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1 Message from Key School Bodies

1.1 Chairperson of the Board

Chair's Report for the Annual Report 2013

Significant changes

In the previous Annual Report the Board noted changes to the structure of the upper school following staff changes in 2012. The Executive Team restructured the teaching approach to classes 4 to 7, effective from the start of Term 1, 2013. Lower numbers in the upper classes necessitated the change and in consultation with class parents a revised teaching program was offered in those classes in 2013, enabling a team-teaching approach that maximised social contacts, built on staff strengths and allowed effective curriculum delivery.

Significant staff changes in 2013 included the resignation of Ruth Lindsell as Class 6 teacher in Term 3 2013. On-going uncertainties in that class around Ruth’s continuing role as class teacher had further reduced student numbers with the result that the Executive Team decided to combine Classes 6 and 7 for the remainder of 2013 within the new delivery structure. The resulting mix of students worked very well, culminating in a very successful final class camp in November 2013, with all students then moving to High School.

Subsequent review of the upper school and the retirement of long-serving Casuarina teacher Margie Collett in December 2013 results in a combined Year 5/6 in 2014 with the intention of growing student numbers during the year in order to facilitate a stronger upper school.

Review of 2013

For the fifth year running the school posted a surplus in 2013, albeit a smaller one than in previous years. The Payroll & Finance Officer and external accountant’s work to refine the budget model used to track expenditure against the global budget has resulted in much more accurate monthly reporting to the Board and WHK Cameron, the school’s auditors, gave another unqualified Audit Report which is testimony to the sound financial practices employed at the school.

However, the global financial downturn and a lack of clarity about the proposed Gonski model of school funding reforms means that we face a less certain financial future. Sensible budgeting in previous years puts the school in a good position, but money is likely to be tighter over the next couple of years.

Enrolments were 130 children registered at the school at the August 2013 census date. Again, although enrolment figures do fluctuate, the base level of enrolments is sufficient to sustain the financial activities of the school, but increasing enrolments is a key priority for 2014 and beyond.
**Future developments**

The Board has previously highlighted the importance of developing a Strategic Plan to guide the school over the next 3 to 5 years, and aspired to have completed that work by 2012, but sadly the Board and school did not manage to achieve that goal. However, the Principal and Board successfully applied to take part in a pilot program called *Embedding Excellence*, run by the AIS, which aims to give schools the skills and tools to create a meaningful Strategic Plan. A whole-school consultation process is working towards the development of shared values and a shared vision for the school on which to base a 3 – 5 year Strategic Plan which is endorsed by the whole school community. The outcome of that process will be realised in 2014.

*Sara Bowen, Chair 2013*

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1.2 **Principal’s Report**

A major achievement for 2013 was the re-registration of Casuarina School with the Board of Studies NSW. This process involves the review by Board of Studies inspectors of detailed documentation covering all levels of operation of the school, as well as a formal inspection visit to the School. Our compliance in all the regulatory and educational aspects of this process meant we have again been granted registration for the maximum period of 5 years, until 31st December 2018.

Through the continuation of the MSSD program in 2013, we have been able to deepen our understanding and capacity as a School community to meet the needs of students with a disability alongside their peers in our classrooms. Our aspiration through this ongoing work is to achieve positive and inclusive learning for all students. As part of this we have formed a Learning Support framework and are working to implement this successfully within the resource constraints of a relatively small school.

In 2013 we explored some different models for curriculum delivery and mixed age learning in our upper primary classes. One of these were the daily ‘self-directed learning sessions’ undertaken by Classes 4, 5, 6 & 7. These sessions gave students the opportunity to work individually and in small groups, on identified learning goals, with guidance available within the context of developing the ability to be both self-motivated and self-directed.

In July 2013 we were offered a further opportunity to enhance the wonderful Steiner education we offer at Casuarina by taking part in a new strategic planning process called *Embedding Excellence*. As we were the only school in the pilot scheme to commence this program at the very beginning with engagement and exploration, the 6 month of the program so far undertaken can be likened to a deep tilling of ‘the soil’ – our history, traditions, strengths and weaknesses – and from this distilling our shared vision for the future. We are now looking forward to planning and implementing our journey towards this future in 2014 and beyond.

*Toni Wright-Turner, Principal*
2 Educational and Financial Reporting Policy

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, Employment and Workplace Relations. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

2.1 Procedures

2.1.1 Annual Report

Procedures for implementing the policy include:

> The Principal or appointed coordinator is responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.

> The Principal or appointed coordinator will identify the staff responsible for the collection, analysis and storage of the relevant data for each reporting area and for providing the relevant information to the coordinator for inclusion in the report.

> The Principal or appointed coordinator will determine the specific content to be included in each section of the report and review this each year to ensure ongoing compliance, relevance and usefulness.

> The Principal or appointed coordinator will ensure the Annual Report is prepared in an appropriate form to send to the Board of Studies.

> The Principal or appointed Co-coordinator will set the annual schedule for

  ● delivery of information for each reporting area to the Principal or coordinator
  ● preparation and publication of the report
  ● distribution of the report to the Board of Studies, DEEWR, school website and other stakeholders
  ● provision of information for My School website as requested

2.1.2 Requests for additional data

From time to time the Commonwealth Government, through the Minister for Education, Employment and Workplace Relations and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal 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 the Board of Studies in an appropriate electronic form.

2.1.3 DEEWR Annual Financial Return

The Principal will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.
2.2 School Context

Casuarina Steiner School is a Non-Government Primary school, registered with the Board of Studies N.S.W. for Kindergarten to class 7. It is located in the sub-tropical beachside city of Coffs Harbour on the Mid North Coast of New South Wales, approximately halfway between Sydney and Brisbane, with easy access via the Pacific Highway, State Rail and Coffs Harbour Airport. The school has beautiful, architecturally designed buildings set amongst landscaped gardens and is close to natural bush-land. The school integrates a student centered learning environment that develops the heart, mind and hands by encouraging and supporting the child to fulfill their highest potential and be a valuable contributor to the life of the local and wider community.

The vision of Casuarina School is to nurture the children in the spiritual, artistic and intellectual environment of Rudolf Steiner Education. We endeavour to educate head, heart and hands in every child so that a harmony in all three may be achieved as a foundation for balanced and free human beings. The children are encouraged to be innovative and are guided towards self-responsibility while being mindful of the rights of others. We also endeavour to develop a curriculum that supports and nurtures the physical, emotional, social and intellectual growth of the child whilst at the same time fulfilling Federal and State government requirements.

Average enrolments across 2013 were 130 students of which 8 were in our Class 7. For further student information please see the My Schools website: http://www.myschool.edu.au

2.2.1 Value Added

The beautiful stone and timber facilities continued to serve the learning needs of the school in 2013. The ongoing maintenance to a high standard of the 9 purpose-built classrooms, the Library, Music room, Woodwork room, the Hall for daily learning activities as well as school and community events, the carefully landscaped grounds and improved playground facilities in both Primary and Early Childhood areas reflect Casuarina School’s commitment to providing the highest quality learning environment, filled with natural and man-made beauty, for our students. Significant improvements in 2013 included substantial drainage works to improve the access and usage of the lower playing fields in the Primary area, and creation of a level area for outdoor play and the installation of play bars in the Early Childhood area.
3 Student Performance in National Tests

NAPLAN Results

Student performance on NAPLAN is documented on the My School website:
http://www.myschool.edu.au

4. Professional learning and teacher standards

4.1 Professional Learning

In 2013 the following professional development activities were undertaken:

<table>
<thead>
<tr>
<th>Description of the Professional Learning Activity</th>
<th>No. of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td></td>
</tr>
<tr>
<td>Supervising New Scheme Teachers AIS</td>
<td>1</td>
</tr>
<tr>
<td>Special Ed Inclusive Education and UDL (2 day conference)</td>
<td>2</td>
</tr>
<tr>
<td>Embedding Excellence (3 ½ days)</td>
<td>7</td>
</tr>
<tr>
<td>DSE and Enrolment/ SWD Data collection</td>
<td>2</td>
</tr>
<tr>
<td>Senior Executives in Steiner Schools</td>
<td>2</td>
</tr>
<tr>
<td>AIS briefing for Boards and Staff</td>
<td>2</td>
</tr>
<tr>
<td>Steiner PD</td>
<td></td>
</tr>
<tr>
<td>GLAM conference</td>
<td>2</td>
</tr>
<tr>
<td>Early childhood conference</td>
<td>3</td>
</tr>
<tr>
<td>Bothmer Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>Weekly instrumental music lessons — 4 terms</td>
<td>1</td>
</tr>
<tr>
<td>RSSA Delegate Conferences — 4 days</td>
<td>3</td>
</tr>
<tr>
<td>Learning Support x 2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>2</td>
</tr>
<tr>
<td>Multi Lit (Supervisor and Aids)</td>
<td>4</td>
</tr>
<tr>
<td>ASD and Aspect courses</td>
<td>6</td>
</tr>
<tr>
<td>Mindfulness and Stress Reduction in the Workplace (10 week program)</td>
<td>14</td>
</tr>
</tbody>
</table>
4.2 Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Teachers having teacher qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>10</td>
</tr>
<tr>
<td>(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</td>
<td>1</td>
</tr>
<tr>
<td>(iii) Teachers not having qualifications as described in (i) and (ii) but having successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 and worked as a teacher during the last five years in a permanent, casual or temporary capacity.</td>
<td>0</td>
</tr>
</tbody>
</table>

4.3 Workforce Composition 2013

In 2013 the school was led by Toni Wright-Turner (Principal). She created and worked in close collaboration with an Executive team comprising Elsbeth Haenggi (College Chair) and Taja Steinbeck (Finance Officer). Teaching staff comprises class teachers and specialist support including Learning Support, language and music.

The Principal Executive was supported by the Payroll officer, the Book-keeper and the Office reception.

The remaining of the workforce consists of Teacher Assistants, Librarian, Site manager, Gardener and Playgroup staff.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent Teaching Staff Primary/ Secondary</td>
<td>7/.8</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>11</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff Primary/Secondary</td>
<td>4.4/.7</td>
</tr>
</tbody>
</table>
5  
Student Attendance

5.1  Average Attendance Rates

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten – Rose Room</td>
<td>92%</td>
</tr>
<tr>
<td>Kindergarten — Grey Gum</td>
<td>93%</td>
</tr>
<tr>
<td>Class 1</td>
<td>89%</td>
</tr>
<tr>
<td>Class 2</td>
<td>88%</td>
</tr>
<tr>
<td>Class 3</td>
<td>87%</td>
</tr>
<tr>
<td>Class 4</td>
<td>90%</td>
</tr>
<tr>
<td>Class 5</td>
<td>74%</td>
</tr>
<tr>
<td>Class 6</td>
<td>89%</td>
</tr>
<tr>
<td>Class 7</td>
<td>87%</td>
</tr>
<tr>
<td>Total School Average attendance rate for 2013</td>
<td>88%</td>
</tr>
</tbody>
</table>

5.2  Management of Non-attendance

The school implements policy and procedures for the management of non-attendance. A phone call is made to parents of students who are absent past roll-call daily. The School follows up where explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve non-attendance where required. Mandatory reporting procedures apply where absences are extended or the student may be at risk.
5.3 Casuarina Steiner School Enrolment Policy

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be flexibly applied to suit the circumstances of each application.

The school aims to treat all children as individuals and respond to each child’s individual needs and abilities within these Guidelines and also Guidelines for Enrolment of Students with Additional Needs.

The enrolment process aims to

- Provide in depth information about the school, its culture, educational offerings and school guidelines to enable parents to make informed decisions about enrolment of their child(ren) at the school
- Provide teachers with information about the child and the family’s goals and expectations to enable the school to make informed decisions about proceeding with enrolments
- Provide initial support to integrate families into the school, especially those new to the area
- Link families into the community to participate in the life of the school

Enrolment Guidelines

Parents contacting the school regarding possible enrolment will be given:

1. Prospectus and other background documents about the school, including academic courses and the school’s philosophy.
2. Application form and conditions of entry into the school. The family will be informed that making an application for enrolment does not guarantee acceptance into the school.
3. Interested families contact the Principal (or nominee) where they will be invited for an initial visit of the school. The Principal (or nominee) will seek to better understand the goals and expectations of the families seeking enrolment and give further information about the school. The Principal (or nominee) will also gain detailed information about the child (ren) and their family.
4. At this visit it should be established if the expectations of the parents can be met.
5. Principal (or nominee) will arrange interview with relevant teacher(s) and the family.
6. Teacher and family has interview according to Interview Guidelines.
7. If the student has additional needs, the Guidelines for Students with Additional Needs must be followed before a decision is made.
8. If a family seeks enrolment for more than one child into the school, all interviews and processes for all children must be completed before the family is informed of the decisions.
9. If both parties agree, a letter of offer of enrolment will be given to the parents, which contains the conditions of entry to the school.
10. The parents accept the offer, agreeing to the terms.
11. The Principal (or nominee) ensures the following has been completed and advises teacher of the date the student will enrol into their class.
- Arrange for explanation and the completion of the relevant paperwork including enrolment form, fee agreement, birth certificates, immunisation status, parent skill register, permission forms, and grievance procedure
- Ensure payment of enrolment fee is made prior to start
- Pass paper work onto the office for filing
- Enter the child details into the register
- Notify teacher when this process is complete

**The school may accept children for enrolment when it considers that:**

- It is in the best interest of the child
- The school is able to meet the educational needs of the child (including children with special needs) within resources available
- The family understands and is prepared to actively support the ethos of the school, including signing a letter of offer of enrolment which contains the conditions of entry into the school
- The teacher considers they are able to develop a working relationship with the parents and the child
- There is a vacancy in the class in accordance with waiting list practice

**The school may not accept children for enrolment when it considers that:**

- The school is not able to meet the educational needs of the child. This decision can only be made after guidelines have been followed for students with additional needs. (See guidelines)
- Families do not support and/or embrace the school ethos and policies
- The enrolment is part-time
- The enrolment is short-term
- The class is full

**Contents of Documentation**

- History, philosophy and ethos of the school
- Academic courses
- Enrolment procedures
- Application form
- Conditions of entry

**Information**

**Areas to be covered during the initial visit by Principal (or nominee) include:**

- Overview of enrolment process and clarify that acceptance is not inevitable
- Overview of Steiner education
- Conditions of entry into the school
- Physical tour of the school
- History of school
- Legal structure and parent participation
- Participation in the Cooperative
- Working Bees
- Address concerns and myths about Steiner education
- Relevant policies (Student Welfare & Discipline, nutrition, clothing, TV,)
- Adult education and parent library
- Overview of school’s fees and systems
- Give the family a child information sheet for completion
If the family indicates that they wish to continue the process the Principal (or nominee) will:

- Arrange an interview with the relevant class teacher
- Provide the family with Prospectus and Handbook and ask them to read before interview, highlighting relevant policies
- Brief the teacher on family and child information
- Provide the teacher with recent child reports and samples of work prior to interview
- Ensure that parents complete a child information sheet for parents to bring to the teacher interview
- Attend the interview as second person for the teacher or arrange nominee to attend if required

Teacher Interview Guidelines

If a family seeks enrolment for more than one child all interviews should be arranged as close as possible to each other so that a decision on all children can be made and conveyed to parents at the same time.

Teacher should explain the following:

- Teaching Philosophy
- Overview of curriculum for the year
- Structure of the School day
- Three week cycle and daily/seasonal rhythms
- Parent, Teacher, Child Triangle
- Expectations of parents to support TV minimisation, especially no TV before school, nutritious lunches, dress code (Parent Handbook)
- Importance of festivals, camps and excursions and parent involvement
- School Welfare & Discipline Policy, explaining behaviour agreement

Interview Questions

See Parent Interview Questions sheet.

These questions must be uniformly asked at every interview.

Observations

- If the child is entering school in an upper primary class, the teacher will seek to understand how this child will affect the existing class and how this class will affect the child. The teacher may ask the child to write/draw/read to ascertain ability level.
- The teacher will observe the child’s physical features, speech, posture, walk, and ability to concentrate or listen.
- The teacher will ask the child what his/her likes/dislikes are about school, hobbies, sport etc to try and gain a picture of the child.
- Jump drawings and coordination exercises may be given

Follow-up

In the weeks following enrolment the Principal (or nominee) will maintain contact with new families to assist in their integration into school life. In particular the Principal (or nominee) will:

- Arrange Parent handbook and follow-up letters
- Introduce the family to other families in the school
- Organise New parent orientations as appropriate
- Connect the family with the class carers
• Teacher may find a buddy parent to help the family integrate into the school

**Age of entry**
Children are graded according to their age at the time of entry to the school
Children turning:
- Five are eligible for entry into Peach Blossom
- Six are eligible for entry into Kindergarten
- Seven are eligible for entry into Year One
- Eight are eligible for entry into Year Two
- Nine are eligible for entry into Year Three
- Ten are eligible for entry into Year Four
- Eleven are eligible for entry into Year Five
- Twelve are eligible for entry into Year Six
- Thirteen are eligible for entry into Year Seven

**Priority can be given to**
- Teachers’ children
- Siblings of enrolled children
- Families who have actively participated in the school for example through playgroup, festivals, adult education
- Children transferring from other Steiner Schools

All children irrespective of religion, race, gender or socio-economic circumstances, ability or disability may seek enrolment at Casuarina School.

**Guidelines for Applications for Enrolment of Students with Additional Needs**

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be flexibly applied to suit the circumstances of each application.

When considering any application for enrolment, the school will consider whether the school is able to cater for the student’s individual needs (including any special needs). This will be achieved by working through the individual planning process to identify any reasonable adjustments and think laterally about the school’s ability to meet the student’s needs.

Where a child is considered to have additional needs as perceived by the parents, Principal (or nominee) or Teacher, or a diagnosed disability, these will be explored and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified by consultation with the student and/or their associate in the interview process, contact with previous school (if appropriate) and available reports.

If the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student’s additional needs – including ongoing needs – should be identified before communicating/announcing the enrolment decision.

The teacher should be supported throughout this process by the Principal (or nominee).

**Individual Planning Process**

Document that the following has been completed:

- Listen to the family’s views and demonstrate that the school is seriously considering relevant issues in regard to their child’s enrolment.
o Identify student’s additional needs or disability – this should be a collaborative approach with the family and school and possibly relevant experts (may seek AIS advice and consultation).

o Request the family to provide information about the student’s needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
  - previous school or preschool reports, noting current achievements and areas of need
  - psychologist’s report documenting functional skills and recommended strategies for working with the student
  - speech pathologist’s report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
  - occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
  - medical specialist reports identifying issues which need to be considered by the school
  - vision and hearing reports documenting level of functioning and recommended strategies

• The teacher and Principal (or nominee) will prepare a detailed analysis of the student’s additional needs for the initial years of the student’s schooling and consider potential needs in the years following enrolment, being flexible and thinking laterally about solutions to potential difficulties.

• Request feedback and suggestions from relevant staff in the school and external special educators about the possible impact of the student’s enrolment on the school and possible adjustments.

• If the school makes an enquiry of a third party, care will be taken to protect the privacy of the applying student and their family. Parental permission in writing will be sought if needing to speak to preschools, other schools or specialists.

• Identify the adjustments necessary for the student to access and participate in the school before determining what is reasonable. Advice from an independent expert may be obtained.

• Developing a reasonable adjustment requires an informed judgement using input from the student, student’s specialists, school staff and possibly special education advice to support the school.

• Objective notes and records will be taken of all discussions and interviews with parents, and kept on file. Documentation will be kept outlining the people involved in the process, the issues raised, objective notes on possible adjustments, agreed actions and a timeline.

• The family will be kept informed about the progress of the application.

• As part of the planning process, it is possible to consider all options available to the student. This could be sensitive and is best addressed through the planning process by the collaborative team.

• After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student’s education, the school’s Principal (or nominee) will decide, in consultation with teacher and relevant experts, whether to make the adjustment. A school does not have to make a reasonable adjustment if by doing so it would impose an unjustifiable hardship on the school.

• Provide the adjustment within a reasonable time. The school is entitled to ask for relevant information in considering a reasonable adjustment. This should be provided by the family in a timely manner.

o If the school accepts the enrolment, an ongoing process will be implemented to manage issues which might require further adjustments. The ongoing use of a collaborative team approach will be used.
o It will be determined if the student meets the requirements for Integration Funding from AIS.

o Determining whether there is an unjustifiable hardship involves a similar balancing process and should be done in consultation with AIS advice.

o If the school considers that it may have to decline the enrolment, the Principal will be involved, seeking advice from AIS and communicate the preliminary decision to the family. The school must be able to demonstrate that it is unable to meet that student’s needs without unjustifiable hardship, having regard to the student’s current condition and prognosis.

o Before making a final decision about adjustments to be made, or declining an application for enrolment, the Principal must have communicated the preliminary decision to the family and invite their input to the school.

o Any final decision and communication will be made by the Principal.

Definitions:

Adjustments are measures/actions that identify the type and level of support required by the student with a disability or additional needs to access and participate in all aspects of school life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the balancing exercise include:

- the impact of the disability itself on the student
- the views of the student or associate (this includes parents/guardians) of the student
- the effect of the proposed adjustment on the student
- the effect of the proposed adjustment on others including students and staff
- the costs and benefits of making the adjustment
6 School Policies

6.1 Student Welfare and Discipline

Policy Statement

The purpose of this document is to outline the policy designed to promote learning and build positive relationships in the Casuarina School community.

The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment.

Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Casuarina Steiner School Welfare and discipline Policy.

When parents enrol their children at Casuarina School they enter a partnership with the school¹. This partnership is based on the commitment to provide students with opportunities to learn and grow within the framework outlined by the Casuarina School Curriculum.

The school prohibits the use of corporal punishment in disciplining students attending the school. The school doesn’t not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. Bullying and harassment will not be tolerated at any level.

Values

At Casuarina Steiner School we believe that:

- All individuals are to be valued and treated with respect;
- All individuals have rights and responsibilities with regards to their behaviour;
- Self-esteem is crucial to the positive development of all individuals;
- A commitment to pastoral care exists for both staff and students
- Education needs to address the whole child
- Positive relationships create safe, harmonious and co-operative working environments
- The school’s preferred behaviour management practices are meaningful and consistent and based on fair treatment
- Behaviour management is the responsibility of the whole school community;
- Discipline is understood as an opportunity to learn rather than punishment
- The process of thinking about behaviour and making appropriate choices, leads to the promotion of self-discipline

¹ Parent statement of commitment
Aims

At Casuarina School we aim to:
- Ensure all individuals are valued and treated with respect
- Ensure the rights of all individuals are maintained;
- Encourage all individuals to accept and act upon their responsibilities;
- Enhance the self esteem of all individuals through positive action;
- Support all individuals when required;
- Encourage and maintain positive relationships between all members of our school community;
- Further develop the safe, harmonious and co-operative working environment that exists at Casuarina School
- Ensure that behaviour management practices are meaningful and consistent throughout the whole school community and are based on best practice.
- Foster an understanding of discipline based on positive learning and self-development
- Educate the whole child
- Promote self discipline by encouraging students to think about consequences of their actions and make appropriate choice of behaviour in keeping with their rights and responsibilities

Definitions

Rights

A right is something an individual is entitled to. At Casuarina School everybody has rights.

Responsibilities

A responsibility is something for which one is responsible – legally or morally obliged to take care of something or carry out a duty.

At Casuarina School everybody has responsibilities.

Rules

A rule is a statement of what can, must or should be done in a certain set of circumstances. To protect our rights and to encourage responsibility, we have school rules, rules for our classroom and for times we are out of class.

At Casuarina School it is expected that everybody follow these rules.

Consequences

Behavioural consequences are a link between rights, responsibilities and rules.

Children learn:
- That actions have consequences
- That all actions cause a reaction – positive actions create positive consequences and negative actions create negative consequences
- That there are positive and negative behaviours attracting natural and logical consequences

At Casuarina School consequences are:
- Relative to rights
- Relate to the behaviour concerned
- Reasonable
- Respectful of the dignity of the individual; and
- Have degrees of seriousness built in.

**Behaviour Management**

At Casuarina our commitment is not to manage behaviour, but rather to make positive social behaviours intrinsically rewarding for all students.

To this end Casuarina is committed to the explicit teaching and reinforcement of a range of Social Emotional Learning.

This is done through the use of a 3 tiered system that encompasses a high level of fluency in foundation classroom management skills, secondary supports to re-engage students and individual planning to support students with significant behavioural challenges.

Casuarina School acknowledge that behaviour is a form of communication and realise that all teaching, learning, discipline and behaviour strategies need to be informed by this.

**Rights and Responsibilities:**

*Through the development of an understanding of the rights and responsibilities of the members of our school community and the establishing of whole school rules and responsibilities, there exists a consistent and transparent approach to behaviour management within the school as a whole.*
### Table 1: RIGHTS AND RESPONSIBILITIES PRINCIPAL

<table>
<thead>
<tr>
<th>I HAVE A <strong>RIGHT</strong> TO</th>
<th>I HAVE THE <strong>RESPONSIBILITY</strong> TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carry out my role as Principal of Casuarina Steiner School</td>
<td>• Encourage an atmosphere which allows students to achieve their personal best while learning together</td>
</tr>
<tr>
<td></td>
<td>• Provide publicity for the Student Welfare program as needed</td>
</tr>
<tr>
<td>• Be informed by staff about student discipline issues</td>
<td>• Oversee the implementation of the Student Welfare and Discipline policy</td>
</tr>
<tr>
<td></td>
<td>• Oversee all documentation including Incident Reports, actions taken and Individual Behaviour Plans</td>
</tr>
<tr>
<td></td>
<td>• Keep a record of all actions taken</td>
</tr>
<tr>
<td></td>
<td>• Provide support in programs related to student behaviour and attendance</td>
</tr>
<tr>
<td>• Use authority to take immediate action in situations where serious student behaviour concerns occur</td>
<td>• Take immediate action in situations where behaviour is deemed serious and/or dangerous to self or others</td>
</tr>
<tr>
<td></td>
<td>• Ensure that all suspensions and expulsions are managed consistent with the ‘Suspension and Expulsion policy’</td>
</tr>
<tr>
<td>• Be informed about Student Welfare issues and any special considerations regarding support programs and their implementation</td>
<td>• Liaise with supervisors, parents, community members and outside agencies regarding policy, special considerations and support programs</td>
</tr>
<tr>
<td></td>
<td>• Provide staff support and the opportunities for professional development in the domain of Student Welfare</td>
</tr>
<tr>
<td>• Implement necessary WH&amp;S measures</td>
<td>• Assist in the establishment of a safe, healthy, clean school environment</td>
</tr>
</tbody>
</table>

Signed...................................................  Date......................
<table>
<thead>
<tr>
<th>I HAVE A <strong>RIGHT</strong> TO:</th>
<th>I HAVE THE <strong>RESPONSIBILITY</strong> TO:</th>
</tr>
</thead>
</table>
| • Teach in a friendly, safe and engaging school, which is supported by the school community. | • Be courteous and respectful of children, teachers, staff and the community.  
• Follow the teachers’ code of conduct. |
| • Have access to adequate resources. | • Provide an engaging and effective learning environment |
| • Have a professional, respectful, collaborative working relationship with students and parents.  
• Be treated with respect by students, parents and community members. | • Reflect in his/her behaviour, the values that are expected of students.  
• Communicate regularly, meaningfully and collaboratively with parents.  
• Inform the principal, Student Welfare coordinator and parent(s)/carer(s) prior to any serious disciplinary action being taken. |
| • Manage/enforce welfare and discipline of students.  
• Be supported by staff and parents in implementing the Casuarina Student Welfare and Discipline policy. | • Have primary responsibility for implementing Student Welfare and Discipline policy.  
• Manage behaviour consistently according to the Student Welfare and Discipline policy. |
| • Make recommendations for professional assessments for children where extra support is needed.  
• Make referral to the Learning Support Team | • Inform Student Welfare Coordinator, College of Teachers and Principal, as appropriate, when a serious or consistent breach to the behaviour code is made by a child.  
• Collaborate with Student Welfare Coordinator, Learning Support Team Facilitator and/or Principal, as appropriate, to request input from external professional(s)  
• Keep behaviour plans updated and make progressive reports where applicable |

Signed....................................................... Date..................................
Table 3: RIGHTS AND RESPONSIBILITIES PARENTS

<table>
<thead>
<tr>
<th>I HAVE THE RIGHT TO:</th>
<th>I HAVE THE RESPONSIBILITY TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expect my child, once enrolled, to have a Steiner Education as described in the Casuarina Curriculum document or as outlined in an IEP</td>
<td>• Ensure my child attends school regularly, on time and prepared for learning.</td>
</tr>
<tr>
<td></td>
<td>• Be supportive of the values at Casuarina Steiner School as outlined in the Casuarina School Prospectus, Guidelines for Parents and Enrolment Policy</td>
</tr>
<tr>
<td>• Feel respected at Casuarina Steiner School and know my child (ren) work, play and learn in a friendly, safe and helpful school</td>
<td>• Become familiar with the Casuarina Welfare and Discipline Policy and be supportive of its implementation.</td>
</tr>
<tr>
<td></td>
<td>• Encourage and assist my child in following the codes of behavior as outlined in the student welfare discipline policy</td>
</tr>
<tr>
<td></td>
<td>• Comply with the parent behaviour code(^2) and rights and responsibilities</td>
</tr>
<tr>
<td>• Be informed of my child's progress and have opportunities for respectful collaborative meetings with the class teacher.</td>
<td>• Be supportive of teachers and their endeavors.</td>
</tr>
<tr>
<td></td>
<td>• Follow the School's Grievance Policy In the case of a disagreement and/or concern</td>
</tr>
<tr>
<td></td>
<td>• To attend class meetings</td>
</tr>
<tr>
<td></td>
<td>• Communicate any concerns about my child in a timely manner, including known explanations for behavioral disruptions as well as any positive behavioral progress to the class teacher.</td>
</tr>
<tr>
<td>• Discuss problems, behaviour modification strategies and support for my child[ren] in keeping with the Student Welfare and Discipline Policy.</td>
<td>• Recognize that a partnership between parents, teachers and students is necessary to promote socially responsible behaviour in keeping with the school's welfare and discipline policy</td>
</tr>
<tr>
<td></td>
<td>• Attend meetings requested by the school</td>
</tr>
<tr>
<td></td>
<td>• Commit to actions agreed with teachers, staff or outside referrals as a support to the welfare of my child/ren.</td>
</tr>
</tbody>
</table>

Signed................................................... Date..............................

\(^2\) Parent Code of Conduct
Table 3: RIGHTS AND RESPONSIBILITIES STUDENTS

<table>
<thead>
<tr>
<th>I HAVE THE RIGHT TO:</th>
<th>I HAVE THE RESPONSIBILITY TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn to the best of my ability and benefit from an Education at Casuarina Steiner School.</td>
<td>• Follow teachers’ instructions</td>
</tr>
<tr>
<td></td>
<td>• Respect the rights of others</td>
</tr>
<tr>
<td></td>
<td>• Work and learn without disrupting others</td>
</tr>
<tr>
<td></td>
<td>• Be a co-operative learner:-helpful, polite, punctual, ready to learn and apply myself to tasks.</td>
</tr>
<tr>
<td>• Work, play and learn in a friendly, safe and respectful school</td>
<td>• Show respect to all members of our school community.</td>
</tr>
<tr>
<td></td>
<td>• Not tease, bully or hurt others emotionally, physically, socially or psychologically.</td>
</tr>
<tr>
<td></td>
<td>• Act in a safe and considerate manner during school hours and at school events, excursions, camps and on buses to and from school.</td>
</tr>
<tr>
<td>• Be treated fairly with dignity and respect;</td>
<td>• Treat others politely and fairly regardless of differences (race, religion, gender, age, or disability).</td>
</tr>
<tr>
<td>• Be listened to and to have problems worked out in a fair manner.</td>
<td>• Be truthful and demonstrate integrity.</td>
</tr>
<tr>
<td></td>
<td>• Work out problems in a fair manner</td>
</tr>
<tr>
<td>Expect personal property be safe and treated respectfully by all students and staff</td>
<td>Show proper care and regard for my own property, the property of others and school property.</td>
</tr>
</tbody>
</table>

Signed........................................................................................................ Date.........................
Methods

Proactive practices

_Casuarina School encourages positive behaviour by:_

- Providing a quality Steiner education while meeting required Board of Studies outcomes.
- Ensuring a safe learning environment.
- Consistently modelling responsible and caring behaviour.
- Developing a small number of easily understood rules, which are fair, clear and consistently applied.
- Discussing school rules with children regularly\(^3\).
- Acknowledging and reinforcing children’s positive behaviour including acts of kindness and good manners.
- Promoting peer mediation and support.
- Orientation/transition support\(^4\)
- Social skills program
- Life Education Van
- Annual class camps, festivals and other community events.
- Creating opportunities for children to show their success to classmates, other classes and the wider school community.
- Regular school assemblies
- Establishing programs to develop resilience and leadership.
- Discussion with parents about their role in promoting acceptable student behaviour and learning.
- Staff workshops on Child Protection and Student Welfare and Discipline

General principles

At the beginning of each school year, students are introduced to the school rules:

1. Be kind and respectful.
2. Be considerate and behave sensibly and safely
3. Work hard /give your best at all times

In general assemblies the children are reminded of these rules and given feedback on their application to the rules.

Teachers and Students develop class rules based on the school rules and on the definitions of Rights and Responsibilities, Rules and Consequences.

\(^3\) App Casuarina Steiner School Rules

\(^4\) App Orientation/Transition program
Each class teacher and their students discuss the importance and relevance of these rules, along with rights and responsibilities.

Students are taught that these rules form the expected code of conduct at Casuarina Steiner School.

These class rules are to be displayed in the classrooms 1-7.

Staff, specialist teachers and relief teachers are informed of the discipline policy and class rules during induction.

Parents are informed of their rights and responsibilities, the discipline policy and their role in supporting learning and building of positive relationships.

The principal is responsible for supporting staff. She/he ensures they are aware of the school’s Student Welfare and Discipline Policy and provides training where needed.

Guidelines

Management of unacceptable Behaviour

The management of behaviour depends on degree, nature and impact of misbehaving.

The Student Welfare and Discipline Policy is most effective in modifying inappropriate behaviours when it is implemented through a cooperative partnership between parent(s) or carer(s) and the School.

Teachers at Casuarina School are guided by the SWDP when implementing age appropriate behaviour management strategy for students in her/his care.

Casuarina defines three general levels of Behaviour Management and support.

Students may move to level 2 or 3 immediately when warranted by the behaviour.

Level 1

Minor: incidences where a child requires a reminder of the school or classroom rules.

Inside the classroom a 3-stage approach is consistently adopted

1. Ignore the child misbehaving and give praise and attention to another child who is behaving well. At the first opportunity divert the misbehaving child’s attention from what she/he is doing and give her/him something to do that she/he can easily achieve and be praised for (e.g. Give the child a job to do)

2. The child is reminded of the rule she/he has overlooked.

If negative behaviour reoccurs take the child aside to discretely remind her/him which school rule has been broken and the potential consequences. Separating the negative behaviour from the child, showing her/him how to put things right and re-establishing good relationships will provide a model for good conduct.

3. At this stage the child who doesn't adjust her/his behaviour will be given a consequence. The consequence relates to the rule broken. This can be a ‘time out’ within the classroom for cooling down followed by reflection with adult support.

A number of general classroom management procedures and consequences may be used at this level.

5 Appendix __: Tracking sheet L1
**Level 2**

When a pattern of negative or inappropriate behaviour occurs, additional procedures are required and the involvement of the parents may be requested.

1. The child is accompanied to another room (buddy class or principal) for cooling down and reflection. The child reflects by writing down her/his view of the events, what rule has been broken, what she/he could have done and what she/he will do to establish a positive code of conduct. Students are given praise for self-correction. Follow up practice is required for monitoring and to repair and rebuild towards positive relationships. An incident report is completed and the parent(s)/carer(s) are notified.

2. At this point or at the latest after three incident reports within a time frame that the teacher finds applicable, the parents/carers may be notified and asked to attend a meeting to ensure a collaborative resolution to the situation is reached. The child is drawn to the attention of the other teachers at college meetings if her/his behaviour needs monitoring during break times. The student’s records of events, the teacher’s incident report and signed form from the parents are placed in the students file.

A behaviour support plan with a time line (usually three weeks) is devised for the student and signed by both the teacher and the parents/carers. Behaviour is regularly monitored and good behaviour rewarded with praise and encouragement. At the beginning of the behaviour plan feedback is given daily, later after several days. At the end of the third week positive behaviour is expected. The student may continue to receive ongoing support from the teacher, principal, parents and staff so that the positive behaviour can be maintained. A child study may be initiated with the principal, class teacher, and invited support staff, to gain understanding of the current needs and required future actions. Where emotional, social, medical, academic or family difficulty is evident, teachers may make recommendations for outside assessment and support, referring parent to GP, local area health or paediatrician.

Parents are expected to commit to recommendations given by Principal, Class Teacher and College for outside referrals as a support to the welfare of their child at school. If after exhaustion of the above strategies no significant improvements of behaviour occur, the approach to managing the child’s behaviour may move to level 3.

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6 Appendix___: ‘Levels of behaviour support’

7 Appendix___: Student reflection sheet

8 Appendix___: Incident report

9 Appendix___: Letter 2: Incident notification

10 Appendix___: Letter 3: Level 2 Notification letter

11 Appendix___: Student Behaviour Support Plan

12 Appendix___: Behaviour Support Plan Agreements

13 Appendix___: Tracking sheet L2

14 Appendix___: Letter 4 Recommendation to Area Health or Paediatrician
Level 3

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour/s, which led to the suspension, and to accept responsibility for changing their behaviour to meet the school’s expectations in the future. In circumstances where measures detailed above have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose:

- A short suspension of up to and including four school days, or
- A long suspension of up to 20 days.

1. Where a child receives more than two behaviour plans for continuous negative behaviour, the class teacher notifies the Principal and College. Suspensions may be imposed for the following reasons and will be reported in the following categories:

- Continued non compliance
- Aggressive behaviour or physical violence

1. Principals must suspend immediately and consistently with these procedures, any student who:

- Is physically violent where their action results in serious injury
- Is in possession of a firearm, prohibited weapon, or knife (without reasonable cause)
- Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
- Uses, or is in possession of alcohol or tobacco
- The school will work with parent(s) or carer(s) with a view to assisting a suspended student to rejoin the school community as quickly as possible. The Principal will record the recommendations made for the resolution of the suspension.

2. In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. Students expelled from Casuarina school for misbehaviour may not re-enrol in the future.

For details of the Suspension and Expulsion procedures please refer to the relevant policy.

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15 Tracking sheet level 3
16 Letter 5: Short suspension
17 Letter 6: Long Suspension
18 Suspension resolution meeting guide lines
19 Letter 7: Principal’s report on recommendations for Resolution of Suspension
20 ‘Suspension and Expulsion Policy’
21 Letter 8: Expulsion from Casuarina School – Initial Advice
22 Letter 9: Expulsion From Casuarina School - Decision
23 Notification of Suspension/Considering Expulsion
Playground

Students are expected to:

- Play safely – e.g. walking on concreted areas, near poles, doors, use equipment safely
- Play fairly
- Respect others, (use kind words) – (keep hands and feet to yourself)
- Stay within the boundaries
- Listen and follow directions from the teacher on duty

Proactive strategies

The following proactive strategies should be implemented:

- Punctual proactive supervision
- Anti Bullying strategies
- In class: Discussion, stories, role-plays should be used to explore the effects of bullying and the importance of peer respect and support, good communication skills and problem solving and fair play
- Clear rules communicated in class and through assemblies about what kinds of games can be played where etc
- Positive feedback for successful conflict resolution
- Each Teacher exercises a ‘duty of care’ whether on duty or not. Once in the playground, students are under the care of teachers from the whole school.

Unacceptable behaviour

- Kicking, hitting, pushing, rough play
- Throwing sticks, stones
- Bullying
- Violent behaviour
- Verbal abuse, teasing
- Rudeness
- Unfair play
- Exclusion / cliques

Level 1

- Stop behaviour e.g. “calm down, talk to me, we can put things right”.
- Remind the students of the expectations
- Time out: students stay under adult supervision for 3 – 5 minutes
• Student/s talk with adult to reflect on the incident with the aim of understanding what went wrong and work out a plan to set things right.
• May require the filling in of a Student Reflection Sheet to keep record.

**Level 2**

*Time out of playground with supervising adult or student placed in “breezeway” (time out duration up to 3 days). Duty teacher or principal on duty must notify the Class teacher who will assess incident and determine the appropriate follow up consequence, monitoring and reporting in keeping with general level 2 of student welfare policy. Class teacher ensures a Student Reflection Sheet is completed and filed.*

Behaviour support plan is devised.

An Interview is arranged with parents and student to discuss and agree upon behaviour plan.

Weekly assessments: [up to 3 weeks]

**Level 3**

*Student immediately removed from playground and sent to the Principal or supervising teacher’s office. Principal in collaboration with class teacher deals with serious breaches to the behaviour code in keeping with level 3 of the Student’s Welfare and Discipline policy.[see suspension, expulsion policy]*

**Duty Teacher’s responsibility:**

• Be on time for duty
• Be active with supervision
• Be proactive, anticipating any serious inappropriate behaviours
• Teachers need to familiarise themselves with the 'Levels of playground support'. This explains what action to take if any child transgresses the behaviour code.
• It is important that all duty teachers act consistently, so that children
• Get clear messages regarding their behaviour in the playground.

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**Levels of playground support**

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24 Levels of playground support
**Expectations of class teacher:**

- To dismiss class on time (if dismissed early the class must be supervised by teacher)
- To arrive at school on time by 8:30am and return to class promptly after breaks.
- To make arrangements for duties if absent from school. Emergency list is placed on whiteboard in staffroom.
- To be mindful of students exiting room appropriately and of students wearing a hat.
- To follow up with appropriate consequence for child/children who arrive late to class after morning tea and lunch.
- If younger classes have extended playtime, the class teacher is responsible for their supervision. The play needs to be away from classrooms.
- To follow up, record and monitor any student on level 2 or 3 in keeping with The Student Welfare and Discipline Policy Procedures.\(^{25}\)
- To notify relevant staff of any student on level 2 or returning from level 3 suspensions, in relation to playground misbehaviour.

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*Casual and new teachers please refer to the relevant attachment.*\(^{26}\)

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\(^{25}\) Weekly Playground Tally Sheet

\(^{26}\) ‘Attachments to the Playground Policy
Excursion and Camps

When participating in excursion and camps, students are expected to follow the same expectations set at school. They are representing the school in the greater community.

Proactive start

- Teacher plans the excursion /camp in accordance with the 'Casuarina Steiner School Interim Excursions Camp Policy and Procedures'.
- Teacher fills in risk assessment and excursion /camp checklist.
- Where applicable the teacher fills out an additional risk assessment for children with special needs and puts in strategies to minimise risk.
- A class meeting with parents may be arranged prior to the event to inform and discuss the framework of the planned activities.
- Develop a clear picture of the events planned on an excursion or camp, involving children in the relevant planning discussions and relevant information sessions.
- Discuss the expected rules, definitive codes of behaviour, with all children before excursions and camps, as part of a risk management plan.
- On camp permission notes, outline the relevant expected standards of behaviour so parents are informed and can reinforce at home. Principal or welfare support person checks notes before they are sent out. Parents (and students) sign behaviour section and return to class teacher.
- Teacher briefs all parent helpers for the camp, outlining their role and responsibilities, as well as parent code of conduct.
- The “Survival Guide for parents on camps” must be read and signed by parents accompanying teachers on camps. The teacher/s are responsible for the whole camp and the responsibility for behaviour management is clearly with the teacher (Level 2 / 3 includes Principal).
- If a student has a pre-existing pattern of negative behaviour, the class teacher will have daily behaviour plans ready before camp, so the student knows what to focus on whilst at camp.
- If a student is already on Level 2 of the Welfare and Discipline Policy, it will be up to the discretion of the class teacher and Principal whether the student participates on camp/excursions.
- The school will initiate exclusion, partial participation or conditions of participation where a child displays behaviour that makes the participation on camp/excursions potentially dangerous or unsafe for the child or for others. The Principal must be involved in these decisions.
- Children with special needs may require individual assessment based on nature of excursion/camp activities and excursion duration.
- Where applicable, a modified program (camp I.E.P) may be initiated by the teacher and discussed with parent(s)/carer(s). Parents sign I.E.P’s for camp.

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27 Casuarina Steiner School Interim Excursions Camp Policy and Procedures’

28 Procedures – camp policy
Bus Duty Teacher’s Responsibilities:

- To send bus list around to every class by 2.30pm
- To be at the bus stop by 2.55 pm
- To check each child onto the bus
- To ensure children stay in the dedicated bus area
- To ensure that children follow bus stop rules while waiting for the bus

Class Teacher’s Responsibilities:

- To ensure that early bus children are let out of class by 2.50pm
- Follow up with appropriate consequences where bus code of behaviour has been breached.

Student’s Responsibilities:

- *To wait for the bus in an orderly manner in the designated area, (not on the pathway)*
- To be on time for their bus.
- To keep to pathways at all times and to protect the plants (by not walking through or on the gardens.)
- To keep off the stairs as that is the general walkway.
- To keep off the stair railings
- To wait for the teacher to call them for the bus, and walk in an orderly manner to the bus, being respectful of others and younger children
- Whilst travelling on the bus, students are expected to follow a respectful code of behaviour towards peers, adults and bus driver and to stay seated on the bus, conducting themselves in a safe manner at all times.
- No iPods, game boys or PSP’s – mobile phones can only be used with parent consent (signed form)
- Pro forma needs to be developed

Tracking: Weekly bus duty tally sheet

Consequences

1. Reminder or warning
2. Sit on the bench at the bus stop for 5 minutes.
3. Sit in office until bus arrives

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29 Bus duty overview
30 Bus duty map
31 Weekly bus duty tally sheet
4. For serious breaches of behaviour by students whilst travelling on the school bus the bus driver will issue consequences e.g. loss of travel pass. The bus duty teacher or class teacher may follow up with the appropriate consequences at school.

**After School Procedures**

- Parents ensure children are collected at 2:55 pm.
- There is a teacher on bus duty until 3:30. However, the teacher is only on duty at the top of the school.
- K – 3 wait on classroom verandas to be collected by parent and carer
- Classes 4 – 7 wait in bus area
- No playing on grass at the front of the school
- Children are not to wait for parents at front of school or near car park
- If parents are chatting or seeing a teacher, etc they must take full responsibility for their child/children and make arrangements for their active supervision
- Any child not collected by 3:15 will be taken to the Office and parents will be called to collect them.

**Monitoring**

Well-kept monitoring records are important in ensuring effective behaviour management and support. Teaching staff can access relevant information.

Record keeping is mandatory. Copies of relevant records must be filed with the Principal. Records are to be kept in confidential and secure filing systems.

**Individual Behaviours Plans**

When a student exhibits challenging behaviour a behaviour support plan is formulated for the student in consultation with the Student Welfare Officer, teacher, parent(s), care-givers, student, other relevant community agencies and the Learning support Team as appropriate.

The nominated support team can meet regularly to review the plan and ensure continuing support and consistent management.

The behaviour support plan may involve:

- Behavioural contracts
- Behaviour modification plans – rewards and consequences
- Social skills development
- Use of support teachers and teachers aids
- Recommendation for consultation with GP, Local Area Health, Paediatrician
- Consulting other government agencies – FACS, Community Health Services and Police etc.
**Achievement of the aims of the student welfare policy will involve**

- All stakeholders being informed of the revised discipline welfare policy.
- Students understanding the school rules and how to demonstrate them.
- All stakeholders recognising acceptable behaviour.
- Students making choices, being aware of the consequences of positive and negative behaviour.
- All staff responding to student’s behaviour with natural and logical consequences consistently in keeping with the student’s welfare policy for the whole school.
- All staff (K-7) consistently increasing the level of response as the behaviour persists or deteriorates.
- Consistent follow up and monitoring of children from playgroup, Peach Blossom, kindergarten and classes 1-7 and evaluation of age related strategies used for children on this continuum of behaviour.
- Consistent monitoring practices of incident reports behaviour plans, child studies and suspensions.
- Effective support structures for the teacher provided by the principal to modify challenging behaviours within a classroom.
- Upgrading and Evaluating PD training on behaviour management, Anti Bullying and social skills programs. Records kept of each staff member’s PD training and reporting back of training to all teachers.
- The principal and college of teachers will observe the standard of behaviour around the school at college meetings as requires.
- Teachers will evaluate classroom management practices through self-reflective appraisals with colleagues.

*See separate policy documents including the [Child Protection Policy](#) and the [Casuarina Steiner School Code of Conduct for the Care and Protection of Children](#)*

**Anti bullying policy**

**Bullying and Harassment**

Bullying and harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the principal via Incident report. A record is kept and parents are informed to ensure a collaborative and effective resolution of the problem.

*For details of our Bullying procedures please refer to 'Whole School Anti -Bullying Approach’ and see separate policy document available at [www.casuarina.nsw.edu.au](http://www.casuarina.nsw.edu.au)*
Appendices

1. Letter 1 - Parent statement of commitment,
2. Parent Code of Conduct
3. Casuarina Steiner School Rules
4. Orientation/Transition program
5. Tracking sheet Level 1
6. Levels of Behaviour Support
7. Student reflection sheet
8. Incident report
9. Letter 2 - Incident notification
10. Letter 3 - Level 2 notification
11. Student Behaviour Support Plan (Levels 2 & 3)
12. Behaviour Support Plan Agreements
13. Documentation Tracking sheet Level 2
14. Letter 4 - recommendation to Area Health or Paediatrician
15. Documentation Tracking sheet Level 3
16. Letter 5 – Short Suspension
17. Letter 6 – Long Suspension
18. Suspension resolution meeting guidelines
19. Letter 7 – Principal’s report on Recommendations for solution
20. Suspension and Expulsion policy
21. Letter 8: Expulsion from Casuarina School – Initial Advice
22. Letter 9: Expulsion From Casuarina School – Decision
   23. Notification of Suspension/Considering Expulsion
   24. Levels of playground support
   25. Weekly playground Tally Sheet
   26. Attachment to the Playground Policy
   27. Casuarina Steiner School Interim Excursion Camp Policy and Procedures
   28. 'Procedures' - Casuarina Steiner School Interim Excursion Camp Policy
29. Bus duty overview
30. Bus duty map
31. Weekly bus duty tally sheet
32. Evaluation Student opinion questionnaire
33. Evaluation of methods
34. Outside Support resources
35. Books, Websites and resources
36. Recommendations Social Skills Support
37. Recommendation Student Welfare Overview-Proactive Strategies
In addition to the above, the following policies and procedures are in place to ensure that all the aspects of the school's mission for providing for a student’s welfare are implemented:

6.2 Child Protection Policy

Casuarina Steiner School values a safe and supportive environment for all students. Our prime concern is for the happiness and well-being of each child in our school. We foster an environment where the care and protection of children is paramount. Child protection is an important facet to keeping children safe. This policy should be read in conjunction with the Casuarina Steiner School Code of Conduct for the Care and Protection of Children.

Casuarina Steiner School adopts both a prevention and response focus. Prevention is important and the teachers present in class child protection programs. They also have staff training in Child Protection and current legislation. A response focus has been developed through relevant training courses, including AIS training courses with the Keep Them Safe reporting framework. The Principal is responsible for this area, including investigation of reports and incidences.

Keep Them Safe: A shared approach to child wellbeing recognises the importance of the wellbeing of all children and young people, with the aim of providing appropriate support to families earlier, to prevent children and young people requiring statutory child protection intervention. To achieve this, Keep Them Safe encourages families, communities, government agencies and non-government organisations to work together to support children, young people and families.

1. Introduction

General

The safety, protection and well-being of all students is of fundamental importance to the School. Both you and the School 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.

1.1. 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 Commission for Children and Young People Act 1998 (NSW) (the CCYP Act); and

c) the Ombudsman Act 1974 (NSW) (the Ombudsman Act).

We deal with each below.
1.2. Your obligations to report

While we set out below circumstances in which the legislation requires reporting of particular child protection issues, the School requires you to report any concern you 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 Chairperson of the School Board of Directors.  
This obligation is part of the School's overall commitment to the safety, welfare and well-being of children.

1.3. 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 Statement** which summarises the obligations imposed by work health and safety legislation on the school and workers; and  
c) the **Discrimination, Harassment and Bullying Statement** which summarises your obligations in relation to unlawful discrimination, harassment and bullying; and  
d) **Casuarina Anti-Bullying Policy & Reporting of Bullying Procedure**  
e) **Safe and Supportive Environment Policy**  
f) **Supervision of Students Policy.**  
g) **Discipline Policy**

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**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.**

**Who is a mandatory reporter?**

Under the Care and Protection Act persons who:

a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or  
b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.
All teachers are mandatory reporters. Other School employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Principal.

When must a report be made Community Services?

What is the threshold?
A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to Community Services as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.
In addition, while not mandatory, the School considers that a report should also be made to Community Services where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

Reasonable grounds
'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:
  a) first hand observations of the child, young person or family
  b) what the child, young person, parent or another person has disclosed
  c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

Significant harm
A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:
  a) the child's or young person’s basic physical or psychological needs are not being met or are at risk of not being met,
  b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
  c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
  d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
  e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
  f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

Other relevant definitions

**Policy definition of significant harm**
A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent. What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these. Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

**Child abuse and neglect**

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints. Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.
Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

**What should you do if you consider that a mandatory report is required?**

Reporting by the School about these matters to Community Services and, where necessary, the police, is generally undertaken by the Principal. This is in accordance with best practice and the Memorandum of Understand between Community Services and the three Education Sectors. If you have a concern that a child or young person is at risk of significant harm you should contact the Principal as soon as possible to discuss whether the case reaches the threshold of 'risk of significant harm' and the steps required to report the matter.

However, if there is an immediate danger to the child or young person and the Principal or next most senior member of staff is not contactable you should speak to the Police and/or the Child Protection Helpline directly and then advise the Principal or next most senior member of staff at the School as soon as possible.

You are not required to, and must not, undertake any investigation of the matter yourself.

You are not to inform the parents or caregivers that a report to Community Services has been made. You are required to deal with the matter confidentially and only disclose it to the persons referred to above or as required to comply with your mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy, but could expose you to potential civil proceedings for defamation.

**What should you do if you have a concern that is below the mandatory reporting threshold?**

While the Care and Protection Act outlines a mandatory reporter’s obligation to report to Community Services, as an employee of this School, any concern regarding the safety, welfare and wellbeing of a student must be reported to the Principal.

You are required to deal with all reports regarding the safety, welfare or wellbeing of a student with confidentiality and only disclose it to the Principal and any other person the Principal nominates. Failure to do so will be a breach of this policy.
PART B: The Ombudsman Act

Responsibilities

General

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non government schools in New South Wales, to notify the New South Wales Ombudsman of all allegations of reportable conduct by an 'employee' and the outcome of the School's investigation of these allegations.

An 'employee' includes employees, contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services. In this part where there is a reference to an employee it includes all of these persons.

The Ombudsman

The Ombudsman:

a) must keep under scrutiny the systems for preventing reportable conduct by employees of non government schools and the handling of, or response to, reportable allegations (including allegations which are exempt from notification) or convictions;

b) must receive and assess notifications from non government schools concerning reportable conduct or reportable convictions;

c) is required to oversee or monitor the conduct of investigations by non government schools into allegations of reportable or reportable convictions;

d) must determine whether an investigation that has been monitored has been conducted properly, and whether appropriate action has been taken as a result of the investigation;

e) may directly investigate an allegation of reportable conduct or reportable conviction against an employee of a non government school, or the handling of or response to such a matter (eg arising out of complaints by the person who is the subject of an allegation); and

f) may undertake ‘own motion’ investigations of non government schools where the Ombudsman considers it appropriate to do so, including where there is evidence of systemic failure or serious conflict of interests.

Head of Agency

The Head of Agency is the Principal of the School.

Under the Ombudsman Act the Head of Agency must:

a) set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees;

b) notify the Ombudsman as soon as possible and no later than thirty days after being made aware of an allegation;

c) notify the Ombudsman whether or not the School plans to take disciplinary or other action in relation to an employee who is the subject of a reportable allegation or conviction, and the reasons for taking or not taking any such action as soon as practicable; and

d) provide the Ombudsman with any documentary and other information as the Ombudsman may from time to time request to assist in the Ombudsman’s monitoring of an investigation.

Your obligations to report
You must report any concerns you may have about any other employee engaging in reportable conduct or any allegation of 'reportable conduct' that has been made to you, to the Principal, including information about yourself. If you are not sure whether the conduct is reportable conduct but consider that it is inappropriate behaviour you must still report it.

You must also report to the Principal if you become aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct. This includes information relating to yourself.

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

**Contact for parents**

The Principal is the contact point for parents if they wish to report an allegation of reportable conduct against an employee.

**What is reportable conduct?**

**Definition of reportable conduct**

Reportable conduct is defined as:

1. any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
2. any assault, ill-treatment or neglect of a child; and
3. any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or

b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or

c) conduct that is exempted from notification by a Class or Kind Agreement.

**Other relevant definitions**

Set out below are definitions of the various terms referred to above in relation to reportable conduct.

Behaviour that causes psychological harm to a child is behaviour that is obviously or very clearly unreasonable and results in significant harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient.

Child is a person under the age of 18 years for the purposes of the Ombudsman Act.

Ill-treatment captures those circumstances where a person treats a child in an obviously or very clearly improper manner. The focus is on the alleged conduct rather than the actual effect of the conduct on the child.

Ill-treatment can include disciplining or correcting a child in an obviously unreasonable or inappropriate manner; making excessive and obviously unreasonable demands on a child; malevolent acts towards children; and inappropriate and hostile use of force against a child.
Neglect includes either an action or inaction by a person who has care responsibility towards a child. The nature of the employee’s responsibilities provides the context against which the conduct needs to be assessed.

1. Supervisory neglect:
   - An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
   - An intentional or reckless failure to adequate supervise a child or a significantly careless act or failure to act, that:
     - Involves a gross breach of professional standards, and
     - Has the potential to result in the death or significant harm to a child.

2. Carer neglect:
   - Grossly inadequate care that involves depriving a child of the basic necessities of life: such as the provision of food and drink, clothing, critical medical care or treatment, or shelter.

3. Failure to protect from abuse:
   - An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.

4. Reckless act (or failure to act):
   - A reckless act, or failure to act, that:
     - Involves a gross breach of professional standards, and
     - Has the potential to result in the death of, or significant harm to, a child.

Physical Assault is any act by which a person intentionally inflicts unjustified use of physical force against another. An assault can also occur if a person causes another person to reasonably apprehend that unjustified force is going to be used against them. Even if a person who inflicts physical harm or causes another person to reasonably apprehend physical harm does not actually intend to inflict the harm or cause fear, they may still have committed an assault if they acted ‘recklessly’.

'Recklessness' in this context relates to circumstances when the person ought to have known that their actions would cause a person physical harm or cause them to fear injury. Assaults can include hitting, pushing, shoving, throwing objects or making threats to physically harm a child.

PSOA ‘person subject to the allegation’

Sexual Misconduct has two categories which include:

(1) crossing professional boundaries, and

(2) sexually explicit comments and other overtly sexual behaviour.

The alleged conduct must have been committed against, with or in the presence of a child.

Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- relationship with;
- conduct towards; or
- focus on;
a child or young person, or a group of children or young persons. Codes of conduct that outline the nature of the professional boundaries which should exist between employees and children/young people can be particularly useful. For employees who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, it may be necessary to provide more detailed written advice about what constitutes appropriate behaviour.

**Sexually explicit comments and other overtly sexual behaviour**

Behaviour involving sexually explicit comments and other overtly sexual behaviour which can constitute sexual misconduct. Some forms of this behaviour also involve crossing professional boundaries. This conduct may include:

a) inappropriate conversations of a sexual nature
b) comments that express a desire to act in a sexual manner
c) unwarranted and inappropriate touching
d) sexual exhibitionism
e) personal correspondence (including electronic communications such as e-mails and text messages) with a child or young person in relation to the adult’s sexual feelings for a child or young person
f) exposure of children and young people to sexual behaviour of others including display of pornography
g) watching children undress. For example, in change rooms or toilets when supervision is not required or justified.

**Sexual Offences** encompasses all criminal offences involving a sexual element that are 'committed against, with or in the presence of a child'. These offences include (but are not limited to) the following:

(a) indecent assault
(b) sexual assault
(c) aggravated sexual assault
(d) sexual intercourse and attempted sexual intercourse
(e) possession/ dissemination/ production of child pornography or child abuse material
(f) using children to produce pornography
(g) grooming or procuring children under the age of 16 years for unlawful sexual activity
(h) deemed non-consensual sexual activity on the basis of special care relationships

**What happens when an allegation of reportable conduct is made?**

3.1 Initial steps

Once an allegation of reportable conduct against an employee is received, the Head of Agency is required to:

(a) determine on face value whether it is an allegation of reportable conduct;
(b) assess whether Community Services or the Police need to be notified (ie, if reasonable grounds to suspect that a child is at risk of significant harm or criminal offence);
(c) notify the child’s parents (unless to do so would be likely to compromise the investigation or any investigation by Community Services or the Police);
(d) notify the Ombudsman within 30 days of receiving the allegation;
(e) carry out a risk assessment and take action to reduce/remove risk, where appropriate; and
(f) investigate the allegation or appoint someone to investigate the allegation.

3.2 Investigation principles

The School will:

(a) be mindful of the principles of procedural fairness;
(b) inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations;
(c) make reasonable enquiries or investigations before making a decision;
(d) avoid conflicts of interest;
(e) conduct the investigation without unjustifiable delay;
(f) handle the matter as confidentially as possible; and
(g) provide appropriate support for all parties including the child/children, witnesses and the PSOA.

3.3 Investigation steps

In an investigation the Head of Agency or appointed investigator will generally:
(a) interview relevant witnesses and gather relevant documentation;
(b) provide a letter of allegation to the PSOA;
(c) interview the PSOA;
(d) consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines;
(e) inform the PSOA of the preliminary finding and provide them with an opportunity to respond;
(f) consider any response provided by the PSOA;
(g) make a final finding in accordance with the NSW Ombudsman Guidelines;
(h) decide on the disciplinary action, if any, to be taken against the PSOA;
(i) apply the NSW Commission for Children and Young People (CCYP) Guidelines and decide if the matter is reportable to CCYP; and
(j) send the final report to the Ombudsman and report to the CCYP (where required) (see Part C).

The steps followed in the investigate process will be guided by the "Recommended Protocols for Internal Investigative and Disciplinary Proceedings, 2001" (IEU/AIS) as updated from time to time (See Appendix 2.) The steps outlined above may need to be varied on occasion to meet particular circumstances. For example it may be necessary to take different steps where the matter is also being investigated by Community Services or the NSW Police.
A PSOA may have an appropriate support person with them during the interview process. Such a person is there for support only and as a witness to the proceedings and not as an advocate or to take an active role.

Risk management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.
The Head of Agency is responsible for risk management throughout the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation.

4.1 Initial risk assessment

One of the first steps following an allegation of reportable conduct against an employee is for the Head of Agency to conduct a risk assessment. The purpose of this initial risk assessment is to identify and minimise the risks to:
(a) the child(ren) who are the subject of the allegation;
(b) other children with whom the employee may have contact;
(c) the PSOA;
(d) the School, and
(e) the proper investigation of the allegation.

The factors which will be considered during the risk assessment include:
(a) the nature and seriousness of the allegations;
(b) the vulnerability of the child(ren) the PSOA has contact with at work;
(c) the nature of the position occupied by the PSOA;
(d) the level of supervision of the PSOA; and
(e) the disciplinary history or safety of the PSOA and possible risks to the investigation.
The Head of Agency will take appropriate action to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being suspended from duty. When taking action to address any risks identified, the School will take into consideration both the needs of the child(ren) and the PSOA.

Please Note: A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter. Until the investigation is completed and a finding is made, any action, such as an employee being suspended, is not to be considered to be an indication that the alleged conduct by the employee did occur.

4.2 Ongoing Risk Management
The Head of Agency will continually monitor risk during the investigation including in the light of any new relevant information that emerges.

4.3 Risk Management at the Conclusion of the Investigation
At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by the Head of Agency regarding what action, if any, is required in relation to the PSOA, the child(ren) involved and any other parties.

5. What information will be provided to the PSOA?
The PSOA will be advised:
(a) that an allegation has been made against them (at the appropriate time in the investigation); and
(b) of the substance of the allegation, or of any preliminary finding and the final finding.

The PSOA does not automatically have the right to:
(a) know or have confirmed the identity of the person who made the allegation; or
(b) be shown the content of the Ombudsman notification form or other investigation material that reveals all information provided by other employees or witnesses.

Under the CCYP Act once the 'relevant employment proceedings' have been completed a PSOA can seek access to the records held by the School on their 'relevant employment proceedings' (see Part C section 3).

6. Disciplinary Action
As a result of the allegations, investigation or final findings, the School may take disciplinary action against the PSOA (including termination of employment).

In relation to any disciplinary action the School will:
(a) give the PSOA details of the proposed disciplinary action; and
(b) give the PSOA a reasonable opportunity to respond before a final decision is made.

7. Confidentiality
It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible.

The School requires that all parties maintain confidentiality during the investigation including in relation to the handling and storing of documents and records.

Records about allegations of reportable conduct against employees will be kept [in a secure area] and will be accessible by [the Head of Agency or with the Head of Agency’s express authority].

No employee may comment to the media about an allegation of reportable conduct unless expressly authorised by the Principal to do so.

If you become aware of a breach of confidentiality in relation to a reportable conduct allegation you must advise the Principal.

**PART C: CCYP Act**

*General*
The CCYP is responsible for employment screening for child related employment. The names of employees who have been the subject of completed relevant employment proceedings are reported to the CCYP unless the matter is determined to be not reportable conduct. The CCYP keeps a database of relevant employment proceedings that has two categories. Category One is used in pre employment screening processes. Category Two is not used in pre employment screening processes unless the conduct reported appears to be part of a pattern of relevant conduct by the employee.

Under the CCYP Act Schools are required to:
(a) conduct Working With Children Checks; and
(b) notify the CCYP of relevant employment proceedings.

*Working With Children Checks*
The School's obligations

The School is required to:

(a) ask all preferred applicants to declare they are not a 'prohibited person' (as defined); and
(b) conduct a Working With Children Check of preferred applicants in paid child related employment.

The School must conduct a Working With Children Check before employing someone in paid child related employment and before engaging some volunteers. Existing employees may be checked if they are recruited to a new position with a different range of child related contact.

The Working with Children Check is conducted by an Approved Screening Agency. The Working With Children Check will not be completed without the applicant's consent.

There are three types of records considered in the Working With Children Check: relevant criminal records, relevant apprehended violence orders (AVOs) and relevant employment proceedings.

The School will notify the CCYP of the details of a person whose application for child related employment has been rejected as a result of a Working With Children Check.

Prohibited persons

It is an offence for a prohibited person to apply for or attempt to obtain, undertake or remain in child related employment in any capacity, whether paid, volunteering or self employed.

All preferred applicants for child related employment must declare they are not a prohibited person.

It is an offence for an employer to engage anyone in child related employment without requiring them to disclose whether they are a prohibited person.

A prohibited person is someone who is a registrable person as defined in the Child Protection (Offenders Registration) Act 2000 or has been convicted of one of the following offences:

(a) murder of a child;
(b) serious sex offence, including carnal knowledge;
(c) child-related personal violence offence (an offence committed by an adult involving intentionally wounding or causing grievous bodily harm to a child);
(d) indecency offences punishable by imprisonment of 12 months or more;
(e) kidnapping (unless the offender is or has been the child's parent or carer);
(f) offences connected with child prostitution;
(g) possession, distribution or publication of child pornography; or
(h) attempt, conspiracy or incitement to commit the above offences.

A conviction includes a charge proven in court. It includes a finding that the charge is proven, or that a person is guilty, even though the court does not proceed to a conviction. Dismissed charges and pending charges for these offences do not make someone a prohibited person.

Volunteers or students on placements

All volunteers or students on placement working with children must sign the Volunteer/Student Declaration. Volunteers engaged in some high risk roles must have a Working With Children Check.

Relevant Employment Proceedings

Notification obligation

Section 39 of the CCYP Act requires the School to notify the CCYP of relevant employment proceedings. Relevant employment proceedings is a completed disciplinary proceeding where the School has found some evidence that 'reportable conduct' occurred, or an act of violence was committed by an employee in the course of employment and in the presence of a child.

The School is not required to report:

(a) conduct where it has found that the reportable conduct or act of violence did not occur or the allegations about the conduct were false, vexatious or misconceived; or
(b) conduct which is exempted from notification under a Class or Kind Agreement with the CCYP.

Completed disciplinary proceedings also include processes which have been completed through the actions of the employee, ie where an employee voluntary terminates their employment before the School finalises the disciplinary process.
The School will advise an employee that the CCYP has been notified of a relevant employment proceeding involving them.

Under the CCYP Act an employee may request access to the records held by the School on their relevant employment proceedings.

3.2 Reportable conduct

Broadly, under the CCYP Act reportable conduct includes:

(a) any sexual offence, or sexual misconduct, committed against, with, or in the presence of, a child; or
(b) any child pornography offence or misconduct involving child pornography; or
(c) any child-related personal violence offence; or
(d) an offence of filming for indecent purposes committed against, with, or in the presence of, a child under section 21G or 21H of the Summary Offences Act 1988; or
(e) any assault, ill-treatment or neglect of a child; or
(f) any behaviour that causes psychological harm to a child, and in any case whether or not the child consents.

Reportable does not extend to:

(a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards, or
(b) conduct that is exempted from notification by a Class or Kind Agreement; or
(c) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures.

Categories

There are two tiers of relevant employment proceedings:

Category One is where the investigation finds reportable conduct occurred or an act of violence took place. Category Two is where the investigation finds some evidence that reportable conduct or an act of violence occurred, but the finding is inconclusive.

Category One matters trigger an estimate of risk when the person has a Working With Children Check. Category Two matters are only considered in an estimate of risk if there are additional relevant records for the person.

ATTACHMENTS

The following documents are attached to this policy:

1. Memorandum of Understanding between Community Services and the three Education Sectors;
2. “Recommended Protocols for Internal Investigative and Disciplinary Proceedings, 2001” (IEU/AIS); and

REFERENCES

NSW Family and Community Services www.community.nsw.gov.au
NSW Ombudsman www.ombo.nsw.gov.au
Commission for Children and Young People www.kids.nsw.gov.au
Department of Premier and Cabinet – Keep Them Safe www.keepthemsafe.nsw.gov.au

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<tr>
<td>Volunteers Folder</td>
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6.3 Health & Safety Management Policy

The health and safety of all people employed within the School, students and those visiting the School are considered to be of utmost importance. Resources in line with the importance attached to occupational health and safety will be made available to comply with all relevant Acts and Regulations, to ensure all policies, procedures and practices are updated as required and to achieve the aim that the workplace is safe and without risk to health.

Full details of this policy can be obtained from the Staff Guidelines and Procedures Handbook. All staff attend WH & S induction and revision workshop before school begins every year.

6.4 Complaints or Grievances Policy

Casuarina School values the diversity within the school community and it is our intention to work together to achieve harmony and consensus. Our school believes that a strong grievance procedure is one of many mechanisms for achieving harmony and consensus amongst a diverse group of people.

It is not always possible to achieve perfect harmony amongst people of different views. Acceptance, however, of those differences and demonstrating a willingness to work collaboratively are important characteristics of a member of a Steiner School community.

The Grievance Procedure adopted by the Casuarina School is based on Natural Justice, which allows all parties to be heard and to hear claims being made.

The full text of all school policies are given to staff via the Guidelines and Procedures for Staff Handbook. Parents have relevant policies given to them in the Parent Handbook upon enrolment with updates provided and reminders in the school newsletter.
## 7 School-Determined Improvement Targets

### 7.1 Achievement of priorities identified in the school's 2012 Annual Report

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>• Consolidated leadership structure to ensure solid and enhanced practices including:</td>
<td>• Casuarina accepted into pilot of new strategic planning process Embedding Excellence in July 2013.</td>
</tr>
<tr>
<td></td>
<td>o Review strategic plan</td>
<td>• Appraisal of the new Principal by the Board conducted in Terms 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>o Review staff performance appraisals and professional development plans</td>
<td>• Support for teachers to meet the accreditation requirements of the NSW Institute of Teachers is ongoing</td>
</tr>
<tr>
<td></td>
<td>o Supported Teachers with Provisional Accreditation to gain Professional Competence status</td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>• Strengthen support for teachers and students with additional learning needs through integrated aid support program throughout the School.</td>
<td>• Integrated Aid support implemented throughout the school under the coordination of Learning Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continued implementation of More Support for Students with Disabilities program through AIS NSW, with ongoing PD undertaken</td>
</tr>
<tr>
<td></td>
<td>• Review wellbeing for teachers and explore pedagogical studies within the College of Teachers</td>
<td>• Mindfulness Stress Reduction in the Workplace course run for all teachers and support staff</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>Continued support for the SEA in their development of the National Steiner Curriculum</td>
<td>SEA delegate attended both SEA delegate meetings and kept the College NSC. College gave feedback and review as requested</td>
</tr>
<tr>
<td>Marketing</td>
<td>• Implement strategies to further develop the School’s profile</td>
<td>• Marketing committee established</td>
</tr>
<tr>
<td></td>
<td>• Update website to enhance user access</td>
<td>• Website upgrade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Targeted development of advertising, media, community events, open day / term</td>
</tr>
<tr>
<td>Communication</td>
<td>• Improved communication to all stakeholders</td>
<td>• Improved website information including Calendar of events</td>
</tr>
</tbody>
</table>
### 7.2 2014 Priorities — Areas for improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning</td>
<td>• Develop 5 year strategic plan addressing all levels of activity in the</td>
</tr>
<tr>
<td></td>
<td>School including leadership, teaching, students, parent community,</td>
</tr>
<tr>
<td></td>
<td>engagement with our local community, and facilities.</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement staff performance appraisals and link with</td>
</tr>
<tr>
<td></td>
<td>professional development plans</td>
</tr>
<tr>
<td></td>
<td>• Identify and develop key goals to support positive engagement of</td>
</tr>
<tr>
<td></td>
<td>parent and broader community</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>• Continue to strengthen support for teachers and students with additional</td>
</tr>
<tr>
<td></td>
<td>learning needs through inclusive education practices and integrated aids</td>
</tr>
<tr>
<td></td>
<td>• Continue to enhance pedagogical studies within the College of Teachers</td>
</tr>
<tr>
<td></td>
<td>• Review professional development plans with teachers</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>• Continue support for the SEA in their development of the National Stei</td>
</tr>
<tr>
<td></td>
<td>ner Curriculum including integration with BoS NSW Curriculum</td>
</tr>
<tr>
<td>Marketing</td>
<td>• Implement strategies to further develop the school's profile</td>
</tr>
<tr>
<td>Communication</td>
<td>• Update website to enhance user access</td>
</tr>
<tr>
<td></td>
<td>• Improved communications to all stakeholders</td>
</tr>
</tbody>
</table>

### 8. Initiatives promoting respect and responsibility

At Casuarina Steiner School, we want all students to recognise they are valued and integral parts of the school community with parents and staff providing the care and support students need. We provide and promote activities that engender self-esteem, mutual respect and responsibility. The school fosters an atmosphere of reverence and respect through many practices on a daily, weekly and seasonal basis.

Care for the environment is promoted through our Environmental Education Policy as well as initiatives such as No Waste Wednesday and being part of the Water Wise School network.

Respect for Aboriginal and Torres Strait islander people is promoted through the curriculum, events with Aboriginal Elders, Welcome to Country, songs, stories and cultural activities.

Programs such as Anti-Bullying programs, Life Education Van, Buddy Programs, and Festival celebrations enhance and promote school values and ethos. Harmony Day celebrates cultural diversity and difference. Older students are encouraged to look after their younger "buddy" both in the playground as well as in structured buddy activities. Older classes help to organise school events such as Main Lesson Sharing, festivals and sporting activities.

Class Camps are greatly valued as an opportunity for students to live and learn together in an outdoor atmosphere, developing strategies for co-operation, responsibility and working as part of a team. On camp students must learn how to problem solve, be resilient and flexible, respecting the needs of others at all times. The senior classes run regular camp fundraising events that promote and encourage community. They interact with the parent body and learn to take responsibility for the planning, preparing and holding of community events.
9. Student, Parent and Teacher Satisfaction
Casuarina Steiner School strives to be an engaged and positive part of the wider community that is open to all students, parents and staff. We have a wide variety of communication within our community and in this way make our community open and available to all.

Our Casuarina Chronicle is distributed to all parents and other relevant stakeholders fortnightly via email and if this is not possible, a hardcopy is available through the Office. The Chronicle provides a regular window into activities at all levels of the School and community. All feedback is welcomed.

Parents are able to be involved in and give feedback to the School in a variety of ways, including Parent and Friends, Craft Groups, Class Carers Group and the Spring Fair group to name a few.

Parents are also encouraged to share the educational experiences with their children. Parents can attend weekly assemblies on a Monday morning, as well as seeing sharing in classroom activities across the classes 1-7 at the Main Lesson Sharings held 2-3 times per term. These sessions are times for parents to see their child/ren present aspects of their current lessons as well as to see what other classes are doing.

Parents also join classes for craft, reading and other specialist activities. Class meetings are held each term and parent-teacher interviews are available each semester.

Parent Satisfaction
As part of the research undertaken for the Embedding Excellence program, the school conducted a Parent Survey in Term 4 2013 to which parents responded anonymously. Through this mechanism parents were able to give feedback on general and specific aspects of their child’s education and the School community. This constructive and honest feedback was used to inform key areas of the Embedding Excellence program. The majority of parents expressed satisfaction with their child/ren’s education at Casuarina.

Student satisfaction
In informal conversations with students of all age groups there was a common consent that students enjoy being at school and are excited to learn new things. They are very engaged in learning and enjoy the wide range of activities offered. Students are confident to approach teachers and other staff with their questions and issues and feel heard and cared for.

Upper primary students gave valuable feedback in a survey for the Embedding Excellence program. The Class Teacher model used at Casuarina School, where at teacher stays with a class group across Classes 1-7, supports communication and assessment of student satisfaction through the trusting and mutually respectful relationships which develop over time.

Teacher satisfaction
At Casuarina we have a generally high teacher retention rate. Teachers are highly committed to the school, its values and curriculum and contribute many hours to extracurricular activities.

In 2013, as part of the Embedding Excellence process teachers and support staff participated in a survey designed to gauge the effectiveness of key structures and mechanisms across the school in supporting staff and the delivery of high quality Steiner education at Casuarina. Teachers also had the opportunity in weekly meetings to discuss issues or concerns with their peers or could arrange to speak with the Principal, Executive or individually with the Chair of College to address more personal concerns. In 2013, the Board met 3 times with the College of Teachers to support communication and identification of any issues around satisfaction with the staff. Formal and informal feedback from teachers and discussions with the Principal, Executive and College Chair indicates during 2013, while there are identified areas where a team approach to improvement will enhance the educational services we provide, staff were generally satisfied in 2013.
10 Summary financial information

The following charts show income and expenditure percentages and are a representation of the information provided to the Commonwealth as part of our NSW State reporting requirements and in accordance with our agreement with the Commonwealth.

(a) Recurrent/capital income represented by pie chart

![Pie chart of recurrent/capital income percentages]

(b) Recurrent / capital expenditure represented by pie chart

![Pie chart of recurrent/capital expenditure percentages]