will be dismissed summarily, In addition, the School will advise all relevant external agencies of the matter.
- 1.4 In the case of activities involving overnight accommodation of girls and boys, both genders should be represented where possible in the group of supervising staff. Where it is a single sex student group, at least one member of the group of supervising staff should be of the same gender as the students. Where it is impractical to have supervising staff of both genders, parents are to be informed in advance and given the opportunity to withdraw students from the activity if they are uncomfortable with proposed staffing arrangements.

- 1.5 The duty of care requires adequate supervision of students. This includes supervision while waiting for parents to collect their children after the completion of an excursion or irregular activity.

Excursion information in regard to highway collection points and return drop off points, must be communicated by a written permission form to students/parents prior to the date of the excursion. All details of collection and drop off must be confirmed in this permission form.

Primary students should always be collected at non-School drop off points by the responsible parent/carer as designated on the excursion permission slip. If the student is collected by any person not nominated in the original permission slip, the supervising teacher must make considered judgement whether this variation of arrangements is reasonable and safe. If there are any concerns in regards to this situation, a confirmation of these changed arrangements must be made (by phone), or the student returned to School with the teacher and excursion group. Primary students are never to be dropped off and left unsupervised.

Similarly, Secondary School students should be dropped off only when they are discharged into the care of a parent/carer as arranged through permission documentation or when the student has been given express written permission to proceed directly home by foot, bicycle etc. If there are any concerns with these arrangements the student returns with the excursion group to school.

Students being collected from school excursions that have returned outside of normal school hours must be supervised by a member of staff until collection has occurred. Reasonable judgement must be exercised if students are collected by a non-parent/carer and contact made with the home if these arrangements are believed to be unsatisfactory. In dire emergencies, the Police must be contacted and informed of the child's whereabouts.

1.6 Parents and caregivers must be informed fully, preferably in writing, when students leave the School grounds for a school related activity. Details advised should include times, venues, transport, pick up and collecting, and supervision arrangements. An exception to this expectation will occur from time to time with outdoor pursuits where decisions may be made according to the weather and there is insufficient time to advise parents formally.

- 1.7 Great care should be taken when physical contact is unavoidable as a necessary part of staff exercising their duty of care. All such contact is subject to the Touching Guidelines (see Section 2).
- 1.8 When staff wish to conduct a private conversation with a student, they should consider the time and venue carefully to avoid placing themselves or the student in a vulnerable situation. If such an interaction occurs in a classroom, it should be in public view. It is preferable to leave the door open. The Staff member should not locate themselves between the student and the door. If the private conversation occurs in a staff office and it is not appropriate to have the door open, there should be another person within earshot.

It is recognised that the roles of the Counsellor are exceptional.

- 1.9 Staff should make every effort when dealing with students to do so in an open and public manner. Where adults may be left with the responsibility of a single student, they should endeavour that this is in an open space in full view of others, An exception to this general guideline is when staff may need to clean a young child after a toileting accident, In such circumstances, privacy takes priority to avoid embarrassment of the child.
In circumstances where a staff member transports a student in their private vehicle, parental consent must be sought.
- 1.10 Staff may, as part of their pastoral care role, engage in intensive discussion with students. This is appropriate. However, staff must be wary of making personal comments about a student or asking questions that probe a student's sexuality or relationships. Such interaction, however innocent, may render the staff member vulnerable to allegations of abuse.
- 1.11 It is recognised that individual music tutors must work with students alone in enclosed studios.
- 1.12 Corporal punishment is unacceptable and is not tolerated at Korowal School. Violence (physical or verbal) is an inappropriate behaviour management strategy at the School. Therefore, it is unacceptable for a member of staff to touch a student "in anger" whilst disciplining a student. Similarly, it is inappropriate for a staff member to shout in anger at a student in an excessive or violent manner.
- 1.13 In some circumstances, it may appropriate for staff to invite a student home or to accept an invitation to visit a student's home. This should only occur with the knowledge and approval of the student's parent or caregiver. Staff are not permitted to be alone with a student in a private home.
- 1.14 Staff who socialise with students outside school can place themselves in a potentially vulnerable position regarding allegations of child abuse or may find themselves compromised professionally. If in doubt, staff should seek the advice of the Co-ordinator in advance of attending a private student function.
- 1.15 Where staff are acting *in loco parentis*, they must not supply or condone the use of alcohol, tobacco or illicit drugs, for themselves or any student in their care.
- 1.16 Staff must always treat students with respect and without favouritism. There is no place for personal sarcasm, derogatory remarks, inappropriate familiarity or personally offensive comments in staff interactions with students. How staff talk about students outside their presence should always be respectful.
- 1.17 Staff who communicate with students electronically must abide by the terms and conditions as outlined in the School's Computer/Internet User Policy. Child protection concerns include any communication which is indecent, impolite, defamatory,

obscene, abusive, or which advocates illegal acts of violence or discrimination towards others. Transmission of messages or files containing sexually explicit images or words to students is totally inappropriate.

2. Touching Guidelines

- 2.1 Where physical contact is a necessary part of duty of care or of PE lessons, staff will exercise caution to ensure that such contact is appropriate, reasonable and not excessive.
- 2.2 It is sometimes appropriate for staff to touch students when congratulating them. However, conveying any impression of intimacy is problematic. Therefore, a handshake, a pat on the shoulder, or a brief hug is acceptable. Kissing of students is not an acceptable form of congratulation.
- 2.3 Comforting of a student in distress is a necessary part of a staff member's pastoral care. It is appropriate for a staff member to put an arm around a student in this context if the student is happy being comforted in this way.
Human contact is an important form of communication in our School. It is accepted practice that adults will, in appropriate circumstances, relate to children through touch.
- 2.4 Coaching demonstration should be conducted in the company of other students rather than alone. In cases where a member of staff must touch a student during demonstration, they should clearly seek the permission of the student to do so. "Do you mind helping me demonstrate how to hold the javelin?"; "Do you mind if I show you how to do this?". Staff must be sensitive to responses, especially those indicating a reluctance to be touched or obvious discomfort expressed by body language.
- 2.5 Medical assessment and treatment will often render touching necessary. Staff must ensure that students are aware that they will be touched for assessment or treatment – "I am going to see where your leg hurts by applying pressure in some places. Is that alright?", "I am going to massage your calf muscle, OK?". First-aid and paramedical personnel will have undertaken appropriate clearance. Where possible it may be advisable for an adult to stay with a student being treated both to protect the first-aid officer and to offer reassurance to the student.
- 2.6. The safety of an individual student in an emergency may sometime require physical contact. Catching or grabbing a student to avoid a fall is an instinctive reaction and the safety of a student must take priority. In such cases, the principle of "reasonable judgement" applies. Appropriate physical restraint may also be required to prevent a student from self harm or harming others.
- 2.7 There are particular times in the life of the School when emotions of staff and students will be more intense than normal e.g. a Graduation ceremony, a shared school celebration, or the funeral of a member of the School community. In such a context, guidelines regarding touching are, appropriately, more relaxed. However any touching of students in such exceptional circumstances may not occur in private.

3.Overseas Excursions

- The same standards of conduct are expected of staff on overseas excursions
- Relevant safety checks will be carried out regarding host parents in the case of students being billeted. Parents will be fully informed of the procedure undertaken to ensure the safety of their children when under the care of a Korowal staff member.

A SAFE SUPPORTIVE ENVIRONMENT

Support

The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethos of the School. The School encourages consultation between all members of the School community in matters which affect them.

Security

The school will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and will include in its consideration such matters as:

- appropriate levels of supervision;
- security of buildings;
- procedures in case of fire;
- use of grounds and facilities;
- travel on School-related activities; and
- other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

Codes of Conduct Policy

The School has in place a Code of Conduct for staff and students, which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as;

- the rights and responsibilities of students (see page 57 Welfare policy) and staff (see page 23) within the School community;
- behaviour management (see page 55 Welfare Policy);
- the role of the School leadership system in the School and the monitoring of that system; and
- the management and reporting of serious incidents

Complaints and Grievances

The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

As a human centred school Korowal makes the well-being of a child a priority, as such

- Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School.
- The School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Accidents to Students

It is a condition of employment that all class teachers at Korowal possess a current First Aid Certificate.

Newly appointed teachers who do not have a certificate are expected to attend a first aid course at the School's expense. So far as they are able, teachers will render first aid.

The parents or guardian of the injured person will be notified by telephone, note or other means as soon as possible; a message conveyed by telephone or other means shall be

confirmed by a note. The contents of the communication by telephone, note or other means should be restricted to the following particulars:

- that the person was involved in an accident and describe the nature of the accident; the detailed events leading up to it, or any opinions of persons or matters responsible or leading to its occurrence will not be discussed;
- the injuries sustained may be disclosed so far as any medically unqualified person is able to ascertain;
- the action taken, eg first aid, the calling of a doctor or ambulance; the situation of the person may be indicated followed up by a request for instructions (if any) from the parent or guardian as to whether any special action is required to be taken.

Under no circumstances are any statements to be made admitting liability or identifying the cause or persons responsible for the accident. Personal opinions should not be given. The parents may be informed of the manner in which the accident occurred, but any background particulars leading to or concerning the accident are matters which the parent or guardian may take up later.

The injured person will be kept under reasonable observation; occasionally minor accidents have serious results; in some cases it may be advisable to arrange for the person to be conveyed home.

In serious cases where medical attention is obviously necessary the teacher will send for an ambulance or doctor and inform the parent as soon as possible of the action taken.

Costs of transport by ambulance to hospital are covered by school insurance.

Responsibility for treatment lies with the parent or guardian.

Medication

All school medication is to be kept under locked office supervision. A record will be kept of school medication given, recording **NAME, CLASS, TIME, TYPE** and **AMOUNT**. Class Teachers are to read the record for excessive use / repeat patterns.

Children with special needs (e.g. diabetics, A.D.D) will have their routine supervised by appropriately aware members of staff. Medication and special equipment is to be kept in the office or sick bay under lock and key. All staff are to be aware of such children and their special needs. Where treatment is ongoing, a photograph of the child will be displayed in the sick bay, and a bulletin indicating appropriate treatment will be circulated.

Parents of children who must take medicine or use equipment on either a long or short-term basis will advise the school of:

- a) the nature of the complaint

- b) the nature of the equipment/treatment, including a schedule where appropriate. The office staff will supervise the administration of any drugs.

Medicine and equipment will be kept in the sick bay under lock and key.

Note that the onus is on parents to advise the school if medication will be taken or treatment will occur at school.

Medication will be given on a common sense, minimum use basis.

Office staff administering medication will hold a current St Johns Senior First Aid Certificate (or equivalent).

General Medication Issues

- Staff have a duty of care to administer prescribed medicines
- Except where it is necessary to prevent death, staff are not expected to administer injections
- Prescribed medication must be available at all times (e.g. on excursions)
- Regular review of ongoing cases is to be undertaken
- In cases involving transportation to hospital, an ambulance may be called at the discretion of the school. Note that the school has ambulance insurance
- Disinfectant will be used to clean blood stained surfaces
- Disposable gloves will be available when dealing with open cuts
- HIV positive children will not be excluded from school and parents are not obliged to advise the school of HIV positive children. They will, however, be encouraged to do so. Note that HIV positive children have increased risk of infection from common childhood diseases
- Staff are not obliged to advise the school of infection by the AIDS virus

Conventional Medicines

The school holds the following conventional medicines. Such medicines will be given at the discretion of the school, using common sense and minimum use as a guide, unless otherwise advised by the parents. Where doubt exists as to the appropriateness of a treatment, a reasonable attempt will be made to contact the child's parents.

Conventional Medicine	Indicator
Balanced salt eye irrigation solution	Washing objects out of eye

Barrier Cream	Chapped lips
Dencorub	Aching muscles
Dexsal	Upset stomach
Disprin	Headaches, fever
EDP	antiseptic powder
Lontane	Antiseptic cream
Panadol	Headaches, fever
Stingoes	Stings and minor insect bights
Ventolin	Treatment of diagnosed asthmatics

Natural Medicines

The school holds the following natural medicines. Such medicines will be given at the discretion of the school, using common sense and minimum use as a guide, unless otherwise advised by the parents. Where doubt exists as to the appropriateness of a treatment, a reasonable attempt will be made to contact the child's parents.

Natural Medicine	Indicator
Arnica Ointment	Blunt impact injury, bruising, sprains, strains
Bach Flower Rescue Remedy	Shock, distress (emotional and physical) - can be given in conjunction with Arnica
Calendula Ointment	Antiseptic healing of cuts, scratches
Homoeopathic Arnica 30	Physical shock, bruising, concussion, minor head injuries
Hypericum Oil	Burns, bites, stings, headaches

First Aid

All Class Teachers and Office Staff are expected to obtain and maintain a First Aid Certificate. Similar qualifications are recommended for staff, who are not in these categories.

In either case, the school will meet costs from the in-service budget of the staff member (including costs associated with maintaining the qualification).

Note: It is mandatory that any camp be attended at all times by an accompanying adult (usually the organising teacher) holding such a qualification.

Note: swimming at unsupervised surfing beaches is not permitted. Teachers organising trips to beaches must ensure that the beach is supervised by a member of the local Surf Life Saving organisation.

Hats

Ultra violet radiation is a significant issue in Australia and Korowal actively promotes awareness of the health issue.

The school's policy is that all students **and teachers** wear broad brimmed hats or caps with capes ("legionnaires hats") whenever outside. Please note that this includes times when students are working in groups outside of the classroom. **Students who do not wear appropriate head gear will have their names recorded in the hat book and be sent back to the shade of the verandahs on the courtyard side of the school..** Repeated offenders' parents will be contacted, and suitable detentions arranged for high school students.

Beanies are only acceptable during very cold weather.

Note that playground duty teachers must take the hat book (marked "A" for area A and "B" for area B) with them on duty. The first half duty teacher must hand the book to the second half duty teacher. Hat books are kept in the office.

Coordinators will regularly check the Hat Books, counsel children and inform parents.

In classrooms during lesson time students may not wear hats.

Homework

Homework is an important part of schooling, particularly as the student enters the high school. Teachers may set homework at any stage of the students' time in the school, provided it is relevant to the lesson being studied.

Homework cannot be set as a "one off" matter, and must support or further the lesson it stems from.

Primary teachers will decide for themselves the duration of homework and its appropriateness to the curriculum. As a guide, Kindergarten pupils will not receive any homework at all, Classes 1 and 2 may take activities such as reading home, Class 3 will have 15 minutes three times per week, Class 4 will have 20 minutes three times per week, Class 5 20 minutes 4 times per week and Class 6 100 minutes over four nights.

High School teachers are expected to set homework from Year 7. The amount of time a student takes to complete this work will be considered when it is set.

Senior students are expected to spend one hour of homework/study per lesson taught at school.

Failure to complete homework is a matter which is best handled by the setting teacher. It is expected that students catch up on missed homework.

Students in high school are provided with a homework diary, and are expected to use it appropriately.

Note that it would be unusual for any high school student not to have homework each week night.

Consultation with parents regarding homework requirements is expected (the Class Meeting is an appropriate venue for this).

If a subject teacher is concerned about a lack of homework, the teacher will inform parents in writing and give a copy of the letter to the class teacher. A third copy will be filed in the student's file.

Communication

The School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; co-ordinator; representative of an appropriate government, welfare, health or other authority.

Students undertaking distance education, outside tutoring, courses/subjects with an external provider or students taking up alternative residential/accommodation arrangements for the purposes of their schooling are considered as any other student with respect to all Safe Supportive Environment policies and procedures.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

Student Attendance Policy

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class of students.
2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
3. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian.
4. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
5. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.

Security Procedures

Grounds and Buildings

Staff are required to lock each classroom (doors and windows), turn off lights and make sure the room is ready for cleaning (chairs on tables, litter removed from floors) at the end of each teaching day. The last teacher using a classroom is responsible for that room. Primary teachers will check that both external doors are locked before leaving. *NB When in doubt, lock it!*

Heaters are centrally controlled – there is no need to switch them off manually.

Teachers using the undercroft (kiln and sport equipment) will ensure inserting the steel bar and using the padlock locks the tilt-a-door. The internal door and entry door will be locked in the usual way.

The last person in the school is responsible for securing the building by using the procedures outlined in 2 below.

Teachers are often in the school during the evening or outside normal school hours (eg weekends). When this occurs, the following procedures will be followed:

1. **When entering the alarmed area**

- a) enter through the office
- b) disarm the alarm (note the phone will ring soon after this occurs)
- c) sign on
- d) If you are here in the evening PLEASE ring Security (number located on key pad) and identify yourself

2. **When leaving the school:**

- a) make sure there is no-one left in the building. Because many staff members do not sign off, this usually involves a walk through!
- b) Check all windows are closed, lights switched off and external doors locked
- c) sign off
- d) arm the alarm system on the office wall
- d) exit through the office door, ensuring it is locked
- f) wait for final verification that the alarm is working (continuous beep for about 3 minutes)
- g) lock school gates.

3. Location of light switches

High School toilets: in the Art space

Flood lights (quadrangle): high on wall outside Home classroom

Primary toilets: high on wall outside D & T

Premises And Buildings Safety

The School will nominate a person to be responsible for monitoring and assessing the current standard and the state of repair of the School buildings and premises, taking into account current building requirements.

Visitors

All visitors are required to report to the School office and sign the visitors book.

This includes

- parent volunteers
- canteen volunteers
- prac. Teachers and university supervisors
- casual maintenance personnel
- relief teachers
- visiting performers

Use of Grounds and facilities

Korowal School is private property.

Any person who wishes to access the property may do so with consent from the School Coordinator or the delegated authority.

Outside users must demonstrate compliance with all the School's procedures, with the added responsibility of their own insurance arrangements

Emergency procedures

Fire

Fire Drills at Korowal

We live in the Blue Mountains, an area that is prone to fire. Living with fire is part of ordinary life here, and schools need to reflect this.

We operate our school so that a fire is always expected. We know that this is unlikely, but it would be foolish not to work in a way which incorporates a worst case scenario.

At Korowal, we rehearse two types of fire event:

- a fire in the school
- a bush fire

Drills allow staff and students to learn the procedures needed for the safety of all.

Drill for Fire in the School

In this event, children and staff are evacuated to the oval on the internal fire signal (ringing electric bells located around the school and security alarm). Class teachers take a roll of children, and report to the School Coordinator (or Administrator in his/her absence). Staff presence is reported through the Primary and High School Coordinators. Centralising information is important for the fire brigade, and ensures that everyone is accounted for. See following document for full details.

Drill for Bush Fire

The signal for a bush fire is the sounding of sirens (there are several in the school, battery powered and kept operational at all times). Children are sent to their home rooms, where a roll is taken by the Class teacher. Staff presence is checked by the Primary and High School Co-ordinators. Information is centralised with the School Co-ordinator (or the Administrator in his/her absence). As in internal fires, it is critical that everyone is accounted for. See following document for full details.

Bush fires are usually apparent well before they reach built up areas, and plenty of time is available to ensure the safety of students and staff. Under no circumstances would a child be left at school without adult supervision, and there would never be an evacuation without the direction of the authorities.

The Fire Brigade checks our procedures, and we hold regular drills to make sure they are followed. While fire can be worrying, it is rarely life threatening provided correct drill is followed. It is worth noting that evacuation of buildings in bush fires will only occur under the direction of Fire Brigade and/or Police.

FIRE IN THE BUILDING

If the fire breaks out in your room:

- Send one reliable child to inform the School Coordinator and/or Office Staff
- Instruct the child to return to you immediately

When the alarm is given - **FIRE BELLS AND SECURITY ALARM SYSTEM**

1.**COLLECT** keys and roll book

- 2.**LINE** children up for evacuation of room and do a head count
- 3.**WHEN** sure all children are present, take them to the oval, gathering shoes on the way if possible (note: there will be no time for children to put shoes on)
- 4.**INSTRUCT** any visitors as to expected procedure.
- 5.**HIGH** School co-ordinators to check buildings on middle and lower levels and undercroft
- 6.**PRIMARY** School co-ordinator to check all classrooms and toilets in courtyard area
- 7.**OFFICE** staff to check sick bay, staffroom and staff study area
- 8.**ON ARRIVAL** at the oval go to assigned area, check that all children are present. Students must sit; teachers remain standing to facilitate checking of staff.
- 9.**THE SCHOOL COORDINATOR** will check if all staff and classes are present. Inform the School Coordinator if any child is missing.

ALL CLEAR WILL BE INDICATED BY THE SECURITY ALARM

In the event of a building fire alarm during recess or lunch the following procedure is enacted:

If children are on the oval, they stay there and wait for class teacher. Duty teacher (B) to direct children to their designated class area.

If children are in the courtyard or K,1,2 bush area, congregate on paved area at top of driveway near office and go to oval with playground duty teacher (A).

Students in the Pathways common room or Junior HS common room must immediately make their way to the oval.

If children are in Library they become the responsibility of the Librarian or whichever teacher is in there. That teacher brings children to oval.

Assigned area on Oval

	<u>Far end of Oval</u>	
R O S E B E R R Y	6	7
	3,4,5,J	8
		9
	3,4,5 E	10
S T R E E T	K,1,2	Pathways
	Office Staff & teachers without classes	
	3,4,5,6and Maths Rooms	

BUSH FIRE

When the alarm (**SIRENS**) is given, teachers will:

- **ENSURE ALL CLASSES** go to their Focus Study rooms (Highschool) or their home rooms (Primary)
- **ENSURE** all windows and doors are closed
- **SWITCH OFF** all power (lights, heaters, power points)
- **GATHER** roll book and keys. High School rolls will be brought to FS rooms if possible. Teachers are to establish if anyone is absent
- **CHECK** the roll. Make sure all children are in the room
- **INFORM** the School Coordinator if a child is missing
- **FILL** the sink, and buckets if available

•**WET** towels if available

•**SIT** or lie low down away from windows if possible after removing flammable items from window level

•**TEACHER** and children will remain in their room until instructed to move

2.**IF FIRE** occurs at lunch or recess, on alarm being given, children and teachers will go immediately to their home rooms

3.**TEACHERS** who are not Class Teachers will gather in the staff room. They will remain there unless told to move by the School Coordinator

4.**OFFICE STAFF** will remain in the Office. The School Coordinator will be informed if a person is missing

5.**ALL CLEAR** will be indicated by the Security Alarm

- Note:
- 1) Administrator will turn off all power in the switch room
 - 2) School Coordinator will operate sirens
 - 3) An emergency vest (green in colour) will identify School Coordinator
 - 4) Primary and High School Coordinators to check toilets
 - 5) Primary and High School Coordinators to check for staff presence and inform School Coordinator if anyone is missing

SECURITY ALARM - INDOOR FIRE

SIRENS - BUSH FIRE

SECURITY ALARM - END OF FIRE

Closure of School at Short Notice

The following arrangements apply if the school has to be closed at short notice, especially once the school day has begun.

This has happened when it has snowed, and may happen if there are bush fires.

Because each event must be handled on its merits (eg time of day, police information, availability of buses and so on) there can be no hard and fast rules. **However, every parent must know that under no circumstances would any child be left at school alone. Staff will stay at school with children until satisfactory arrangements are made.**

All infant children's parents are contacted as the first priority. This is to make sure there is someone at home before they are allowed to leave.

Older children are asked if there is someone at home.

In either case, if there is any doubt the child will be kept at school until contact can be made.

High School children are sent home without parental contact unless we know this is not a suitable arrangement.

During emergencies the mountains telephone system rapidly becomes overloaded and we may find it difficult to ring out.

Children who take public transport home are taken by bus to the train or are supervised to normal bus runs (provided these are still running). We always try to close the school before interruptions to transport occur, though some parents may find the roads closed despite this. Children in these circumstances are kept at school until suitable arrangements are made.

Parents who live down the mountains sometimes find it hard to understand the difficulties we face in these circumstances. We must move quickly (there is pressure on transport and phone lines, for example); it could be that within half an hour of the decision being made to close the school the situation has changed. If this happens, we continue with the arrangements because at least then everyone is getting the same message.

If it snows, driving becomes hazardous. It is possible we will have to take train travellers to the station by foot.

Each year, before the onset of cold weather, a note is included in the Term Newsletter about this policy.

Parents are urged to update contact information held by the school.

Such occurrences create real organisational difficulties for us. If contact information is wrong, for example, time is wasted and anxieties increased unnecessarily; older children may in good faith give incorrect information; or slip-ups may occur when staff mistakenly

(but rarely) believe someone else has contacted parents. When this happens, parents and teachers organise the best solution they can.

Parents help in such situations by:

1. Making sure contact phone numbers held by the school (including emergency) are accurate.
2. Listening to 89.1 FM if the weather looks threatening, or bush fire warnings have been issued or snow has been predicted for the central tablelands.
3. Making sure their children are reassured about what to do.
4. Attempting to get children home as soon as possible (staff, too, have home responsibilities).
5. Taking a child who is stranded (eg no one meets him/her at the station) home and urgently contacting the parent and school.
6. Making sure older children understand they will go home unless they inform the school that this will not happen for some special reason.

Train Travel

The School provides a employed supervisor to escort students who travel by train to and from School from stations east of Leura.

The train supervisor commences supervision of students from Lapstone (or whichever station is appropriate) each morning. In the morning students disembark at Wentworth Falls Station and are then driven on the School bus to School . In the afternoon students are driven on the School bus to Leura Station.

Students must travel with the Supervisor. Supervision takes place on the last carriage from the front of the train in the morning and the first carriage on the return journey, (Mondays to Thursdays) and the last carriage in both directions on a Friday.

The School has arranged for the School bus to be parked on Private property to eliminate the necessity to cross any roads our thanks to the Hillcrest coachman

Supervision Policy

Duty of Care and Risk management

Duty Of Care relates to the common law responsibilities all teachers have in acting in such a fashion that children are safe from risk of harm whilst in their care. Duty of care responsibilities are reflected generally throughout the policy and practice statements of the Child Protection Policy.

Risk management describes the formal process of considering the potential risk of harm to a child in any circumstance involving the supervisory role of a teacher.

Playground Duties

Korowal School has a duty of care responsibility for its pupils and students during the periods of time that they are permitted to be in the school grounds except at such times as parental supervision is expected (e.g. before and after Fireworks or similar school events). Unless advised to the contrary (e.g. to do with a specific function) these times will be on school term days and the times will be from 8:30 am until:

(χ) 3:05pm in the area close to the office and the lower primary classrooms

(δ) the departure of the last 'school' bus (Woodford, Katoomba and Blackheath) in Scott Avenue

The School accepts care and responsibility for the safety of its pupils and students in the case of:

(ε) authorised excursions and before and after school activities within specified times

(φ) school vacation programs (e.g. excursions, plays, rehearsals)

(γ) specific school functions

The School cannot and does not accept responsibility for the safety of children whilst travelling to and from school, whether by train, bus or other means. While the school funds an adult to assist the children getting on and off the train, and to accompany them in their train journey, the basic responsibility for the children's safety resides with the parents.

Teacher on Playground Duty

All teachers will be rostered onto playground and supervision. It is the responsibility of teachers to ensure that they are familiar with the playground duty roster and with any changes notified by way of the daily notice board. It is also a teacher's responsibility to know the boundaries of the areas and the expectations of students' behaviour within these.

Teachers have a duty of care over the students of the school and are to report to their duty promptly and stay on duty the required time. Teachers will wait until the relief teacher arrives before leaving the area. If a relief teacher does not arrive within a reasonable time, the teacher on duty will send a student to the staff common room to request that the relieving teacher come on duty.

Whilst on duty, teachers will be vigilant at all times, especially where matters of safety are concerned. The school's hat policy will be attended to. Duty teachers will take the hat book with them to duty, and enter names of students without appropriate headwear. In split duties (Recess

and Lunch), the book will be passed to the relieving teacher by the first teacher on duty. Students who do not comply with the school's policy on hats will be "booked" and sent to the verandah areas.

Teachers nominated on the Playground Duty Roster to ring the bell at the end of their duty should remember to do so.

School policy is:

·Students are not to wait for their friends in the mornings at the bottom of the service driveway and the teacher on Before School duty will ensure that this entrance way is kept clear and that staff, parents and other students can enter the school grounds unhindered.

·High School students are not to play or congregate in the area of the junior primary play equipment or cubby houses.

·Approved hats must be worn outside at all times, all year round.

·Food is not to be taken to or consumed on the oval or basketball courts.

·Students will not be in classrooms without the presence of a teacher.

·Students will not be out of bounds.

·Students will not play ball games with large balls in places other than the oval or basketball court.

·Playground duty is an active operation. Teachers will move around the supervision area, stopping potentially dangerous play and generally being seen. Teachers are also responsible for making sure students clear the area of litter.

Playground Duty Areas

Morning Duty

Supervise the Kindergarten side of the school from 8.30 am, particularly the drive to the office. Keep children away from the bottom of the drive and the turning circle. Note use of play equipment, and supervise accordingly. Have a student ring the bell at 8:57.

Note: The oval and basketball court are out of bounds before school.

Recess and Lunch Duties

Area A

K-1-2 side of the school plus the central quadrangle and Primary toilets. Move through these areas, paying particular attention to the play equipment and the need to keep children away from the bush regeneration areas.

Area B

Oval and basketball court plus Year 7 - 9 rooms and High School toilets. Move through these areas, paying particular attention to the oval and basketball court. Ring bell at the end of Recess (11.12 pm HS and 11.25 pm Primary) and lunch (1.52 pm).

Turning Circle (afternoon)

The teacher on duty is to station him/herself at the bottom of the service driveway and ensure that children are directed to the appropriate bus bay. Upon departure of both buses the teacher moves to supervise the children in the play area. Teachers are to ensure children who are waiting for parents do so at the top of the drive near the play equipment well away from the turning circle. Students are not to wait on the grass area in the centre of the turning circle.

Early Bus East

At 2.45 pm walk briskly to Scott Ave along the bush track (pick up flags and stop sign from staff room cupboard beforehand). Wait for children on school side of Scott Ave to the east of the school drive. When children have gathered, first of all supervise Katoomba bus travellers across top of drive. See notes below. Keep a watch for late-comers - they must wait on the school side of Scott Ave until duty teacher can supervise them across

Train Travellers

Keith will ring a bell for the train children, when he is ready to drive them to the station.

Late Bus Friday

Walk up bush track with children at 1:05. Supervise children across Scott Avenue and await arrival of eastbound bus. When loaded, re-cross Scott Avenue and supervise remaining children waiting for west bound bus.

Playground Duty Times

(Monday to Friday)

Before School:	8.30	– 9.00
Recess 1	10.55	– 11.10
Recess 2	11.10	– 11.25
Monday to Wednesday		
Lunch 1	1.10	– 1.30
Lunch 2	1.30	– 1.55
Thursday		
HS Lunch 1	12.15	- 12.30
HS Lunch 2	12.30	- 1.00
PS lunch 1	12.30	- 1.00
PS Lunch 2	1.00	- 1.25
Friday (HS only)		
HS lunch 1	1.15	1.30
HS lunch 2	1.30	1.55

After School:

Turning Circle:	2.45	– 3.05
Early Bus:	2.45	– 3.25

<u>Bell times:</u>	8.57 am
	11.12 am
	11.22 am
	1.52pm

Out of Bounds

It is the responsibility of each Class Teacher to ensure that all students are aware of the school boundaries, out of bounds areas, the safety issues associated with these and the consequences of being out of bounds.

Boundaries vary slightly from class to class:

Class K, 1 and 2

In bounds:	the courtyard and the bush area outside the K,1,2 classrooms the paved area near the office
Out of bounds:	all other areas children must not play near the driveway or turning circle children must not play on the revegetation areas, including the banks and drains
General	children must remain in sight of the school buildings at all times

Classes 3,4 and 5

In bounds	as for K,1,2 the oval and basketball court (rostered if necessary) the bush area parallel to the D & T room provided children are within sight of the building
Out of bounds	the fire trails (around the oval, all sides including Rosebery St) the banks of the oval and all other bush areas the senior lawn (below the art rooms) small cubby house is specifically out of bounds to these students

Years 6,7,8 and 9

In bounds	as for 3-5 the oval and basketball court (rostered if necessary) the bush area parallel to the D & T room provided children are within sight of the building NB HS children are not allowed to sit on steps near Kindy toilets or play ball games on the paved area.
Out of bounds	the fire trails (around the oval, all sides including Rosebery St) the banks of the oval and all other bush areas the senior lawn (below the art rooms) both cubby houses are specifically out of bounds to these students

Year 10 and Pathways

In bounds	as for 3 - 9 the senior lawn note: the pathway near the labs is not a playing area
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Out of bounds	as for K – 9 Pathways students may be timetabled so that late arrival and early departure is necessary. If in doubt, check with the High School Coordinator.
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Consequences for being out of bounds

Students will be counselled regarding the need to stay in bounds (eg duty of care and teacher supervision, bushfires, snakes, fragility of the bush in certain areas). Gating in the quadrangle for three days is an automatic consequence for being out of bounds. Repeated offenders will receive double gating and parents will be informed.

Pastoral Care Policy

All employees of Korowal School have a pastoral care role. Pastoral care relates to the emotional and psychological welfare of children. All class teachers have a special responsibility in this area. It is the class teachers responsibility to respond to pastoral care needs of students. Class teachers are expected to provide guidance to students in their classes and to communicate with families as appropriate.

A child's sense of being is central to the philosophy of Korowal School. Consideration of a child's pastoral care needs are explicit in the actions of all employees but also implicit in the preparation of teaching programmes and classroom learning experiences.

Counsellor

Students have access to a counsellor. Access to the counsellor will occur after consultation between the class teacher and parents for Primary age students and self referral for Secondary students.

Critical Incident Policy

The School has a Critical Incident Management Plan. The Plan is designed to assist the School deal with a critical incident such as

- a death of a close member of the community,
- fire damage to school buildings,
- major acts of vandalism,
- natural disasters.

The plan is designed to

- provide an optimal response during a time of instability
- aid recovery

- return to normal routines
- provide a sense of cohesiveness in the school community
- provide care and support for individuals

B. Discipline

“Freedom is the ultimate goal of human endeavour, but freedom and responsibility are two aspects of the one reality. Freedom can only be obtained through developing self responsibility and the self discipline which this entails. Because the child's consciousness is not mature, the teacher must provide the discipline the child needs to enable self discipline to develop as maturation proceeds.” *Articles and Memorandum of Association Korowal School Ltd*

We believe that it is essential to an individual's personal growth to flourish in connection with other human beings. The purposes of Korowal's Welfare procedure are

- to provide a safe environment for all students and teachers.
- to assist students who behave in ways that are inappropriate or unacceptable within the context of the School's philosophy and values.

We are interested in changing these students behaviour in such a way that they feel that belong to the School community and have a sense of allegiance to it.

Whilst we have set procedures, that are a tool for teachers to use rather than a set of rules that must always be followed despite the needs/circumstances of a particular individual or situation. It is important that we are able to be flexible .

Our experience is that in most cases our set procedures – as discussed below – are effective. It is when a child's behaviour does not change, despite our best efforts, that discussion and flexibility of approach become necessary.

What remains vital is that:

- unacceptable or inappropriate behaviour must always be followed up
- there is a consistency in our response
- change is achieved

General principles

As a non-government school we are required to have disciplinary procedures that are based on principles of procedural fairness.

The School acts on the following definition of procedural fairness.

“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- 1.Know the allegation related to a specific matter and any other information which will be taken into account in considering the matter;

2. Know the process by which the matter will be considered;
3. Respond to the allegation; and
4. Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

5. Impartiality in an investigation and decision making; and
6. An absence of bias by a decision-maker.

Discipline Overview

1. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. **Corporal punishment is not permitted.**

Suspension/Expulsion

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be:

- o informed of the alleged infringement;
- o informed as to who will make the decision on the penalty;
- o informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegation, and
- o afforded a right of review or appeal.

Appeal process

The Co-ordinator will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student and parent/guardian of that view. The student and

parent/guardian will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Co-ordinator and submit any information they want to be considered during the review process. The Co-ordinator will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Final appeal can be made to the Korowal School Council

Behaviour Management

The teachers recognise two types of incident:

1. The occasional transgressor: the strategy might be to allow some “cool-off” time so the student can reflect on the Six W’s:
 - what did I do?
 - why did I do it?
 - what were the effects of my actions on others?
 - what rule did I break?
 - What could I have done instead?
 - what can be done to fix it up?
2. The repeated transgressor: a different approach is required. In addition to the 6 W’s, this may involve parent interview or other approaches.

The school’s philosophy statement reads “... the child’s consciousness is not mature, the teacher must provide the discipline the child needs to enable self-discipline to develop as maturation proceeds ...”. This is complex, for often relationships are strained and there is a need to break the cycle of attention seeking, power games and revenge that can occasionally plague our classrooms. Professionally teachers are required to reflect on preventative measures based on respect and dignity, and which may involve peer to peer negotiations, mirroring, rehearsal, reframing, communicating calmness, planned encouragement and collegial support.

Students and teachers have separately contributed to the document printed below. The document is a guide, which identifies essential and interrelated rights. The base of the document comes from a spirit of good will that is essential in implementing the policy.

Rights and Responsibilities

STUDENT'S RIGHTS	STUDENT'S RESPONSIBILITIES	UNACCEPTABLE BEHAVIOUR
<p>1. You have the right to feel safe in any class and in the playground</p>	<p>a) You have a responsibility to see that individual's property and common property are not damaged</p> <p>b) You have the responsibility to report dangerous situations (such as unsafe equipment)</p>	<p>a) Using threatening gestures, fighting and throwing objects. Moving about unsafely or inappropriately (such as riding bikes where there are pedestrians)</p> <p>b) Damaging property, stealing, and using other people's property without permission</p>
<p>2. You have the right to be an individual and enjoy school</p>	<p>You have the responsibility to be kind to people who are different from you</p>	<p>Making fun of people, teasing, writing hurtful notes, verbal abuse</p>
<p>3. You have a right to a fair share of the teacher's and class time so that you can do your work</p>	<p>You have the responsibility to allow others a fair share of the teacher's and class time</p>	<p>Calling out, constant interruptions, noisiness during class quiet times, distracting others from their work, or interfering with other's work</p>

4.	You have the right to learn both individually and in groups, in all lessons	<p>You have the responsibility in all lessons to carry out and complete individual and group tasks to the best of your ability</p> <p>To seek help when needed</p> <p>To be on time</p> <p>To bring books and equipment</p>	<p>Poor attendance, truancy, constant lack of attention, failure to complete set tasks, failure to participate in and contribute to group tasks</p>	<p>Ch Stu un Pa fai If the gro</p>
5.	You have the right, at the appropriate time, to be listened to when you put your point of view in a lesson	<p>You have a responsibility in all lessons to listen to, consider and respond to other people's point of view</p> <p>The response must be appropriate and at an appropriate time</p>	<p>Talking when others are putting their point of view, not paying attention to what they say, not responding politely</p>	<p>Stu un inc un be wi co fro the</p>
6.	You have a right to suggest changes to School rules through your Class teacher and initiate new rules and policies	<p>You have a responsibility to obey School rules and directions from people in charge, and to be aware of the rules</p>	<p>Breaking School rules, complaining about School rules without trying to change them</p>	<p>Te un co</p>

If the conduct of a student becomes a continuous problem, the following steps will be taken:

1. Discussion between student and teacher, accompanied by their support people (fellow student and class teacher). 6 W documentation starts.
2. Detention at lunchtime for a week, allowing 10 minutes for eating. Further discussions, led by class teacher. This entails accompanying the teacher on duty.
3. Report sheet and behavioural contract, signed by all parties concerned. Parents to be informed and involved. Appointment with counsellor. HS Coordinator takes over proceedings from class teacher, whose role is now to represent the student.
4. In-school time out, isolation from class/classes for 2 days. Letter to parents. Counselling of student.
5. In-school time out, isolation from class/classes for 5 days. Letter parents and interview. The role of the coordinator is to conduct the interview/procedures, the class teacher supports the student. Counselling of student continues.
6. Out-of –school suspension for a week, letter to parents, interview with coordinator and class teacher.
7. School/HS Coordinator monitors behaviour on a daily basis.
8. Expulsion.

Comment

It is important to communicate the school's expectations clearly at every step and to understand reasons for the inappropriate behaviour and to make every effort to remedy the situation. The 6 Ws will be applied.

It is essential that teachers keep a diary on the events, centralised in a file with the class teacher.

If a student is on step 3 with a positive result and falls back into old patterns some time later, go back to another report sheet, and only if that fails, move to step 4.

Corporal Punishment

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Aggression and Harassment

The following 8 steps are to be implemented in cases of violent physical aggression or other forms of severe harassment that occur spontaneously or in cases of repeated incidents of a more or less minor nature.

Before taking action at least two teachers must confer, preferably the Class Teacher(s) and a Coordinator.

The Steps

After providing medical / pastoral care:

- 1 Immediate separation of students involved and removal from situation
- 2 At least two teachers confer, preferably the class teacher and a Coordinator
- 3 Prevent reprisals/escalation
- 4 Contact parents
- 5 Discuss in class if appropriate
- 6 Resolve dispute
- 7 Follow up with parents
- 8 Complete incident form

Failure to obtain a satisfactory outcome in step 6, or on a repeat offence, go to step 9:

- 9 Long suspension

In cases of an extreme nature proceed to step 10:

- 10 Expulsion

Implementation

1. Immediate Separation & Removal from Situation

Promptly identify and suspend the aggressor(s)

This form of suspension means that pupils are supervised away from class for the remainder of that day. and return to school only when accompanied by a parent or guardian.

There may be a need to provide supervision to buses or for parents to provide transport home.

- 2 Confer with a Co-ordinator and make sure that Class Teacher is informed.

3. Prevent Reprisals / Escalation

This could mean supervised separation of the protagonists and their cohorts.

4

Contact Parents

Contact all parties by phone that day or night. It is important to diffuse hostility between all concerned as quickly as possible.

5.

Discuss in Class

This must take place at the earliest opportunity. Give warning that reprisals will not be tolerated. Make sure that all teachers are informed of incident, this is especially important in terms of making sure that the students involved are adequately supervised during breaks.

6.

Resolve the Dispute

Facilitate meetings to “work things out”.

It is important that students, who take violent action in settling disputes, and those who provoke violence, become conscious of the effect caused by their behaviour. They will be brought to accept responsibility for the outcomes of their actions and will actively redress the injury caused. It is important that the needs of a victim of an unprovoked assault (note: provocation can never be passive) are met. They will need to be assured that there is nothing “wrong” with them, that they are not responsible for the incident and that they have a perfect right to “be themselves”. They will need to be assured of their safety in the future.

6.

Follow up report to parents

A written or verbal report must be sent to parents of all parties involved so that they know what action has been taken.

7.

Complete incident form

This can be found in cupboard in front Office. Please give completed form to member of Office staff for filing.

8.

Long Suspension

Failure to “work things out” may result in suspension from school. This may be either:

- a) out-of-school suspension for a limited time
- b) in-school suspension (isolation) for a limited time

Repeat offenders: proceed to step 8 or step 9.

8. Expulsion

In extreme cases this would lead to expulsion from the school.

Notes

Bullies and Victims

Some victims of repeated harassment may actively provoke attacks, sometimes in subtle ways. Bullies derive pleasure from the unhappiness they cause to others. There are often deep and complex psychological reasons for these behaviours.

In both cases the school has a responsibility to help to restructure these behaviours with the co-operation of parents and, where necessary, outside counselling.

Police involvement

If the possession of weapons is involved, the school will notify the police liaison officer, who will determine the course of action together with the Coordinator.

In case of an actual assault, the Coordinator is required to notify the police.

Bag Searches

In case of a strong suspicion, student bag searches may be conducted. The Coordinator will inform the parents before doing so and ensure the presence of a witness while bags are searched.

Complications

The clarity of an incident may be complicated by the following:

- Medical treatment required / given
- A parent takes unilateral action
- Involvement of Police
- Destruction of belongings
- Level and / or duration of provocation, self-defence, attack or retaliation
- Differences of age, gender, health, strength or skill
- Pre-medication
- Warning given or not
- Involvement of cohorts
- Unsubstantiated or conflicting accounts

Bullying and Teasing

On the report of an incident of teasing or bullying, each child concerned is asked to give their picture of what happened and what was said. Other children who may have witnessed the event will also need to give their viewpoint.

The child doing the teasing is made aware of the effects of his behaviour and told not to do it any more. Children may be separated or placed together and helped to make friends.

The issue of self esteem is addressed in both parties - children who are being bullied/teased are helped to find ways of responding assertively to bullying behaviour.

Personal development classes focus on aggressive behaviour in ourselves and in others and on ways of handling such behaviour appropriately.

It is important to remember that if a teacher or adult bullies the child who is bullying or teasing in order to prevent the behaviour, the hidden curriculum is that bullying is OK.

We do our best to act on all information we are given regarding bullying and teasing. We also note that the nature of the offence is usually that it is done away from adult observation so we ask parents to help assess and inform us of critical situations or potential problems.

The interaction of a bully and his / her victim can be very complex and is not a behaviour pattern that can be solved instantly. We do our best to prevent harm being continually done while leaving space for inner changes to take place.

An excellent book for a primary school child on handling bullies is Secret of the Peaceful Warrior by Dan Millman, illustrated by T. Taylor Bruce.

The Pikas method is a useful way of handling some situations:

1. Individual “chats” (7 minutes each)

- bully first
- victim last

2. Follow up a week later (3 minutes each)

3. Group meeting (30 minutes)

Stage One

“I hear you have been nasty to ‘X’. Tell me about it.”

- § let the student talk
- § avoid closed questions
- § don't question if they complain about the victim

Stage Two

“So it sounds like ‘X’ is having a bad time.”

§ as soon as the student agrees move on to stage three

§ if the student says “It’s his / her fault”, agree but still point out that they are having a bad time

Stage Three

“Good. I was wondering what you could do to help improve ‘X’s’ situation.”

§ accept suggestions

§ don’t bargain or question

§ don’t discuss how

Stage Four

“OK. I’ll see you next week to find out how you are getting on.”

Drugs Policy

No drugs apart from prescribed medications in any form (ie physically or within the body) are permitted at school. What happens outside school is beyond our control except when the result is observable in school. Both being “under the influence” and “after effects” may be observable, and each may be acted upon.

In the case of a transgression:

Tobacco

Smoking on the premises is against the school rules. This includes coming to and going from school.

If a student is caught in possession

investigation as to whether the student was actually smoking is undertaken

- tobacco is confiscated
- parents are informed

If a student is caught in the act:

First Offence

the student is taken immediately to the School Coordinator (or Primary/HS Coordinator). Two teachers must be present at interview - the result will be:

- “gated” for one week (ie alone at recess, lunch and detention after school [except for Pathways students finishing at 4:00 or later])
- letter to parents (preceded by a phone call if possible) to emphasise the importance of what has happened. A written reply is required.
- if the student is caught on public transport, parents and student are informed that a repeat offence will lead to withdrawal of transport pass
- A program to assist the student in giving up the habit such as “Quit Smoking” will be undertaken

Second Offence

- “gating” for two weeks
- parental interview
- warning: “If the offence re-occurs, then we must consider whether the student can remain at Korowal.”
- student to undertake an educational program regarding smoking

Third Offence

- student to be immediately suspended pending parental interview
- student and family informed: “We are now considering whether the student can remain at Korowal.”
- if student returns, “gating” as for second offence
- it is important that we treat each case on its merits

General Observations

- accurate records, including comments and warnings, must be kept (filed in student folder)
- there are no time limits set (though a third repeat in a single week might lead to expulsion)
- where the student smells of smoke we may be suspicion but have no certain proof. The student will be subject to counselling / warning

Marijuana

First Offence

- Student brought immediately to the School Coordinator (or HS / Primary Coordinator). Questioned by two teachers.
- Where more than one person is involved, participants to be isolated.
- Need to establish source of marijuana (i.e. brought to school, bought at school or given at school).
- Suspension for 2 days, followed by an interview with the student and parents.
- It will be made clear during this meeting, that the school will do everything in our power to help the student to avoid a second offence. *If a second offence should occur, this would lead to expulsion and the police would have to be informed.*
- Provided the outcome of the meeting was satisfactory, gating as in Smoking Second Offence will follow.
- Counselling by school counsellor, potentially followed by outside-school counselling.
- The person supplying the marijuana will be treated more severely (see Comment).
- A meeting will be called with peers, parents, teachers, - anyone who is part of the social environment of the student(s) concerned. This is to open the issue and help put things into perspective, to develop a support network and to prevent this from happening again.
- A community service will have to be performed by the cannabis user(s).

Second Offence

- Student brought immediately to the School Coordinator (or HS / Primary Coordinator). Questioned by two teachers.
- The student will be expelled.
- The Coordinator will inform the police of the incident.
- Interview with parents, where they will be informed of the expulsion.

Comment

It is important that we treat each case on its merits.

In all circumstances, parents must be informed a.s.a.p.

Other Drugs

As for marijuana.

C. Complaints and Grievances Resolution policies

Korowal School invites feedback from its parent and student body and informs its community of its processes, practices and procedures via written and published policies, school newsletters and at regular class meetings.

Parent/Guardian

In the event of a concern or grievance needing to be raised communication, as a general principle, should be directly with staff. If this is not feasible then comments, complaints, criticisms about any school matter should be made any member of the School executive. If the results of this are not satisfactory the School Co-ordinator will act to resolve any conflict or concern and is responsible for communicating with all parties. Parents should not deal directly with students with whom they have a grievance.

Students

In the first instance students are encouraged to speak to their class teachers, who accept as part of their role teaching students appropriate skills of how to raise and resolve issues.

Students may seek the assistance of any staff member, including the School Co-ordinator.

Students are also encouraged to put concerns in writing addressed to the School Executive.

10. School Determined Improvement Targets

School Determined Improvement Targets

Achievement of priorities for 2005

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Teaching and learning	Literacy and numeracy support Years 7/8	Maintained support teacher continuity and extra time
	<ul style="list-style-type: none"> •Improved literacy intervention Years 3/4/5/6 	<ul style="list-style-type: none"> •Maintained Extra time for teachers aide •Maintained additional in-class and withdrawal support
	<ul style="list-style-type: none"> •Improved numeracy intervention Years 3/4/5 	<ul style="list-style-type: none"> •Teachers aide time for group work increased
	<ul style="list-style-type: none"> •Development of Stage 4/5 PD programme 	<ul style="list-style-type: none"> •Allocated time for staff to plan and implement new programme •purchase of extra resources for programme implementation
	<ul style="list-style-type: none"> •cultural celebration K - 6 	<ul style="list-style-type: none"> •Italian Day festival •Japanese student visit
	<ul style="list-style-type: none"> •Focus of healthy food K- 6 	<ul style="list-style-type: none"> •Parent food forum
	<ul style="list-style-type: none"> •Fitness K - 6 	<ul style="list-style-type: none"> •Intensive swimming/Water safety program
Student achievements	<ul style="list-style-type: none"> •Improved literacy/numeracy 	<ul style="list-style-type: none"> •Supported students improved competencies
Student Welfare	<ul style="list-style-type: none"> •Develop Stage 6 PD program 	<ul style="list-style-type: none"> •Fund staffing •Implement program •Seminars for Senior students
	<ul style="list-style-type: none"> •PD Stages 1 - 3 	<ul style="list-style-type: none"> •Life Education program visit

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Staff Development	•Team building Primary teachers	•Inservice attended all class teachers •Visual Arts inservice
	•Values Education	•Staff inservice and policy development seminars
	•Child protection training	• In school inservice program
Facilities and resources	•maintain quality of classroom environment	•replaced carpets - upper Primary
Community building	•Maintain and enhance community spirit •Community service	•Community performances •Student concerts •Fundraising and Social Committee events •Clean up Australia Day

2006 Priorities areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> ● introduce and define Boys Ed. strategies K - 12
Student Welfare	<ul style="list-style-type: none"> ● review and upgrade medication and first aid register ● arrange for all staff to renew first aid certificate for 2007 ● review and update literacy/numeracy support for identified HS students ● review integration support for identified PS student ● ongoing implementation of Stage 4/5 PD programme ● review and refine PE /fitness programmes for K – 6 ● PD K – 6. Life Ed programme continue and review ● employ student support teacher to provide enhanced support for integration, adjustment planning and class teacher guidance

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Facilities and resources	<ul style="list-style-type: none"> ● repair/replace flooring in Jnr Sec common room. Upgrade furniture ● purchase data projector for all HS teaching spaces ● prepare and arrange for repair of oval 	
Staff development	<ul style="list-style-type: none"> ● all staff Child Protection update seminar – AIS ● development and refinement of Teacher Values Charter ● develop and refine OHS policy and procedures, especially excursions 	
Community building		

11. Initiatives promoting respect and responsibility

The school wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. The school works with staff and students to ensure that students understand their rights and responsibilities as outlined in the student developed “Rights and Responsibilities” charter.

In 2006 the school undertook the commencement of the development of a school values charter. Students from the Primary and High School were invited to participate in this process. We expect that a final document and implementation programme will be in place in 2007.

12. Parent, student, teacher satisfaction

The school operates on a high level of accessibility to teachers. direct contact and communication is encouraged between parents and teachers.

Parents and teachers are represented in equal numbers on the schools governing body, the Korowal School Council. This body provides a forum for direct feedback to the School executive to enable timely and efficient response to all matters related to satisfactory development and implementation of new policies and programmes. The council concerns itself with staff and student morale issues and provides effective responses when required.

Students are able to directly access the School Executive with requests and concerns, with support and guidance from their class teachers. Students opinion is sought and their feedback considered in most matters directly related to the experience of their school, for example in discussing and planning school camps and excursions or the menu in the school canteen.

The primary and secondary staff meet weekly to enable discussion, feedback and evaluation. This forum enables staff to express their satisfaction or otherwise related to their experience and working conditions in the school.

Informal feedback from all components of the community suggest a very high level of satisfaction, particularly in the areas of staff morale, team commitment, relationships in general and school operations.

13. Summary Financial Information

All members of Korowal School Ltd are sent a copy of the audited accounts each year. Spare copies are always available.

The following graphs illustrate the distribution in summary form of the School's Income and Expenditure for the year.

