2016

Annual Education & Financial Report

Released: June 2017

Table of Contents

1.0 Introduction

This report is prepared in accordance with the requirements of the Commonwealth Government.

There are two parts to this report: the first section contains commentary and data; and the appendix contains supporting information and details of school policies. Policies are available in paper versions from the school administration.

Method of distribution of this report:

- Via email to parents, with hard copies available as needed;
- Via download on the School's webpage
- Via Board of Studies web site.

Kindlehill is a small school in its 16th year of operation.

IN 2016, the school Board of Directors consisted of six members including the Principal and the Business Manager.

The College of Teachers includes all full time teachers at the school and exists to manage the day to day operations and curriculum decisions for the school. In 2016, two additional part time teachers joined the College of Teachers.

The College reports to the Board and reports on behalf of the Board. These are the key school bodies.

The Kindlehill Kindy Garden

2.0 A message from the College of Teachers

In 2016, the whole school focus of Kindlehill was on deepening our understanding of the task of a 21st century school, in regard to educating for global citizenship.

This was encapsulated in the imagination of SWEETENING THE WATERS, drawn from the Aboriginal practice of making a sweet and nourishing drink by placing nectar rich flowers into a coolamon of water. It was an imagination that carried our collaborative efforts as a school community, to nurture respectful relationships with environment and community.

Early in the year we went on country to Euroka Clearing for a whole school Cultural Camp. This was a collaboration and celebration of the school together with local Aboriginal artists and cultural educators.

The theme of Sweetening the Waters was carried over into the Autumn Fair, our seasonal celebrations and the Open Day. At these days, wonderful musical performance and singing carried the festive spirit, the creative and performing arts a wellspring for the Kindlehill community.

New initiatives in the Sustainability arena included the Flourish Garden project, with the employment of Steve Fleischmann to work with classes and individual students in our food gardens. The principles of Reduce, refuse, reuse and recycle, well embedded in the classrooms was extended where possible to school events and camps. Kids in Creeks and Catchments was an initiative of our local council that we participated in along with other schools. Bush trackers, Bio blitz and Streamwatch were part of this 2016 programme.

We also established bee hives at the school and have collected our first honey.

As part of the Global and specifically Asia Pacific Focus, Year 9/10 visited Vanuatu. On Pele Island they assisted with local initiatives to address climate change on this small Pacific Island. It was also a much loved and valued cultural experience. The students fundraised to support local projects on Pele island as well as to provide the materials to build a water tank for a family on the main island.

In August, we hosted Japanese students who collaborated with our students to create a beautiful Hiroshima Day commemoration including singing, dance and a tea ceremony.

A literacy focus for 2016 included the setting up of a functional and welcoming library, the launch of Reading Challenge, and the introduction of 6 plus one Writing Traits - a programme in which teachers and assistants work together to enrich literacy across the school. We began with a focus on the writer's voice and in 2017 will start the year with a focus on word choice.

Community Science Day falls in National Science Day and is a favourite for the students. Parents and friends of the school community share their passion for science with our students. It is a very hands on day with classes rotating through various workshops from health and nutrition, indigenous perspectives, solar energy, zoology and physics. Uncle Pete Williams, around the campfire, left the students in no doubt that stars were not "balls of energy or gas" but indeed, campfires! It was a wonderful example of how science and storytelling can be woven together to create a picture of the world that leaves one in wonder and with curiosity well stimulated.

The Creative and Performing Arts are a feature of Kindlehill school with plays and musical performances from kindy to high school. The collaboration of high school music and drama teacher in the production of Romeo and Juliet received high acclaim.

Outdoor education is another feature of Kindlehill and this year featured bush camping adventures in the primary, a ski trip for class 5/6 and a 2 week Geography on the Road trip for class 7/8. Outdoor education, given our Blue Mountains setting, is a very good way of encouraging our students to develop a lifelong love of the natural world and of adventure.

This year, the College conducted a review to clarify its own purpose and function.

This is part of an overall process toward considered ongoing development of the school to ensure that we continue to be a flourishing and purposeful educational impulse. As a kindy to year 10 school, Kindlehill has a very talented, creative and collaborative teaching body. The enthusiasm and dedication of the teaching and administration staff is tangible as is the beautiful support by parents (in so many ways) that contributes to a thriving model of a community centred around children and young people.

Kindlehill seeks to imbue children in the younger years with reverence for life and to support primary age children in feeling themselves in relationship to the beautiful and complex world around them. In the later primary and high school years, we strive to develop the critical thinking capacities, resourcefulness and creativity, that will see our young people go into the world to live meaningful and productive lives. We have around us the warmth and strength of an active and resourceful parent body, as well as many supportive friends in our wider Blue Mountains community. Together we are kindling a light on the hill to illumine and warm, hearts and minds, well into the future.

Lynn Daniel

3.0 A Message from the Business Manager

Kindlehill is strong and dynamic.

We have a vibrant teaching body, with a healthy mix of experience and youth, energized by the common purpose of creating something truly unique. We have a stable body of creative full-time class teachers, seasoned with a large body of part-time teachers who bring the richness of their endeavours outside of Kindlehill.

Behind the scenes, we have the Board of Directors that directs the long term vision of the school and ensures that the foundations are rock solid.

Enrolments and Government Funding

Enrolments are strong in all Kindergarten and Primary classes, and we project solid growth in our small-high school model over the next four years. At that point, we anticipate being at full capacity from K to 10.

We are very pleased to see that the Gonsky 2.0 funding model has passed both houses of parliament in the last week. This will ensure certainty of funding for the coming years.

Building Works

In 2016, we updated our School Building Master Plan. In 2017, we are working on securing a loan and a Federal Government grant. We anticipate commencing building works for Stage 1 in the second half of 2018. The $1.0m of works will include:

- Two breakout classrooms for small group tutorials (10-15 students)
- A dedicated Art Room
- A dedicated Science Room
- A dedicated Hard Craft Room
- Improved toileting facilities for students with special needs

These facilities will meet the needs of the growing High School, with flow-on benefits to the whole school.

We anticipate that Stage 2 will follow a few years after that. This Stage will include an semi-enclosed Gym/Ball Court, as well as improved Office and Staff facilities.

Scholarships

In 2016, wanting to have a student body that reflected the cultural diversity of our broader community; the school commenced its Aboriginal scholarship programme. We have welcomed a number of families into the school in 2016 and 2017. Now it feels like these families have always been part of our community, and we have benefitted enormously from the cultural richness that has been so generously shared by these families.

Administration

At the commencement of 2017, Simone Glassford smoothly transitioned into the role of Business Manager. She is working on consolidating her team and strengthening the administration systems, as well as maintaining the warm and welcoming role of the office.

Finally, we must acknowledge our amazing parents. Kindlehill has an enthusiastic and supportive body of parents, sharing the role of the village that raises the child; and putting their collective shoulder to the wheel of school activities. Thank you.

John Daniel

Chairperson, Board of Directors' Finance Committee

June 2017

4.0 Contextual Information about the School

Contextual information about the School can be found at
http://www.myschool.edu.au/

5.0 School Performance

Information on student performance in all national or state-wide tests or equivalent and examinations can be found at http://www.myschool.edu.au/

6.0 Teaching Standards & Professional Learning

6.1 Details of all teaching staff: teaching standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	12
Teachers who have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching.	0

6.2 Teaching staff professional learning

Professional development is undertaken by teachers through external bodies such as the AIS, as well as through regular sessions within the school.

PROFESSIONAL DEVELOPMENT focus for 2016 included differentiated learning in the classroom.

- ≈ First aid certificate upgrades for class teachers and assistants
- ≈ Facilitated communication workshops for all staff and contractors (first session held in late 2016 and communication tools and skill for the workplace - will be developed further in 2017
- ≈ Attendance at relevant AIS professional and management forums.

Further details of Professional learning can be found in Appendix A.

6.3 *Teaching staff attendance, retention rates, and workforce composition*

In 2016, the average daily staff attendance rate was 97%.

The full time staff retention rate was 100%.

Workforce composition can be found at http://www.myschool.edu.au/.

Kindlehill had no Aboriginal or Torres Strait Islander on staff in 2016.

7.0 Student Attendance

The following table displays 2016 student attendance by class compared to 2015 attendance.

The average attendance of students from K-10 for the 2016 school year was 93.6%.

Class/Year	% Days Attended in 2015	% Days Attended in 2016
Kindergarten	93.9%	94.1%
Class 1	93.0%	93.2%
Class 2	95.4%	93.1%
Class 3	92.6%	92.0%
Class 4	95.1%	95.3%
Class 5	97.6%	92.1%
Class 6	95.8%	95.8%
Year 7	92.5%	92.5%
Year 8	95.3%	93.9%
Year 9	95.1%	89.7%
Year 10	98.9%	98.1%

The Student Attendance Policy is included in Appendix B of this report.

With a total student number of 103 (as at August 2016 Census); small changes in attendance have a greater percentage impact.

Teachers ensure they receive written advice on the reason for student absences. Absences are monitored and parents are called for a face to face consultation

when attendance is continually low. In some cases, plans are required to assist in transitioning students to school, or an ongoing attendance management plan is set up in conjunction with the parents.

Additional information on whole school attendance rates, please refer to the My School website: http://www.myschool.edu.au/.

8.0 Post School Destinations

As Kindlehill is a K-10 school, all students remain to compulsory school age, and any movement out of the school is to complete compulsory schooling at another institution. In most instances, students will attend a local public or independent school when leaving Kindlehill, with a small number of students leaving the Blue Mountains to attend schools outside the local area.

9.0 School Determined Improvement Targets - 2016

FACILITIES AND RESOURCES

≈ Completion of fitout of new library

≈ Upgrade to school heating system for cost and heating efficiency (performance space and Kindergarten)

≈ Renovation of the school's main gate/entrance, including construction of kerb, guttering, landscaping and safe main staircase.

≈ Removal of trees impacting safety in high winds.

STAFF DEVELOPMENT

≈ Whole staff focus on Differentiated Learning in the Classroom for students with special needs

≈ Whole school focus on literacy across the curriculum

≈ Teacher Performance and Development Framework: Teacher Action Plans for full time teachers – professional development goals and implementation.

TEACHING AND LEARNING DEVELOPMENT

≈ Embed in teaching and learning programmes, principles of universal design and differentiated learning, to improve learning outcomes and engagement for all students.

- ≈ Literacy Focus – design and fit out of new library. Introduction to framework for improving literacy through 6 plus 1 Traits of Writing model.
- ≈ Reconciliation Initiative – Whole School Cultural Camp at Euroka Clearing with Aboriginal artists and educators.
- ≈ Good Neighbours Near and Far – Looking out into the Asia Pacific Region as an extension of neighbourliness; classes incorporated Asia Pacific focus into teaching and learning programmes, High School hosted a Disco for Water to raise funds to build a water tank in Vanuatu.
- ≈ Also collaborative commemoration of Hiroshima Day with Japanese students.
- ≈ Flourish Garden Project – employment of specialist gardener. Greater consistency of student engagement with food gardens in the school.
- ≈ Improved cohesiveness of instrument tuition programme

STUDENT WELFARE

- ≈ Continued collaborative planning for students with special needs
- ≈ Personal and social well-being and development embedded in programmes of work across the school

LEADERSHIP AND GOVERNANCE

- ≈ Continued implementation of Governance manual.
- ≈ Professional development focus for senior staff on leadership.
- ≈ Development and implementation of new office operating system (FLOWT) including ensuring that those systems and processes are documented and are living documents.

10.0 Initiatives Promoting Respect and Responsibility - 2016

Kindlehill School is situated on Dharug and Gundungurra land.

We pay our respects to the traditional custodians of this land, to the Darug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise the strength, capacity and resilience of all past and present Aboriginal people in this region.

We acknowledge the spirit that resides in and flows through this land, the elemental and spiritual beings who cohabit this place. We support reconciliation between all Australians. We are committed to upholding the imperative of justice and equity for Aboriginal and Torres Strait Islander peoples.

Initiatives highlighted for 2016

- Cultural Camp at Euroka where the school was joined by Aboriginal artists and storytellers, Uncle Pete and the Waradah dancers, Wayne Cornish, Chris Tobin and Leanne Tobin.
- Class 5/6 participated in Aboriginal Artists in Schools and Reconciliation Challenge
- Class 7/8 participated in the Creative Arts Peace Prize
- Class 1/2 participated in Waste to Art
- Whole school Biodynamic Compost making in Autumn
- Flourish Food Garden Programme with Steve Fleishmann, for all students across the school.
- Refuse, reduce, reuse and recycle in classrooms and school events
- Walk in to school Wednesday for all primary school students.
- Japanese Cultural Day, combined with Hiroshima Day.
- Fundraising for water tank project in Vanuatu.
- Bioblitz at Wentworth Falls Lake for class 5/6.
- Bush trackers at Mini Ha Ha for class ¾.
- Streamwatch of Wentworth Falls Lake for year 7/8.
- Workshop and talk by Lee Trew – wildness and wellbeing, attended by the community.

- Seasonal celebrations, connecting us to changing seasons with a sustainability and community focus.
- Class 1-2 were Pen Pals with a school in Japan.
- Professional Development focus for teaching staff on Differentiated learning in the classrooms to meet the diverse needs of students.
- Technology safe talk for parents followed by conversation/sharing on strategies for managing children's technology use.
- Nude food November – encouraging food without packaging across the whole school.
- Screen free week for whole community prior to mid-winter celebration.

11.0 Parent, Student and Teacher Satisfaction

Everyone is valued at Kindlehill and a high priority in placed on supportive relationships and good communication between students, staff and parents. We see ourselves as a community centred on children and young people, growing both vision and capacity for the future of our world locally and globally.

Student comments

"Kindlehill has meant so much to me, being involved with the community, being allowed to find your own personal learning technique and having so many amazing opportunities". Year 10 student

"The teachers listen to our opinions, to make the school a better place for all of us." Year 8 student

Teacher comments

"Working with such an amazing, dedicated team of educators is a constant inspiration for me."

Parent comments

"The students learn that if you express yourself to others in a respectful manner, you receive a listening ear in return. A wonderful lesson to learn early in life!"

11.1 Kindlehill Values Statement

KINDLING A LIGHT

Kindlehill is a social deed. Our purpose is to educate children and young people to be powerfully equipped in becoming individuals who contribute to creating a more compassionate and fair society for all.

GUIDING PRINCIPLES

Our teaching is inspired by an understanding of the human being, ideally including all the stages of individual life development and human evolution; and informed by the pedagogical indications given by Rudolf Steiner and applied in a regional and contemporary setting.

We strive to bring a life imbued education to every child and young person in our care, and to acknowledge the gift that each individual brings as part of a diverse and respectful community.

Cultivating the imagination, a sense of beauty and the awakening of artistic feeling across the fields of human endeavour (including the arts), we support children and young people to become creative and resourceful for their lives and the lives of others. As the high school years unfold, added to this development of artistic imagination is the fostering of the young person's efforts towards making active thinking their own, and to developing powers of sound judgment by which they are able to authentically discern whether something is true or not.

Kindlehill seeks an alignment of values between home and school. Teachers, parents and students are a vibrant community, that supports the flourishing of children and young people – and in doing so, contributes to what is good for all humanity.

We support a culture of "growth" in which all members of the community see themselves as active, developing and evolving human beings.

In celebrating together, listening to and respecting each other, and in cooperating and supporting each other; we model for our children and young people, a society based on cooperation, respect and empowerment.

We support Indigenous Reconciliation and strive to uphold the imperative of justice and equity for indigenous people. We acknowledge the traditional owners whose cultures and customs have nurtured and continue to nurture this land.

We support children and young people in developing a relationship to nature that engenders freedom, nourishes well-being and cultivates respectful interconnectedness as they live their lives.

We acknowledge the inter-relationship between the personal, social, environmental and spiritual dimensions to life. We value the integration of respectful, sustainable, celebratory and fair actions in every dimension of our lives, for the good of our planetary being – now and into the future.

12.0 Summary of Financial Information

The following graphs display the breakdown of income and expenditure for Kindlehill for 2016.

Additional financial information can be found at http://www.myschool.edu.au/.

Kindlehill Recurrent & Capital Expenditure 2016

- Salaries, Allowances & Related Expenditure — 62%
- Non-salary expenses — 30%
- Capital Expenditure — 8%
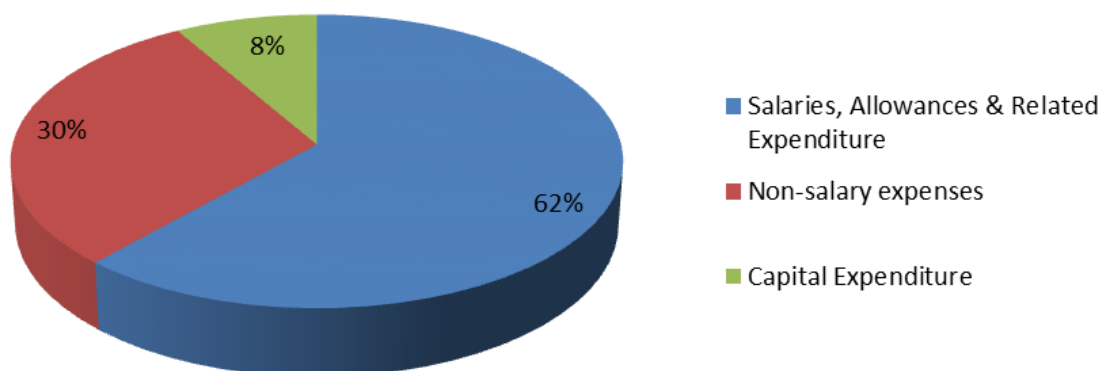
Kindlehill Recurrent & Capital Income 2016

- Commonwealth Recurrent Grants — 48%
- Fees & Private Income — 36%
- State Govt Recurrent Grants — 14%
- Other Private & Capital Income — 2%
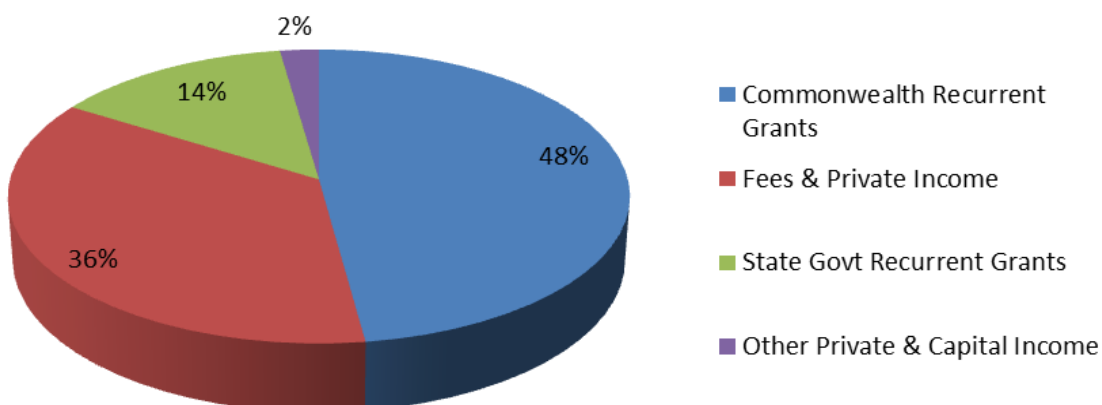
Appendix A   Staff Professional Learning - 2016

Kindlehill teachers, teacher's aides, and administration staff attend ongoing professional development session throughout the year. In 2016, the following sessions were attended:

The College of teachers and assistants have a weekly speech and movement class, and an additional pre-term teacher's studio session before each term commences.

In addition, professional learning on a term by term basis is outlined below.

Term 1:

- ≈ Week 2: staff meeting – identify and target whole school prof development – differentiated learning in classrooms with assistants delivering/teacher programming
- ≈ Week 4: College meeting; Presentation of TEACHER ACTION PLANS
- ≈ Week 5 Staff meeting; a conversation focus on how teachers and assistants are working together
- ≈ Week 9: Staff meeting: S'haila's presentation to teachers re Downs Syndrome Conference
- ≈ End of term 1: all Primary teachers attend session re familiarisation with new Geography Syllabus

Term 2:

- ≈ Teaching Staff Professional Development – a whole day session at AIS covering differentiated learning in the classroom and case studies of special needs students in classes
- ≈ Regular mentoring meetings with Lynn and class assistants, as well as specialist support staff for literacy and numeracy
- ≈ Inclusion of class assistants in I.P. planning for special needs students
- ≈ Two staff attended the GLAM Steiner Education Australia (SEA) leadership conference.

Term 3:

- ≈ Two teachers attended the SEA Leadership conference.
- ≈ Whole school focus on implementation of new geography syllabus.
- ≈ Whole school focus on implementing Australia's engagement with Asia Pacific cross Curricular strand.
- ≈ Whole school focus on literacy development.
- ≈ Actively working with teachers on their action plans: all full time teachers have their own Teacher Development Goals and Action Plans that are implemented throughout the year and reviewed collaboratively.

Term 4:

- ≈ All teaching, support, and contract staff attended a full day workshop on communication – enhancing peer to peer communication.

Annual

- Whole school focus on implementing cross-curricular strand, Aboriginal and Torres Strait Islander histories and culture.
- Whole school focus on sustainability.

Teaching and administration staff complete child protection, senior first aid, anaphylaxis and asthma training as required.

Appendix B   Kindlehill Policy Documents

Kindlehill conducts a detailed review of policies in each school year.

Key policies are provided below, and updates are made to policies as required, under the direction of the Principal. Policies are available in the school administration for both parent and staff use.

B.1   Enrolment Policy

Kindlehill is a co-educational K-10 school providing an education underpinned by Rudolf Steiner philosophy and pedagogy. It operates within the policies of the NSW Board of Studies.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

Procedures

1. Applications will be processed according to the school's enrolment policy.
2. The school will consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. The school will consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents / family and other relevant persons within a pre-enrolment process.
4. The school will identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The school will inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school, the order of application, and the suitability of the applicants.

Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all school fees.

Students with Disabilities

The *Disability Standards for Education 2005* (*Standards*) apply to a school's dealings with all **students** with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also **prospective students** with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines provide a structure to help schools comply with the

Standards in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

When considering any application for enrolment, a determination will be made regarding the school's capacity to address the student's individual needs. This can be achieved by working through the individual planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school.

Exclusion from the school

a) If the principal, or any person deputing for the principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.

b) If the school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the principal may require the parent to remove the child from the school.

c) The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

B.2   Student Attendance Policy

Regular attendance at school is essential if students are to maximise their potential. Kindlehill School, in partnership with the parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors school absences.

Policy:

≈ The school maintains a register of enrolments.

≈ The School monitors 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 are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education.

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

≈ The School notifies 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 are recorded, as appropriate, on the student file.

≈ The register of enrolments is maintained for at least 5 years before archiving and the register of attendances for a student is retained for at least 7 years after the last entry was made in respect of the student.

PROCEDURES:

The Register of Enrolment:

The Register of Enrolment is kept by the administration manager. The Administration Manager is also responsible for collecting student information (eg. MCEECDYA background information).

The Register of Enrolment contains for each student: name, age, address; names of parents/guardians; telephone and email contacts of parents/guardians; date of enrolment; pre-enrolment or previous school for any students older than 6; date of departure and the student destination on exit.

Where the destination for a student below 17 years of age is unknown, the school will keep a record that a DET officer with home liaison responsibilities has been notified of the student's name, date of birth, last known address, and last date of attendance, as well as any safety risks associated with contacting the parents or student.

The register or enrolments is maintained for a minimum of 5 years before archiving.

Student Daily Attendance Registers

The Registers of Daily Student Attendance are retained for a minimum of 7 years, preceding the current date. They are stored in the school office or archive area.

Student attendance is monitored daily and records are kept in the class roll by the class teacher.

When a class is conducted at a site other than the school site, attendance is still to be monitored and recorded.

Parents are encouraged to notify teachers, by text, email or telephone by 9am, of an impending day of absence. This is to be asked of parents in a beginning of year letter and also in a parent-teacher meeting.

Parents are required to send a written note explaining the absences of their children. It is the class teacher's responsibility to follow this up. These letters are kept together with the class roll.

The teacher will follow up on unexplained absences. In cases where children are absent on many days and the teacher regards this as an influencing factor on either the child's educational or social progress at school, a letter is to be sent informing the parent of this. This letter is to be sent by the principal. The

principal or class teacher may also request an interview with parents to address attendance concerns. Documented plans will be developed where the attendance of a student is identified as being an ongoing concern. These will be developed in consultation between principal, class teacher, parents, students, and consultants where necessary.

Teachers are responsible to transfer unsatisfactory attendance information to student records. Teachers are responsible to keep the attendance records up to date. Teachers are responsible to notify the principal of unsatisfactory attendance and concerns.

At the end of each year, attendance records are submitted to the principal or delegated authority for checking and storing.

Summary attendance data is submitted monthly via the Schools Service Point Web site (according to dates requested by Education Australia), and is reflected in the School Annual Report.

Data on absences where a student is absent for 30 days: The Principal should access the mandatory reporters section of the Keep Them Safe website www.keepthemsafe.nsw.gov.au to determine whether a report is required.

Exemption:

Under Section 25 of the Education Act, 1990, students are deemed exempt from attending school if the Minister is satisfied that conditions exist which make it necessary or desirable that such an exemption should be granted.

A "certificate of exemption" may be given subject to conditions, and may be issued for a limited period, as specified in the certificate.

Principal will consult with the Association of Independent Schools regarding exemptions in particular circumstances.

Exemptions will comply with Section 25 of the Education Act, 1990. Records of exemptions will be kept by the school.

MOVE TO HOME SCHOOLING

In the case of students leaving to be Home schooled, the school will notify the parents that they are to obtain a Home School certificate. Parents will be advised that the student is noted as absent until this certificate is produced. Refer to Kindlehill Procedure for move to Home schooling.

Supporting the regular attendance of students at school

Parents are responsible for the regular attendance of students at school.

Principal and school staff, in consultation with parents and students, will usually be able to resolve problems of nonattendance.

The school maintains sound attendance and monitoring practices, following up unexplained absences with parents promptly.

Resolution of attendance difficulties may also include:

≈ Student and parent interviews

≈ Telephone contact and/or email with parents

≈ Reviewing the student's educational programme and progress

≈ Developing an attendance improvement plan

≈ Referral to counselling support in the local region

≈ Support from school based personnel

If a range of school based interventions are unsuccessful, the following may be instigated:

≈ Notification to police of a student not in attendance at school

≈ Notification to DoCs or to the Department of Education Home Liaison Officer of extended absence or unknown destination of a student.

B.3   Excursions Policy

School excursions and camps are structured learning experiences provided by, or under the auspices of, the school which are conducted external to the school site. They can pose risks. The policy and procedures are directed at managing such risks.

The school is committed to providing a safe, secure, disciplined and quality learning environment in which students can develop their individual talents, interests and abilities through a curriculum that fosters the intellectual, physical, social and moral development of the student. Excursions are part of quality teaching and learning programs.

Excursions are a valuable teaching and learning vehicle, often integral to quality curriculum delivery in that they provide access to teaching content and learning experiences not available at the school.

School excursions vary in terms of the curriculum focus, the students involved, the duration of the excursion and the excursion venue(s). The student group participating in the excursion may be a class or classes or students drawn from a number of classes. They may be, for example, a team, a performance group or an audience for a performance. An excursion can range from a brief visit of less than one hour to a local point of interest, to an extended journey occupying a number of days or weeks requiring overnight accommodation.

Some excursions may involve overseas travel. Particular additional mandatory procedures would relate to such excursions.

The excursions policy includes information on the implementation of:

- The value of excursions within the curriculum,
- Inclusivity and access to excursions for all students
- School duty of care to students whilst on excursions
- Reporting obligations connected to our duty of care
- The role of risk assessments in all excursions
- The requirement for signed consent forms for all excursions
- Safe transport to and from the excursion
- Student behaviour whilst on excursion

B.4   Student Safety and Wellbeing

The student safety and wellbeing is covered in numerous policies, included throughout Appendix B3 of this report. All of these policies were modified in 2013.

B.4.1   A Safe and Supportive Environment - Student Welfare

Policies and Procedures

In accordance with the School's Assistance Act 2004 the National Safe School's Framework is observed. The following statements indicate our schools policies and procedures in regard to providing a safe and supportive environment for students. The teaching guidelines for best practice in regard to these are included in the document *A Safe and Supportive School (NSSF)*.

Staff are informed of their legal responsibilities in regard to child protection and mandatory reporting, as well as to the expectations of the school in regard to conduct and the welfare of students:

At the point of employment they sign an acknowledgement that they have read, understood and agreed to abide by their legal responsibilities in regard to child protection and to the school's code of conduct

Each year, staff are required to read and sign to acknowledge they have read, understood and agree to abide by their legal responsibilities in regard to child protection and the code of conduct.

A compliance register for the calendar year, records staff updates in regard to policies relating to student welfare.

Support

The School wishes to promote a learning environment is supportive of students. The foundation of this is that students and teachers should respect each other

and not engage in conduct which undermines this mutual trust and support. Conduct of teachers and students should also respect the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

A supportive environment fosters the social, academic, physical and emotional development of students where:

≈ Students are treated with respect and fairness by teachers, other staff and students

≈ Members of the school community feel valued

≈ Effective teaching and learning take place

≈ Positive support and encouragement are provided by members of staff and students

≈ Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community

≈ Consultation takes place on matters of student education and welfare.

Refer to Code of Conduct and Positive Behaviour Policy

Security

The school implements measures to promote the safety and welfare of students. Teachers should use their professional judgement as to what is required in a given circumstance. This will include consideration of matters such as:

≈ Appropriate levels of supervision; (*see Code of Conduct and Supervision Policy)*

≈ *Security* of buildings; (*Visitors to the school, including tradespeople, are required to report to the office on arrival. (cf W.H.S)*

≈ Procedures in case of fire; (*signage throughout the school, cf W.H.S*)

≈ Emergency evacuation procedure

≈ Lock down procedure

≈ Use of grounds and facilities; (*see Management Plan for After Hours* cf W.H.S)

≈ Travel on school-related activities; (*see Code of Conduct 3.6.2 and Excursions Policy.)*

Serious incidents and emergencies *(are reported and investigated in accordance with the policy Management of Serious Incidents and Emergencies (see W.H.S)*

Supervision

Appropriate measures will be taken by school staff to seek to ensure that all students are adequately cared for and supervised while undertaking both onsite

and offsite activities, keeping in mind the type of activities and age of the students involved.

For policies and procedures, protocol and guidelines in relation to supervision, see the Supervision Policy and the Excursions Policy. Also Risk Management Plan for Excursions and Risk Assessment Procedure.

Teachers conduct their own risk assessments in regard to on site and off site activities. These are submitted to the Principal and Administration Manager, for approval by Principal, prior to the activity/excursion.

Conduct

The School has put in place a Code of Conduct for staff 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;

framework for behaviour management;

the management and reporting of serious incidents; (see also WHS and the accident/incident reporting procedures under 7. Management and Reporting of Serious Incidents.)

The School has a Positive Behaviour Policy, which details the rights and responsibilities of students and the consequences of breaches.

The school has a no Bullying Policy.

Behaviour Management Practices

The school will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the school.

These practices will be communicated to the school community via the Positive Behaviour Policy and also in the brochure: *Information for Parents*; also through parent-teacher evenings.

The Positive Behaviour Policy is discussed each year in the high school with particular emphasis on Student Rights and Responsibilities, the Student Agreement, and the consequences of breaches. The students are also informed of the Mobile Phone Policy and the ICT Code of Conduct annually.

In primary school, behaviour management of students is primarily the role of the class teacher. In high school, the high school coordinator oversees behaviour management with the cooperation of the high school teachers. Teachers have the resource and support of the Principal and the College in managing difficult behaviours.

Behaviours of concern to teachers are generally communicated to parents with the intention that teachers, parents and students can then work collaboratively to resolve problem behaviours.

The school also consults with specialist support staff at AIS to implement individual student plans for students with difficult to manage behaviours.

See Positive Behaviour Policy and No Bullying Policy.

Student Leadership

There is no formal system of student leadership. All students are encouraged and given opportunities to show and develop leadership skills in a variety of situations.

Management and Reporting of Serious Incidents

In the immediacy of a serious incident, the supervising teacher should take appropriate action. Protecting the well-being of the student/students is the priority.

The serious incident should then be reported ASAP to the Principal and to the WHS manager so that the Incident or Accident procedure can be actioned and monitored.

A written record is kept by the WHS Manager of incidents and accidents.

All serious incidents will be investigated in accordance with the guidelines for procedural fairness as per the *Complaints and Grievances Policy* and the Code of Conduct.

See procedures for accident and incident reporting.

Complaints and Grievances

Complaints and grievances will be dealt with fairly and expediently. It is important that all relevant information is gathered and that it is considered in an objective manner. The Complaints and Grievances protocol in brief is as follows:

If a student or parent has a complaint, the first instance is to meet with the class teacher.

If a resolution is not satisfactory then it can be directed to the Principal.

All steps will be taken to deal with the complaint fairly and to take appropriate actions once a course of resolution is decided.

Every endeavour is made to resolve complaints in a co-operative, open and friendly manner. Follow-up responses are taken to repair and re-establish communication. The principal and teachers promulgate an ethos of co-cooperativeness in the school community.

In extreme cases, the school may use outside resources to resolve a complaint which would include taking advice from AIS.

Parents are notified in an information booklet (*Kindlehill – Information for Parents*) of the policy regarding complaints and grievances. The Policy is available from the office and on the website.

Parents also receive at the start of each year, a Communications Protocol which indicates how to raise concerns.

Complaints and grievances will be examined within the context of Procedural Fairness.

The following information on procedural fairness has been adapted from *Child Protection in the Workplace 2004.*

Procedural fairness requires the person conducting an investigation to:

≈ Inform the person of the substance, with as much detail as possible, of the allegation (s) or complaint (s) made against them

≈ Provide the person with a reasonable opportunity to put their case, either in writing or orally

≈ Make reasonable inquiries or investigations before making a decision

≈ Consider all relevant available evidence (both evidence that supports the allegation and evidence that does not support the allegation)

≈ Ensure that they do not decide a case in which they have a conflict of interests

≈ Act fairly and without bias

≈ Conduct the investigation with undue delay

A simple procedure for a student may entail:

≈ Outlining the alleged behaviour

≈ Allowing the student to respond

≈ Considering the response

≈ Indicating the school's view and likely action to the student / parents

≈ Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion

≈ Making a final decision

Pastoral Care

Counselling and specialist support

Students will be made aware of, and be supported to have access to, appropriate pastoral care and counselling. Where appropriate, this support will be accessed in the wider community where the need is beyond the resources of the school.

In accordance with the Keep Them Safe initiative, the school will access resources necessary to pastoral care and counselling within its region. **The Blue Mountains City Council** *provides a regional listing of support services available to children and families; accessed through the* **Guide to Services and activities for Children and Families**. *The AIS also provides advice on services available. The Principal also maintains a list of pastoral care and specialist services accessible in the local community.*

Students with special needs

The school will take reasonable measures to identify **students with special needs,** and provide an appropriate level of support to assist these students with their schooling, taking into account the resources available.

When children are identified as having special needs, the AIS consultants work with the school to implement individual student plans.

The school has implemented an Inclusive Schools Policy in 2013.

The Principal has responsibility for:

≈ *Assisting teachers in identifying student with special needs*

≈ *Supporting teachers in devising individualised programmes of work for students with special needs (in a collaborative process)*

≈ *Liaising with consultants in regard to developing individual plans*

≈ *Allocating resources to support students with special needs*

≈ *Supporting teachers in Liaising with parents in regard to students with special needs*

≈ *Completing and maintaining the National Consistent Collection of Data.*

Medical and medication support

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

Individualised action plans are drawn up by teachers in consultation with parents and health professionals. For example, for students with asthma, diabetes, food allergies. These action plans are kept in a prominent position in the classroom. Copies of health plans are kept in the office. Where relevant, they will identify emergency procedures.

≈ All class teachers are required to be current, in their first aid training.

≈ Medications are kept in a secure place.

≈ There is a locked first aid unit in the office.

Administration is responsible to check supplies of first aid kept in the stationary store.   Class teachers replenish their class first aid supply from this general stock.

Class teachers keep a copy of their class of student details in regard to medical conditions, medications, parental consent re emergency treatment, health professional contacts, Medicare numbers and ambulance cover. This information collated and kept up to date by the office.

The school has a protocol for managing peanut allergies.

Homework

Homework is set by the class teacher who is responsible to make sure it is appropriate for the children and to ensure that it is completed to satisfaction. In high school, the High School Coordinator oversees the completion of homework and consequences for work not done. See Homework is Good for you protocol.

Attendance

Student attendance is monitored according to the Attendance Policy and Procedure. Strategies to address unsatisfactory attendance are overseen by the Principal.

Communication

The school will provide both informal and formal mechanisms to facilitate communication between those with an interest in the students' education and well-being.

This may include communications between some or all of the following: student; parent or guardian; teacher; therapist; counsellor; Principal; or representative of a relevant government agency.

Communication within the school primarily occurs through:

≈ *School newsletters; including fortnightly whole school newsletter; and regular individual class newsletters detailing class matters and written by class teachers*

≈ *Parent teacher evenings which are held at least twice in a year*

≈ *Individual parent – teacher interviews, which are offered on distribution of student progress reports twice yearly.*

≈ *Formal or informal teacher –parent interviews, which may be initiated by the parent or teacher in regard to an arising concern. Parents are informed of this communication avenue in newsletters and at parent teacher evenings.*

≈ *Talks and discussions/workshops for parents, led by teachers or guests on topics of interest or concern.*

≈ *Twice yearly whole school parent forums.*

- ≈ *Meetings/Interviews with the Principal in regard to issues that are outside the responsibility of the class teacher.*
- ≈ *Complaints and grievances policy and procedure; detailed in the annual report or accessed through the office or school website.*
- ≈ *Communications Protocol distributed to parents annually at start of year and available on the school website.*

External providers

Should the school use external providers, the High School Coordinator will ensure the safety and welfare of students undertaking study with an outside tutor or external provider.

Appropriate measures in child protection, code of conduct and supervision, are undertaken by the High School Coordinator in accordance with Board of Studies requirements.

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.

B.4.2   Positive Behaviour Policy

1. Purpose of the Policy

1.1 This policy and procedure states the School's position on positive behaviour in the School Community and in particular has been developed to assist each child's development into a balanced, responsible and self-disciplined student who is able to take their place in the school community and contribute in a positive manner to school life.

1.2 This Policy is framed as an affirmation of positive School Community behaviour, rather than a framing of poor student behaviour (anti-bullying).

2. Application and Scope

2.1 The document aims to make clear to all teaching staff how Kindlehill School promotes a positive learning environment and where necessary, how to correct student behaviour.

2.2 We strive, within the School Community as a whole, to promote a culture of respect, cooperation and individual achievement

2.3 In addition, we have identified through our review processes, the need for students in Class 7/8 and above, to have a coherent Conduct Agreement.

3. Community Behaviour Statement

3.1 Children all have a right to work, play and learn in a friendly, safe and helpful environment.

3.2 Teachers all have a right to teach in a friendly, safe school, which is supported by the school community.

3.3 Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.

4. Implementation

4.1 Kindergarten to Class 7

4.1.1 Between Kindergarten and Class 7 the Class Teacher works to build a cohesive class community based on cooperation and mutual respect between child and child, and between child and teacher. Fundamental to the teacher's practice is daily meditative work on all the children and the class as a whole. The private individual work is supported by Child Studies during Teachers' Meetings.

4.1.2 Teachers are to treat each child with respect and courtesy and in return we expect each child to:

- Follow a teacher's directions
- Enable other children to learn without distraction
- Maintain a positive attitude
- Respect the physical boundaries of other children.

4.1.3 Community living is based on each member fulfilling their responsibilities towards others in order to enjoy the right to be respected themselves. Where children are unable to meet any of these expectations the child may be asked to learn separately, remaining beside the teacher for example, for a time in order to learn to appreciate the value of community learning. Such boundary confinement will be at the discretion of the Class Teacher/Principal.

4.1.4 Confining the boundary of a child will be considered when he or she has over the period of a number of lessons displayed the following behaviour:

- Failed to follow a teacher's directions
- Disrupted the learning of other students
- Argued and answered back discourteously, to a teacher's directions

4.1.5 In cases of physical aggression of one child towards another (such as hitting, kicking, biting etc), the school will exclude the child from the classroom and the playground at the teacher's discretion. Verbal putdowns and teasing will also attract the same response. Repeat offences may lead

to the child being asked to stay at home for part of or a full day (suspension). Continuing offences may lead to a review of the child's position in the school.

4.1.6 Serious instances of behaviour between children will be dealt with using the principles of Restorative Justice applied appropriately considering the age of the children involved. Restorative Justice requires the Teacher/School to find a balance between the following:

- The therapeutic and the retributive models of justice

- The rights of offenders and the needs of victims

- The need to rehabilitate offenders and the duty to protect the public.

4.1.7 Children learn in a healthy way when they complete work set by as directed by a teacher. Completing set tasks is a vital part of building a healthy will. From Class 1 on, a child who does not complete work during class time may be asked to remain in the classroom at recess and/or lunch until the work is finished.

4.1.8 Discipline and Disability:

The fact that a student has a disability doesn't excuse them from the school's discipline regime. Action taken in respect of a child with a disability may sometimes be "protective" (for that child or others) rather than disciplinary; for example:

- If the student is behaving

- In an anti social manner

- In a disruptive manner

- In a way that is a danger to self or other

The teacher must strike a balance between a need to assist the student, the educational needs of other students and the safety of other students.

Relevant considerations for the teacher:

- What action would I take if the student did not have a disability?

- What adjustments should I make if any?

4.2 Classes 7/8 to 12

4.2.1 The same core values apply throughout the school but we need a different implementation approach to meet the needs of High School students. This approach relies on a Responsibilities and Rights Agreement outlining the responsibilities and rights of members of the student community and a clear Agreement defining the conditions with which the school expects each student to comply. Just as in the early years, there are age appropriate consequences for breaches of the agreement. The

appropriate behaviours for a safe and supportive learning environment are actively taught and discussed with each class and once taught they are to be adhered to without the need for any further warnings to be given.

4.2.2 Discipline and Disability:

The fact that a student has a disability doesn't excuse them from the school's discipline regime. Action taken in respect of a child with a disability may sometimes be "protective" (for that child or others) rather than disciplinary; for example:

- If the student is behaving
- In an anti social manner
- In a disruptive manner
- In a way that is a danger to self or other

The teacher must strike a balance between a need to assist the student, the educational needs of other students and the safety of other students.

Relevant considerations for the teacher:

- What action would I take if the student did not have a disability?
- What adjustments should I make if any?

5. Responsibilities and Rights

5.1 Students have a responsibility:

- To treat others with understanding and empathy; not to laugh at others, tease others or hurt the feelings of others.
- To treat all other students, teachers and non-teaching staff, school community and the general public politely and with respect. Students have the responsibility to respect the position of teachers and respond to their directions courteously.
- To help others feel safe at school by not threatening, hurting or harming anyone in any way, and by not acting in potentially dangerous ways; and by accepting the consequences that may arise from actions.
- Not to steal, damage or destroy the property of other students and excursion venues, and to protect and to care for our school equipment and grounds.
- To attend classes on time and be prepared to learn, with work up to date and homework completed.
- To contribute to a respectful learning environment and ensure that their behaviour does not interfere with other students' right to learn.

- To support the Smoking, Drug and Alcohol Protocol, that prohibits use of these on school grounds or on out of grounds school activities.

- To care for the school grounds, buildings and equipment: to keep them clean, safe and well presented.

- To dress in accordance with the school dress code.

- To behave safely and responsibly when travelling to and from school.

- To limit the use of electronic devices such as mobile phones in accordance with school policy, which is that they may only be used on school grounds with the explicit permission of a teacher.

5.2 Students have the Right:

- To be treated with understanding, empathy and equality, free from pre-conceived notions.

- To be listened to and treated with respect and politeness

- To be safe and to feel secure at school, knowing that their rights and responsibilities will be maintained.

- To expect their property to be safe.

- To work in a positive work environment that promotes learning and recognises achievement.

- To expect that their school have an excellent reputation in the community.

6. Playground Behaviour

- Follow duty teacher's instructions

- No ball games outside of designated areas

- Out of bounds to be adhered to– ask teacher's permission to retrieve balls, etc

- Wear appropriate sun protection according to school protocol.

- Tackling and branding games not permitted

- Sticks not to be used as weapons. No running with sticks

- Observe quiet areas: steps, decking and veranda

- Eat in appropriate areas and tidy up after yourself.

- No climbing on top of fences and the very top of equipment

- No rock throwing, spitting, offensive or potentially dangerous actions.

- No use of electronic devices except in accordance with school protocol.

7. The High School Student Agreement

As a member of the school community at Kindlehill School, I have the right to be treated with respect and dignity by all other students, teachers, staff and parents, both within and outside of the classroom. This right I also extend at all times to all other students, teachers, staff, parents and visitors. These rights extend to names, personal property, classrooms, school resources, litter and our natural environment including fauna and flora, and school animals.

I also have the right to regular supervision, guidance from all teachers but in particular from my class coordinator, in all matters relating to the furthering of my education.

I value the learning environment at Kindlehill and will endeavour to strive towards my potential in all subjects. This includes punctuality, being properly equipped and in a receptive mood – free from the negative side effects of chemical substances or other inappropriate influences – to allow lessons to be taught in harmony and respectfulness.

I understand that disruptive behaviour by an individual or group is to deny everyone else in the class the right to an educational experience, and that this behaviour is totally unacceptable and will not be tolerated.

I understand that whilst the school is supportive of individual freedom, it may need to regulate student self-expression – art, clothing, etc – according to its educational philosophy and beliefs.

I accept that illicit substances and material are not permitted at Kindlehill. I support that Kindlehill School is a non-smoking zone, which extends to all excursions and class trips.

In the resolution of any dispute of which I am involved, I understand that I have the right to be heard and that the school will consider my view before any decision is reached.

I understand that any involvement in bullying, smoking, alcohol, illegal substances and or disregard for these guidelines may result in disciplinary measures, such as apologies, school service, suspension or expulsion, and that the school may have a subsequent responsibility to inform relevant authorities.

8. Discipline Procedures for breaches of the High School Agreement

8.1 There are a number of possible consequences which will be encountered by students breaking the Conduct Agreement. These consequences will be applied by the school at its discretion and as appropriate. It is very important that parents support the application of these consequences and explain to their student why they have come about. The possible consequences are as follows:

8.1.1 *Meet With Teacher/s*. At this meeting the teacher/s will bring the impact of the student's behaviour to the student's attention and seek assurances

that they will endeavour to improve. Consequences of student behaviours must be met.

8.1.2 *Confiscation*. Any electronic equipment not in use as part of a lesson may be confiscated. This also applies to school events held outside normal school hours. All confiscated equipment is held in a secure location until the time at which it may be returned to the student.

8.1.3 *Restorative Justice Process*. When the infringement involves hurting others through actions or words or the damage of property a restorative justice process may be followed. This will involve an opportunity for the student responsible to make appropriate reparation to the injured party.

Restorative justice is about restoring what has been taken away and is a beneficial process for both the students responsible and those who have been hurt by their actions. It involves more than a spoken apology and will be particular to the damage that has been done.

8.1.4 Student Plan and *Conduct Book*. Students who fall into a persistent habit of unacceptable behaviour may be put on to an individual student plan and/or Individual Conduct Review. This Conduct Review is is used to monitor student behaviour, identify ongoing issues as well as improvements, and can also be used to support the student in goal setting and reflective practices in regard to their own conduct.   The high school coordinator overseas this. (see conduct review p 10)

8.1.5 *Parent Interview*. If the School feels that an inappropriate pattern of behaviour is developing for a particular student or if a serious infringement occurs parents may be asked to attend an interview with members of the Student Conduct group and/or representatives of the College of Teachers. At this interview the teachers will seek to work with the parents to arrive at measures to improve the student's behaviour.

8.1.6 *Suspension*. For serious offences a suspension may be given. In most cases these will take place at school. The student will be excluded from regular classes but will be permitted to work quietly in a supervised 'time-out' room or will be sent home if safe and appropriate to do so. The duration of the suspension will be determined by the school and communicated to the parents of the student. School service may also be incorporated into the suspension.

8.1.7 *Expulsion*. Sometimes despite our best efforts it is not possible to continue with the enrolment of a student.

8.2 Parents are welcome to approach the students High School Coordinator if they have questions about the application of a consequence for their student.

9. Procedural Fairness

9.1 Procedural fairness is a basic right of all when dealing with authorities in matters of conflict. It will be adhered to where investigations into a student's conduct is required.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person to:

- Know details of any allegation including any other information that may
- be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the
- allegations.
- An unbiased decision – implying: Impartiality in the investigation and decision-making, and an absence of bias by a decision-maker

10. High School Classroom Behaviour Management Plan

This is to be applied by all teachers of high school (see attached p 9)

11. Individual Student Plans for Students with Special Needs

These will be implemented as required.

B.4.3   Bullying Policy

POLICY - Bullying: Preventing and Responding to Student Bullying in Kindlehill School

- This policy sets out the requirements for preventing and responding to student bullying in Kindlehill School.

1. Objectives - Policy statement

1.1   Bullying: Kindness and Respect.

Kindlehill school works from kindness and respect as underlying values, and builds skills (in age appropriate ways), in conflict resolution, self efficacy, self regulation, self awareness and well being.

Kindlehill School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environment of the school.

2.   Audience and applicability

2.1   The policy applies to all student bullying behaviour, including cyberbullying, that occurs in school, and off school premises and outside of school hours

where there is a clear and close relationship between the school and the conduct of the student.

3. Context

3.1 Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

3.2 Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

3.3 All members of the school community contribute to the preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

3.4 The Positive Behaviour Policy establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed.

4. Responsibilities and delegations

4.1 The College of teachers, which consists of the Principal Nominee, High School Coordinator and all full time class teachers kindergarten to class 7, must ensure that the school implements an Anti-bullying Plan that:

- includes strategies for:
  - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying
  - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour
  - maintaining a positive climate of respectful relationships where bullying is less likely to occur
  - developing and implementing programs for bullying prevention

- embedding anti-bullying messages into each curriculum area and in every year

- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships

- developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour

- empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders

- developing and publicising clear procedures for reporting incidents of bullying to the school

- responding to incidents of bullying that have been reported to the school quickly and effectively

- matching a planned combination of interventions to the particular incident of bullying

- providing support to any student who has been affected by, engaged in or witnessed bullying behaviour

- providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents

- identifying patterns of bullying behaviour and responding to such patterns

- monitoring and evaluating the effectiveness of the Plan

- includes procedures consistent with– reporting incidents involving assaults, threats, intimidation or harassment

- includes procedures for contacting the Community Services where appropriate

- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP)where appropriate

- includes contact information for appropriate support services

- is promoted and widely available within the school community

- is reviewed at least every three years.

4.2   School staff

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

4.3   Students

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

4.4   Parents and caregivers

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

4.5   The school community

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community

- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

5.   Monitoring, evaluation and reporting requirements

The Principal Nominee is responsible for:

- implementing the policy within the school
- reporting to their school community on the effectiveness of the school's Anti-bullying Plan in the Annual Report.

B.4.4   Code of Conduct for Student use of ICT Resources

This code of conduct is to ensure that ICT equipment is used in a spirit of safety and wellbeing of yourself and others, and to help keep the computer systems in good working order. The guidance below gives examples of how students should ensure that they use equipment appropriately.

Students who do not follow the intention of the Code will be given appropriate sanctions. The code applies at all times, in and out of school hours, whilst using school equipment.

Please read the code carefully so that you understand your responsibilities.

You must **not:**

1. Send, attempt to access, save or display offensive messages or pictures or engage in illegal activities or view sites offensive to the ethos of the school. If any such material accidentally appears, you must inform a member of ICT Staff immediately.

2. Save files or make folders with offensive filenames.

3. Use email services during lessons, except for schoolwork.

4. Purchase or plan purchases over the school internet link. Only use computers for educational purposes only.

5. access a computer without the supervision of a teacher.

6. Eat or drink while using computers.

7. Intentionally waste, damage resources or equipment.

8. Try to access parts of the system that are clearly not meant to be available to you; this is often called hacking. Never help someone to use the network or Internet if they have been banned

9. Arrange to meet anyone through E mail or the Internet; do not complete online forms without your teacher's consent.

10. Fix anything which is not working, however simple the problem might seem. Inform a member of staff if you notice something wrong with any equipment.

B.4.5   Mobile Phone Policy

Kindlehill School has clear protocols regarding the use of mobile phones and advises students and parents/guardians of their expectations and policy requirements, including use during school excursions, camps and extra-curricular activities.

Procedures:

Kindlehill School acknowledges that mobile phones when used appropriately, offer students and their parents some advantages in terms of ease of communication and a sense of personal safety. However, mobile phones can have a negative and disruptive impact on the learning environment and safety and wellbeing of students. This policy is to protect the well being of students while in the care of the school, as well as to ensure a consistent and positive learning environment for students.

Note: Students can have access to a mobile phone where there is a need to contact parents/guardians in an emergency.

Mobile phone cameras (still and video) must not be used:

- in banned spaces for example changing rooms, toilets, gyms and swimming pools

- to film people and their activities without their knowledge or permission.

Mobiles phones must not be used to send harassing or threatening messages.

Texting and mobile phone use during the school day is not permitted without the specific permission for exceptional circumstances, agreed with the teacher in charge.

Phones should be turned off during the day. They are not to be brought out for checking or use, during class or break times (exceptional circumstances may apply by arrangement with the teacher).

Students should not lend another student their phone for inappropriate use. The students who owns the phone may be held responsible for its use.

Students bring mobiles phones to school at their own risk – the school doesn't accept responsibility for loss or damage.

CONSEQUENCES OF BREACHES

1. Illegal use of technology will be reported to the appropriate authorities in accordance with child protection and well being legislation and protocols.

2. Inappropriate use of phones may lead to one or more of the following:

- a reminder to keep them turned off during school hours
- temporary confiscation
- confiscation for a definite length of time in which the phone will be kept in a secure location in the office.
- Permanent ban on bringing of phones to school.

RELATED TECHNOLOGY

The intention of this policy applies also to ipods, tablets and similar devices.

COMMUNICATION ABOUT THE POLICY

High school Coordinator (or delegated teacher) will discuss this policy with the students (class 7 – 10).

Parents will be notified in the information pack and by newsletter of the school protocol.

Policy is distributed to teachers and/or discussed at teacher meetings.

B.4.6   Social Networking Policy

Accessing social network sites on School Systems

You are not permitted to use social networking sites on School Systems[1] unless you have been specifically authorised to do so by the Principal. You should not have any expectations of privacy for any actions performed on Social Media sites using School Systems.

Application

This Policy applies to employees and contractors when they participate in social networking sites whether during work hours or outside of work hours on their own computers or other electronic communication technologies or on School Systems (if they have been authorised to do so).

This Policy covers all current and future social media platforms. These platforms currently include, but are not limited to:

1. **Social networking sites**: Facebook, MySpace, Foursquare, LinkedIn, Bebo and Friendster;

2. **Video and photo sharing websites**: Flickr and YouTube;

3. **Micro-blogging sites**: Twitter;

4. **Blogs**: including corporate blogs and personal blogs or blogs hosted by traditional media publications;

5. **Forums and discussion boards**: e.g. local discussion boards, Whirlpool, Yahoo! Groups or Google Groups;

Consequences of a breach of this Policy

Using Social Media in a way which breaches this Policy, may result in disciplinary action being taken.

Disciplinary action may include limitation or removal of access to School Systems, or termination of an employee's employment or contractor's engagement with the School.

Use of Social Media as part of your role

If you are required by the School to participate in Social Media sites as part of your role with the School you should ensure that you clearly understand what is required of you.

You should always exercise responsibility and judgment in any material you post on Social Media sites where you are participating as part of your role with the School. Essentially the rules that apply to you when you are interacting face to face with people as a representative of the School will apply to your actions on Social Media – including all School policies. Similarly the normal authorisation and approval process in relation to any content that you are posting will also apply.

You should be polite and respectful of the opinions of others at all times and refrain from posting any comments which harshly criticise or undermine posts made by others. You should be careful of what you say about others and do not post comments which may be viewed as denigrating or insulting including to other schools.

Personal use of Social Media

Use of Social Media

The School understands that you use various Social Media for personal reasons on your own computers or other electronic communication technologies or on School Systems if you have been authorised to do so.

Generally what you do on your own time is your own business. However, information you provide, and statements you make, on Social Media sites may impact the workplace and have significant consequences. This material may be read by others in the School community or the public at large. Once information is published online, it is essentially part of a permanent record, even if you 'remove/delete' it later or attempt to make it anonymous.

When using any Social Media you are responsible for your words and actions.

It is your responsibility to ensure that your posts are appropriate. Use your judgment and common sense, and if there is any doubt, do not post.

When using any Social Media the school strongly discourages:

1. inviting students to join your personal social networking site or accepting a students' invitation to join theirs;

2. communicating with students on social networking sites;

When using any Social Media you must not:

1. post photos of students or parents on social networking sites;

2. use the School's logo or create School branded accounts which could be interpreted as representing the School;

3. contribute anything which would bring you or the School into disrepute – for example an offensive blog or photo;

4. engage in any conduct that would not be acceptable in the workplace - for example:

   a. making any adverse, offensive or derogatory statements about other employees or contractors, students, parents or school management. or

   b. engaging in unlawful discrimination, harassment or bullying of other employees or contractors, students, parents or school management. and

5. disclose any confidential information about the School, including information about other employees or contractors, students, parents or school management.

The above requirements apply regardless of whether you have restricted access to your personal site to selected persons only.

You should also avoid identifying or discussing co-workers or posting photographs that include co-workers unless you have obtained their permission first.

1.   Expressing your personal views

It can be difficult to draw a line between your personal and professional life when using Social Media. Even when you are talking as an individual, people may perceive you to be talking on behalf of the School. By identifying yourself as a School employee or contractor, you are creating perceptions about your expertise and about the School. Accordingly you need to be careful that all content associated with you does not conflict with School policies and your obligations as an employee or contractor.

2.   Time spent on Social Media

You may access Social Media sites during authorised breaks using your own computers or other electronic communication technologies or on School Systems if you have been authorised to do so. However, excessive use of Social Media during work time for personal reasons may result in disciplinary action.

3.   Personal liability

Please bear in mind that information you provide, and statements you make, on Social Media could have significant consequences for you personally, for example:

1. making statements about an individual may constitute defamation (in which case you may be personally liable under applicable legislation to the person about whom you make the statement);

2. making statements may constitute unlawful discrimination, harassment or bullying (in which case you may be personally liable under applicable legislation);

3. making statements about the School, its business, parents or students, may constitute a breach of your obligation not to disclose confidential information and your obligation not to make public statements about or on the School's behalf without express authority; and

4. using other persons' material, text, photographs, music, logos and trademarks may breach copyright laws.

If you feel unsure about what to do in particular circumstances, you should contact the principal who will direct you to appropriate advice.

The terms and prescribed conduct described in this Policy are not intended to be exhaustive, nor do they anticipate every possible use of Social Media. You are encouraged to act with caution and to take into account the underlying principles of this Policy. If you feel unsure about what to do in particular circumstances, you should contact the Principal.

B.4.7   Discipline Policy

Discipline is an integral part of teaching practice at Kindlehill. Guidelines for the best disciplinary practices, in accordance with the educational philosophy and vision of Kindlehill are detailed in the Positive Behaviour Policy.

The teachers make every effort to deal with disciplinary matters quickly and effectively, to ensure the positive and productive learning environment is maintained for all students.

The school implements its Policies and Procedures in the framework of procedural fairness.

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

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

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

- *Know the process by which the matter will be considered*

- *Respond to the allegations*

- *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:

- *Impartiality in an investigation and decision making*
- *An absence of bias by a decision-maker*

The review mechanism adds to the fairness of the process.

GENERAL POLICIES AND PROCEDURES

1. Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school.

2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff or other students, the students may be subject to disciplinary action.

3. The disciplinary procedures undertaking by the school will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

5. 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 of the penalty
   - informed of the procedures to be followed which will include a parent or guardian when responding to the allegations
   - and afforded a right of review or appeal

6. The Principal will reach a preliminary decision in relation to the decision and any penalty to be imposed and advise the student and parents of the view. The students and parents will be advised that if they wished this preliminary decision to be reviewed, they may make application for a review to the principal and submit any information they want to be considered during the review process. The principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Corporal Punishment Policy

Kindlehill does not use corporal punishment as a disciplinary measure. Nor do we implicitly or explicitly sanction the use of corporal punishment by parents, to enforce discipline at the school.

B.5 Complaints and Grievances Policy

This procedure is for used for serious complaints and grievances, when other communications protocols have been used. *(see communications protocols.)*

a.) Initially, complaints and grievances should be raised directly with the person involved.

b.) If not resolved, then with the teacher liaison officer who will take the matter to the College of Teachers or arrange to facilitate a resolution.

c.) If the matter is still unresolved in a satisfactory way, then it should be raised with the principal (if not appropriate to raise it with the principal, then another member of College).

d.) If you have any queries about this process you should contact the principal.

Complaints and grievances are to be dealt with fairly and expediently. It is important that all relevant information is gathered and that it is considered in an objective manner.

All steps will be taken to deal with the complaint fairly and to take appropriate actions once a course of resolution is decided.

Every endeavour will be made to resolve complaints in a co-operative, open and friendly manner. Follow-up responses are taken to repair and re-establish communication. The principal nominee and teachers promulgate an ethos of cooperativeness in the school community.

In extreme cases, the school may use outside resources to resolve a complaint.

Parents are notified in an information booklet (*Kindlehill – Information for Parents*) of the policy regarding communication, complaints and grievances. In the brochure, "what's happening and who does what", the Parent – Teacher Liasion Officer is identified, and this will be updated and provided to the school community at the start of each year.

Complaints and grievances will be examined within the context of Procedural Fairness.

- Procedural fairness requires the person conducting an investigation to:
  - Inform the person of the substance, with as much detail as possible, of the allegation (s) or complaint (s) made against them
  - Provide the person with a reasonable opportunity to put their case, either in writing or orally
  - Make reasonable inquiries or investigations before making a decision

- Consider all relevant available evidence (both evidence that supports the allegation and evidence that does not support the allegation)
- Ensure that they do not decide a case in which they have a conflict of interests
- Act fairly and without bias
- Conduct the investigation with undue delay

- A simple procedure in response to the raising of a grievance may entail (among other things):
  - Determining the best way of handling the grievance
  - Outlining the alleged behaviour
  - Requesting further information from the person raising the grievance
  - Requesting information from other relevant parties
  - Meeting with those involved in the grievance
  - Reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance
  - Facilitating a meeting between you and the person the grievance is about
  - Advising the persons involved of the school's response to the grievance and if appropriate, any action to be taken
  - Considering any further comment or appeal particularly in relation to suspension, expulsion or exclusion
  - Making a final decision

B.6 Volunteer Code of Conduct

The policy encourages a common set of guidelines and practices for parent/grandparent/guardian volunteer work at the school. All parents who engage in volunteer work at the school, from working bees to attendance at excursions, complete and sign this form.

Code of Conduct for Volunteers

A volunteer is a person who works in the school to support the efforts of professional personnel. It is intended that such a volunteer shall serve willingly in that capacity, without compensation or employee benefits.

Our volunteer programme is in place to compliment, not replace, staffing activities at the school. The volunteer programme is a valued and essential part of the school's activities. *As a Volunteer, your roles and responsibilities in the school are unique, and require careful consideration and direction.*

To assist Kindlehill in providing a safe environment and a positive educational climate, volunteers are asked to review and comply with this Code of Conduct for Volunteers.

This has been formulated to clarify the type of conduct that is expected of volunteers when at the school.

In summary, the Code of Conduct defines that volunteers:

- Observe CONFIDENTIALITY with all information gained through your participation as a volunteer, unless it is in the context of passing on positive or constructive feedback to a parent, for example, a child was very helpful and supportive.

- When acting as a school volunteer, to MAINTAIN student confidentiality at all times and do not discuss any student with anyone except teachers, or the Principal unless it is in the context of passing on positive or constructive feedback to a parent, eg a child was very helpful, supportive, etc.

- Apply reasonable instructions given by supervisors and REPORT PROGRESS to the supervising staff and school. Take direction from teachers and the Principal when conducting volunteer work.

- AVOID WASTE or extravagance and make proper use of the resources of the school.

- Treat the school's tools and resources with CARE AND RESPECT and return them to their original location.

- Observe SAFE WORK PRACTICES which avoid unnecessary risks.

- Report to administration any HAZARDS or hazardous practice in the workplace.

- Report any MAINTENANCE items to administration.

- **UNDERSTAND** that your role is a supportive one. The teacher and principal provide direction for all volunteer work. You must not be left in charge of students at any stage.

- **REMEMBER** volunteers are only permitted to work with students on school grounds, or on a supervised excursion or camp, and under the supervision of the school staff.

- **USE** good judgment and avoid any compromising situations. Work in a room with other people at all times. Usually you will not be left alone with one student out of view of other people. If you are, always keep the door open.

- **STRICTLY** follow the school's discipline policy, by asking the teacher and coordinating staff for assistance with any problematic behaviour.

- **TAKE PRIDE** in your work.

- To MAINTAIN a constructive attitude and to focus on positive comments about the school, its personnel, or the students when talking with other volunteers or individuals outside the school.

- **BE PROMPT** and consistent in your attendance. Teachers depend on volunteers and plan their work accordingly. Students depend on volunteers even more.

- **NOTIFY** the school as soon as possible if you will be late or absent, and try to arrange alternative volunteers where possible.

- **ESTABLISH** and maintain good and frequent communication with your classroom teacher, particularly about safety matters.

- **NEVER** be under the influence of drugs or alcohol whilst volunteering, and do not smoke on school grounds.

- **DO NOT** use the Internet inappropriately by going to websites that are not conducive to a professional or educational environment.
- **ALERT** school staff immediately if any student has an accident while working with you.
- Accept and FOLLOW DIRECTION from the principal or supervising teacher, and seek guidance through clarification where you may be uncertain of tasks or requirements.
- As a volunteer you have the right to work in a SAFE environment, free from preventable risk. Please raise concerns direct with the supervising teacher or our Work, Health, and Safety team.
- As a volunteer providing TRANSPORT on school outings;
  - The onus is on the volunteer to ensure their car is registered, and in a safe condition for driving.
  - The onus is on the volunteer to advise the school if their license expires (and is not renewed) or they lose their license.
  - The volunteer must adhere to road rules.

Note: Parent volunteers are not considered mandatory reporters under the Children and Young Persons (Care and Protection) Act 1998. It is imperative that volunteers report to the Principal any safety, welfare or wellbeing concerns for students at the school. Reporting of these concerns should be done promptly, and will be acted on as deemed necessary by the Principal.

B.7   Communications Protocol

Communication in the school; how do you find out what is happening around the school, about decisions that are taken and who makes them? Who do you talk to if you would like to be involved, if you have a question or concern?

We hope the following protocols provide clear pathways to assist you in regard to communication, during your time at Kindlehill.

- **The School Information Booklet** which you receive in the enrolment pack provides a good all round introduction. It summarises the history and ongoing development of the school, provides information about important school protocols as well as about how to follow up in regard to complaints and grievances, communication between parents and teachers, and the school's code of conduct. The second part summarises the philosophy and broad educational principles that underlie the education provided at Kindlehill. This brochure is also connected to our website.
- **Mandates – "What is happening and who does what around the school."** This paper is distributed to families at the beginning of each year. It informs parents about how the school is organised and who does what around the school, individuals and groups.

- **Talk to your teacher first –** Information about your child's class, concerns about your child, questions about curriculum, matters related to your child's class, **should be directed in the first instance to your child's class teacher**. We encourage parents to keep in touch with their children's progress, to regularly come and look at their children's work, and to promptly raise any concerns with the teacher. Teachers are available for conversation with parents after school and more formal interviews can be arranged at any time of the year. Also, if there is a change of circumstance in the family or a significant issue arises for the child, it is helpful if the teacher is informed so that s/he can bring appropriate support and understanding toward the child.
- **Contacting your class teacher –** please check in with your class teacher if you are unsure of his or her preferred means of communication eg by email, text, times for phone calls and interviews.
- **High School –** Lynn is the high school coordinator. Questions or concerns should be directed to Lynn in the first instance.
- **Principal – parent liaison -** Lynn can provide direction to parents who are unsure how to follow up with a concern, especially when a parent has raised it with the class teacher but feels it has not been dealt with fairly or adequately. Lynn is also a conduit to College, when parents wish to bring a concern to the attention of the teachers in general. Alternatively, parents can approach College about their unresolved concerns through Erica or by letter to College.
- **Parent forums -** From time to time these may be held to provide a forum for interests and concerns to be discussed with parents in general. The parents' Association can also work with College in regard to matters of concern raised by the general parent body.
- **Promoting a positive, supportive and respectful school environment -** We know from experience that harmonious and friendly relationships between teachers and parents bring many positive benefits to the children. They feel themselves secure and cared for in the manner of an extended family. In order to promote and protect healthy home – school relationships, we request that parents refrain from sharing off-hand criticism and negativity with others. We request that parents take their concerns to their class teacher so that they can be addressed. In doing this, we provide a living example of how we would like our children to address issues and concerns.
- **Complaints and grievances –** a copy of the school's complaints and grievances policy is available to parents on request. It is a process to be used when a parent wishes to make a serious complaint. Procedural fairness is the basis of this policy.
- **School Newsletters -** The fortnightly newsletter as well as the seasonal Kindlings magazine, provide a good source of information in regard to the

events and activities of the school, opportunities for parent involvement as well as insights into what lies behind the educational approaches typical to Kindlehill.

- **Class newsletters -** Each teacher provides regular updates to the parents about ongoing class matters and opportunities for parent involvement.
- **Class Teacher-parent evenings** – these are an invaluable source of information for parents about what is happening in your child's class and for information that can help you to understand your child, the curriculum and the Steiner approach to child development that underpins it. These are generally held each term.
- **Email –** Class teachers each have their own class email network and this is used to inform and to organise class activities. Out of respect and courtesy for the teacher, we ask that parents do not use class email networks as a forum for raising or soliciting discussion in regard to concerns or complaints. Concerns and complaints should always be directed in person to the class teacher first and then if necessary through appropriate channels.
- **Social events** - The many social events of the school such as plays, seasonal celebrations and fairs, provide a rich opportunity for parents to share in the community life of Kindlehill. Often these involve presentations by the classes that give parents an insight into the richness of the educational experiences of the children throughout the school.

PROTOCOL RE LEAVING/EXITING THE SCHOOL

Classes are akin to big families or mini communities and what is happening to one student, has its effect on the class as a whole.

Therefore, we request that when parents are considering leaving the school, they **discuss this with the class teacher prior to making the decision.**

Once a decision is made to leave, we request that this be communicated firstly to the class teacher and that the parents discuss with the teacher, appropriate arrangements re the farewelling of the student.

When a child leaves a class, this impacts significantly on the whole class and the teacher, given appropriate notice, can arrange a smooth and satisfactory transition for all.

The school is required to record information as to where the student will next attend school. We also record in brief, the reason for the exit.

B.8   *Work Health and Safety Policy*

General Policy

In accordance with the *NSW Work Health and Safety Act 2011*, the work health and safety of all persons employed within the school, students, contractors engaged to work at the school, and those visiting the school are considered to be of the utmost

importance. Resources in line with the importance attached to work health and safety, will be made available to comply with all relevant Acts and Regulations and to ensure that the workplace is safe and without risk to health.

Management Responsibility

The promotion and maintenance of work health and safety is primarily the responsibility of the School WHS Officer and executive. Management at all levels is required to contribute to the health and safety of all persons in the workplace. To this end, it is the responsibility of the Officer, in consultation with the Health & Safety Committee, to develop, implement and keep under review, in consultation with its employees, the Organisation's WHS Program.

The Business Manager performs the role of school WHS Officer.

Specific Responsibilities

a) Officer and School Executive

The Officer, in conjunction with the School Executive, is required to ensure that this policy and the WHS Program are developed and effectively implemented in their areas of control, and to support teachers and hold them accountable for their specific responsibilities.

b) Health and Safety Committee

The Health and Safety Committee will work with the Officer to ensure the implementation of the school WHS policy. The committee will consult together and will support teachers and contractors with their specific responsibilities.

The WHS Committee will manage all process and procedural changes as a group via a consultative process.

c) Teachers

Each teacher is responsible, and will be held accountable, for taking all practical measures to ensure that:

- WHS Program compliance in the area of their control and employees are supervised and trained to meet their requirements under this Program;

- Employees are consulted in issues, which affect their health and safety and any concerns they may have, are referred to management.

d) Employees

All employees are required to cooperate with the WHS Policy and Programs to ensure their own health and safety and the health and safety of others in the workplace.

e) Contractors

All Contractors engaged to perform work on the school's premises or locations are required, as part of their contract, to comply with the work health and safety policies, procedures and programs of the school and to observe directions on health and safety from designated officers of the school. Failure to comply or observe a direction will be

considered a breach of the contract and sufficient grounds for termination of the contract.

Work Health and Safety Program

In order to implement the general provisions of this policy, a program of activities and procedures will be set up, continually updated and effectively carried out. The program will relate to all aspects of work health and safety including:

WHS training and education; WHS induction for new employees.

- Work design and standard work methods;
- Changes to work methods and practice, including those associated with technological change;
- Emergency procedures and drills;
- Provision of WHS equipment, services and facilities;
- Workplace inspections and evaluations;
- Reporting and recording of incidents, accidents, injuries and illnesses; and;
- Provision of information from the officer and WHS Committee, to employees, contractors and sub-contractors.

B.9   Educational and Financial Reporting Policy

It is important to reiterate the financial reporting obligations and policy as outlined below. The school is required to meet several financial reporting obligations as accountability for the allocation of grant monies. The preparation and delivery of financial accountability is managed through the Board, College and Administration, with professional financial services engaged as needed.

This policy has been recently updated with new requirements as per the NESA

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training, and the Commonwealth Department of Education and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures for implementing the policy include:

Annual Report

- The Business Manager is responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report. This is the responsibility

of the Business Manager, with student attendance statistics provided by the class teachers.

- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness. Visit this link before commencing the annual report: AIS advice on Annual Report Preparation.

- preparation of the report in an appropriate form to send to NESA.

- setting the annual schedule for

o delivery of information for each reporting area to the coordinator

o preparation and publication of the report

o distribution of the report to the Board of Studies and other stakeholders

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to NESA in an appropriate electronic form.

DET Annual Financial Questionnaire

The Business Manager is responsible for completing the annual financial questionnaire.

The Business Manager is responsible for the collection of the relevant data and for ensuring this is provided to DET in an appropriate form.

Financial Viability

The school's financial viability documentation is managed by the Business Manager (supported by the School's Finance Committee) and reported to the Board quarterly.

The school will maintain evidence to demonstrate current financial viability for NESA. This includes:

1. Audited annual financial statements, including an independent audit report; an independent auditor's management letter

2. Evidence of compliance to state or government agencies responsible for funding (eg. Census, Student Attendance Data, Financial Acquittal).

3. Current Financial Questionnaire

4. Current operating accounts

5. Schedule of loans

6. Lease agreements

7. Copies of the Award or agreement under which staff are paid

8. Information about remuneration paid to members of the governing body

9. Current school business plan

10. Current year budget and forecasts for a minimum of 3 years

11. Insurance policies covering risk areas for the school

The school will:

- Assess financial viability according to school and NESA determined KPIs and report to the Board quarterly.

- Retain all audited financial statements from 1 September 2014 for a minimum of seven years.

- Retain copies of NESA financial viability certification or warrant from 1 January 2017 for a minimum of 7 years.

- Notify NESA if the school's contract with the current auditor of terminated prior to the expiry of the contract; reasons for termination of contract are to be disclosed to NESA.

- Notify NESA if the affairs of the Proprietor are under any form of external control.