



2013

ANNUAL REPORT





Wahroonga Prep...

is planning a bright and prosperous future¹

Wahroonga Prep School is proud to present its Annual Report for 2013. It was a year of transition as we bid farewell to our long serving and esteemed Principal of 17 years, Mrs Margaret Mead. The School was then very well served in Term 4 by our Interim Principal, Mr Graeme Watson, before Mr Nigel Walker was appointed the new Principal from the beginning of 2014.

Transitions are times for reflection and review, to analyse our strengths, not forgetting our weaknesses, and decide what still has to be done as the job is never finished. Changes will come over the next few years but the fabric of the School remain – a small, co-educational, independent school that seeks excellence within a sharing Christian community, a place where all children belong and can contribute to the life of the School.

As this Report reveals, Wahroonga Prep is a busy active place that takes pride in what it does. The NAPLAN results place us well ahead of the average school but that is not enough. Wahroonga Prep seeks to be more. All children have different abilities and dreams. They grow at different speeds and in different ways. The innate ability of each child has to be nurtured and developed. As this Report shows, the School strives to achieve that. I commend this Report and congratulate the whole of the School community for their contribution in 2013.

Mr James Loxton

Chairman

Wahroonga Preparatory School Council

30 June 2014

¹ Reporting Area 1



Wahroonga Prep...

is about being a learning community²

It takes a 'village to raise a child', and the inter-connection and shared responsibility for our students' learning and development is a great blessing, within our positive, personalised and encouraging school.

As a co-educational, Pre-Kindergarten to Year 6 school of the Uniting Church, Wahroonga Prep offers quality teaching and learning in a small, nurturing environment.

Students are drawn from near and far, from next door to the School and as far away as the Central Coast.

'Enrolment Partnerships' exist with other schools in the area, with students at Wahroonga Prep accessing automatic entry in Year 7 to Knox Grammar School, The King's School, Ravenswood School for Girls and Roseville College.³

For more contextual information about the School please go to www.wahroongaprep.nsw.edu.au and www.myschool.edu.au

WHAT OUR PARENTS LIKE ABOUT OUR SCHOOL:

"The small class sizes, the attention that the teachers pay to the individual child's education, the promotion of good 'ethics' to children and the love and support of others."⁴

"My child loves attending. He is learning new things and growing independently."⁴

"All teachers take an interest in my child"⁴

² Reporting Area 2

³ Conditions apply. Please contact the School for details.

⁴ From MMG Survey 2013



Wahroonga Prep...

delivers rigorous and engaging teaching and learning⁴

Learning lies at the heart of every great school. Laying strong 'preparatory' foundations in literacy and numeracy continued in 2013.

Wahroonga Prep School students continue to score well above global literacy and numeracy measures. However, effective and successful schools also value and teach physical, social, emotional, co-curricular, cultural, artistic and spiritual elements, as part of a whole. NAPLAN is being increasingly questioned for its global summary information, yet the individual

data it provides for each student remains helpful, and we continue to use it for such purposes. We stand strongly against its use as a holistic measure of school effectiveness and success. Within this Report results from recent School Community surveys paint a picture of a thriving and healthy School community, also achieving excellent academic results.

For more detailed results
www.myschool.edu.au

⁴ Reporting Area 3

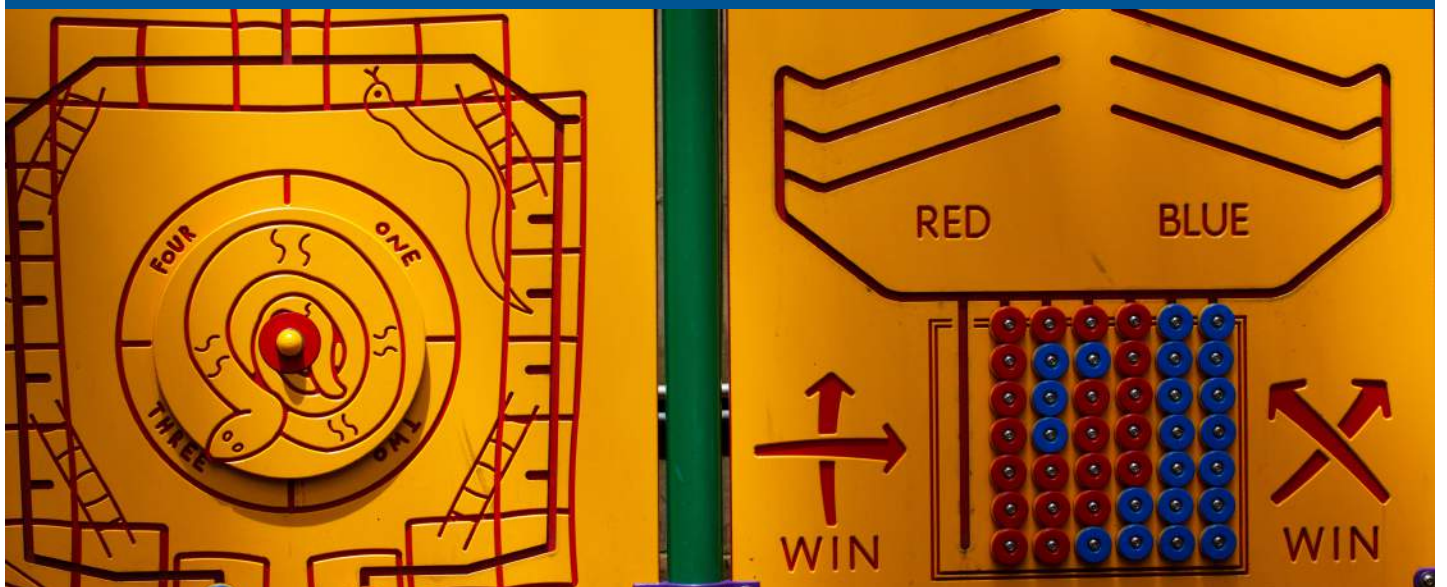
	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	Wahroonga Prep 489*	Wahroonga Prep 484*	Wahroonga Prep 501*	Wahroonga Prep 487*	Wahroonga Prep 487*
	All Schools 419	All Schools 416	All Schools 411	All Schools 428	All Schools 397
Year 5	Wahroonga Prep 530	Wahroonga Prep 522*	Wahroonga Prep 531*	Wahroonga Prep 593*	Wahroonga Prep 553*
	All Schools 502	All Schools 478	All Schools 494	All Schools 501	All Schools 486

*Score is 'Substantially Above' the average of all Australian Schools



“We value having been part of the school as it has developed into the great educational facility it has become. It will be great to see the school grow further as more students move through, along with greater opportunities developing for the students. You have done such a great job so far with our child, thank you so much!”⁴

“I always feel listened to and taken seriously by the Principal. I believe that all staff engage with and care about the children. I feel that my children are known by all staff; this is a rare and precious thing. Thank you.”⁴





Wahroonga Prep...

supports and encourages staff development as a priority^{5,6}

Research is clear; teacher quality is the key to student achievement. At Wahroonga Prep we prioritise teacher learning, committing time and resources to the task. In 2013, staff were involved in a large variety of professional development, delivered by a variety of organisations and individuals on the following areas.

SCHOOL STAFF 2013 ⁷	
Teaching staff	14
Full-time equivalent teaching staff	10.8
Non-teaching staff	3
Full-time equivalent non-teaching staff	3

FOCUS	NO. OF STAFF
Behaviour Management	2
National Curriculum	4
Leadership	1
Curriculum (General)	2
Letterland Literacy	2
Technology in Teaching and Learning	5
Reading	2
Science and Technology	1
Diverse Learners	1
Classroom Observations and Critical Feedback	1
Kindergarten	1
Assessment	2
Drama	2
Work Health and Safety	1
Religious Education	1
Guided Reading	1
MultiLit	1
Thinking and Learning	3
Asperger's and Autism	1
Students with Disabilities	2
Learning Difficulties	1
Child Protection	2
Health and Personal Development	1
Maths	1
Grammar	1
Language Teaching	1

TEACHING STANDARDS	NO. OF TEACHERS ^{8,9}
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	15
(ii) Teachers having a Bachelor degree from a higher education institution with Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

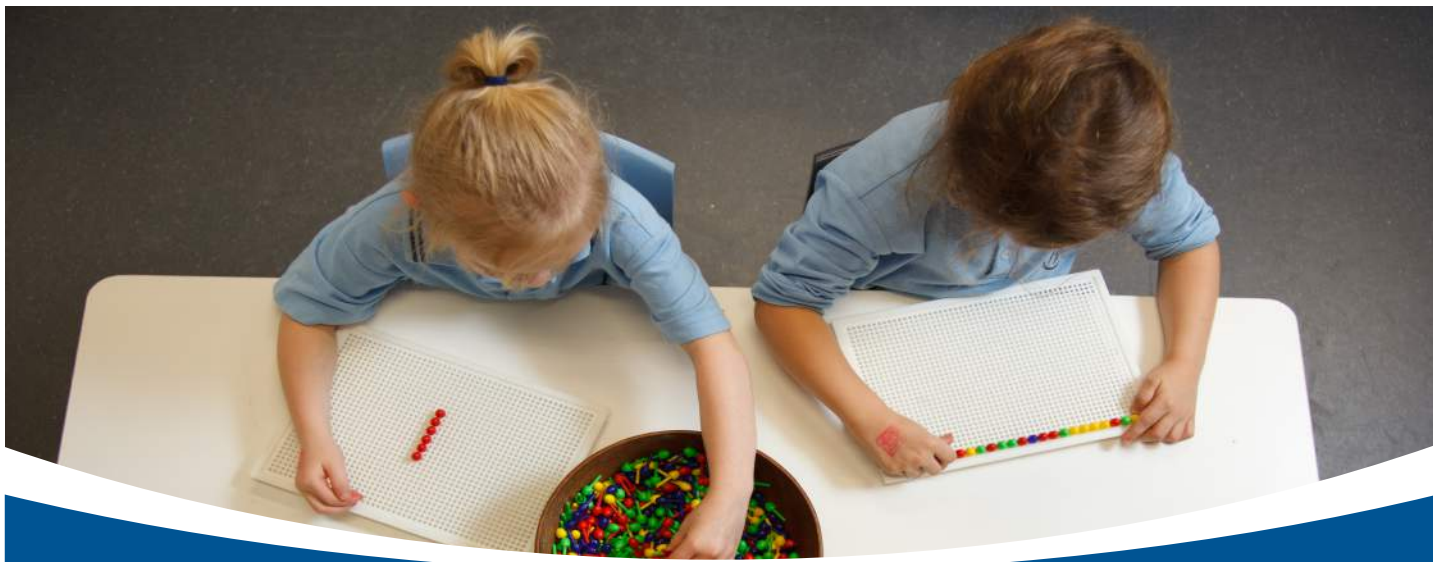
⁵ Reporting Area 5

⁶ Hattie, J., Teachers Make a Difference, What is the Research Evidence, ACER, October, 2013

⁷ Reporting Area 6

⁸ Total number of teachers can also be found at www.myschool.edu.au

⁹ In 2013 no members of staff identified themselves as indigenous



Wahroonga Prep...

makes every day count for students¹⁰

With the implementation of new School Administration Software, this has meant following up attendance and absence matters, at the core of practice in a school in which every child is known and cared for, has been made even easier.

Daily attendance procedures include roll marking, late arrival practices, follow up phone calls, and letters from parents explaining absence.

In any term, if a child is absent on 10 or more occasions, comprising of 1, 2 or 3 days, this is brought to the attention of the Principal who follows up accordingly.

ATTENDANCE RATES IN 2013

Kindergarten	93%
Year 1	95%
Year 2	96%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	95%
TOTAL	94%

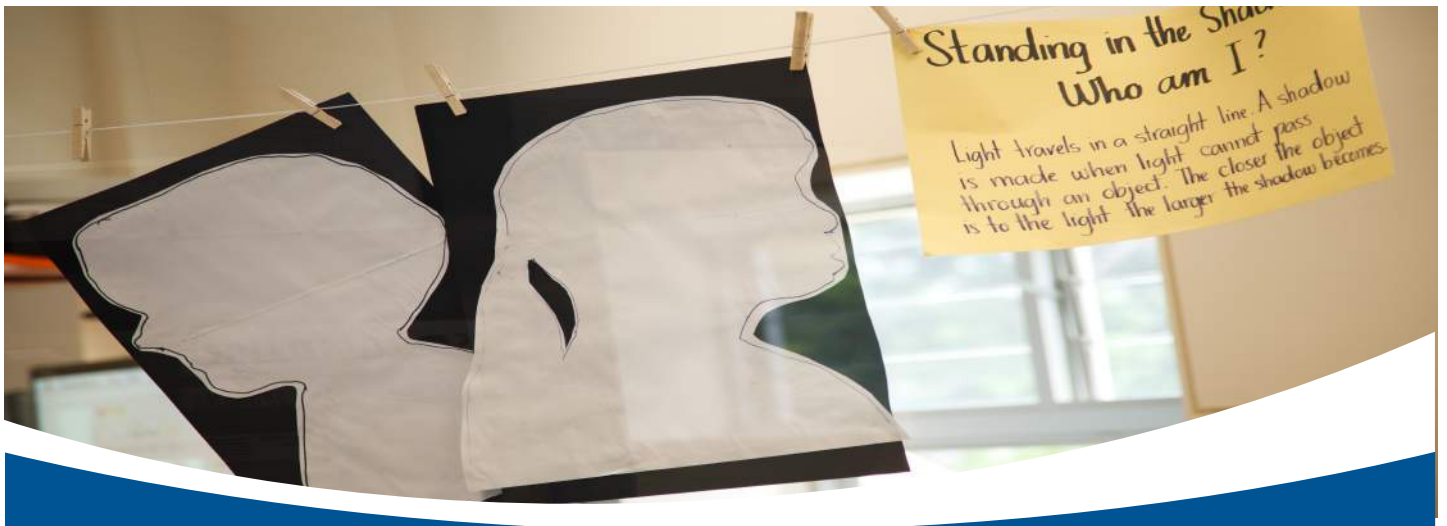
ENROLMENT

Please see Appendix 1 for the School's enrolment policy^{10,11}

¹⁰ Reporting Area 7







Wahroonga Prep...

cares for each member of its community¹²

Our small-school environment is an ideal foundation for a high level of care, not only for our students, but all members of our learning community.

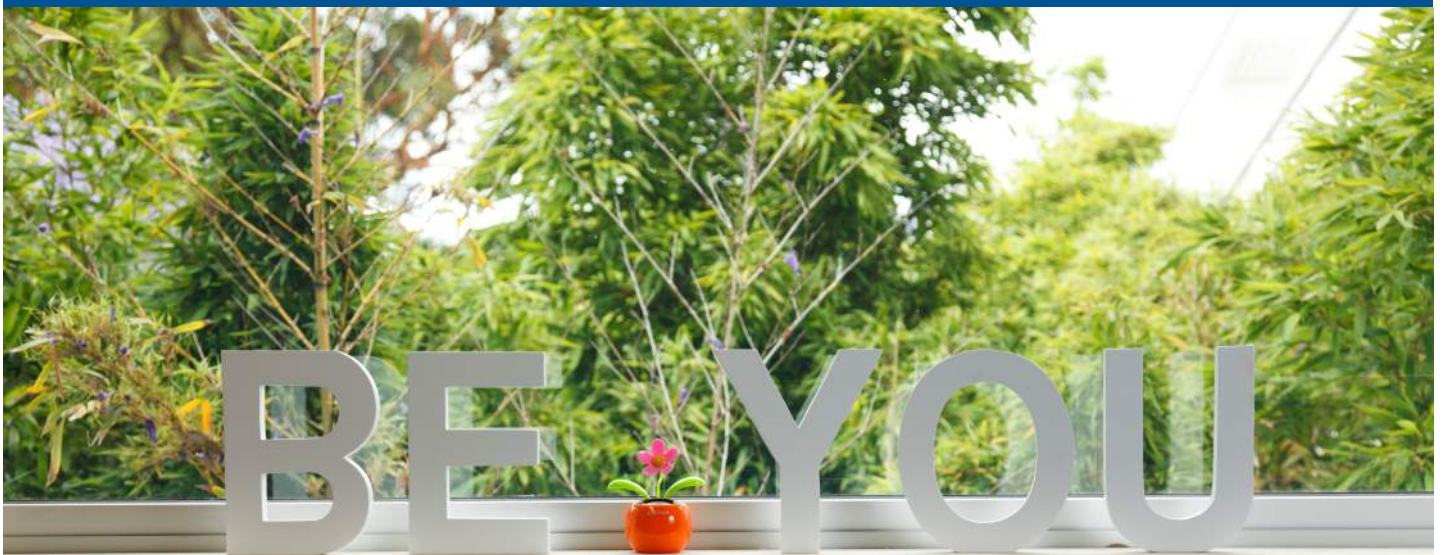
The summary of the way in which this is reinforced at Wahroonga Prep is captured in the following series of policy documents. They reflect a deep sense of responsibility for the welfare of members of the community, and reflect a spirit of Christian support and care.

It is important to note that the School does not endorse corporal punishment in any form, and is committed to procedural fairness in all dealings.

Many policies can be provided in full to anyone who is interested by contacting the School Office.

A large number of policies were revised during 2013 by way of preparation for School Registration in 2014.

¹² Reporting Area 10





POLICY AND SUMMARY	CHANGES IN 2013
<p>Behaviour Management</p> <ul style="list-style-type: none"> • Principles and Beliefs • Levels of behaviour • Further steps 	<p>Policy revised in full in 2013</p> <ul style="list-style-type: none"> • Full text in Appendix
<p>Bullying and Harrassment</p> <ul style="list-style-type: none"> • Defintitions • Different types of bullying and harassment • Relevant legislation • Expectations and responsibilities and procedures 	<p>Policy revised in full in 2013</p> <ul style="list-style-type: none"> • Full text in Appendix
<p>Child Protection</p> <ul style="list-style-type: none"> • Legislative background • Obligations under mandatory reporting • Definitions • Risk Management • The Working With Children Act 	<p>Policy revised in full in 2013</p> <ul style="list-style-type: none"> • Full text in Appendix
<p>Code of Conduct</p> <ul style="list-style-type: none"> • The legislative content • General responsibilities • Supervision of students • Relationship with students • Discipline of students • Communication issues • Camps/billets/excursions • Dress code • Conflict of interest • Duty to disclose 	<p>Policy revised in full in 2013</p> <ul style="list-style-type: none"> • Full text in Appendix
<p>Complaints and Grievances Resolution</p>	<p>Policy revised in full in 2013</p> <ul style="list-style-type: none"> • Full text in Appendix



At Wahroonga Prep we...

aim high, and plan for the future¹³

AREA	PRIORITIES	ACHIEVEMENTS ¹⁴
Teaching and Learning	Review Literary Program	<ul style="list-style-type: none"> • Public speaking competition • Additional 'in-class' support • Improvement in NAPLAN results • English National Curriculum preparation
	Expand Creative Arts	<ul style="list-style-type: none"> • Visiting performers • School musical • Greater participation
	Greater Blending of ICT	<ul style="list-style-type: none"> • PD for staff • Higher number of devices across school • IT integrator • Access to wireless network widened • Email addresses for children
Administration	Improving Efficiency of Operations	<ul style="list-style-type: none"> • Adoption of School Administration programme
Students	Values Education	<ul style="list-style-type: none"> • Behaviour management program (4 key areas) implemented
	Increased Resilience of Students	<ul style="list-style-type: none"> • Interrelate course Years 3-6 • Behaviour programs in outdoor areas
Facilities and Resources	Literary Resources	<ul style="list-style-type: none"> • Upgrade to existing and addition to readers
	PDHPE Equipment	<ul style="list-style-type: none"> • Addition to resources

¹³ Reporting Area 11

¹⁴ Achievement of priorities identified in 2012 Annual Report (in 2013)

AREA	PRIORITIES
The Child	<ul style="list-style-type: none"> • Adopt the National Curriculum implemented through the NSW Syllabus • Continue to build a personalised approach to pastoral care, teaching and learning, for all students • Build a rigorous and engaging approach to teaching and learning for all students • Explore contemporary pedagogical models, in particular to facilitate digital literacy • Create more access to Christian activities • Integrate social and emotional learning programmes • Expanded range of extra-curricular programmes • Improve range of learning support and extension programmes
The Staff	<ul style="list-style-type: none"> • Adopt Australian Professional Standards for teachers • Structure Professional Development Programme • Remain abreast with educational best practice • Digital literacy • Leadership capability
The Community	<ul style="list-style-type: none"> • Build vibrant and active Parents' Association • Build relationships and referrals from parents and alumni
The Wahroonga Prep Story	<ul style="list-style-type: none"> • Refine mission, values, points of difference and offerings • Re-create website to engage the current community and a wider audience • Improve marketing materials • Establish alumni • Improve calendar communication
The Future Growth	<ul style="list-style-type: none"> • Establish 'Enrolment Partnerships' • Review Communication channels including newsletter
Structure, Systems and Administration	<ul style="list-style-type: none"> • Conduct audit of devices and capabilities in students and staff • Upgrade technology infrastructure • Replace accounting software • Explore use of Learning Management Systems (LMS)
The Governanace	<ul style="list-style-type: none"> • Ensure efficient reporting to Council from Principal • Oversee policy review • Undertake Professional Development of Council • Ensure succession planning • Raise community awareness of role and membership





At Wahroonga Prep we...

promote respect, responsibility and service to others
community¹⁵

Service Learning. An initiative designed to go beyond the “ask Mum and Dad for money to give” and encourage the students to serve others in an authentic manner. Our elderly and wise friends at UCA, Wahroonga eagerly awaited weekly visits from our students.

The final concert in which the different generations sang and danced together left not a dry eye in the house.

Other Service Learning activities were...

Walkathon. Raising awareness of respect for our own health, and funds to raise money to support Orangutans, an endangered species.

Day Without Words. This day raised awareness for people who cannot communicate using their words.

Leadership training. As well as ongoing training throughout the year, our School Leaders undergo an intense one-day

workshop, set goals for the year, and learn about service to others.

Chapel. Twice a term one class prepares our Chapel Service, at which Biblical Values of service to others and respect are reinforced in contemporary and engaging ways.

Social Skills Programme. Each week at Assembly our students are led through a specific social skill which is reinforced and practised in the following days and weeks.

Buddy Programme. Our youngest students benefit from the friendships they develop with their older “heroes” in this semi-formal programme that inevitably spills out onto the playground, with positive results.

SRC (Student Representative Council). Students from all ages meet weekly to represent the views of their peers, seeking to improve our school.

¹⁵ Reporting Area 12



At Wahroonga Prep we...

value the input of parents, and all key stakeholders in the school community³

In order to continually improve what you do, leaders within any organisation must listen, listen and listen some more. In recent years the school has employed the MMG organisation to conduct independent school surveys to determine areas of strength and weaknesses.

This information has proven valuable for planning purposes, as we seek to ensure we remain at the forefront of co-educational education at Pre-Kindergarten and Primary level.

³ From MMG Survey 2013



Wahroonga Prep...

Expectations met / exceeded (MMG Survey Results, February, 2013)

Quality of teaching	86%
Focus on student welfare – providing a safe and caring environment	86%
Principal's leadership (previous Principal, Mrs Margaret Mead)	85%
Balanced education	92%
The School's values	92%
Academic standards	83%
Good education at reasonable expense	76%
The School's reputation and tradition	87%
Size of student population	94%
Facilities and resources	85%
Location, access to transport	99%
Enrichment activities	83%
Co-curricular programme	93%
A Pre-Kinder to Year 6 School	95%
Social and Cultural Diversity	93%
Co-educational school	99%
A Christian education	94%
A Uniting Church School	95%
All	90%

What parents valued
(Sourced MMG Survey, 2013)

“The caring approach by all staff at the School. All teachers take an interest in my child. I have been very happy with all the help my son has been given over his time at Wahroonga Prep. All staff including Margaret Mead, are interested in my son's wellbeing and no problem is too small.”

Teacher and Student Satisfaction¹⁶

Teachers identified the following as reasons why they were highly satisfied, overall with Wahroonga Preparatory School:

- Smaller class sizes
- The ability to get to know every child, not just those in their own class
- The collegial and collaborative nature of the school culture
- The facilities and resources
- The access to professional development
- The general respect of the students
- The support of the Principal

Students identified the following areas as reasons why there were highly satisfied, overall with Wahroonga Preparatory School:

- The care of the teachers (“they all know me and talk to me”)
- The fun that happens in the classroom (“sometimes we don't even know we are learning”)
- The opportunities we get (“there are lots of activities to choose from”)
- The teachers are all so happy
- The Principal knows my name and my interests

¹⁶ Reporting Area 13



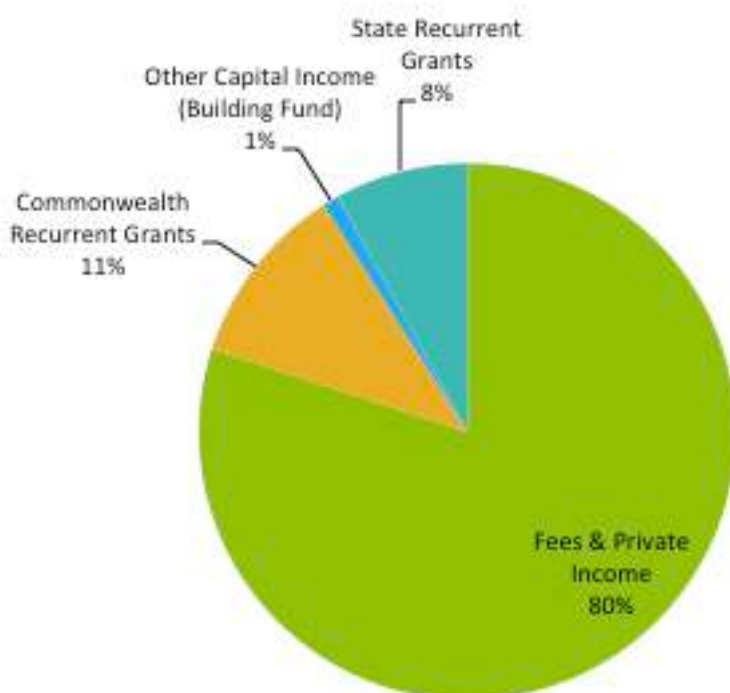
Wahroonga Prep...

is financially prudent and responsible¹⁷

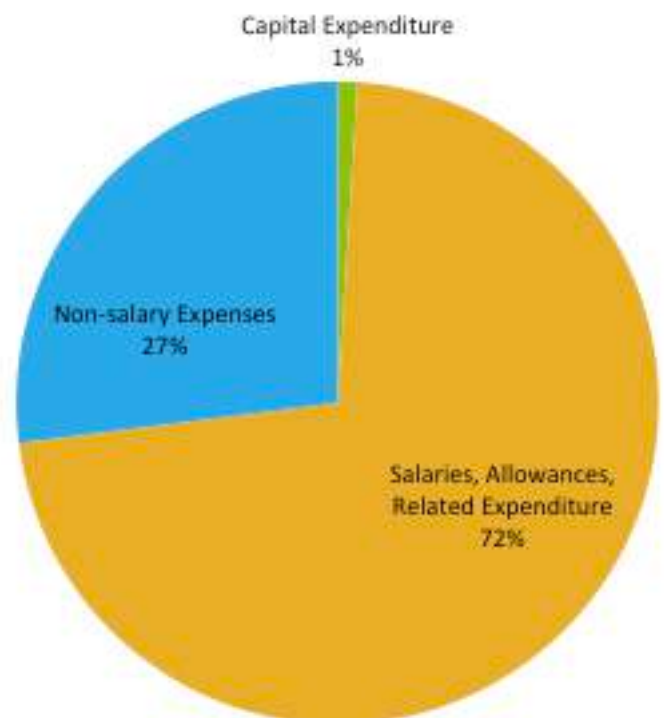
All independent schools meet expenses by a combination of income from government grants, parental fees and other donations. The graphs here show a summary of income and expenditure for 2013.

¹⁷ Reporting Area 14

**Recurrent/Capital
Income**



**Recurrent/Capital
Expenditure**





Wahroonga Prep...

is ready for a thriving, exciting future

2013 saw the end of an era, with the retirement of a great servant and outstanding leader, Mrs Margaret Mead. Her legacy will never be forgotten.

We now embark on a new phase of our School journey, one that started in 1926 and one that, with God's blessing, will continue beyond our 90th year in 2016, and centenary celebrations in 2026.

We will continue to seek to know every child personally, care for them deeply, challenge them extensively, and equip them to thrive in the information age, through personalized, rigorous, engaging, and contemporary teaching and learning in a Christian context.

Mr Nigel Walker

Principal

BA GradDipEd MEdAdmin DipBus MACE

30 June 2014



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www.facebook.com/WahroongaPrep

@WahroongaPrepSchool

Appendix 1

ENROLMENT POLICY

Wahroonga Preparatory School is a co-educational, Pre-Kindergarten to Year 6 School of the Uniting Church, underpinned by Christian values and operating within the policies of the NSW Board of Studies, Teaching and Educational Standards (BOSTES).

All applications for enrolment are 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, student's future plans for attendance at Wahroonga Prep, and other criteria as determined by the School from time to time. Children attending Pre-Kinder are given first preference to Kindergarten positions for the following year.

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

AGE GUIDELINES

PRE-KINDER

Students attending Pre-Kinder are expected to continue their education at the School from Pre-Kinder to Year 6. If there are any vacancies left after these positions have been filled, the School will consider those who have indicated Pre-Kinder only.

For 2015: The child must be turning 4 years of age by the 31st July to be considered for 3 Day Pre-Kinder. The child must be turning 4 years of age by the 31st May to be considered for 5 Day Pre-Kinder.

For 2016 and beyond: The child must be turning 4 years of age by the 31st May to be considered for 3 Day Pre-Kinder. The child must be turning 4 years of age by the 31st May to be considered for 5 Day Pre-Kinder.

KINDERGARTEN

The child must be 5 years of age by the 31st May in the year commencing Kindergarten. This condition will only be varied following discussion with the Principal. Children attending Pre-Kinder are given first preference to Kindergarten positions.

The School will accept any students at any level, if there are vacancies, and subject to the criteria above.

Appendix 2

BEHAVIOUR MANAGEMENT POLICY

Behaviour Management is a positive process enabling people to participate as productive, responsible members of the community. An important part of education is to lead students to develop effective self-discipline so that at all times they behave in a manner that is safe, legal and considerate.

OUR PRINCIPALS AND BELIEFS

All students have the right to feel safe and supported in their school

All behaviour has consequences

Time, effort and resources should be spent on responsible behaviour, as well as dealing with irresponsible behaviour

The partnership between staff, students and their families is essential if responsible behaviour is to flourish

Behaviour is chosen and schools help equip children to make good choices. Even though some circumstances limit a student's ability to exercise choice, they do not diminish responsibility

Behaviour codes need to be explicit

All individuals are to be treated with respect, and consideration should always be given to individual circumstances

Staff must have opportunities to develop a wide range of skills in the management of children

Corporal punishment is not used or endorsed in our school community

EXPECTATIONS OF EACH MEMBER OF THE SCHOOL COMMUNITY:

STUDENTS

Each student is expected at all times to speak and behave in a way that is safe, considerate and reflects well on themselves, their family and their school.

We ask our students to aim high by following Wahroonga Preparatory School's Golden Rules:

Do be gentle – Don't hurt anybody

Do be kind and helpful – Do not hurt other people's feelings

Do work hard – Do not waste your or other people's time

Do look after property – Do not waste or damage things

Do listen to people – Do not interrupt

Do be honest – Do not cover up the truth

If these rules are broken the following behaviour management strategies and consequences will be put in place:

Level 1 – Warnings about inappropriate behaviour

Level 2 – Star removed from chart and 5 minutes of Golden Time is lost

Level 3 – Time out, sent to supervising teacher or principal

TEACHERS

A teacher's first step in helping a student to develop self-discipline is to discuss with the student what has happened and why it has happened. Talking to the students is the first and most important step and helps to ensure all the facts of the case are known. For most misdemeanours, the student will learn from the discussion with the teacher, and no further disciplinary action will be needed.

Integral to each teacher's role is the responsibility to educate students to be self-disciplined and to require good behaviour and correct uniform at all times. Teachers should commend good behaviour whenever possible.

Teachers will be supported in any discipline matter of concern by the Principal. When a problem is not resolved by normal playground or classroom management, teachers should report concerns to the Principal.

Appendix 2

BEHAVIOUR MANAGEMENT POLICY (CONTINUED)

PARENTS

Parents, in choosing Wahroonga Preparatory School to educate their children, are agreeing to support the school in their policies. A mutually supportive relationship between school and home is essential to the growth of a student's self-discipline.

PRINCIPAL

When a student is sent to the principal for breaking the Golden Rules it is at their discretion to decide on a consequence for the student's behaviour.

Consequences may include the following:

- Talk with Principal
- Request for specific apology
- Reflection sheet, which includes "What I did, Why it was wrong and How I will ensure it doesn't happen again"
- "10 Good Reasons" Reflection
- Behaviour management program (hourly report card targeting specific behaviours, signed by teachers)
- Interview or telephone call with parents
- Ask parents to collect a child from school
- In-school suspension
- Out-of-school suspension
- Expulsion recommendation to Council
- Exclusion submitted to relevant authority

KEY PRINCIPLES

Decisions are fair and objective and based upon transparent processes and a full consideration of the issues involved

Integrity – trust is maintained by being honest, open and transparent in all dealings (conflicts of interest are to be avoided and any improper conduct / fraud to be reported).

Embedded among staff is a culture of positive acceptance for ongoing quality improvement through the adoption of best practice in the use of teaching and learning policies and procedures.

Corporal punishment of any form is strictly forbidden. The school does not endorse the use of corporal punishment in any form, at school and at home. The school does not endorse in any way the use of corporal punishment on its behalf, in any situation.

Appendix 3

BULLYING AND HARRASSMENT POLICY

POLICY STATEMENT

Wahroonga Preparatory School is committed to maintaining the Christian ethos of the School. It considers all employees to be inherently valuable in God's sight. Wahroonga Prep is committed to ensuring that everyone, irrespective of their status or position, is treated with dignity and respect by others with whom they come in contact as a result of their work and thus, there is a commitment to fulfil legislative requirements.

Underpinning its policies are the central values of Wahroonga Prep and these are complemented by the legislative need for procedural fairness and an outcome that is just for all involved.

Wahroonga Prep does not tolerate violence or harassment in any form by any of its community members or visitors to the community. Where it is found, appropriate action will be taken so that both the alleged harasser and complainant are counselled and trained to prevent further occurrence. In cases of sexual assault or harassment, stalking (including some cases of cyber bullying) and physical assault, the matter will be dealt with by the Police.

Bullying behaviours that pose a risk to the health and safety of workers will, upon receipt of a complaint, be dealt with in a timely manner using Principles of Fair Process as outlined in the Grievance Policy and Procedures. Wahroonga Prep will comply with any order from the Fair Work Commission in relation to any application made through them.

Wahroonga Preparatory School will provide information and training to its employees to assist them in identifying and addressing incidents involving harassment and bullying and will provide appropriate mechanisms for prompt and fair investigation and resolution of allegations.

Appendix 4

CHILD PROTECTION POLICY

1. Introduction

1.1. General

The safety, protection and well-being of all students is of fundamental importance to the School. All members of the school community have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

Child protection is a community responsibility.

1.2. Key legislation

There are three key pieces of child protection legislation in New South Wales:

- a) the *Children and Young Persons (Care and Protection) Act 1998* (NSW) (the **Care and Protection Act**);
- b) the *Child Protection (Working With Children) Act 2012* (NSW) (the **WWC Act**); and
- c) the *Ombudsman Act 1974* (NSW) (the **Ombudsman Act**).

We deal with each below.

1.3. Your obligations to report

While we set out below circumstances in which the **legislation** requires reporting of particular child protection issues, the School requires anyone to report **any concern** they may have about the safety, welfare or wellbeing of a child or young person to the Principal.

If the allegation involves the Principal, you are required to report to the Chairman of the School Council.

This obligation is part of the School's overall commitment to the safety, welfare and well-being of children.

1.4. Other policies

Please note that there are a number of other School policies that relate to child protection which you need to be aware of and understand including (but not limited to):

- a) the **Code of Conduct** which sets out information about the standards of behaviour expected of all employees, contractors and volunteers of the School;
- b) the **Work Health and Safety Duty of Care Checklist** which summarises the obligations imposed by work health and safety legislation on the school and workers; and
- c) the **Bullying and Harassment statement** which summarises your obligations in relation to unlawful discrimination, harassment and bullying; and
- d) the **Work Health and Safety Policy**.

PART A: The Care and Protection Act

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or well being of a student must be reported to **[the Principal]**.

Appendix 4

CHILD PROTECTION POLICY

2. Introduction

1.5. General

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- a) the **Code of Conduct** which sets out information about the standards of behaviour expected of all employees, contractors and volunteers of the School;
- b) the **Work Health and Safety Duty of Care Checklist** which summarises the obligations imposed by work health and safety legislation on the school and workers; and
- c) the **Bullying and Harassment statement** which summarises your obligations in relation to unlawful discrimination, harassment and bullying; and
- d) the **Work Health and Safety Policy**.

PART A: The Care and Protection Act

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or well being of a student must be reported to **[the Principal]**.

Appendix 5

CODE OF CONDUCT

1. Introduction

This Code of Conduct has been formulated to identify to employees of Independent Schools the type of conduct that is required of them in the way they deal with children in the performance of their duties. It is also intended to provide practical assistance for employee's members if they encounter ethical problems. Recommendations from the Wood Inquiry 2009 have resulted in changes to the Child Protection Legislation Amendment Act 2003. These changes are reflected in this Code of Conduct.

2. The Legislative Context

Everyone who is concerned in a professional capacity with the care and protection of children needs to have a clear understanding of the essential elements of the law as it applies to the care and protection of children.

Legislation in NSW relating to the care and protection of children is currently contained in the following Acts of Parliament:

- Children and Young Persons (Care and Protection) Act 1998
- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Ombudsman Act 1974 (Part 3A)
- Child Protection Legislation Amendment Act 2003
- Child Protection Legislation Amendment Act 2009
- OHS Act 2000
- NSW OHS Regulation 2001
- Anti-Discrimination Act 1977
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy and Personal Information Protection Act 1998
- Health Records and Information Privacy Act 2002

3. Duty of Care and Legal Liability

Employees can be deemed legally liable if they have been negligent in relation to their responsibilities under the legislation as it pertains to the care and protection of children.

Generally speaking, a person owes a duty not to injure another as a result of his or her own negligent act or omission. The duty does not usually extend to the taking of steps to prevent injury where one has not caused or contributed to the risk giving rise to the injury.

There exists, however, special duty relationships between some members of our society which give rise to more onerous duties of care. The relationship between teacher and pupil is one of these.

The general law of negligence provides that a person may be negligent if:

- S/he owes a duty of care to the person injured, that is, the standard judged reasonable in all of the circumstances, and
- S/he did not carry out that duty to the legal standard required, and
- The person suffered damage as a result of the failure to observe the duty of care.

With regard to care and protection the following general principles apply:

- Employees must take reasonable care to ensure that their students are not harmed. They have a duty to protect their students against foreseeable risks of personal injury or harm.

Appendix 5

CODE OF CONDUCT (CONTINUED)

- The standard of care is that of a reasonably prudent parent. The degree of care depends on such factors as the age of the students.
- There must be an efficient system of supervision in operation in the school.

Duty of care applies while the students are under the care of the school. This applies equally to school based activities and out of school activities. The same duty of care applies to employees who volunteer their services to the school.

Employees are required to follow good standards and approved practice. An example of good standards or approved practice would be compliance with the school's Code of Conduct.

Appendix 6

COMPLAINTS AND GRIEVANCES RESOLUTION

INTRODUCTION

Wahroonga Preparatory School is committed to providing a fair, safe and productive work environment where complaints and grievances are dealt with sensitively and expeditiously with minimum distress and maximum protection to all parties. As part of its commitment to creating a safe and supportive environment, and a responsible and accountable management culture, Wahroonga Preparatory School is committed to ethical and responsible management, transparency in decision making processes and a visible, accessible and fair Complaints and Grievance Process. An essential part of developing that environment is ensuring that parents, staff and students are encouraged to come forward with their grievances in the knowledge that school management will take appropriate action to address those grievances.

This policy is complemented by the School's Bullying and Harassment Policy. Any parent, student or staff member may lodge a grievance regarding school-related problems; however, if other procedures exist that more appropriately address that grievance, that mechanism should be used.

SCOPE AND EXCLUSIONS

The policy covers students' complaints and grievances against the School administration (the Principal and employees), staff and students; with those of staff against the School administration, staff and students; those of staff, students and parents against contractors, those of contractors against staff, students and parents; and with those of parents against students, staff and the School administration. Any complaint or grievance alleging reportable conduct is to be dealt with according to the guidelines found in the Wahroonga Preparatory School Child Protection Policy document.

Complaints or grievances could be related to unfair treatment, discrimination, harassment, vilification, bullying and other issues.

Matters excluded from being dealt with under this Policy are:

- Reportable Conduct.
- Staff misconduct and unsatisfactory performance.
- Corrupt Conduct and maladministration.
- Where a matter has been reported to the Police, ICAC or WorkCover.
- Where a student or staff member has lodged complaint with an external agency such as NSW Anti-Discrimination Board, Privacy NSW, Human Rights and Equal Opportunity Commission or the NSW Ombudsman.

PRINCIPLES

1. The policy is based on the undergirding Christian principles of love, respect for others and justice.
2. Complaints and grievances should be treated seriously and sensitively, having due regard to procedural fairness, confidentiality and privacy through all stages of the Complaints and Grievance process, especially in relation to the use and storage of information and records.
3. Complaints and grievances should be handled quickly and as close as possible to their source, unless it is serious, unlawful or not practical. This may be modified by the nature of the grievance and the complainant's wishes. Complainants should raise concerns as early as possible after the incident(s) occurred.
4. Wherever possible, grievances should be resolved by a process of discussion, cooperation and conciliation. The aim is to reach an acceptable outcome that promotes positive relationships. Both the complainant and the respondent will receive appropriate information, including relevant Policies and guidelines, in resolving the grievance and be informed of the outcome of the Grievance.
5. Parties may bring a support person to any interview.
6. No person should victimise or harass or be victimised or harassed because they raise a complaint or are associated with a grievance.

Appendix 6

COMPLAINTS AND GRIEVANCES RESOLUTION (CONTINUED)

7. Complainants should not instigate grievances that are frivolous or malicious. All complainants are expected to participate in the complaints and grievance resolution process co-operatively and in good faith.
8. Except in cases of corruption or maladministration, Wahroonga Preparatory School will not usually accept anonymous complaints. Anonymous complaints involving Child Protection matters will be referred to the Principal.
9. Staff will ensure that they have no conflict of interest or bias in relation to any party to the complaint, and that there is no perception by the parties that they have a conflict of interest or bias. If the person in authority does not believe they can handle the complaint in an impartial way, they will exclude themselves from the process, and refer the matter to their supervisor.

RESPONSIBILITIES OF PRINCIPAL

The Principal is responsible for responding appropriately to complaints and grievances and managing the resolution process in keeping with Wahroonga Preparatory School Complaints and Grievance Handling Policy. He/she are also responsible for ensuring that staff and students (and their parents) involved in a complaint resolution process understand their rights and responsibilities.

RESPONSIBILITIES OF STAFF, STUDENTS, AND PARENTS

All staff, students and their parents have a responsibility to contribute to the achievement of a productive, safe and equitable work and study environment at Wahroonga Preparatory School.

All staff, students and their parents have a responsibility to:

- Participate in the complaint or grievance resolution process in good faith.
- Cooperate fully in any investigation process.
- Assist the complaint handler in reaching satisfactory resolution wherever possible.
- Avoid complaining about the same matter to several different managers or individuals at the same time.
- Avoid making complaints or counter-complaints with a mischievous or malicious intent.

PROCEDURES

Preliminary Action

Any complaint of a child protection nature should be taken directly to the Principal.

For other complaints, before initiating the complaint and grievance procedures, the complainant is encouraged to try to resolve any grievance directly with the person/s concerned. If this is not possible or appropriate, the complainant should proceed to Step 1 of these procedures.

Step 1 - Talk to the Principal

Where the complainant has been unable to resolve the grievance themselves, they should take the matter up with the Principal.

An age-appropriate approach to the resolution of grievances is employed. In the case of complaints involving students only, these should initially be broached with the appropriate class teacher, and referred to the Principal as necessary. Members of staff with complaints against students should approach the Principal. Students with complaints against members of staff should approach the Principal. Parents are urged to address issues of complaint directly with the appropriate class teacher, followed if necessary, with the Principal. Any individual who has a grievance against the Principal should address his or her complaint to the Chairman of the School Council.

General procedures

The Principal should aim to resolve it expeditiously, normally within two weeks of receiving the complaint

Appendix 6

COMPLAINTS AND GRIEVANCES RESOLUTION (CONTINUED)

and according to the principles set out in this document. This would usually involve the Principal:

- carefully listening to the complainant's concerns and their desired outcomes;
- providing the complainant with a copy of this document, explaining the grievance procedures and the range of options open to them;
- attempting to resolve the matter;
- keeping all those involved informed about the progress of the matter; and
- monitoring the situation during and after the resolution process.

In any action taken the person responsible should ensure procedural fairness for all parties involved, which would normally include such steps as fully informing the respondent of the allegations made against them and providing them with an opportunity to respond.

At the end of their direct involvement with the matter, the person with immediate responsibility should make appropriate file notes on the grievance resolution process and outcomes, which should be stored in a separate and confidential grievance file.

Step 2 - Refer the matter to the Chairman of Council

If the complainant believes the grievance has not been resolved to their satisfaction, they can refer the matter to the Chairman of Council. The Chairman may require the complainant to put the grievance in writing. The Chairman should try to resolve the matter within three weeks of receiving the grievance, following similar processes outlined in Step 1.

After giving due consideration to the grievance, the Chairman may do one or more of the following:

- if the complaint is not clearly within the scope of the School's Child Protection Policy and Procedure or process for unsatisfactory performance, the Chairman may:
 - refer the complaint back to the Principal, with advice, for resolution;
 - initiate an investigation into the matter; or
 - seek to resolve the matter directly;
- if the complaint falls within the scope of the School's provisions for unsatisfactory performance, ask the Principal to follow the appropriate disciplinary procedures; if the complaint refers to reportable conduct, initiate an investigation of the allegation in conjunction with the Principal; or
- if necessary, contact an appropriate outside agency.

An determination made by the Chairman in accordance with Step 2 of these procedures with regard to the grievance will be final, save for the complainant/respondent's right to pursue the matter outside the School.

OUTCOMES

Outcomes will vary from case to case depending on the nature and circumstances of each grievance.

Outcomes could include:

- the complainant gaining a better understanding of the situation and no longer feeling aggrieved;
- the complainant receiving a verbal or written apology;
- the respondent receiving a verbal or written reprimand;
- one or both parties agreeing to participate in some form of counselling;
- disciplinary action where a school policy or Code of Conduct were found to have been breached, and/or where misconduct/serious misconduct or unsatisfactory performance has occurred.

Disciplinary action may also be taken where:

- a grievance is found to have been malicious or vexatious;
- a person victimises another person because of their involvement in the grievance; or
- unnecessary disclosure of information (a breach of confidentiality) has occurred.

Appendix 6

COMPLAINTS AND GRIEVANCES RESOLUTION (CONTINUED)

For Grievances that are not resolved by the procedures within this document, external sources of assistance are as follows:

- The Independent Education Union
- The NSW Ombudsman
- The Anti-Discrimination Board
- Fair Work Australia

Record Keeping

Records of grievances and their management and resolution are kept in confidential files separate from Personnel files. Files are kept in a confidential file on the Principal's or Chairman's computer.

APPENDIX A – DEFINITIONS

Bullying: Repeated behaviour that intimidates another person or group of persons that risk the health and safety of the recipient/s.

Complainant: the person/s making the complaint.

Confidentiality: limiting disclosure of information relating to a grievance to as few people as possible, and only to those who are legitimately involved in the process of resolving the grievance. Privacy principles are to be upheld when collecting personal information. For example, staff and students should be informed about what information is being gathered about them, how it is to be used, who will have access to it and how it will be stored.

Discrimination - Direct: where someone is treated less favourably because of their sex, age, race, disability, pregnancy or any of the other grounds covered by anti-discrimination legislation.

Discrimination - Indirect: where everyone is treated the same, but in a way that is, or is likely to, disadvantage students or staff of one sex, race, etc., and that is not reasonable. For example, a decision to insist that all students complete an examination in a set time may indirectly discriminate against a student with a vision impairment.

Grievance: any complaint or incident of unfair treatment, harassment, discrimination, vilification and/or bullying that occurred at or in connection with an endorsed school-related activity, on or off the School property. Interpersonal concerns, minor conflicts and performance matters are management responsibilities and need to be clearly distinguished from grievances.

Harassment: behaviour that:

- another person does not want and does not return
- offends, belittle, humiliates or intimidates the other person/s and that, in the circumstances, a reasonable person should have expected would offend, belittle, humiliate or intimidate them, and
- targets them for less favourable treatment because of their (or their friends' or relatives') sex, race, disability, age, pregnancy, or any of the other grounds covered by anti discrimination legislation.

Harassment may occur even when there was no intention of causing offence.

Mediation: a process that facilitates dispute resolution in which someone with mediation skills helps the aggrieved parties reach a joint agreement that suits everyone concerned. The mediator is neutral, does not influence the outcome, and helps parties to consider all possible solutions.

Misconduct: any act that is contrary to a staff or student contract or code of conduct.

Respondent: a staff member or student whose action or behaviour is complained about in a grievance.

Appendix 6

COMPLAINTS AND GRIEVANCES RESOLUTION (CONTINUED)

Sexual harassment can include such behaviour as physical contact (patting, touching), 'leering', repeatedly asking for dates (especially after prior refusal) and asking for sexual favours. However, it may also include sexually related behaviour that makes the work or study environment uncomfortable such as displays of sexual or sexist materials, emails or pictures, sexist or sexual jokes or comments that stereotype people on the basis of their sex.

Staff: an employee or contractor of Wahroonga Preparatory School.

Student: A person studying at Wahroonga Preparatory School who has a contractual agreement with the Principal to do so.

Vexatious: An action to the action of a person what is brought forward without sufficient grounds purely to cause annoyance or harm to another person or persons.

Victimisation: includes any unfavourable treatment of a person as a consequence of their involvement in a grievance under these procedures. Unfavourable treatment could include such things as adverse changes to the work environment, denial of access to resources, work opportunities or training, or ostracism.

Vilification: anything that happens publicly that could encourage hatred, serious contempt or severe ridicule of a person or group of people, because of their race, ethno-religion, homosexuality, transgender or HIV or AIDS status.

LOCATION OF POLICY

The policy is located in the electronic files of Wahroonga Preparatory School.

REVIEW

Next review is due in 2015. To be conducted by the Principal or his delegate.