



## **Educational and Financial Report**

**Giant Steps Sydney, 2004**

# Reporting Area 1

## ***School performance in state-wide tests and examinations***

### **Higher School Certificate**

No students were eligible to sit for the HSC in 2004.

### **School Certificate**

No students undertook study for the School Certificate in 2004.

## **Literacy & Numeracy Assessments in Years 3, 5 & 7**

### ***BST and PWA***

In 2004 no students participated in the state-wide BST (Basic Skills Test) or the Primary Writing Assessment. All students had an Individual Education Plan with a particular focus on the communication outcomes (Support Document – Communication BOS). The school uses a range of assessment procedures some administered directly by teaching staff others administered by Therapy staff at school in order to ascertain an assessment *for learning* and at regular intervals assessment *of learning*. The goals for the IEP are developed using a collaborative team approach including teachers, therapist and parents. The goals are then interpreted and matched with outcomes within the English syllabus documents as well as the communication Support document. Specific indicators are developed to match the skill level of the child and these are regularly reported against.

### ***ELLA and SNAP***

In 2004 no students sat the Ella and SNAP state-wide tests in Literacy and Numeracy.

All students in the High School Program have individual communication, literacy and numeracy goals. In 2004 all students are working on Life skills outcomes in English and Mathematics subject areas. Literacy and numeracy goals are individually identified and put in the context of meaningful, functional teaching and learning activities that have a direct relationship to the student. Goals are determined by a collaborative team including parents' therapists and teachers as well as the student themselves.

### ***LANNA results***

In 2004 no students participated in the Literacy and Numeracy National Assessment (LANNA) test developed by ACER.

### ***BST results***

In 2004 no students sat BST.

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## Reporting Area 2

### *Details of all teaching staff*

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Category	Number of Teachers
<b>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</b>	<b>9 staff (5 staff with additional qualifications in Special Education)</b>
<b>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</b>	<b>Nil</b>
<b>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 context (Manual, page 39)</b>	<b>Nil</b>

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# Reporting Area 3

## *Retention rates*

Years Compared	Year 8 total enrolment on census date <sup>1</sup>	Year 10 total enrolment on census date	Year 8 enrolment at census date remaining in Year 10 on census date	Apparent retention rate	Actual retention rate
<b>2002/2004</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>100%</b>	<b>100%</b>
Years Compared	Year K total enrolment on census date <sup>2</sup>	Year 2 total enrolment on census date	Year K enrolment at census date remaining in Year 2 on census date	Apparent retention rate	Actual retention rate
<b>2002/2004</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>100%</b>	<b>100%</b>

The retention rate from Year 8 to Year 10 demonstrates that students with high support needs are unlikely at this stage in their schooling to move to another educational setting and are very likely to remain at the same school throughout High School.

The retention rates for the Kindergarten to Year 2 do not adequately reflect the movement of students who integrate in to a less restrictive educational setting. A retention rate in this instance does not reflect the movement of students out of the school. In Infants /Primary classes the School actively supports students to move to other educational settings. This decision is always made within the context of Individual Planning process involving key personnel and parents and caregivers.

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<sup>1</sup> Enrolment numbers are taken on the Commonwealth census date in each year

<sup>2</sup> Enrolment numbers are taken on the Commonwealth census date in each year

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# Reporting Area 4

## ***Enrolment policy***

Giant Steps, Sydney is a comprehensive co-educational K-12 special school providing an education for students who have a primary diagnosis of Autism Spectrum Disorder. The School 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, diagnosis, siblings already attending the school and other criteria determined by the school from time to time<sup>3</sup>. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

## **Procedures**

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. 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.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

## **Student population**

The school has 52 students of whom 10 are in the secondary school. There are approximately 1:4, girls: boy's ratio in the school population, this commonly reflects the gender distribution for children with autism the common ratio is 4boys; 1 girl. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English.

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<sup>3</sup> Some schools may choose to specify these criteria.

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# Reporting Areas 5-7

## *Policies*

### **Policies for**

- **Student welfare**
- **Discipline**
- **Reporting complaints and resolving grievances**

### **A. Policies for Student Welfare**

The school seeks to provide a safe and supportive environment which:

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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or developed/revised) during 2004:

<b>Policy</b>	<b>Changes in 2004</b>	<b>Access to full text</b>
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<p>Policy redrafted in light of changes to legislation during 2003.</p>	<p>Issued to all staff and members of School Board</p> <p>Parents may request copy by contacting the school directly</p> <p>Parents informed as to the overall document in Weekly newsletter – Friday Footnotes.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school-related activities</li> </ul>	<p>New fire procedures implemented.</p> <p>Fire drills practiced as children with autism need additional practice in crisis situations. Visual support materials developed to assist in the process.</p>	<p>Full text in Operational handbook</p> <p>Parents may request a copy by contacting Giant Steps, Sydney.</p>
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	<p>Supervision levels for excursions, playgrounds revised.</p> <p>Revision of Critical Incident Management strategies</p> <p>Critical Incident Recording revised.</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>• Operational Handbook</li> </ul>

<b>Policy</b>	<b>Changes in 2004</b>	<b>Access to full text</b>
<p>Codes of Ethics Policy encompassing</p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour support – Supporting Behaviour with Children with ASD</li> <li>•</li> </ul>	<p>Behaviour support planning introduced to the school through Professional Development activity. This will be a 3 year project.</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>• Operational Handbook</li> <li>• Additional printed materials for Staff</li> </ul>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• critical incident policy</li> <li>•</li> </ul>	<p>Linkages to outside agencies that may provide additional services to students and families.</p> <p>Training in Anaphylaxis for all staff.</p> <p>Health Care planning for children with chronic and complex problems revised.</p>	<p>Full text in.</p> <ul style="list-style-type: none"> <li>• Parent information booklet</li> <li>• Operational Procedures</li> </ul>
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> <li>• formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.</li> </ul>	<p>Development of</p> <p>Leadership Teams</p> <p>OH&amp;S committee</p> <p>Educators Representative Group</p> <p>Team meetings</p> <p>Professional meetings eg Therapists meeting</p> <p>Behaviour Planning Teams</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Operational Procedures</li> </ul>

## **B. Policies for Student Discipline**

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. Students with Autism find it difficult to follow rules that may have little personal meaning; however they are part of keeping students safe. Students will be supported through environmental modifications, visual supports and teaching and learning programmes to follow those rules related to health, safety and welfare for both staff and students. The support level of students is constantly monitored. As behaviour is seen as having a communicative function for students with Autism, the onus is on staff to ensure that the appropriate environmental supports as well as communication interventions are in place to support the students as they learn new replacement behaviours.

Corporal punishment or any aversive practice is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student provides processes based on procedural fairness. Such processes would also include an advocate to act on behalf of the child or family.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through

- The Operational Handbook
- The Parent Information booklet

During 2004 the school's discipline policies and procedures were reviewed in the school. The discipline policy for implementation in 2005 contains revised processes for disciplinary action that are based on procedural fairness.

All discipline policies are viewed within the context of the student's disability with a strong focus on assisting student's to develop a range of behaviours that will increase their level of participation in all settings and enhance opportunities not only in school but in other community settings.

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## **C. Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Operational Handbook. An appropriate outline of the policy and processes is also provided in the Parent Information booklet.

This policy was revised developed in 2004.

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# Annual Report Area 8

School-determined improvement targets

Achievement of priorities for 2004

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Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> <li>• enhanced vocational opportunities for students 7-10, introducing a wider range of work experience opportunities.</li> <li>• Introduction of life skills outcomes and content for staff</li> </ul>	<ul style="list-style-type: none"> <li>• All 7-10 students involved in work experience at a variety of settings</li> <li>• additional communication supports for students developed in work environments</li> </ul>
	<ul style="list-style-type: none"> <li>• enhanced communication – English K12 curriculum for all students</li> </ul>	<ul style="list-style-type: none"> <li>• programs developed and commenced in 2004.</li> <li>• Staff training in the implementation of 'Using Specific Language Strategies' across the school and incorporated throughout the school day.</li> </ul>
	<ul style="list-style-type: none"> <li>• expanded opportunities for students in integrated settings</li> <li>• Kids Helping Kids – PD/H/PE unit of work revised and expanded.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of relationships with mainstream schools in Independent, Catholic, public school sectors. The host schools have supported students providing opportunities for social/academic interaction.</li> <li>• The 6-8 week program ran across 6 schools in 2004 and will be expended in 2005. The program is one enabling factor for schools in supporting students with Autism to be successful in a mainstream school.</li> </ul>
Student achievements	<ul style="list-style-type: none"> <li>• improved communication skills for students and the development of consistent templates for lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in challenging behaviour due to increasing communication opportunities for students</li> <li>•</li> </ul>
Student welfare	<ul style="list-style-type: none"> <li>• Revised Code of Ethics for staff</li> <li>• Revised General Principles for Students</li> </ul>	<ul style="list-style-type: none"> <li>• completed and included in Operational handbook</li> <li>• completed and included in Operational handbook</li> </ul>
Staff development	<ul style="list-style-type: none"> <li>• training in Communication Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• all staff trained</li> <li>• procedures for training new staff developed</li> <li>• implementation strategies developed and ongoing 2004/2005</li> </ul>

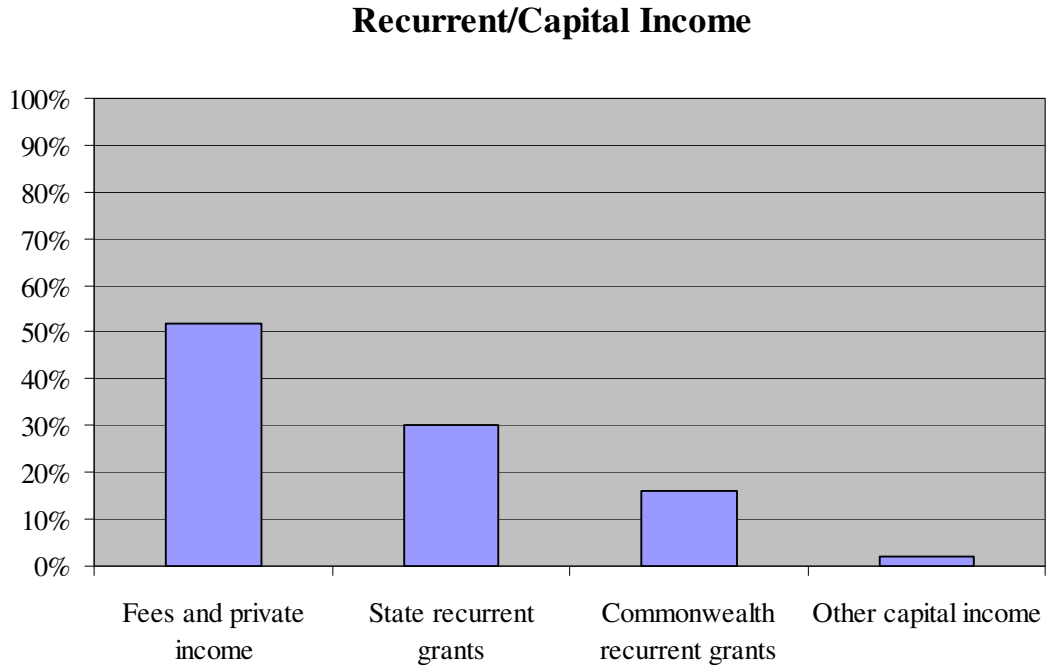
<b>Facilities and resources</b>	<ul style="list-style-type: none"><li>• improved facilities for Music /Occupational Therapy</li></ul> <p>improved facilities for High school students designed and built in 2004</p>	<ul style="list-style-type: none"><li>• new multipurpose area designed and built</li><li>• two new high school classrooms built including Kitchen/Bathroom facilities</li></ul>
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# Annual Report Area 9

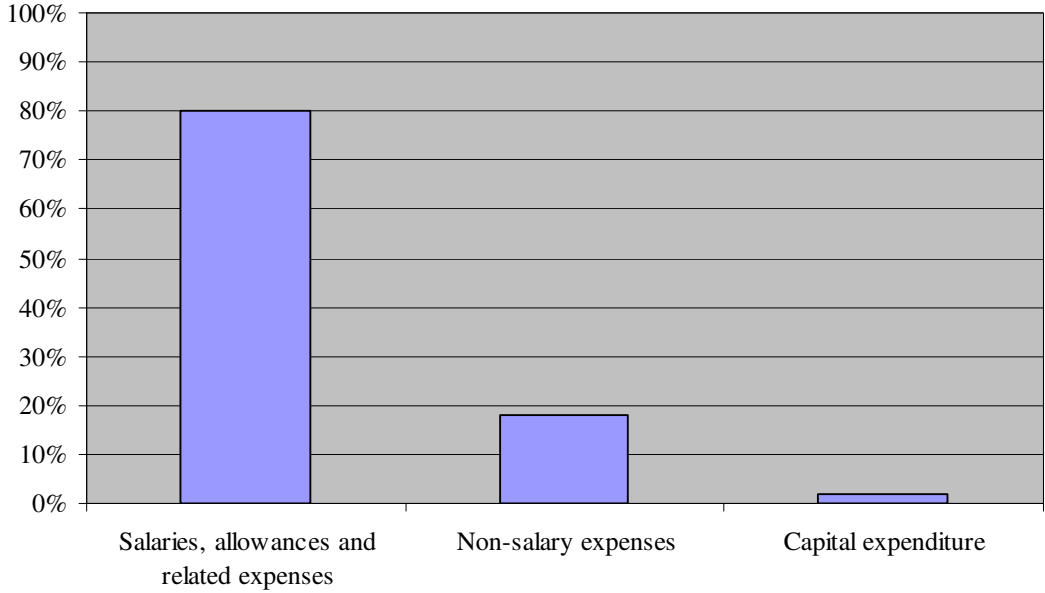
## Summary financial information

(c) Graphic one: recurrent/capital income represented by column chart



(d) Graphic two: recurrent/capital expenditure represented by column chart

### Recurrent/Capital Expenditure



# School Policy

## ***Child Protection***

The primary objective of this policy is to provide for the physical and emotional well being of our students and to guarantee their safety and security at all times.

The role of Giant Steps in child protection is to assist in the recognition and notification of suspected child abuse and neglect and, where abuse has occurred, to offer support to the student within the school environment and within the normal duties of the school staff. It is also the role of the school to provide appropriate preventative programs, which aim to protect the students from abuse, assist them to seek effective help and to develop skills to be involved in positive, non-coercive relationships.

The key responsibilities of the school are to:

- Protect students at school from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature;
- Ensure that all school staff are aware of the indicators of child abuse and neglect and procedures for notification;
- Provide training for staff in the identification of suspected child abuse and neglect, the implementation of the child protection policy and procedures, and the implementation of child protection curriculum;
- Work with other agencies within agreed arrangements to plan and provide services in order to protect the child and support the family.

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## **Definitions**

According to the "Interagency Guidelines on Child Protection Intervention", child abuse refers to the non-accidental physical injury, neglect, emotional abuse and sexual exploitation and abuse, of children.

According to the "Children (Care and Protection) Act" child abuse means:

- Assault (including sexual assault) of a child;
- Ill-treatment or neglect of a child;
- Exposing or subjecting a child to behaviour that psychologically harms the child.

Child abuse is also a term commonly used to refer to a range of offences, which result in harm to a child victim or involve behaviours to which a child cannot give consent.

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## Sexual Offences

The laws covering offences on sexual assault are those defining sexual intercourse, indecent assault and acts of indecency. Sexual Intercourse (under the Crimes Act 1900 is defined as): -

- (a) Sexual connection occasioned by the penetration to any extent of the genitalia of a female person or the anus of any person by;
  - (i) Any part of the body of another person; or
  - (ii) An object manipulated by another person, except where the penetration is carried out for proper medical purposes;
- (b) Sexual connection occasioned by the introduction of any part of the penis of a person into the mouth of another person;
- (c) Cunnilingus; or
- (d) The continuation of sexual intercourse as defined in paragraph (a), (b), or (c)

An indecent assault is an assault – a touching without “consent” – accompanied by an indecent act. An indecent act is one which right-minded persons would consider contrary to community standards of decency (Interagency Guidelines on Child Prevention Intervention p 30.)

## Physical assault

There are many behaviours which may constitute assault and the law specifically takes into account the circumstances of the victim which may mean that the offence is regarded as a more serious assault. The vulnerability of a child, and hence the likelihood of sustaining a more serious or permanent injury means that assault charges may be warranted in cases of physical abuse.

## About physical abuse

Physical abuse refers to non-accidental injury to a child by a parent, caregiver or another person. It includes injuries which are caused by excessive discipline, severe beatings or shakings, bruising, lacerations or welts, burns, fractures or dislocation, female genital mutilation, medically or pharmaceutically induced injuries or illness, attempted suffocation or strangulation and death. It includes the unauthorised or inappropriate use of physical restraints and segregation or confinement as a means of control or discipline.

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## **Neglect**

Neglect is defined in s.26 of the Children (Care & Protection) Act. It states: A person, whether or not the parent of the child, who without reasonable excuse, neglects to provide adequate and proper food, nursing, clothing, medical aid or lodging for a child in his or her care, is guilty of an offence.

### **About neglect**

Child neglect occurs where a child is harmed by a failure to provide the basic physical and emotional necessities of life. Neglect may also be evident in, or arise from, the inadequate supervision of a child, such as an infant or young child being left unattended in a car.

### **Psychologically harmful behaviour**

Emotional abuse encompasses a range of behaviours that harm a child. It is behaviour by a parent or caregiver, which can destroy the confidence of a child resulting in significant emotional deprivation or trauma. It involves impairment of a child's social, emotional, cognitive, intellectual development and/or disturbance of a child's behaviour.

It can involve excessive or unreasonable demands above the capacity of a child's developmental level, or failure to provide an environment, which encourages a child's physical, emotional and social development.

Emotional abuse can include scape goating, rejection, humiliation and verbal abuse. It can include the deliberate failure to respond appropriately to threats of self-harm or suicide. Emotional abuse can also be said to include the use of language to ridicule or intimidate a child, or the use of language to humiliate or denigrate a child or their family.

Children who live within an environment of domestic violence may also be at risk of emotional abuse.

### **Sexual abuse**

Psychological harm might also arise from sexual abuse. Child sexual abuse is any sexual act or sexual threat imposed on a child. Sexual abuse refers to the involvement of children in sexual acts where the child is exploited for the gratification of another person's sexual needs or desire. Adults or adolescents who perpetrate child sexual abuse exploit the dependency and immaturity of children. Coercion, which may be

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physical or physiological, is intrinsic to child sexual abuse and differentiates such abuse from consensual peer sexual activity.

It can include genital exposure, exposure to prostitution or involvement in pornography, the threat of sexual abuse or assault, and the deliberate exposure of a child to the sexual behaviours of others.

## **Notification Procedures**

Giant Steps has a responsibility to stop child abuse and neglect and when necessary, make a notification to the Department of Community Services. The Department of Community Services is the agency with the authority and mandate to respond to notifications. Children will not be protected from abuse or neglect unless responsible adults take action on their behalf.

The Children (Care and Protection) Act 1987 and the Children (Care and Protection) Amendment (Disclosure of Information) Act 1996 establishes a process so that people who believe, on reasonable grounds, that a child is being or is danger of being abused can give information to the Department of Community Services so that action can be taken to protect the child.

### **Note**

Child means a child under 18 years of age

### **What to notify**

Any suspicion that a child or young person has been, or is at risk of being physically, sexually or emotionally abused and neglected requires notification.

### **Note**

In making a notification, a person must give the name or a description of the child and the grounds on which the person formed the belief that the child is being abused or is in danger of abuse or is need of care.

### **Who notifies**

- Any person who believes, on reasonable grounds, that a child has been or is danger of being abused, or is in need of care may notify.
  - Parents, relatives, friends, neighbours and acquaintances of a child may notify.
  - Those whose work brings them in contact with children and parents may notify.
  - All medical practitioners are required by law to notify if they suspect on reasonable grounds that a child has been abused.
  - All principals and deputy principals at a school, and all teachers, counsellors, social workers and early childhood teachers are required by law to notify where they have reasonable grounds to suspect that a child has been sexually assaulted.
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**Giant Steps staff who believe, on reasonable grounds, that a student enrolled at Giant Steps School has been abused or is danger of being abused or is in need of care are required to report this belief to the Principal of the school.**

The principal will make a notification to the Department of Community Services. In cases of physical or emotional abuse and neglect the Principal must agree that reasonable grounds exist.

If the Principal does not agree that there are reasonable grounds for concern he or she must advise the staff or community member that no notification is to be made, and of their rights to notify the local Community Services Centre, or the police service directly as a private citizen.

## **How to notify**

The Department of Community Services is the central point for all notifications of child abuse.

a. When making a notification **orally** staff must provide the following information:

- The name of the student;
- The students address and/or last known whereabouts;
- When the student was last seen (when applicable);
- Students date of birth, age;
- Other students that reside in students household and their ages (if known);
- Whether a language or sign interpreter may be required or an Aboriginal agency should be involved;
- All available information that is relevant to the safety and welfare of the child;
- Staff must be prepared to discuss concerns with an officer of the Department of Community Services;
- A record of the events

. Conversation) which lead to your concerns

. Observations)

Your name and contact number.

### **b. Notifications in writing**

A notification can be made in writing. It can be of assistance to those responsible for the investigation and assessment to include as part of the notification, reports that detail events, conversations or observations relevant to the child's safety and welfare.

### **c. Safeguards for notifies**

Notifications to the Department of Community Services are confidential. Private Citizens may make notifications anonymously if they wish. Persons who through their work make a notification, whether or not they are required by law to do so, should make known their position and their agency.

Any person who makes s a notification is afforded the following protection by law:

- The notification shall not be held to be a breach of professional etiquette or ethics or a departure from accepted standards of professional conduct;
  - No liability for defamation is incurred because of the making of the notification;
  - The notification is not admissible in evidence in any court proceedings except in care proceedings before a Children's Court;
  - A person cannot be compelled by a court to produce the notification or give any evidence as to its contents.
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## **Note**

If as a result of making a notification to the Department of Community Services, a person is threatened with or fears personal violence this should be reported to the police who may apply for and pursue on their behalf, an apprehended violence order.

Although it is the responsibility of the Department of Community Services to provide feedback to the notifier, the staff person who makes the notification may contact the Department to discuss the progress of the information provided. This can be done by telephone contact with the officer in the Department of Community Services to whom notification was made.

## **Intake assessment**

This is the first of a series of assessments that will be made prior to decision-making in all child protection cases. The focus of the intake assessment is on risk assessment.

Factors, which should be considered in risk assessment, are;

- The child's vulnerability because of age, degree of dependency or disability
- The level of severity of impairment or damage to child's physical health, emotional state and intellectual functioning;
- Whether there has been a recent escalation in events, a cumulative effect of many events or where, if current circumstances continue, severe impairment or damage will occur;
- Any previous allegations of abuse or neglect of the child or siblings and how recently they occurred and their seriousness;
- The nature and outcome of any previous investigations, including responses to domestic violence;
- The current whereabouts of the child and degree of safety, including the presence of a protective adult;
- The parent's current mental or emotional state, level of intellectual functioning or drug and alcohol dependency.

On the basis of the intake assessment, the officer of the Department of Community Services prepares an intake plan which is approved by an assistant manager or manager. In preparing this plan the officer may seek the advice of a specialist child protection worker from within that agency. The plan must state whether:

- Immediate action is required to ensure the child's safety (see p.64);
- Police should be immediately advised of a suspected criminal offence;
- A joint investigation with police is warranted;
- A specialist child protection worker should be involved;
- Temporary care is required for the child or counseling and support services for the child or family;
- A full investigation and assessment should occur.

## **Note**

It is at this stage the senior officer of the Department of Community Services decides whether the information received requires further assessment and investigation.

The Ombudsman Amendment (Child Protection and Community Services) Act

School staff should be informed that the Principal is required by law, to notify the Ombudsman as soon as practicable of any child abuse allegation or conviction made against an employee of the school and that the Ombudsman can oversee or monitor the conduct of an investigation into such an allegation or conviction or can directly investigate an allegation or conviction against an employee of the school.

S.25C (1) of the Ombudsman Act states:

The head of a designated government or non –government agency must notify the Ombudsman of the following:

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- (a) Any child abuse allegation, or child abuse conviction, against an employee of the agency of which the head of the agency becomes aware,
- (b) Whether or not the agency proposes to take any disciplinary or other action in relation to the employee and the reasons why it intends to take or not take any such action
- (c) Any written submissions made to the head of the agency concerning any such allegation or conviction that the employee concerned wished to have considered in determining what (if any) disciplinary or other action should be taken in relation to the employee.

S.25C (2) of the Ombudsman Act states:

The notification must be made as soon as practicable and, in the case of the notification of a child abuse allegation or child abuse conviction, must be made, in any event, within 30 days of the head of the agency becoming aware of the allegation or conviction (or within such further period as may be agreed to by the Ombudsman). Once you have been advised of an allegation or conviction against an employee, you must notify the Ombudsman as soon as possible, but no later than 30 days after being made aware of the allegation or conviction.

The NSW Ombudsman has developed a form for agencies (Government and Non-Government) to make this official notification (\* see attached.)

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# School Policy

## ***A Safe and Supportive Environment***

### **General**

The NSW Board of Studies Registered and Accredited Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a *'safe and supportive environment'* for all students.

### **Support**

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

### **Security**

2. The School will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and will include in its consideration such matters as:
  - a) appropriate levels of supervision;
  - b) security of buildings;
  - c) procedures in case of fire;
  - d) use of grounds and facilities;
  - e) travel on School-related activities; and
  - f) other appropriate matters.

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

### **Supervision**

3. Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.
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## **Conduct**

4. The School will put in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct will include such matters as:
  - a) the rights and responsibilities of students and staff within the School community;
  - b) behaviour support
  - c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
  - d) the management and reporting of serious incidents.
5. The School will establish and implement appropriate behaviour support practices for students, consistent with the philosophy of the School and with other aspects of this policy.
6. The School will implement a student leadership system.

## **Complaints and Grievances**

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

## **Pastoral Care**

8. Students will be made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling within the School. Such support will take account of the specific needs of the student and supports provided
9. The School will take reasonable measures to identify students' special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
10. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

## **Communication**

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

13. Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School will be subject to the requirements of relevant child protection legislation.
14. Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the School but outside of the School will have equal access to counselling and other student welfare services as appropriate.

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.

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# **School Policy**

## ***Student Attendance***

### **Policy**

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.
  2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible.
  3. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian.
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# School Policy

## *Premises and Buildings*

### **Policy**

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