



Procedure and Policy Documents

June 2008

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Assessment and reporting to parents

The Federal Government requires that schools provide parents with written reports of their child's progress, including grades and ranking. The legislation also permits parents to ask that this information not be given.

We report to parents and guardians in a meaningful and detailed manner on every student from Kindergarten onwards.

This reporting comprises formal interviews and written reports about the educational and social progress of each student.

Interviews are seen as a two-way process where teachers learn from parents and vice versa.

It is our practice to begin grading students from year 8 onwards, in preparation for School and Higher School Certificates. These grades are relative to predetermined Standards provided by the NSW Board of Studies.

Throughout the year communication between parents and teachers is encouraged. Teachers contact parents about any concerns that they may have and encourage parents to raise their concerns.

Enrolment Policy

Korowal School is an independent, co-educational, K-12 school underpinned by a human-centred philosophy and operating within the policies 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, *waiting list status*, *scholarship applications*, 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 *policies and procedures* to maintain the enrolment.

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

In all cases it is important to check the child's D.O.B.

Procedures

1. All applications should be processed within the School's enrolment policy.
2. The Office staff will photocopy all enrolment applications as they are received to give to the Primary or School Co-ordinator as appropriate.
3. Information folder given or mailed to applicant. If requested, appointment may be made for initial interview with School Co-ordinator.
4. The co-ordinator will check the class applied for and speak with the class teachers and relevant Cluster. Co-ordinator informs class teachers of enquiry and is updated about the situation of the class and any concerns from Cluster in relation to the impact of a new student. Other relevant information includes current waiting list, gender balance, possible scholarship applicants.

5. There may be an interview with the School Co-ordinator if the applicants seek more information about the school. No suggestion of offer of place is made at this interview.
6. Application form must be completed and deposit paid before further steps proceed.
7. 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 and contacted when a vacancy occurs.
8. If there is a vacancy, the class teacher arranges an interview for the child with his/her parent(s) with the class teacher(s). 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. Note that interview does not imply automatic offer of a place.
9. Checklist for interviewing teacher/s:
 - Confirm that information booklet has been received
 - Reasons for wanting to attend Korowal School
 - Goals and expectations in relation to schooling
 - Inform applicants of the ethos and expectations of the School.
 - Evidence of student's academic work – school reports , recent work samples
 - Any issues at previous school that may affect progress, eg impediments to learning, any testing, work with counsellors etc?
 - Request permission to contact student's previous school. If permission is not granted, enrolment cannot proceed.
 - Interests and talents outside school
 - Ascertain any special needs
 - Any family issues
 - Confirm School hours – especially Friday afternoons for Primary School students.
 - Transport arrangements, train supervisor's role.
10. 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. The applicant's educational needs must be considered. Where there is a special need the School Co-ordinator must be informed and arrangements made for an interview with him to provide an adjustment plan, in consultation with parents and teachers.
11. Contact student's previous school.
12. The applicant must be informed of the decision made, in writing.
13. If a place is offered, it is the class teacher's responsibility to make sure the student has the following:

All Students

 - Timetable - make clear to PS students that school finishes at 1pm on Fridays.
 - *Canteen menu
 - Knowledge of dress code and need for protective clothing
 - *Transport arrangements – application for bus/train pass.
 - *Computer file and LRC contract (students from years 3 – 12)

High School Students:

- Chosen electives (check class sizes)
- Sports and co-curricular choices
- *Locker allocation,
- Focus studies calendar
- Textbook and equipment list

*Please collect these papers from the Office

NB These documents may be located via Teachers/HS Organisation/Enrolments

14. Payment of fees and security deposit – letter of receipt to be mailed to parent/s and teacher informed that enrolment may proceed.
15. Office confirms start date.
16. Student may commence at Korowal.

Student Population

The school has approximately 250 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, though 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 , policies or procedures may also lose enrolment.

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 student welfare policies and programs that develop a sense of self-worth and foster personal development.

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

1. Sexual offence or sexual misconduct involving a child
2. Assault, ill treatment or neglect of a child
3. 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 16years 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 of 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:

- the allegation was false; or
- the allegation was vexatious; or
- the allegation was misconceived; or
- the allegation was not sustained; or
- the allegation was not one of child abuse, but might constitute a breach of professional behaviour or judgement which required further disciplinary action; or
- 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).

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.

General Guidelines

All staff must complete a Prohibited Employment Declaration form and must undergo employment screening procedures, before commencement of their employment with the School.

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.

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.

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.

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.

Parents and caregivers must be informed, 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 may occur with outdoor pursuits where decisions may be made according to the weather and there is insufficient time to advise parents formally.

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.

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.

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.

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.

It is recognised that individual music tutors must work with students alone in enclosed studios.

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". Similarly, it is inappropriate for a staff member to shout in anger at a student in an excessive or violent manner.

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.

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.

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.

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.

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.

Touching Guidelines

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.

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.

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.

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, the 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.

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.

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.

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.

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.

Code of Conduct for Students

This code of conduct is discussed with each class and is expected to be upheld by all students. It forms the core for all personal development work with our students.

Wording for K-6

Look after yourself.

Look after other people.

Look after your property.

Look after other people's property.

Look after the environment.

Above all: Be Kind

Wording for 7-Pathways

Respect yourself.

Respect other people.

Respect your property.

Respect other people's property.

Respect the environment.

Above all: Be Kind

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 and staff within the School community;

- behaviour management;
- the role of any School leadership system (or equivalent) in the School and the monitoring of that system
- 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.

An accident report form must be completed as soon as possible following the accident. These forms are available from the Office.

Accidents to Employees

It is very important that all accidents and/or injuries involving employees are reported to the Office/Co-ordinators as soon as possible. An accident form, available from the Office, must be completed as soon as possible.

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

*Written permission from parents is required before administering Panadol.

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.

Use of First Aid Kits

- Please use the sign out book when borrowing a First Aid Kit, completing details showing name, date and excursion.
- If any items are used, complete required information on accompanying check list.
- Sign book when returning First Aid Kit.
- Inform Office staff of any items that need replacing.

Ambulance Cover

The School contributes to the Ambulance Service of NSW, to cover all students for ambulance transport within the State of NSW.

Student Accident Insurance Cover

All students are covered by general accident insurance both in and out of school. Please contact the office for further information.

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.

Co-ordinators will regularly check the Hat Books, counsel children and inform parents.

In classrooms during lesson time students may not wear hats.

Security Procedures

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 and OHS requirements.

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 Co-ordinator or the delegated authority.

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

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

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

2. When leaving the School:

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

3. Location of light switches:

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

Primary toilets: high on wall outside D & T

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

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.

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. There would never be an evacuation without the direction of the Fire Brigade and/or Police.

Drill for Fire in the School Buildings

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 delegated member of Executive 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 a battery powered siren which is kept operational at all times. Primary School children are sent to their home rooms, where a roll is taken by the Class teacher. Students from years 7 – Pathways are to return to the Drama Room. Staff presence is checked by the Primary and High School Coordinators. Information is centralised with the School Coordinator (or delegated member of Executive 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. In the bush fire season (Spring, Summer and Autumn), good sources of information are the

www.bluemountains.rfs.nsw.gov.au/, www.nationalparks.nsw.gov.au/ and www.bom.gov.au

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**
- **COLLECT** keys and roll book (*Primary class teachers*)
- **LINE** children up for evacuation of room and do a head count. Students must put shoes on.
- **WHEN** sure all children are present, take them to the oval, gathering hats and warm clothes if necessary.
- **ONLY** if safe to do so: close windows, switch off power, turn off Bunsen burners.
- **INSTRUCT** any visitors as to expected procedure
- **HIGH** School co-ordinators to check buildings on middle and lower levels and undercroft
- **PRIMARY** School co-ordinator to check all classrooms and toilets in courtyard area
- **OFFICE** staff to check sick bay, staffroom staff study area and then proceed to oval, taking with them all High School rolls
- **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
- **THE SCHOOL CO-ORDINATOR** will check if all staff and classes are present. Inform the School Co-ordinator if any child is missing.

ALL CLEAR WILL BE INDICATED BY THE SCHOOL CO-ORDINATOR RINGING
SCHOOL BELL

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.
- Office staff to bring High School class rolls to oval, together with class lists for Primary School.

Assigned area on Oval

Far End of oval

Roseberry Street

Basketball Court

6	7
3,4,5	8
K,1,2	9
Office staff	10
	Pathways
	Teachers without classes

3,4,5,6 and Maths Classrooms

BUSH FIRE

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

- **ENSURE ALL STUDENTS** go to the Drama room (High School) 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 Drama room by the Office staff, if possible. Teachers are to establish if anyone is absent
- **CHECK** the roll. Make sure all children are in the room
- **INFORM** the School Co-ordinator 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
- **IF FIRE** occurs at lunch or recess, on alarm being given, children and teachers will go immediately to their designated rooms i.e. drama room (HS), home classrooms (PS)
- **H.S.TEACHERS** who are not Class Teachers will go to the Drama room.
- **P.S. TEACHERS** who are not class teachers will go to the K,1,2 Home Room.
- **INSTRUCT** any visitors as to expected procedure.
- **OFFICE STAFF** will remain in the Office, after delivering HS rolls. The School Co-ordinator will be informed if a person is missing
- **ALL CLEAR** will be given by School Co-ordinator, in person.

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

SECURITY ALARM -BUILDING FIRE

SIRENS - BUSH 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 situation must be handled on its merits, depending upon the time of day, information from police, availability of buses, etc, 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.

High School children are sent home without parental contact unless we are informed in writing that this is not a suitable arrangement.

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 in the middle and lower Mountains may 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 to close the school to avoid confusion.

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 help in emergency situations by:

(c) Making sure contact phone numbers held by the school (including emergency) are accurate.

(d) Listening to the radio or checking on the Bureau of Meteorology website if the weather looks threatening, or bush fire warnings have been issued or snow has been predicted for the Central Tablelands.

(e) Making sure their children are reassured about what to do.

(f) Attempting to get children home as soon as possible (staff, too, have home responsibilities).

(g) Taking a child who is stranded (eg no one meets him/her at the station) home and urgently contacting the parent and school.

(h) 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 an 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.

In the event of the absence of the supervisor on the train in the morning, it is the accompanying parent's decision as to whether or not his/her child proceeds to travel on the train.

Supervision

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:

- 3:05pm in the area close to the office and the lower primary classrooms, Mon – Thurs
- 1.15pm Fridays for PS children and 3.05pm for HS students
- the departure of the last 'school' bus (Woodford and Blackheath) in Scott Avenue

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

- authorised excursions & before & after school activities within specified times
- school vacation programs (e.g. excursions, plays, rehearsals)
- 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 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. 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 only be allowed in classrooms with the permission 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.

Collecting Students from the Turning Circle.

- All traffic signs must be obeyed. These include speed restrictions, reverse parking and parking restrictions.
- Children must be collected by an adult from the play area.
- Children must be held by the hand to cross the road (recommended by the Road Safety Council for all children under the age of 10)
- Zebra crossing and bus parking zone to be kept clear.
- Disabled parking space only for authorised use.

It is the responsibility of parents/caregivers whose child/ren are being collected by another person, to inform that person of the School's procedures.

Playground Duty Areas

Morning Duty

NB Flags and safety vest necessary.

Be at the bus stop on the far side of Scott Avenue by 8.20am to meet students from the bus which arrives at approximately 8.25am. Cross the children over the road and begin supervision on the Kindergarten side of the School, including the driveway 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

PS (Primary School)

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.

HS (High School)

Oval and basketball court, HS verandah between staffroom and junior HS common room, senior lawn and High School toilets. Move through these areas, paying particular attention to the oval and basketball court. Ring bell at 11.12 am for the end of HS recess and 11.25 am for the end of Primary recess; and at the end of lunch, Mon – Wed & Friday 1.52 pm, Thurs 1.23pm.

Turning circle duty:

HS wait at top half of driveway, PS bottom half. Driveway to be marked with "holding bays" along one side.

Children take bus passes out. Those without passes (casual users) to pay fare.

Driver opens door when asked by teacher

PS children enter, HS children enter

Teachers maintain orderly lines – safety, good manners

Once bus has left teacher to supervise children in play area until 3.05,

Children remaining are to be directed to sit outside Office until collected by parent.

Early Bus East

At 3.05pm pick up flags and vest from staff room cupboard, collect children from outside Office area and walk to Scott Ave along the bush track. HS children to be met 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 to their bus stop, then cross children over Scott Avenue. Keep a watch for late-comers; they must wait on the School side of Scott Ave until duty teacher can supervise them across.

Children need to be instructed to wait on School side of entrance wall.

Train Travellers

Keith will ring a bell for the train children, when he is ready to drive them to the station, approximately 3.05.

Playground Duty Times

Monday to Friday:

Before School	8.20–8.57	Bell:8.57
Recess 1	10.55–11.10	
Recess 2	11.10–11.22	Bell:11.22

Monday to Wednesday

Lunch 1	1.15–1.30	
Lunch 2	1.30-1.55	Bell:1.52

Thursday

HS Lunch 1	12.15-12.40	
HS Lunch 2	12.40-1.00	Bell:1.00
PS Lunch 1	12.40–1.00	
PS Lunch 2	1.00-1.22	Bell:1.22

Friday (HS only)

HS lunch 1	1.15-1.30	
HS lunch 2	1.30-1.55	Bell:1.52

After School:

Turning Circle	2.45 - 3.05	Bell:3.05
Early Bus	3.10 - 3.25	

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

Year 10 and Pathways

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

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.

Truancing

Upon returning to School, a student known to have truanted, will be interviewed by the appropriate co-ordinator and placed under supervision in a specified area for one week. Parents will be notified in writing and the student will receive counselling from the Student Support Teacher. The Class teacher will also be informed.

In the event of a second and/or further truancing, the student will follow the stages of suspension as outlined in the discipline policy.

Pastoral Care

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.

Student Support teacher

Students have access to a Student Support teacher. Access will occur after consultation between the class teacher and parents for Primary age students and by teacher or self referral for HS students.

Critical Incident

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

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 sand 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:

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

Discipline Overview

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.

1. 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.
2. 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.
3. 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:

- informed of the alleged infringement;
- informed as to who will make the decision on the penalty;
- 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
- 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.

Korowal's Charter of Students' Rights and Responsibilities

STUDENT'S RIGHTS	STUDENT'S RESPONSIBILITIES	UNACCEPTABLE BEHAVIOUR	RESTITUTION
1. You have the right to feel safe in any class and in the playground	<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 pedestrian</p> <p>b) Damaging property, stealing, and using other people's property without permission</p>	<p>a) Dangerous behaviour requires the immediate removal of offending students to a private place to consider the Six W's</p> <ul style="list-style-type: none"> - What I did - Why I did it - What were the effects of my actions on others? - What rule did I break - What could I have done instead? - What can I do to fix it up? <p>b) Teacher indicates the behaviour is unacceptable and that payment, compensation and/or cleaning may be required. Students will be required to consider the Six W's</p>
2. You have the right to be an individual and enjoy school	You have the responsibility to be kind to people who are different from you	Making fun of people, teasing, writing hurtful notes, verbal abuse	Student is asked to identify own unacceptable behaviour. If no commitment is made to stop the misbehaviour the student is moved to a private place to consider the 6 W's. For ongoing unacceptable behaviour: - contracts, parental involvement, counselling, suspension or possibly expulsion may result
3. You have a right to a fair share of the teacher's and class time so that you can do your work	You have the responsibility to allow others a fair share of the teacher's and class time	Calling out, constant interruptions, noisiness during class quiet times, distracting others from their work, or interfering with other's work	Student is asked to identify own unacceptable behaviour. If no commitment is made to stop the misbehaviour the student is moved to a private place to consider the 6 W's. For ongoing unacceptable behaviour: - contracts, parental involvement, counselling, suspension or possibly expulsion may result

STUDENT'S RIGHTS	STUDENT'S RESPONSIBILITIES	UNACCEPTABLE BEHAVIOUR	RESTITUTION
4. You have the right to learn both individually and in groups, in all lessons	You have the responsibility in all lessons to carry out and complete individual and group tasks to the best of your ability To seek help when needed To be on time To bring books and equipment	Poor attendance, truancy, constant lack of attention, failure to complete set tasks, failure to participate in and contribute to group tasks	Checks on attendance by the School Students contract to complete unfinished work outside class time Parents contacted if student continually fails to complete work If unacceptable behaviour continues, the student is withdrawn from the group to work alone
5. You have the right, at the appropriate time, to be listened to when you put your point of view in a lesson	You have a responsibility in all lessons to listen to, consider and respond to other people's point of view The response must be appropriate and at an appropriate time	Talking when others are putting their point of view, not paying attention to what they say, not responding politely	Student is asked to identify own unacceptable behaviour. Teacher indicates why the behaviour is unacceptable. If unacceptable behaviour persists, student is moved within the classroom. If misbehaviour continues, the student is withdrawn from the class to work on a task set by the teacher
6. You have a right to suggest changes to School rules through your Class teacher and initiate new rules and policies	You have a responsibility to obey School rules and directions from people in charge, and to be aware of the rules	Breaking School rules, complaining about School rules without trying to change them	Teacher indicates why behaviour is unacceptable You may be directed to consider the 6 W's.

Note: This charter was produced by students from year 5,6,7 and 8 in about 1998. It was reviewed by other students and staff and implemented with agreement by the whole school.

If a student develops a pattern of inappropriate behaviour the following steps will be taken:

1. Discussion between student and teacher, accompanied by their support people (fellow student and class teacher). The Class teacher contacts parents. If inappropriate behaviour continues....
2. A behavioural contract is implemented, signed by the student, parent and class teacher. For High School students a lesson report card is used to provide feedback to student from all teachers. Parents are to sign this each day. If inappropriate behaviour continues.....
3. The appropriate co-ordinator/s take over proceedings from the Class teacher whose role is now to represent the student. The student is isolated by detention at lunchtime for a week, allowing 10 minutes for eating. A Co-ordinator contacts parents and the Student Support Teacher is consulted. Future consequences are outlined to the student. If inappropriate behaviour continues.....
4. The Co-ordinator arranges in-school time out. This means isolation from class/classes and break times for two days. The Co-ordinator sends a letter to parents. Future consequences are clearly outlined to student and parents. Counselling of student continues if appropriate. If inappropriate behaviour continues.....
5. Suspension from School for a minimum of two days. The School Co-ordinator advises parents by telephone and a letter. The student's return to School is conditional upon an interview with the School Co-ordinator, High or Primary School Co-ordinator, parent/caregiver and student. A behaviour contract is prepared by the High or Primary School Co-ordinator prior to the student's return to School.
6. Upon return to School, the High or Primary School Co-ordinator monitors behaviour on a daily basis to ensure the student maintains the contract. If the student breaches the contract or engages in further inappropriate behaviour the School Co-ordinator may impose an extended suspension, from a minimum of one week up to three weeks. The student's return to School is conditional upon an interview with the School Co-ordinator, High School Co-ordinator, parent/caregiver and student. A behaviour contract is prepared by the High or Primary School Co-ordinator prior to the student's return to School.
7. Upon return to school, the High or Primary School Co-ordinator monitors behaviour on a daily basis to ensure the student maintains the contract. If the student breaches the contract or engages in further inappropriate behaviour the School Co-ordinator may ask the student to leave the school.

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 important that at every step the student is aware of the values, rules and expectations of the school, and of the choices he/she makes regarding behaviour and attitudes

It is essential that all teachers document the events and incidents, centralised in a file with the class teacher. Copies should also be placed in the student's folder in the filing cabinet in the Office storeroom.

If a student responds positively to step 2 but falls back into old patterns some time later, step 2 is repeated.

Corporal Punishment

Any form of corporal punishment is strictly prohibited.

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. Failure to obtain a satisfactory outcome in step 6, or on a repeat offence, go to step 9:
7. Follow up with parents
8. Complete incident form
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)
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.
Confer with a Co-ordinator and make sure that Class Teacher is informed.
2. Prevent Reprisals / Escalation
This could mean supervised separation of the protagonists and their cohorts.
3. Contact Parents
Contact all parties by phone that day or night. It is important to diffuse hostility between all concerned as quickly as possible.
4. 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.
5. 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:

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

Repeat offenders: proceed to step 9

9. 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

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 an 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 suspicious 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.

Academic Integrity Statement

Adapted with permission from University of Queensland Academic Registrar.

One of Korowal's tasks is to encourage ethical scholarship and to inform students and teachers about the standards of academic behaviour expected of them in learning and teaching. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examinations or other forms of assessment and must ensure that they do not plagiarise.

Korowal has adopted the following definition of plagiarism:

Plagiarism is the act of misrepresenting as one's own original work, the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media. The following are examples of plagiarism where appropriate acknowledgment of referencing of the author or source does not occur:

Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;

Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;

Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;

Paraphrasing, summarizing or simply rearranging another person's words, ideas, etc. without changing the basic structure and/or meaning of the text;

Offering an idea or an interpretation that is not one's own without identifying whose idea or interpretation it is;

A 'cut and paste' of statements from multiple sources

Passing off work done in collaboration with others as independent work;

Copying or adapting another student's original work into a submitted assessment item.

There is unintentional and intentional plagiarism.

Careless or inadequate referencing, or failure to reference (unintentional plagiarism) will be considered poor academic practice for which you may lose marks or be asked to correct the error.

Intentional plagiarism will be treated as misconduct with disciplinary consequences.

More information on how to avoid plagiarism will be presented in the course *All My Own Work* for Year 10/11.

Canteen and Food

Korowal actively promotes awareness of a healthy balanced diet. The canteen sells a variety of homemade and other nutritious foods and drinks.

K-6 children must give their lunch orders to the class teacher at the beginning of the day. Lunch orders will be placed in a basket and taken to the canteen, to be collected at lunch time. At no time are Primary School children to purchase directly from the canteen.

High school students may purchase foods at recess and lunchtime. Pathways students may buy from the canteen at other times. Students will not be served once the bell to end the recess or lunch break has been rung.

Children are discouraged from bringing packaged foods eg crisps, muesli bars, poppers as these wrappers are major contributors to litter. Raising children's consciousness regarding environmental responsibility and the impact of litter is part of Korowal's curriculum.

Children are not permitted to bring lollies, soft drink, gum and chocolates to school, and such items will be taken for return at the end of the day. Parents of children who regularly bring such items to school will be informed of school procedure.

Clean Up

In order to maintain the appearance of the school and to engender a sense of pride in our surrounding, it is important that the buildings and grounds be kept as tidy and litter-free as possible throughout the year.

Each class is responsible for the cleanliness of the verandah area immediately outside its classroom. Classes which also open onto adjoining playground areas, either by door, window or both, are responsible for the cleanliness of these areas as well. These areas should be kept clean on a regular basis and be thoroughly cleaned at least once a week.

The cleanliness and appearance of the remainder of the school grounds, including areas which adjoin specialist rooms in the high school, will be the responsibility of various groups of students as part of their community service to the school. These areas will be regularly maintained as part of an ongoing program of presenting the school as a pleasant, safe and healthy environment in which to work and play.

In the event of litter problems happening which cannot be addressed by the above methods or which need to be dealt with quickly, the school grounds will be divided into areas and each class from K to 12 will be taken by their teachers to a designated area at a predetermined time to effect a clean up of that area.

To help achieve the ongoing and whole school care of the buildings and grounds, suitable and adequate clean up equipment will be provided, including disposable gloves.

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.

Complaints and Grievances Resolution

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.

Computer and Internet Use Procedure

The Internet and Learning Resource Centre (LRC, all computers within the School's network) are made available to staff, students and community members under the following conditions and guidelines.

School members wishing to use the Internet/LRC must

... sign a declaration that they understand this procedure and undertake to abide by it.

.... declare their agreement or disagreement to this Procedure, below.

The following text will appear on the logon screen for users to confirm they understand this procedure and its implications.-

Conditions of Use

Korowal School reserves the right to monitor all data stored on or accessed via its network. If users do not log off when finished using a computer or share their password with others, they will be held responsible for any usage in their name.

Any attempt to enter the network or system (or parts thereof) without permission will result in civil and criminal liabilities.

To download and store copyrighted files without permission is not permitted and may result in prosecution.

Click OK to agree to these conditions and the details outlined in the Computer and Internet Usage Procedure of Korowal School, which is available on our website and on the intranet.

Staff

All staff are allowed access to the Internet, Intranet, and work stations, provided:

- Use will provide information for students or for teachers such that they may have a better understanding of subject matter, resources and teaching strategies.
- Use will provide up-skilling of staff through research and information retrieval.
- E-mail is used on school business or to request information.
- Use will encourage staff to develop competence in Internet usage.

Students

Students may use the Internet, Intranet and work stations, provided:

- Parents are informed that Internet usage is part of the School's praxis.
- Internet usage includes email, either on the school intranet or externally, to send work or to communicate regarding School related tasks.
- Students demonstrate proficiency in Internet use to staff.

Parental and Public Use

Parents and members of the public may use the Internet and school computers if requested and authorised by the Executive.

Charges for setting up profiles, teacher supervision, etc. are likely to apply.

Access

- Staff access is unlimited.
- Primary classes may use computers under close guidance of the class teacher and additional help by the Librarian and/or IT Co-ordinator.
- Junior high school students may use the LRC during all school hours, except recess and lunchtime. They may use the LRC only under direct teacher/librarian supervision and for school work.
- Senior high school students may use the LRC during all school hours, provided their use does not conflict with running classes. This privilege is based on a high level of trust and must be met by the same level of responsibility.
- Outside (e.g. from home) access to files on the school server is possible (using the assigned username and password) via our Intranet gateway at <http://portal.nsw.edu.au>. This includes e-mail, file access, K Moodle access, library access, calendar access and additional facilities like blogs and messaging systems.
- Parents may log on to our intranet site, <http://portal.korowal.nsw.edu.au>, from their own internet connection, using their child's username and password.

Code of Conduct

- The computers and the Internet and Intranet are provided for educational purposes only. Private usage (incl. games/video/music/data) is expressly forbidden.
- E-mail is intended for students to make contact with others in the interest of education. Social email use is not allowed.
- Students are given E-mail accounts. Webmail providers (hotmail, gmail...) will be blocked.
- E-mail mail outs to more than one receiver should be done as BCC, rather than CC to protect the privacy of the recipients.

Use of Service

- Negative language or imagery, including obscenities and profanities or antisocial or offensive content, may not be accessed or created.
- Private information, including telephone number and address, is not to be distributed. Students should always use the School's address, if necessary.
- The network may not be used for personal gain or illegal activities.
- Deliberate attempts to gain access to sites or information containing material that is racist, pornographic, religiously offensive, violent, illegal or negative in character will lead to suspension of usage rights.
- Deliberate attempts to spread viruses through the network will lead to monetary restitution by the instigator(s).

- Downloading for purposes other than educational or without teacher permission will lead to suspension of network rights.
- Issued username and password must not be given to others.
- Copyright, privacy and international law must be followed.

Accounts

Placing of orders for goods and services is forbidden.

It is illegal to download or store copyrighted material and the School can not tolerate any such material on its network. File sharing is illegal and will result in legal proceedings.

Liability

Korowal School is not, and cannot be held, responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data.

Users of the computer network are responsible for the content of their user profile and its password security. This includes issues of copyright, legality, and appropriateness.

Korowal School does regular off-campus backups but users are reminded to save and backup essential data (e.g. HSC projects), themselves.

These guidelines are written for the safety and productivity of all users.

Surveillance

Notice is hereby given that surveillance will be carried out on computer usage. It is necessary to track network traffic for reasons of trouble shooting, network optimisation, network security, and appropriateness of use.

- Surveillance will include tracking of computer usage, including internet, intranet, e-mail, and stored files.
- Monitoring may be carried out at any time of the day or night, by checking our servers and server traffic.
- Personnel in charge of surveillance are the IT technician and the IT co-ordinator. They have to report any infringements to the Executive. All teachers can remotely monitor student workstations.
- Surveillance will start term 1, 2007 and will be ongoing.
- Surveillance will be continuous in the form of logs that are created by the software, and user activity may be looked at in real time at any moment.

Abuse of the Conditions and Guidelines

For students, the teacher concerned will deal with infringements. This could lead to suspension of Internet privileges, and/or suspension of LRC use. Students using the network for inappropriate purposes, like gaming or downloading entertaining videos or music, are usually suspended from computer use for 3 weeks.

Serious abuse will be subject to action by the Executive. Korowal's discipline policy will be put into effect. Students who repeatedly offend against this policy will be suspended from Internet and/or LRC use indefinitely.

Above penalties may interfere with a student's learning and marks, which is solely the responsibility of the student. In such a case, the school will not be in a position to provide alternatives.

Staff transgressions will be dealt with by the Executive.

Computer Technology and the Internet

Computer technology and the Internet have not only changed our culture, leisure, and work, but have also had a profound impact on learning.

The role of the school and the teacher, especially in high school, is changing from communicating information and skills to empowering the students themselves to find and process information. The process of finding and creating information from data, arriving at a meaningful outcome, and evaluating this outcome, is becoming increasingly central in learning for the future. We therefore endeavour to educate our students to be able to take advantage of this freedom and wealth of information in a responsible and fruitful way.

At Korowal School, students have computer access in all subjects in the high school, and are also given the guidance necessary to learn and work with digital media successfully.

Our operating systems are Novell's SUSE Linux Enterprise Desktop, which comes with all the applications needed like an office suite, sound, graphics, video editing, publishing, etc. and Apple Mac OSX on server and Apple laptops.

Every user has an email account and a calendar and can remotely access school files and email (mail.korowal.nsw.edu.au) from home.

Our Learning Resource Centre has 27 desktop computers and 36 notebooks on two trolleys (not to mention 14,000 books), all connected to the Internet.

Music, Art, Drama, have networked computers in their subject rooms.

Students from years 3 – 6 occasionally use computers, mainly for word processing and research.

We believe that there is no place for computers in our classrooms at an earlier age, as the abstraction inherent in working with computers does not support the strong foundation-building which we try to achieve at this stage. The introduction of the use of computers in Primary School is timed to coincide with the need to manage increasing quantities of information as students move into high school.

In a human centered school, technology needs to be integrated as a human activity. Information technology should be accessible and user friendly, so that people can become empowered and confident users. It is important that subject curricula reflect this approach, so students can become independent masters of this technology, rather than

passive victims. In our teaching and curriculum design we maintain an age-appropriate balance between process and content, so that students can critically evaluate the extraordinary quantities of information available via computers. The future holds changes beyond our current imagination, and only students with the confidence arising from meaningful application of IT will be able to take a proactive part in the future of broadband, multi media and virtual reality, and have the ability to adjust to a constantly changing world.

We are also aware of the tendency to impose control and to monopolise information technology by the giants of the industry. In awareness of the hidden curriculum, we endeavour to use software and hardware that is Open Source, democratic and inclusive to allow our school community to take an active part in the sharing and development of such products. Collaboration is one of the keys to human centred learning and it should be encouraged by the choice and application of IT.

There is also a moral dimension to using IT. Computers are increasingly powerful tools in the hands of individuals, and they can be used constructively or destructively. As a school, we have developed a culture of trust and sharing. Our students appreciate computers and the Internet as tools that help them to work together more productively and creatively and to produce quality work.

For students who might be experiencing difficulties in learning or in staying focused, computers provide an individualised work space and software tools to support their efforts.

At Korowal School, we aim to prepare our students to be able to use IT confidently, competently, ethically and creatively, without fear or restriction.

During the past years, we have established a code of conduct, which is based on trust and the acceptance of freedoms and responsibilities. This code has evolved with the increasing use of IT in the school and we regularly communicate to our students which responsibilities are involved with the use of this technology.

Please,

- Read this procedure for the use of the computers and the Internet
- Sign the agreement with your child
- Return the agreement to the School Office.

Your child's network access will be enabled after receiving the signed agreement.

Please don't hesitate to contact me, should you have any questions about aspects of our policy.

With kind regards,

Joachim Herrmann
IT Co-ordinator, for the Executive

PLEASE RETURN THIS AGREEMENT TO KOROWAL FOR YOUR
PROFILE TO BE ENABLED:

I have read and understood this policy and I promise to adhere to its intention. I understand, that disregarding this policy may result in suspension or expulsion from the computer network, and that this may interfere with my educational needs.

Name of student: _____ Class: _____

Signed: _____ Date: _____

Name of parent: _____

Signed: _____ Date: _____

Please return this page to the School Office as soon as possible. This is necessary to have your user profile/network access enabled.

Laptop Borrowing Process

The aim of this procedure is to ensure maximum availability and the safe keeping of the laptops, and to do this without putting too much strain on library resources.

Class set borrowing:

There will be a clipboard attached to each trolley.

Teachers will make sure that their students sign in and out and inform their teachers of any damage.

Teachers will inform the librarian if any damage is found.

Single laptop borrowing:

Individuals may borrow laptops, if available, and when the librarian is not teaching.

Individual students will also sign off on the booking sheet, but also go through the library scanners. Laptops are not to be taken out without scanning by the librarian.

This includes passing it on to another student, informally, as only the official borrower is accountable.

Borrowing time is restricted to a lesson at a time.

Student owned laptops

Students may bring their laptops to school to help them with their school work and to support them in their learning.

The school considers personal laptops to be learning tools. They are not to be used for game playing or entertainment.

Student laptop use is subject to all other school procedures and values, like the ones on Personal Entertainment Devices and Computer and Internet Use.

The school is not responsible for any software or hardware issues, loss or damage, as these are personally owned devices.

The school takes responsibility for the school network connection and the security of the files on the network.

Student laptops may be connected to the network -

- Macbooks can have a school-user account installed and will be able to access the school network just like the school laptop computers do.
- Other laptops can have internet access enabled and will be able to access school files through the outside log-in (Kmoodle/ Intranet).

The school will connect laptops to Internet and/or Intranet without charge.

Teacher Laptop Procedure

- Teachers own their laptops (PDA, Blackberry, ...) and are personally responsible for their maintenance. This includes backup, repair, installations, etc
- Robert, our technician, charges \$ 35 per 30 minutes, in 30 minute increments and is available for appointments made by email: rsmuhar@gmail.com
- If teachers choose to get connected to the school network, the school will accept responsibility for files saved to the server. This includes maintenance and backups.
- The school will not charge teachers to connect their Apple laptops to the network or (for other laptops) Internet to enable remote access to the school network.
- All activity on the network is subject to the school's procedures.

Dress Code

Korowal students do not wear a school uniform. There is, however, an accepted dress code.

Students' clothing should be appropriate to a school setting. Clothing should enable freedom of movement. It should provide adequate cover and sun protection. Clothing which is ragged or dirty is not appropriate. T-shirts with negative messages or images are not acceptable and students wearing such tops will be asked to turn them inside out.

Hats providing protection for faces, ears and necks are compulsory in all months except June, July, August, when beanies may be worn in cold weather. Caps and hoods are never acceptable.

Appropriate footwear is expected – and in some High School subjects mandatory. Open-toed sandals and thongs are not acceptable.

Specialist subjects eg Art, Craft, Science, Design and Technology, PE, Sport and Outdoor Education have specific requirements to do with safety. These include wearing clothes that provide freedom of movement for PE.

Employment

Part time teachers: Terms of employment

Underlying premise

Full time teachers are paid on a salary basis, that is 24 hours a day, 7 days per week 365 days per year. A FT teacher is not paid overtime. Any untimetabled work is done for no extra payment and is based on historical established precedent hopefully negotiated on the basis of fair and reasonable request.

Untimetabled work includes

- class camps
- excursions
- parent interviews
- sports carnivals
- inservice
- staff development days
- staff, cluster and faculty meetings
- Open Day
- extras

A PT teacher will be paid for extra work up to but no greater than a FT teacher. Any extra work beyond the normal FT equivalent will be as for FT teachers.

PT teachers are expected to attend untimetabled work events on a pro rate basis. I would prefer that PT teachers attend all scheduled parent interviews.

Pro rata events include staff, cluster meetings and Open Day.

Established precedents for overtime payment of PT teachers

1.Extra lessons for absent colleagues

It is advantageous to the School to be able to employ existing PT teachers to take extra classes on an overtime basis. Overtime hours are added to existing employed hours and paid using the FTE formula that assumes 19 hours face-to-face teaching as the FT load.

2.Specific employment as 'casuals'

PT teachers employed as 'casuals' would only be employed on days or parts of days when they do not normally work.

Payment is made as for normal 'casual' employment. Casual teacher payment is capped at step 8 of the normal FT award however it is possible to add 3.8 hours (pro rata FT teacher hours per day) to a PT teachers normal hours

3. Participation or attendance at class camps or excursions

Attendance on a camp or excursion is considered a full days employment.

For PT teachers this means they will be paid a 'casual' day rate for days they do not normally work.

If the event overlaps normal employment or involves more complex consideration then payment will be established by negotiation

4. Any events where a PT teacher is requested/directed to attend an event during the normal School day when they would not normally be in attendance.

No precedent payments

1. Inservice

Unless directed inservice is at the PT teachers professional discretion. In cases when inservice is directed the PT will be paid.

2. Staff development days

A PT teacher is expected to attend all SSD but only if they occur on a regular working day.

Attendance on non working days is by negotiation and could include payment.

3. Extras

Extras should be accepted on a pro rata basis (say 1 hour/fortnight FTE). For a PT teacher every effort should be made for such extras to occur between the teacher's normal teaching hours.

Exec will keep a log of extras for all teachers.

Adequate notice

For a PT teacher a minimum notice period of 2 weeks should be provided where that teacher is required for events outside their normal work.

Procedure to be followed upon receiving a teacher's resignation, through to appointing a new teacher.

The award requires teachers to give 4 weeks notice, fortunately at Korowal we generally receive more than this.

If a resignation occurs during the school year there needs to be careful management for the children and parents concerned, as they will have expected that teacher for at least that school year. This would include a letter to parents from the teacher and from the Primary or High School Co-ordinator. Parents and students need to be kept informed of the process and reassured that the change shall be supported.

When a resignation is received for the end of the School year, the students and their parents are informed, as above, but it is not deemed necessary for the Co-ordinator to write.

The Executive meets to review the need for that position to be filled.

An advertisement is placed in the Gazette (2 weeks), the Herald (1 week) and on Teachers Online.

A committee is formed, consisting of the School Co-ordinator, a HS or PS co-ordinator, a teacher who has experience in the area needing filling (eg an art teacher or a primary class teacher) and a parent member of the Board.

The Committee draws up a list of criteria to be used to select which applicants to interview. This list may vary according to perceived needs at the time.

Interviews take place, which endeavour to get a greater sense of the applicant and his/her strengths and weaknesses. It is an opportunity to investigate statements made in the application. The applicant is also given the opportunity to ask questions.

There is a discussion amongst the interview panel following each interview. At the conclusion of all the interviews the following may happen:

1. It is agreed that there has not been a suitable applicant, in which case the advertising/interviewing process begins again.
2. Candidates may be called for a further interview.
3. It is agreed that a suitable candidate has been found. A person is designated to phone referees. A cooling off period is taken, after which – references being positive – the candidate/s being considered is/are invited to spend a day or half day at the School. Assuming that this goes well, s/he is offered the position.

In the event of the candidate not accepting the position, the process begins again.

Applicants who are not selected for interview are written to ASAP. Unsuccessful interviewees are contacted by phone.

The name of the successful candidate is then given to the Board at its next meeting, for ratification.

Excursions

Excursions and class camps are regarded as an integral part of the curricula and teaching practice at Korowal. As such, all students are expected to attend all excursions and camps, except for unavoidable circumstances. The cost of excursions and camps has been built into School fees.

Note that for the purposes of this policy, the word "excursion" also incorporates "camp".

The Executive delegates its responsibility regarding the educational and social grounds upon which the excursion is based to the teacher arranging the excursion.

- 1.** All excursions must be applied for using the designated forms and approved by executive before any firm bookings are made. The forms are available to teacher's via the School's computer network: excursion folder on Teachers file browser.
- 2.** Excursion sheets are to be filed as reference for future excursions.
- 3.** The Executive will resolve any clash between excursions or camps.
- 4.** In general, a fortnight's notice of an excursion is to be given to the Executive. If this is not possible, the teacher organising the excursion must contact any teaching staff likely to be affected by the excursion before proceeding.
- 5.** Excursions approved by the Executive must be notified to all staff.
- 6.** Executive will take responsibility for ensuring that playground duties are covered if teachers are absent from playground duties because of an excursion.
- 7.** At least 2 weeks prior to an excursion involving their child, parents must be informed in writing. The excursion forms provided by the Office, which comply with all OHS requirements must be used. They can be accessed by teachers via the School's computer network system. A member of Executive can assist with this.
- 8.** Where the excursion involves train travel, teachers will specify the station from which supervision will be provided.
- 9.** Teachers who have a number of classes (e.g. High School and part-time staff) will provide written work for the relief teacher, and leave this with either the Primary or High School Co-ordinators.
- 10.** All excursions will be planned considering disruption to the usual teaching program, and whether such disruption is warranted.
- 11.** Excursions will be costed so that:
 - Teacher's fares, tickets, accommodation and food costs are covered.
 - A 10% exigency allowance is to be built in.
- 12.** Parents accompanying an excursion will meet their own costs, *unless acting as bus driver.*
- 13.** When using the Korowal bus:
 - Make sure it is available (check bus diary)
 - Calculate fuel usage (about 25 litres per 100 km)

Make sure each driver is approved by Executive for driving the Korowal bus and has the appropriate licence. Licence needs to be photographed and a copy kept in the school Office.

Advice for Teachers Arranging Excursions

- Start organising excursions early, especially camps.
- Fill out an excursion form. This is essential, for the school is the initial point of contact for parents. Information must be accurate and able to be conveyed quickly.
- Inform parents of the nature of the excursion (informal notes to start, but a formal statement along the lines of the attached form later).
- Cost the excursion carefully (e.g. entrance fees; camping fees; bus costs; bus driver if needed; food; gas for barbecues; 10% exigency fund).
- Parents may accompany excursions at the invitation of the organising teacher, who is in charge and responsible at all times. It is OK for a teacher to say “no” to a parental request to attend. Parents must be given a “Parents attending Camp” policy which they need to sign and return to the organising teacher.
- When parents accompany the excursion, brief them as to their responsibilities - outline their duties. If changes are made, inform them.
- **Bush walks must be walked shortly before the excursion takes place.**
- When changes to plans occur, inform the school immediately (and parents if it is possible to do so).
- When more than one teacher accompanies an excursion, the organising teacher will brief his / her colleague
- Copies of any notes sent to parents will be given to the appropriate Coordinator.
- Copy of letter to be signed by parents attending class camps:

Policy Regarding Parental Attendance at School Class Camps

Class camps form an important part of the Korowal curriculum. It is an opportunity for children and their teachers to form stronger connections and of course for students to experience learning outside the classroom.

In this context it is important for parents to support the authority of the teacher, particularly with regards to the School's values and principles.

For the children camps should be fun as well as educational.

Our experience has shown us that class camps can achieve the maximum experience for our children when parents are mindful of the following:

- Smoking and consumption of alcohol must not occur
- Students should be transported in the buses provided and not in private vehicles
- Parents should engage with the children in all the experiential activities. This includes activities like listening, singing, reflective discussion with the children and physical activities.
- Individual child requests should always be confirmed with the class teacher. Please note that the Year 6 camps are specifically designed to be parent-free.

Parents attending a class camp need to complete the slip below. They also need to sign a "working with children" child protection form, which can be obtained from the office.

I have read the School policy regarding parental attendance at class camps and agree to abide by that policy

Parent's signature

Date

HS Sport Organisation

1. Class teachers check absences and mark names on attendance slip. They also are to collect notes from early leavers and mark this on attendance slip.
2. Send slip to office. Office will post attendance slips on the whiteboard & modify them as late comers come in.
3. If during the course of the day a student contacts class teachers about leaving early with a note not presented in the morning, class teachers are to amend the master list on the white board. The office is to do the same, should a student go home early, being sick.
4. Rolls are marked at the driveway, or at designated on-school site. Enter -

N- for students, who have presented early leaving note to class teacher (as per attendance slips)

N- (crossed out) indicates note presented to Sports teacher, but not handed in to class teacher, earlier

T- if student has not turned up for the lesson.

HS Co-ordinator will be at the bus, collect names of students who are truanting & follow up.

5. Leaving on time

The bell will ring at 12.50 and the bus leaves at 1.00 (This may be adjusted to 1.00/ 1.10 if all sports are at school)

6. Students with notes

Notes need to be handed to class teacher in the morning.

Teacher keeps the notes, marks class roll & enters information on sport attendance slip.

The office will keep track of Sport absences and reasons for every student, by collecting the roll at the end of the course. David, in conference with Sport teachers, will look for patterns in absences and alert the class teachers, if necessary.

After that, David will store the roll and the parent notes.

7. Students missing the bus

HS Coordinator to assign work.

Students will do research on their sport in a Pathways class or do other useful tasks, like collecting rubbish, help in library, etc.

Class teachers will be informed.

If it happens more than once, parents will be notified by class teachers and steps will be taken in accordance with our welfare policy.

8. Students changing their options

This is not allowed to happen. Only accept students in your course who are on your roll.

9. Students with notes and well enough to stay at school, go along with the sport and participate/help in other ways.

10. Meeting of Sports teachers at 2.50 pm to report on roll and sport to David. Sports teachers notify class teachers of unsigned notes and any other unresolved issues for follow up on Friday. Attach message to roll.

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 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 not more than 15 minutes three times per week, Class 4 will have not more than 20 minutes three times per week, Class 5 not more than 20 minutes 4 times per week and Class 6 not more than 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.

Occupational Rehabilitation Program

This document is the General Rehabilitation Program (the Program) of Korowal School.

This Program is to be implemented at the request of an employee of Korowal School who is incapacitated as a result of any injury or illness arising out of the employee's work. Participation in the Program is voluntary. However, an injured or ill worker who does not participate in the Program may, as a result, suffer reduced benefits under the Workers Compensation Act 1987.

Policy and Procedures

Korowal School is committed to preventing injury and illness through providing a safe and healthy working environment

1. The designated Rehabilitation Coordinator is the School Coordinator.
2. The Rehabilitation Coordinator is the focal point for all contact, liaison and review of the Program with relevant parties
3. The Coordinator will collect and provide information on locally based resources in the community, including bilingual resources as may be appropriate, and ensure that such information is readily accessible
4. The Coordinator will liaise with the treating doctor and the Accredited Rehabilitation Provider to determine the needs of the injured worker and will facilitate and coordinate services necessary to meet such needs in such ways as may be reasonable
5. The Coordinator will use reasonable endeavours to ensure that information on the injured or ill worker's pre-injury or illness job activities and possible post-injury or illness alternative work activities is made available to the treating doctor and Rehabilitation Provider(s)
6. The Coordinator will monitor the progress of the worker in treatment and/or rehabilitation (subject to confidentiality provisions to be developed by the Occupational Health Safety and Rehabilitation Council).

Korowal School is committed to the early commencement of occupational rehabilitation

1. An injured or ill worker has the right to nominate his or her treating doctor and accredited rehabilitation provider
2. The accredited rehabilitation provider will be encouraged to liaise and work cooperatively with the injured worker's treating doctor.

Korowal School is committed to ensuring that a return to work as soon as possible is a normal expectation

1. The following procedure applies to all employees suffering a workplace illness or injury:
2. All workplace illnesses or injuries must be reported to the employer as soon as possible

3. The employer will arrange for appropriate medical or first-aid treatment
4. When, on medical advice, the injury or illness will prevent the employer from performing his or her full duties the employee will provide the Coordinator with a copy of such medical advice. The employee or his or her nominee will also formally advise the Coordinator, in writing, if the employee wishes to participate in the Program
5. The Coordinator will, upon medical advice, decide as soon as possible, whether the services of an accredited rehabilitation provider are required
6. If the services of a provider are required the employee and appropriate provider(s) will be notified
7. If the services of a provider are not required, a return to suitable duties, where practicable, will be arranged consistent with medical advice
8. In the event of a dispute as to whether the services of an accredited rehabilitation provider are required, the disputes procedure prescribed by the Program will be implemented
9. If rehabilitation is required, steps will be taken to:
 - Develop an individual rehabilitation plan for the incapacitated worker and
 - Ensure that each rehabilitation plan is properly managed

Korowal School is committed to providing suitable duties where practicable for an injured or ill worker as an integral part of the rehabilitation process

1. If the worker is unable to return to his or her previous duties, either temporarily or permanently, the Coordinator will consult with all appropriate parties prior to any change being effected in the worker's duties or employment
2. No duties will be prescribed which have not been recommended by the accredited rehabilitation provider and or treating doctor
3. Any decision as to the possible provision of suitable duties or employment to an injured or ill worker will take into account the full effects of the provision of such duties on the injured worker, fellow workers and students

Korowal School is committed to consulting with its employees and, where applicable, any industrial union of employees representing those workers

1. The Rehabilitation Coordinator is available to discuss with employees and , where applicable, any industrial union of employees, any aspect of the Program
2. The Rehabilitation Coordinator will arrange for the publication and distribution of this document advising employees of their rights and duties under the Program, School Policy on rehabilitation and any developments in the Program

Korowal School is committed to the principle that participation in the rehabilitation program will not, of itself, prejudice and injured worker

1. Any disputes over occupational rehabilitation will be dealt with as follows:

2. In the first instance, attempts to resolve any dispute will be by discussion between the worker, Rehabilitation Coordinator and other appropriate parties;
3. If the dispute is not resolved by discussion, the parties will then seek the advice and assistance of the Division of Rehabilitation Services of the Department of Industrial Relations and Employment;
4. If the dispute is not resolved following such advice or assistance, the matter will be referred to the Occupational Health Safety and Rehabilitation Council for resolution be informed.

Overseas Students

Korowal School Ltd. is a registered provider of courses of study for overseas students from kindergarten to HSC.

Commonwealth Register for Institutions and Courses for Over Seas Students (CRICOS) provider code: 00754B

Enrolment

Each applicant will be considered on his/her merit

The Class Teacher and the ESL teacher in consultation with a Coordinator will interview possible students before acceptance (normal procedure).

When an interview is not possible because of direct application from overseas as much information as possible will be gathered and the student accepted on the understanding that placement in the school will be subject to review.

English Language Proficiency

An English language proficiency test will be required for all students entering Pathways. This will apply to students already in the school as well as to new students.

Each student will pay for and receive at least one hour of individual ESL tuition per week unless the subject teachers and the ESL teacher consider this unnecessary. For Pathways students in the year when they are studying English this may be in a small group e.g. three students would study together for three hours a week.

Numbers of students enrolled is to be decided by the Class Teacher concerned in consultation with the ESL teacher and the appropriate Cluster with consideration given to the balance of students in the class.

Students must satisfy the school that their living conditions are appropriate.

Students requiring assistance with finding Homestay accommodation will pay a Homestay co-ordination fee.

Overseas students will not be accepted unless they fulfil visa requirements.

Overseas students will not be actively recruited through agencies.

Korowal will not accept agency listings.

Korowal will not pay any fees to agencies.

Payment of Fees

Fees are payable in advance and may be paid using one of the following options:

- By the year, by the end of week 2 of Term 1 – a 5% discount applies
- By the term, in full, by the end of week 2 of the term.
- By instalments, on a weekly, fortnightly or monthly basis over a 40 week period. Applicants who pay by this option will be required to make arrangements with the school for direct payment from their accounts. Please apply to the school office. The opportunity to pay by instalments will be removed for repeated late payers.
- By instalments on a monthly basis by MasterCard/Bankcard/Visa. Standing authority forms are available from the school office. The amount will automatically be charged to your credit card on the 15th day of each month for 10 months, February to November inclusive.

PAYMENT FOR ALL FEES BY MASTERCARD/BANKCARD AND VISA IS AVAILABLE THROUGH THE OFFICE **EFTPOS** FACILITY

Penalty For Late Payment/Non Payment Of Fees

It is important that parents co-operate by paying all fees on time. Each term fees must be paid in full by the **second week** of the term unless other arrangements have been made with the School Office. Failure to do so will incur a late payment administration fee of \$25 for each student on the next term's billing.

Notice of Termination of Enrolment

One term's notice in writing during term time, to be given to the Co-ordinator, is required if a student is to be withdrawn from the school. Failure to do so will attract a penalty of one term's fees in lieu of notice. The School Council is empowered to waive, at its discretion, the fee charged in lieu of notice of withdrawal.

If parents/carers have any problems or queries regarding payment of fees they must contact the Co-ordinator.

Bursaries

Parents will normally pay in full all fees set by the Korowal School Council. There may be occasions, however, due to a variety of circumstances such as unemployment or sickness etc, that parents are unable to pay the full fees. In such cases a discount of fees may be granted, subject to the approval of the school Co-ordinator and the financial capacity of the School at the time. All applications for concession shall be directed to the Co-ordinator and will be treated in the strictest confidence. The Co-ordinator will decide on the merits of each application. The approval of concession will be for a period of the current calendar year. A fresh application must be made for the following year.

Personal Electronic Devices

Introduction and Definition

These guidelines relate to any personal electronic device (**PED**) that could be used for communications or data storage and retrieval. This includes but is not exclusive of mobile phones, USB drives, MP3 players, PDAs, laptop computers, tablet computers, PS2s or other portable game consoles, DVD players, and calculators.

Korowal School embraces emerging digital technologies and encourages its teachers and students to look for ways of using them to enhance teaching and learning. The availability and appropriate use of these resources provide opportunities that can help students develop spiritually, academically, socially and physically. Their inappropriate use can be detrimental to the teaching/learning process, anti-social, and even harmful. These guidelines outline the principles and parameters for the use of PEDs at the School.

It is considered a safety hazard for students to use these devices whilst waiting for the train or bus or to cross the road and is therefore not permitted.

Guiding Principle

It is a matter for each teacher to indicate to students which PEDs may or may not be used at specific times and places, and in which ways they may or may not be used. Students should not presume the right to use a particular PED in any circumstance.

General Principles

1. Students are responsible for the security of their own PEDs.
2. Students should use PEDs for positive purposes: for learning, for legitimate communication, and for relaxation in acceptable ways.
3. PEDs must not be used to harass or victimise other students or staff, or to abuse a person's right to privacy (for example, taking, storing and then using a digital photo/video without a person's permission)
4. Any PED brought onto the School by a student may be inspected by a staff member who has reasonable grounds to suspect it may be being used inappropriately.
5. During class and study time, the internet may only be accessed through the intranet. Students may not access the internet through another account or means.
6. Any inappropriate use of the school name or resources in any form is totally unacceptable.
7. In using their PEDs students are expected to comply with the standards and act within the ethical framework of Korowal, where respect for individuals, their good name and dignity is paramount.
8. In some situations, such as formal Exams, other specific rules may apply to PEDS. These will be outlined clearly and must be adhered to fully.

Procedures

Mobile Phones

There is increasing evidence that the pulsed microwave radiation from mobile phones is a health hazard. It is suggested that this radiation is:

- interfering with the blood/brain barrier
 - altering the DNA
 - causing brain tumours
 - interfering with memory functions
 - interfering with hormonal activities
1. We are as much concerned about the active user as we are of the passive users surrounding the person with the mobile phone.
 2. A second aspect of mobile phone usage is its exclusivity, due to the high running costs. The School therefore discourages the use of mobile phones.
 3. Mobile phones are not permitted during exams and they must be switched off during class time.
 4. If the use becomes intrusive at any stage, the phone will be taken to the coordinator for later collection.
 5. If students carry mobile phones, they do so at their own risk.
 6. Staff will have mobile phones switched off in class and at other times that could disrupt or distract from their duty at the time.
 7. Use of mobile phones during off-campus activities arranged by the School, including field trips, camps and retreats, will be determined by the teacher or supervisor in charge of that activity. Arrangements will be in place for communication with a staff member in the case of an emergency and restrictions will be placed on the use of mobile phones to ensure that their use is not an intrusion into the educational and social objectives of the activity.

USB Drives

1. All students are encouraged to have a USB drive.
2. The School encourages students to use these as a means to store and transfer school-related data.
3. These are to be free from files that contain inappropriate or offensive content, and comply with General Principle 7 above.
4. Students are required to label clearly their USB drive with their names.

Other PEDs

Storage devices of any other sort may be used on a restricted basis.

Storage devices, which are able to receive podcasted data may be useful for students in their individual research and study. Students need permission from a teacher or supervisor to use their player for this purpose.

In most circumstances, storage devices may not be used during class-time to listen to music. Teachers may grant permission for Pathways students to use their players to listen to music, with earplugs, during times of individual work or study without disturbing other class members. Such permission should not be presumed by students and only applies in the lesson where permission has been granted. For reasons of occupational health and safety and hygiene students should not share the use of headphones.

When calculators are required for class use or assignments, teachers will advise students when and how they should be used, and the type of calculator to use.

Laptop computers are permitted to be brought onto the School premises but must be registered with the ICT Department prior to use. Users must comply with the standard ICT protocols.

Recycling

It is the policy of the School to recycle as much material as possible, especially in the area of paper and cardboard products. To this end, a contract exists with a waste company to regularly remove recyclable paper and cardboard from the school.

Each room in the School, including classrooms, offices, specialist rooms, the library and common room will have a clearly identifiable receptacle for any paper or cardboard which can be recycled. Staff are expected to place any recyclable paper products in these receptacles, and direct students to do likewise.

As paper products are the most common recyclable material generated by the school there are no current plans to establish any other recycling program. However, this could be addressed and managed should the need arise.

Staff Contact

It is the general policy of the school that all parental contact with teachers will be initiated through the School office rather than contacting teachers at home. The Office will either:

- arrange for the call to be put through straight away if the teacher is available
- leave a message for the teacher to call back when convenient
- direct the call to a Coordinator if appropriate.

Teachers may wish to contact parents during school hours, or if this is not possible, at home outside school hours at a convenient time to both parties.

Parents are requested not to access teachers just before classes begin. Parents are also requested not to contact teachers at home unless in the case of an emergency. Some teachers may advertise to their parents times when they are available at home to speak with them on non-urgent matters.

Student Attendance

The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class of students.

Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.

Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian.

The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.

Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.

Sustainability Vision Statement & Policy

In keeping with our commitment to human-centred education, Korowal School Council has recognised that we need to work for environmental as well as social and economic sustainability of our school.

We understand sustainability to mean: meeting the needs of present generations without compromising the ability of future generations to meet their needs.

We understand that to achieve real and lasting sustainability we must involve the whole school community in a process of co-learning, which will generate a sense of ownership and empowerment, and create a fundamental change in the culture of our school.

To that end, we have formulated a policy to:

- Develop a holistic sustainability education program that integrates existing programs
- Engage students in real-life projects across all key learning areas
- Adopt actions that will result in significant reductions in the amount of energy, water and other resources used by the school; significant reductions in the amount of waste, litter and pollution generated; and an increase in biodiversity and attractiveness of the school grounds

- Enable our students to devise solutions to problems that they implement
- Inspire the wider community as well our own school community to take actions in their everyday lives to live more sustainably
- Identify and provide sustainability education in-service opportunities for all staff
- Provide leadership in sustainability education and develop partnerships at the local, state, national and international levels
- Monitor and evaluate our activities and adapt our strategies and plans where necessary

Textbook Procedure, Years 7 - 10

The aim of this procedure is to have textbooks available for all students, so they have every chance to participate in the learning opportunities we are offering.

Korowal students are required to buy their own textbooks. Textbook lists will be sent out before the beginning of every school year, so parents have plenty of time (almost 3 months, including the holidays) to order the required books for their children from any bookshop.

Lists will also be accessible on the school website.

Second hand books are available either through direct deals amongst students, or towards the end of term 3 through newsletter trade ads.

It is essential that our students have textbooks at hand, as sharing with, or borrowing from others can be distracting and disruptive to the class and therefore to everyone's learning. Doing homework can also be a problem.

The procedure is as follows, keeping in mind that we are trying to give students – and secondly, parents, responsibility to resolve the situation.

Day 1

When a student does not come to class with textbook or other essential equipment, the teacher will hand out a note to the parents, to be signed and returned the next day. Make entry in diary, as well.

- the note mentions the option of buying a copy card and photocopying pages, while waiting for the book order to come through.
- It will make clear, that it is unacceptable to be in class without a textbook. The note will have room for the parents to respond.
- It will have a return slip to give parents the opportunity to respond/explain/resolve the situation.
- If the note and/or the equipment is not produced the next day, the student will be on lunchtime detention.

Day 2

Hopefully, the returned note offers a satisfactory solution. If this is not the case, the subject teacher will ring the parents, talk through the procedure and negotiate a solution.

The student will have lunchtime detention, if the note is not returned.

Day 3

If a satisfactory solution could not be reached, the subject teacher will inform the High School Coordinator to take things further.

Date:

Dear

Your son/daughter _____ came to class without

_____ .

I am concerned that this makes learning in class, as well as doing homework, very difficult. The resulting sharing also affects other class mates.

Please ensure that your child brings the above listed equipment to school, tomorrow.

Your child may, as a temporary measure, photocopy the necessary pages from somebody else's book, until the textbook is purchased. Photocopy cards are available from the office.

Please fill in the return slip below and return it by tomorrow, so we know your course of action and can take the necessary steps to ensure your child's successful learning.

Your child has been told, that failure to return this note and/or the equipment needed will result in a lunchtime detention.

Sincerely,

Attached is a copy of our school procedure dealing with missing textbooks and equipment.

RETURN SLIP >>>>

I have read and received the note regarding my child's lack of learning equipment.

Comment:

Signature,

Date

Text Books – Pathways

Pathways parents will be sent the following letter:

Pathways Textbooks

Dear Parents,

The teachers of Pathways have completed a preliminary assessment of the textbooks required for the next cycle of Pathways subjects (commencing term 4/2006) and the following cycle (commencing term 4/2007).

Under normal circumstances, we would be providing you with text lists and recommended retail prices of these texts for you to purchase in time for the start of courses. However, they are getting quite expensive and for some families probably too expensive.

Our new procedure is that the School will purchase the texts and make them available to students. In return, we are asking families to pay a textbook fee of \$ 150 per subject cycle (\$ 300 for the entire Pathways program).

This fee contributes to the costs, which can be up to \$ 1000 per student, depending on subject choice.

The textbook fee will be included in your fee invoice for term 4 of each Pathways year.

Books must be returned to subject teachers at the end of each cycle by the 1st of December, or invoices will be issued to the difference of \$ 120 (\$ 30 administration fee).

There would be no impediment of course, of you wish to purchase the texts yourself. In that case, please notify the school, so the textbook fee does not get credited to your account.

Kind regards,