



**SHOALHAVEN  
RIVER  
COLLEGE**  
YEARS 9 & 10

Annual Report 2019



This report is prepared by Shoalhaven River College to meet educational and financial reporting requirements for the 2019 reporting year. It fulfils the NSW Education Standards Authority (NESA) requirement for registration and accreditation for Non-Government Schools in NSW.

Shoalhaven River College would like to thank:

- NSW Education Standards Authority
- The Australian Government Department of Education, Skills and Employment
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- The Association of Independent Schools NSW
- The Board of Directors, staff and students of Shoalhaven River College

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## Messages from Key School Bodies

### Chairperson's Message

It is with pride that I write the inaugural annual Chairperson's Report for Shoalhaven River College (SRC). After a number of years of planning and with much anticipation and excitement, SRC commenced operations for Years 9 and 10 students on Thursday 7th February with a full contingent of enthusiastic students and staff.

SRC is auspiced by Kiama Community College Ltd. In late 2016, the Board of Kiama Community College Ltd committed to establishing an alternative high school in the Shoalhaven region. The initiative was pursued due to:

- strong community demand and support
- alignment with Kiama Community College's mission and values
- KCC's existing experience with young people at risk of disengaging with education or pathways to work
- commitment to investing consolidated revenue to achieve strong social impact

SRC offers students the opportunity to complete their Record of School Achievement in a small, supportive environment focussed on individual students' needs. Students have the opportunity to work collaboratively with staff to succeed in a respectful, friendly and inclusive environment. Under the leadership of Principal Trish Ikin, SRC staff have shown great commitment to build a school that provides relevant programs and a culture that reflects the values of respect, responsibility and striving.

The success of the School year culminated in the Year 10 Graduation & School Awards night held on 5th December 2019. With 88% of Year 10 students meeting their stage 5 requirements for ROSA eligibility, it was truly a night of celebration. The pride of students and their families regarding their achievements was evident and heart-warming.

Our inaugural year was more smooth and successful than we could have hoped. This is attributable to thorough corporate preparation and support and the inspiring leadership of SRC Principal, Trish Ikin. I thank and congratulate Trish and her team and extend my gratitude to the Board of Shoalhaven River College for willingly accepting the increased governance responsibilities that accompany the running of a school.



**Michelle Hudson**  
Chairperson



## Principal's Message

It is a great pleasure to present my first Annual Report for the Shoalhaven River College. 2019 has been an exciting year which saw the School launch with two full classes of stage 5 students. It is a privilege to be a part of alternative education in the Shoalhaven community.

As 2019 was the first year for the School, it is the only time SRC will be exclusively Stage 5. Next year we expand to our first stage 6 classes as well.

We graduated our first cohort of RoSA students and experienced many demonstrations of how education within an environment of individual support and well-being can change lives, improve self-perception and increase our students' social and economic mobility.

I commend our RoSA graduates for 2019, all of whom have overcome significant challenges to achieve their goal of gaining their RoSA.

I am tremendously proud of students' resilience, persistence and courage in facing and achieving their goals this year. I am also honoured that the students and families placed their trust in SRC to create these opportunities while 'doing school differently'. I am equally proud of the School's staff who are dedicated, passionate, creative, innovative and caring individuals who came together as a supportive, powerful force.

SRC enrolments commenced in November 2018. It didn't take long to fill both year 9 and 10 classes with students from a vast range of back grounds from all reaches of the Shoalhaven district.

The School has developed an individual education plan and personalised learning pathway for every student, where families and carers, external agencies, psychological therapists and key providers contribute to the plan for the best possible holistic approach.

Our teaching, administration and learning and support staff started as 1 full time teacher, 1 part time teacher, a principal with a 0.4 teaching load and a Life and Work Matters trainer for 2 days per week. Our support staff were all part time at the beginning of the year. 1 SLSO, 1 administrative officer and 1 student wellbeing officer.

Through the year the Board approved increased hours for these three positions to provide all day support to the staff and students at SRC. All staff members were selected for their personal and professional skill sets that would provide SRC students with a structured, calm, predictable and supportive environment as they successfully engaged in school and work towards gaining their RoSA.

All SRC teachers are university- qualified with either proficient or provisional status and have a range of teaching and professional backgrounds. Their diversity and caring, calm nature provided students with approachable staff who were self-assured leaders in the classroom with quality teaching and learning experiences and activities.

We were also fortunate to have had a number of volunteers throughout the year, many of them former high school teachers, who volunteered their time and expertise to provide extra support to our School and students. It was clear that our students made connections and developed professional working relationships with our dynamic staff and settled into increasing success each term.

An initial opportunity was provided to shape the culture of our School by commissioning a local Aboriginal artist to create artwork within our halls reflecting the spirit of the Shoalhaven and the learning journey of growth and development that our students were on. Once the designs were sketched, students worked with the artist to complete the vision. This resulted in students contributing to the creation of our School, physically and culturally, and some amazing inspirational artwork to be enjoyed by staff and students every day.

The educational and general community of the Shoalhaven have been very welcoming and supportive of our College. Since opening, local schools have networked with SRC to refer students who are struggling in the mainstream environment and who seem to be better suited to the alternative model of high school education that we offer. The Shoalhaven River College also hosted a meeting of the local Aboriginal Educational Consultative Group in April. This was an opportunity to share our story with the local community and build on relationships with Aboriginal Elders.

Our School is located less than a kilometre from the beautiful Shoalhaven River – our namesake. This places us centrally to where our enrolled students reside. Students come from the local towns of Nowra, North Nowra and Bomaderry and as far afield as Callala Bay, Sussex Inlet, Shoalhaven Heads and Kiama. Fortunately, we have a main bus stop at the School which provides transport for more than half of our students.

I would like to acknowledge the Kiama Community College Ltd. Board for their continuing support and for having the vision to create this opportunity for students and families in the Shoalhaven. I would also like to thank and acknowledge all of our teachers, support staff and volunteers, for the continuing passion, care and authenticity they bring to our School every day.

We look forward to the coming year with excitement, inspiration and high expectations as we expand our model of alternative high school education, providing an holistic and supportive approach to connect young people with their educational, personal and vocational goals.



Trish Ikin,  
Principal



## Contextual information about Shoalhaven River College

Shoalhaven River College opened in 2019 and is auspiced by Kiama Community College Ltd. The School is located in Bomaderry, Nowra and is co-located with Shoalhaven Community College.

### About Kiama Community College Ltd.

Kiama Community College (KCC) was established in 1986 and became a Registered Training Organisation (RTO) in 1994. KCC is a volunteer-managed, community-based adult education provider, operating as an independent, not-for-profit Company Limited By Guarantee. Kiama Community College Ltd. is an RTO with in excess of 45 qualifications on scope and approximately 1,400 enrolments annually. Many of the qualifications on our scope are entry level qualifications designed to re-engage students and pathway them to employment or further education.

### Shoalhaven River College Ltd.

Opened in:	January 2019
Recognition as a Special Assistance School:	January 2019–December 2024
Initial Stage 5 (RoSA) accreditation and registration by NESAs:	January 2019 - December 2019
Re-registered and accredited Stage 5 (RoSA):	January 2020–December 2024
Initial Stage 6 (HSC) accreditation and registration by NESAs:	January 2020 - December 2020

### Who We Are and our Values

Shoalhaven River College (SRC) is a small registered non-government school located in Bomaderry, operating under the auspices of Kiama Community College Ltd. SRC is a minimal fee paying, small, independent school. SRC has been designated by NESAs as a 'special assistance' school. SRC provides an alternative high school educational environment where students are provided with the opportunity to undertake Stage 5 curriculum and gain their ROSA, as well as Stage 6 curriculum to gain their Higher School Certificate from January 2020.

SRC is ideal for students who may experience difficulty in succeeding in mainstream education, or may feel uncomfortable in a mainstream high school. Our School provides an empowering and engaging education environment so that students can progress to live productive and satisfying lives beyond high school. SRC uses a balanced welfare/ learning model of support as we understand that learning cannot take place if a student does not first have a sense of security and belonging. SRC is not an 'easier' option for school life, nor is it a behavioural school. While our school environment and delivery are different, students need to demonstrate effort and determination in order to succeed at SRC and beyond.

## **Our staff**

Our staff are approachable so that students can discuss any concerns about their schooling or life in general. Our Student Wellbeing Officer provides students with ongoing additional whole of life support. Staff are committed to enhancing and individualising learning opportunities and strengthening the wellbeing of every student.

## **Our classes**

We have small class sizes (average of 15 students per class) so that each student can have their individual learning needs taken into account. In 2019, there was a maximum of 30 students attending SRC in Years 9 and 10. Students can choose how they are positioned in the class to learn (for example, on the floor, at a desk or standing). Teachers may choose a change in environment to deliver the lesson, for example, by going outside. SRC doesn't have school uniforms or bells and all staff and students refer to each other on a first name basis.

## **Our learning approach**

The School applies adult learning principles, based on mutual respect and celebrating difference. Students have the opportunity to take on the responsibilities of learning as an adult where academic achievement, independence and belonging are fostered. Opportunities for success come every day for students at SRC. SRC encourages students to have a sense of working in collaboration with staff to succeed.

## **Our Values**

Our school has three core values which our staff and students observe in daily school life.

### **1. Respect Yourself and Others**

Our school environment is respectful, friendly and inclusive. We foster an environment where all students and staff feel a sense of belonging to the SRC community, with respect being the foundation of this. Students will be accepted for who they are, and embraced for what they can bring to the school community. Students are expected to respect themselves and also to respect others, including respecting the rights of others to have a productive learning environment.

### **2. Take Responsibility**

We are a school community where all individuals take responsibility for their learning and relationships as well as their academic and personal growth. When things don't go to plan we use it as an opportunity to reflect, learn, be responsible for our actions and mature. Students are expected to take responsibility for their attendance, behaviour, choices and their engagement with their learning.

### **3. Strive**

All individuals are encouraged and supported to move forward and grow in all areas of their life, be that within SRC, outside of, or beyond SRC. Learning opportunities should be valued and active participation given. Students are encouraged to set and pursue individualised goals. Students are celebrated when they achieve a success of any kind and are supported and encouraged as needed so that they continue to strive.

## Student Outcomes

### NAPLAN

2019 Year 9	Reading		Writing	Spelling	Grammar	Numeracy
	National Average	581.3	548.8	582.82	573.6	592.1
	School Average**	519.2	448.2	476.5	307.6	506

\*\*These NAPLAN results come from four of our 15 Year 9 students, including 3 Indigenous students. It is worth noting that all of these students regularly experience significant anxiety around assessments and were somewhat overwhelmed on the day, but continued to attempt this task.

### Record of School Achievement (RoSA)

Course	# SRC students	# of students in state	School Pattern (%)						State Pattern (%)					
			A	B	C	D	E	None	A	B	C	D	E	None
English (200 hrs)	14	86213	7	14	57		7	14	12	28	37	16	6	1
Maths (200 hrs)	14	86388		14	43	29	14		15	23	32	23	7	1
Science (200 hrs)	14	86261	7		36	43	14		13	25	36	19	6	1
Geography (100 hrs)	14	86165	14	57	7	7	14		14	27	36	16	6	1
History (100 hrs)	14	86185	7	43	29	7		14	14	27	35	16	6	1
PDHPE (100 hrs)	14	21471		29	43	7	21		16	36	35	10	3	

## Professional Learning and Teacher Standards

All teaching staff met the professional requirements for teaching in NSW according to the following categories:

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	3
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	0

### Teacher Qualifications, Accreditation and Professional Development

- Principal: Bachelor of Education – Primary, University of Wollongong; Graduate Diploma in Special Education: Charles Sturt University, Bachelor of Psychology (in progress), Swinburne University of Technology.
- Teacher 1: Bachelor of Information Technology and Communications, University of Wollongong; Graduate Diploma of Education, University of Wollongong.
- Teacher 2: Bachelor Arts (English Literature and Political Science)/ Bachelor Education (Secondary), University of Queensland

NESA Teacher Accreditation Status	Number of SRC Teachers
Lead Teacher Accreditation	0
Highly Accomplished Teacher Accreditation	0
Proficient Teacher Accreditation	1
Conditional Accreditation	0
Provisional Accreditation	1
Pre-2004 Teacher accredited at Proficient level	1
Not accredited with TAA	0

In 2019, staff and Board Directors undertook the following professional development:

Training Event	Number of Staff/Board Attended
Alternative Education Conference 2019 (Youth Off the Streets)	7
Identifying and Responding to Children and Young People at Risk (AIS)	5
Fire Warden (Chubb)	2
Mental Health First Aid (MHFA)	3
First Aid (Allen's)	11
Trauma Informed Practice (Lead Professional Development)	2
Staying Connected When Emotions Run High (Health NSW)	1
AIS Online Governance Modules	9

## Workforce and Student Profile

### Workforce Composition

- 1 x Principal with 0.4 teaching load (KLA – PDHPE)
- 1 x full-time teachers (KLA – Maths and Science)
- 1 x part-time teachers (KLA – English, HSIE)
- 1x part-time Student Learning Support Officer
- 1 x part-time Student Welfare Officer
- 1x part-time Administration Officer

Additionally, Kiama Community College Ltd employed one non-accredited trainer 0.4 load to facilitate elective “Life and Work Matters” which it provided for Shoalhaven River College as an external provider.

### Student Profile

In its first year of operation, Shoalhaven River College commenced with 31 enrolments across years 9 and 10.

The NSW Minister for Education granted Shoalhaven River College Special Assistance School status. Therefore, SRC’s target student profile are student “at risk”, primarily aged 14-18 years, unable to complete their education within the traditional school environment and experience some level of behaviour or learning need.

SRC student’s have experienced social, emotional or behavioural difficulties in mainstream schooling. The selection criterion for the School focuses on the following priorities:

- A demonstrated desire to learn. Students who enrol have to want to attend and participate in all activities.
- A maturity to learn in an adult learning environment with the ability to work independently for short periods of time.
- Barriers to effective participation in mainstream education and/or experience of disadvantage. These barriers may include challenges associated with: mental health, social inclusion, financial disadvantage, Aboriginal or Torres Strait Islander background, family breakdown or educational disengagement.
- An acceptable level of risk posed to other students.
- A level of functional literacy and the ability to function independently.

At the time of the 2019 census, 63% of students had a diagnosed disability while 26% of students identified as Indigenous.

## Student Attendance and Retention

### Attendance

Year	Total Attendance %
9	62%
10	69%

### Management of Non-Attendance

SRC recognises that many students who attend our School have a history of disengagement and may also have barriers to overcome to attain full school attendance. Therefore, attendance goals are outlined in each student's Individual Education Plan and are set individually for each student. Attendance progression is monitored weekly with the expectation that each student's goal will be to move towards having 85% attendance and that students will actively work towards overcoming barriers which make attending difficult.

The School takes a proactive approach in consistently managing incidences of non-attendance. Noticeable patterns or concerns regarding students attendance are addressed in a timely manner. All instances of non-attendance must be accounted for by:

- Parental communication via text, phone call or email and/or
- A medical certificate and/or
- A confirmation of appointment attended slip (i.e. for attendance at Centrelink etc.).

SRC undertakes the following proactive strategies to monitor and progress attendance:

- Whole day, partial day and each class school attendance marked.
- Support staff follow up instances of absences. Principal is involved as required.
- Attendance records are discussed at weekly welfare meetings including:
  - Patterns for individual students, year cohorts and entire school in the current week
  - The Student Welfare Officer will share possible insight within the confines of confidentiality
  - Follow up strategies will be determined, minuted and actioned.
- Attendance is included in the Individual Education Plan for each student and is referred to frequently.
- Attendance is discussed with individual students and the whole School body frequently so that students' have a clear understanding of expectations regarding attendance.
- A holistic approach is taken to attendance issues which will may involve several staff members, family and caregivers and the student working in collaboration to address attendance barriers.
- Provision of basic food and hygiene supplies to encourage ongoing attendance for our students who may experience disadvantage in these aspects.

## Retention

Of the 2019 cohort, 30 of the original 17 (56%) remained enrolled. Of the 23 students who enrolled throughout the year 10 (43%) remained enrolled.

At the end of 2019:

- 15 (100%) of students went on to year 10
- 10 (66%) of students went on to year 11

## Post School Destination Survey

Of the 24 students who left SRC,

- 12 (50%) students resumed their schooling at a local mainstream high school.
- 1 (4.17%) commenced employment.
- 1 (4.17%) commenced studies at TAFE.
- 1 (4.17%) resumed responsibilities as fulltime mother.
- 1 (4.17%) commenced a support program.
- 8 (33.33%) left with no destination disclosed.



## School policies (summary)

### 6.1.1 Enrolment and ongoing enrolment

<b>Review Panel</b>	The Executive Officer, Principal, and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	To ensure the consistency of enrolment across the School.
<b>Scope</b>	Relates to school staff and programs.
<b>RANGS Manual</b>	3.8 Enrolment; 3.6.2 Safe & Supportive Environment
<b>Policy:</b>	<p>The School is a school specifically designed to re-engage disenfranchised and 'at risk' young people.</p> <p>Our school aims to provide opportunities to young people, primarily aged 14-18 years, who are unable to complete their education within the traditional school environment.</p> <p>The School caters for young people who may have a variety of learning needs and/ or disabilities.</p> <p>The Disability Discrimination Act 1992 defines disability as:</p> <ul style="list-style-type: none"> <li>• total or partial loss of the person's bodily or mental functions</li> <li>• total or partial loss of a part of the body</li> <li>• the presence in the body of organisms causing disease or illness</li> <li>• the presence in the body of organisms capable of causing disease or illness</li> <li>• the malfunction, malformation or disfigurement of a part of the person's body</li> <li>• a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction</li> <li>• a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.</li> </ul> <p>And includes a disability that:</p> <ul style="list-style-type: none"> <li>• presently exists; or</li> <li>• previously existed but no longer exists; or</li> <li>• may exist in the future (including because of a genetic predisposition to that disability); or</li> <li>• is imputed to a person.</li> </ul> <p>To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p> <p>The School, however, cannot cater to students who are functionally illiterate or who require intensive behaviour or health support; such students would be more fully catered for in a smaller environment, of which there are several in the local environment. The School will offer suggestions for such facilities should the need arise. We provide case management to all students who are enrolled in the School but are not able to manage students who cannot function independently within the adult learning environment.</p> <p>Enrolment at SRC is for students who have experienced social, emotional or behavioural difficulties in mainstream schooling. The selection criterion for the School focuses on the following priorities:</p> <ul style="list-style-type: none"> <li>• A demonstrated desire to learn. Students who enrol have to want to attend and participate in all activities.</li> <li>• A maturity to learn in an adult learning environment with the ability to work independently for short periods of time.</li> <li>• Barriers to effective participation in mainstream education and/or experience of disadvantage. These barriers may include challenges associated with: mental health, social inclusion, financial disadvantage, Aboriginal or Torres Strait Islander background, family breakdown or educational disengagement.</li> <li>• An acceptable level of risk posed to other students.</li> <li>• A level of functional literacy and the ability to function independently.</li> </ul>

### **The enrolment and acceptance process**

Students and parents/ caregivers are required to complete and submit an "Application for Enrolment" form and accompanying requested documentation. Students who apply to attend the School and meet the selection criteria will be offered an interview as part of the application process. A student's acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of the School. Should the school presently have no student vacancies, suitable students will be placed on a waiting list.

Enrolment at the school is a two phase process:

- Phase 1 – Initial enrolment at the school for a limited period of two weeks
- Phase 2 – Renewal of enrolment after the initial enrolment period. Phase 2 enrolment is not guaranteed and is subject to the student meeting additional enrolment criteria for renewal of enrolment that will be assessed during the initial enrolment period.

#### ***Phase 1 – Initial enrolment – Two week period***

During the two week initial enrolment period the school will assess how the student is responding to the school environment in relation to the following criteria for renewal of enrolment:

- Attendance
- Engagement
- Social interaction
- Attitude towards learning

The school will communicate with the student and their parents/carers during the initial enrolment period the about how the student is progressing in relation to the criteria for renewal of enrolment as identified above.

If the student's enrolment is not renewed the student's enrolment at the school will cease at the end of the initial enrolment period.

#### ***Phase 2 – Renewal of enrolment***

At the end of the initial enrolment period, the School may offer the student renewal of enrolment based on the school's assessment of the student against the criteria for renewal of enrolment (attendance, engagement, social interaction and attitude towards learning).

Renewal of enrolment provides ongoing enrolment at the school subject to the student and their parents/carers meeting the school's requirements for continuing enrolment.

### **Ongoing enrolment at SRC**

Continuing enrolment at the school is subject to the student abiding by the School's code of conduct and rules outlined in the student handbook. Breaches will result in students progressing through the discipline process (see policy 7.1).

### **Cessation of enrolment**

A student's enrolment may cease in the following circumstances:

1. expiry of the initial enrolment period, with no renewal of enrolment offered
2. withdrawal of enrolment by the student and their parents/carers
3. termination of the enrolment by the school on the grounds of discipline or a breach of the School's Code of Conduct.

Where a student's enrolment ceases, the student and their parents/carers are required to inform the school of their post-school destination, that is whether the student has

enrolled in education or training at another education provider or is in employment and who the education/training and/or employment is with. Where a student is under the age of 17 and the school has not been informed of their post-school destination, the school is required to report that the student's destination is unknown to the NSW Department of Education.

### **Re-enrolment of Previously Withdrawn Student**

Should a student's application for re-entry after withdrawal be accepted, a written and agreed to individual plan will be written by the principal in conjunction with YSW and/or teachers. This plan will outline what is mandatory for the student to comply with in re-commencing their education with SRC and will be written on a case by case basis. The plan will consider appropriate behaviour, transition process and the length of transition.

### **Register of Enrolment**

The register of the school student enrolments must be retained by the School, or in the event of a name change, retained by the governing body, for a period of five years before the register is archived.

The register of enrolment will be kept in electronic form via Sentral and the SRCc X drive.

All staff will be provided with access to the student enrolment register, however, no changes can be made to the records unless directed by the Principal or with supporting documentation from the student. In these circumstances these changes should only be made by Administrative staff.

### **Supporting Documentation**

6.1.2 Maintaining Register of Enrolment

6.1.3 Information required upon application to the School

6.1.4 Retaining of School records

6.4.2 Enrolment agreement

### 5.3.5 Harassment, discrimination and anti bullying

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	To ensure all students feel that this school is a safe place where they can learn. This means that all students and staff must respect and accept that people have different beliefs, values and backgrounds.
<b>Legislation</b>	<i>Education Act, 1990</i> <i>Anti-Discrimination Act 1977</i>
<b>Scope</b>	Relates to: students; staff – all teachers, admin and youth support workers (YSW).
<b>RANGS Manual</b>	3.6 Safe and Supportive Environment; 3.6.2
<b>Policy:</b>	<p>All students of The School are made aware of their rights and responsibilities with regards to the issue of harassment, bullying and violence and they are asked to sign to say they understand that under the 1977 Anti Discrimination Act it is against the law to harass any other person in relation to their age, race, sexuality, culture, religion, marital status or gender, appearance or disabilities (see Harassment statement).</p> <p>Insults and harassment related to these things are a form of bullying and violence and will be handled in the same way as physical violence. This applies to both the classroom, the school grounds and, where applicable, off school grounds.</p> <p>Students are made aware that all staff at The School take any form of harassment and bullying behaviour very seriously and that they, the student, have every right to feel safe and supported in our school environment. Therefore, coming forward with any concerns they may have around these issues, either for themselves or for another student, is considered by the staff as being a positive decision and one that will be listened to and actioned.</p> <p>External support mechanisms: Issues of harassment and bullying will be addressed at the school level regardless of the level of intensity of said issue. As indicated on the Bullying and Harassment Matrix, the school will also involve the Youth Police Liaison Officer if a threshold of severity and frequency is met. The Police will also be contacted if any alleged incident amounts to a criminal offence. Students will always be offered the option of contacting the local Youth Police Liaison Officer for additional external support.</p> <p>Contact details of The Youth Police Liaison Officers: Kyriana Van Den Belt. Email is <a href="mailto:33479@police.nsw.gov.au">33479@police.nsw.gov.au</a></p> <p>For concerns regarding cyber bullying – Officer of the Children's eSafety Commissioner: <a href="https://esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying">https://esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying</a></p>
<b>Procedures:</b>	<p>Observations, notifications and actions:</p> <p>Staff WILL take any observations they make or disclosures they hear of bullying and harassment seriously and must document (diarise) any information they receive regarding harassment occurring within the cohort and bring this to the weekly wellbeing meeting for discussion and actioning.</p> <p>Immediate response: In the case of one-off, 'heat of the moment' instances of a student insulting and harassing another student about these issues, they will be given the choice to apologise immediately or leave the area until they have cooled down. They cannot return to the classroom until they have discussed the matter with the Principal or Youth Support Worker (whichever is deemed most appropriate at the time).</p> <p>On-going issue: Should this behaviour continue the student will be placed on a mutual respect contract and may find themselves at risk of having their placement at The School suspended or withdrawn.</p>

High level cases - In the case where the processes previously outlined have not worked and a student is being severely harassed, be this on or off school property, and, after investigation, there is serious concern for safety and wellbeing of the student being harassed/bullied, the placement of those students involving themselves in such bullying and harassing activities may be withdrawn

Initial response to disclosures of bullying and/or harassment - Remaining mindful of the fact that there are always 2 sides to any issue:

- Ensure the alleged 'victim' feels heard and supported.
- Make the YSW aware of the issue and connect the alleged 'victim' with YSW.
- Make available to the alleged victim the contact details of the YLO and Headspace or alternatively the YSW will contact them on the student's behalf.
- Approach the alleged perpetrator and discuss the issue to gain greater clarification and insight.
- Using the evidence and observations gathered determine the level and severity of the issue by using 5.3.11 Bullying and Harassment assessment Matrix as a guide.
- Depending on the where the issue sits on the Bullying and Harassment assessment Matrix will determine the next action.

Types and means of mild-moderate harassment/bullying that will be actioned:

- Any harassment strategies that include the use of telephone communication or text messages and/or any use of social media for the purposes of intimidating, ridiculing, insulting and/or treating others inside or outside of school hours.
- Any intimidation tactics, this may include: staring or giving 'filthy' looks, being obstructive, wilfully invading personal space, laughing at or whispering about others to gain a reaction, or any other behaviour which may display surreptitious intimidation behaviour.
- Any harassment strategies such as students speaking about one another to any other student or teacher in any derogatory manner. This includes discussing private lives, social lives, medical status, any name calling, assumptions, rumours or anything else which maybe classed as 'bitching'.
- Any harassment strategies which may include students encouraging, permitting or instructing any of their family, friends or classmates to engage in any negative behaviour, language or attitude towards another party. If they do so they will also be held responsible.

For more information please refer to the Bullying and Harassment assessment Matrix

Types of in-school interventions available:

Face to face apologies are always encouraged where appropriate (minor, 'heat of the moment' insults and frustrations).

- Mediation sessions if both/all parties are in agreement (larger misunderstandings that require more discussion and negotiation but may not require a full contract).
- Mutual respect contracts which assists all parties to understand their boundaries with regards to interacting in a small environment and working side by side in a professional manner without needing to 'like' each other (full contract that requires both/all parties to behave as though the others do not exist unless they must interact as part of a class and then only in a respectful and polite manner, but most importantly the contract outlines that each party may not encourage or instruct anyone else, friends or family, to participate in any ongoing negative behaviour, that they will be held responsible should this eventuate).

For more information please refer to the Bullying and Harassment assessment Matrix.

## 7.1 Student discipline

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.	
<b>Purpose</b>	To ensure the School has a disciplinary process in place for students that incorporate procedural fairness.	
<b>Legislation</b>	Education Act, 1990	
<b>Scope</b>	Relates to teaching staff, students, parents & guardians, Principal.	
<b>RANGS Manual</b>	3.7.1 Discipline	
<b>Poolicy</b>	Clarification of Terms:	
	<b>NESA/The Act</b>	<b>The School</b>
<b>Suspension</b>	is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time	is a temporary removal of a student from all of the classes AND from the school for a set period of time with the expectation that when they return they will undertake a return to school meeting with the Principal and YSW. During a suspension, students are issued with school work from their teacher or via google classroom.
<b>Expulsion</b>	is the permanent removal of a student from one particular school	is the permanent removal of a student from the school and will preclude them from re-applying at a later date
<b>Withdrawal of enrolment</b>	NA	is the removal of a student from the school and cancellation of their enrolment. This may also include the parent or student deciding to withdraw their enrolment at SRC. If a student's enrolment is withdrawn, they can no longer attend SRC. They may however re-apply after 12 months or earlier upon application to the Principal if there are evidences that behaviours have changed. The student will be interviewed by the Principal and must explain how they will abide by the Code of Conduct of SRC. It is expected that when they return they will undertake a return to school meeting with the Principal and YSW. If a student is under 17 years of age, they will be legally required to enrol in another school.
Any student who is believed to be in breach of the discipline policy or is displaying continual offensive behaviour or ongoing unsatisfactory attendance may be subject to actions under the discipline policy.		
<b>1. A student commits a breach of discipline if the student does any of the following:</b>		
(a) Engages in conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work with the Auspicing Body.		
(b) Assaults, or threatens to assault, another person.		
(c) Engages in any offensive conduct or any unlawful activity.		
(d) Removes/damages or inappropriately uses any property of the School or Auspicing Body without having permission from the organisation or a member of staff.		

- (e) Obstructs a member of staff in the performance of the member's duties especially where this may raise safety concerns.
- (f) Repeatedly and wilfully disobeys or disregards and order or direction of a member of staff, including a direction regarding appropriate behaviour or safety, repeatedly behaves in a manner that threatens the psychological safety of others.
- (g) Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment.
- (h) Repeatedly discriminates against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion.
- (i) Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group.
- (j) Engages in unlawful activity
- (k) Engages in unwanted sexual advances
- (l) Carrying anything that could be construed as a weapon
- m) Repeatedly disrupts the learning environment of others
- n) Contravenes any responsibilities listed in the Student Code of Conduct
- o) Displays ongoing unsatisfactory attendance which has been addressed as per attendance policy and procedure (6.2.1)

**2. It is important to note that a single act or incident may be sufficient to trigger disciplinary action if it is deemed to be serious.**

This may lead to immediate suspension, expulsion or withdrawal of enrolment. Should students conduct themselves in a manner that constitutes a serious breach of discipline they can be suspended, expelled or withdrawn immediately with parental notification occurring as soon as practical after the fact.

**3. Conduct does not cease to be a breach of discipline merely because it takes place elsewhere than on the premises of the School or outside school hours.**

**4. A breach of discipline may be committed by an act that involves:**

- (a) A communication in person or in writing or by telephone or other telephonic or electronic means which may include any and all forms of social media, or
- (b) A transaction using telephonic or electronic means which may include any and all forms of social media.

**5. Offensive conduct includes any of the following:**

- (a) Spitting,
- (b) Littering,
- (c) Using offensive language,
- (d) Being under the influence of alcohol,
- (e) Being under the influence of a drug (other than medication that has been prescribed by, and taken in accordance with the instructions of, a registered medical practitioner) and/or
- (f) Unwanted sexual advances or inappropriate sexual behaviour.

**Unlawful activity includes any of the following:**

- (a) Using, possessing or supplying any prohibited drug, substance or,
- (b) Stealing the property of another person.

**6. A member of staff who believes that a student has committed a breach of discipline:**

(a) Must, as soon as practicable, report the alleged breach to the Principal, or in their absence, the Executive Officer and

(b) May exclude the student from participation in class for the remainder of the day on which the alleged breach occurred, or until a decision can be made regarding the consequences of the breach.

**7. Ensure the students right to a procedurally fair process:**

Procedural fairness is a basic right of all individuals. In cases where there is a perceived incongruence between an individual's actions and the School rules and expectations, the School will aim for a fair decision, reached by an objective decision-making process.

Procedural fairness seeks to ensure that decisions affecting students are reached only after the individual student has been made aware of the allegations made against him or her. It also seeks to ensure that the student has had the opportunity to present his or her claims in relation to the issues and the proposed decisions affecting him or her.

Procedural fairness also requires that the decision maker reaches a decision on the issue in an impartial manner. Care should be exercised to exclude real or perceived bias from the process.

The School will follow the principles set out below in circumstances involving disciplinary matters, including dealings with students potentially facing suspension and withdrawal of enrolment.

**Providing an interpreter, where required:**

Any student or parent/guardian that requires an interpreter to participate in disciplinary discussions will be provided with one.

**Right to a support person:**

All students or parents participating in a disciplinary discussion will have the right to have a support person present during this conversation. Participants will be made aware of this right. Support people's role is to support- not to answer questions on behalf of a participant or to advocate for a participant. A parent/guardian is considered a participant, rather than a support person.

**Procedural fairness:**

Is generally recognised as having two essential elements.

***i) The right to be heard***

This includes:

- The right to know why the action is happening.
- The right to know the way in which the issues will be determined.
- The right to know the allegations in the matter and any other information that will be taken into account.
- The right of the person against whom the allegations have been made to respond to the allegations.

***ii) The right of a person to an impartial decision***

Students have the right to impartiality in the investigation and decision-making phases.

The schools disciplinary process is not only based on procedural fairness but also on a strong belief in the importance of allowing students the opportunity to learn by their mistakes.

Although the school believes in allowing students the opportunity to learn by their mistakes within reasonable limits, it will not condone consistent and/or persistent breaches to occur. Should a student persist in breaching the guidelines of the School the following outlines the discipline process that can be progressed through.

## Discipline Process

### 1. *Student and Parent Communication*

- Undertaken at the earliest possible time following breach of discipline policy.
- Communication in writing via email, text or letter or face to face with student and parent concerning inappropriate behaviour. All communication is to be recorded in Sentral.
- Outline inappropriate behaviour and clarification of code of conduct and expectations.
- Suggestions for addressing said issue.
- Opportunity for the student/s to determine what they will do to address the incident/issue
- Encourage restorative justice - engagement, accountability and restoration.
- Outline action to be taken should issue continue.



### 2. *Written Warning*

Written Warning (or "Inappropriate/ Unacceptable Behaviour" letter) from the Principal outlining:

- The incident/issue to be addressed.
- Relevant dates/times and persons involved.
- Clarification of code of conduct and expectations.
- Suggestions for addressing said issue.
- Action to be taken should issue continue. Student may be advised that should behaviour continue their enrolment at SRC may be withdrawn
- Letter to be addressed to parent/caregiver or student but parent/ caregiver is to receive a copy.
- Copy of letter to be located on students file.



### 3. *Suspension- length of time to be negotiated- usually not more than 4 days*

- A suspension is utilised if appropriate at the discretion of the Principal.
- When a student receives notification of the likelihood of suspension from the School, the Principal will contact the parents to offer inclusion of involvement in the increased support the student requires at this time
- A letter must be provided to the student and parents/ caregivers which:
  - outlines all of incident/issue to be addressed
  - details relevant dates/times and personas involved
  - clarifies code of conduct and expectations
- Upon return, the Principal and YSW will meet with the student for a return to school meeting focussing on what is mandatory for the student to comply with in re-integrating into school life and opportunity for the student/s to determine what they will do to address the incident/issue as well as action to be taken should issue continue. The return to school plan will be uploaded/documentated in Sentral.



### 4. *Withdrawal of Enrolment at SRC*

- Withdrawal of enrolment may occur when the student has had several disciplinary actions taken and the student continues to disregard the SRC Code of Conduct. Withdrawal in these instances will be on a case by case basis and is dependent on the student, their circumstances, their attitude towards their learning at SRC and the severity of the breaches.
- The parent or student may also choose to withdraw their enrolment.
- There may also be mutual agreement between the parents/ caregivers, student that SRC is not a suitable educational environment for the student to participate in.
- The student and parent will be notified in writing of their withdrawal.
- The Dept of Education will also be notified via the required channels that student has been withdrawn from SRC.
- In the event of withdrawal of enrolment, the appeals process may be followed.

## Appeals Process

If a student's enrolment is withdrawn by SRC, the students and/or their parents/guardians have a right to appeal the decision. The following process can be used:

### Formal Grievance Procedure

#### Stage One

Formal appeals should be submitted in writing and sent to the Executive Officer at Kiama Community College, PO Box 52, Kiama NSW 2533.

The Executive Officer will notify the person lodging the appeal of receipt of the appeal within 5 working days.

The Executive Officer will then assess the appeal, conducting necessary consultations with the person lodging the appeal and other relevant persons and make a determination regarding the appeal. The Executive Officer will advise the person lodging the appeal in writing of their decision, and reasons for the decision, within 20 working days. A copy of this written response will be kept in the secure student file in the SRC administration office.

The person lodging the appeal will be made aware of their options through the provision of a copy of this policy.

#### Stage Two

If the person lodging the appeal is not satisfied with the outcome of their appeal then an independent mediator will be sourced by the School through LEADR, the Association of Dispute Resolvers. The person lodging the appeal may request that their appeal is referred to the independent mediator by writing to the Chairperson of the Board of Management, Kiama Community College, PO Box 52, Kiama NSW 2533.

Costs of such mediation will be shared equally by Kiama Community College Inc. and the person lodging the appeal. As a guide mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

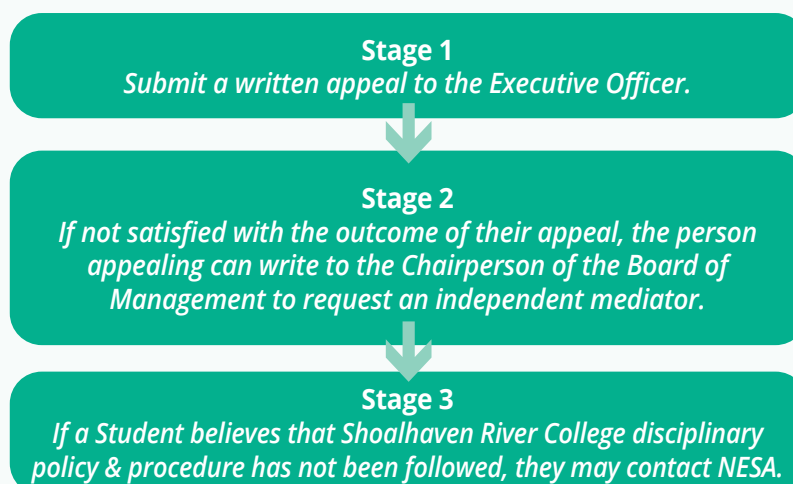
#### Stage Three

If the person lodging the appeal is not satisfied that Shoalhaven River College Discipline Policies & Procedures have been followed, then they may contact NESAs. For contact details and information please see: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/who-we-are/contact-us>.

*See flowchart of formal appeals process*

### Formal Grievance Procedure Flowchart

*Please view this flowchart in conjunction with detailed explanation of each step*



### 9.3.3 Complaints or grievances received by the school

<b>Review Panel</b>	The Chief Executive Officer, Principal, and Compliance Manager must be a part of the review of this Policy
<b>Purpose</b>	To ensure the School has processes in place for the receipt of complaints, grievances and compliments.
<b>Scope</b>	Relates to students; staff; parents; key stakeholders
<b>RANGS Manual</b>	3.9 Management & Operation
<b>Policy</b>	<p>The School views complaints, as well as compliments and other constructive feedback as a way of creating opportunities for the school to improve its services and prevent future problems. Therefore, this policy is readily available upon request in person or via email or mail. It is also able to be downloaded from the school's website.</p> <p>There are various levels at which complaints can be received or made and these may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Protection of Children and Young people</li> <li>• Anti Discrimination</li> <li>• Other Alleged breach of Legislation, Policy, Procedure or Contract</li> <li>• Other Suggestions and Complaints</li> </ul> <p>The School has implemented specific policies in regards to the first 2 categories listed above and these policies and procedures and listed delegates should be followed accordingly. For other matters of complaint or grievance other associated policies should be consulted (ie WHS policy, Harassment Policy etc) and then this policy shall act as a generic cover for all complaints or grievances not already addressed.</p> <p>A suggestion or complaint can be lodged by any person who is a user or potential user of The School services including a student, a parent or caregiver or other community member. The suggestion or complaint can be about any aspect of the service provided or not provided, the behaviour or decisions of current students and staff, or about workplace practices, policies or procedures.</p> <p>In the initial form complaints should be forwarded to the Principal. If the complaint is in regards to this person, or the Principal deems it necessary, the complaint should be forwarded to the Chief Executive Officer of Kiama Community College Inc.</p> <p>Except if the matter is serious and warrants investigation, attempts should be made to resolve the problem at the earliest possible opportunity. We suggest the following;</p> <p>The receiver of the complaint should:</p> <ul style="list-style-type: none"> <li>• allow the party to state the cause of their concern</li> <li>• exchange facts and beliefs</li> <li>• clarify events</li> <li>• listen</li> <li>• apologise for any behaviour that may have distressed the other party</li> <li>• consider all points of view in the matter</li> </ul> <p>A suggestion, complaint or allegation can be made orally or in writing. If oral, it may need to be put in writing and assistance will be provided if needed. It is preferable but not essential that it includes the complainant's name and signature.</p> <p>After the complaint has been received the Principal will then decide between options:</p> <ol style="list-style-type: none"> <li>1. Dismiss the complaint as the matter refers to a decision in accordance with existing policy, procedure, legislation or monitored best practice.</li> <li>2. Conclude that the complaint has been substantially resolved through the discussions regarding the complaint</li> <li>3. Undertake a systems improvement</li> <li>4. Negotiation</li> <li>5. Investigation</li> </ol> <p>After the resolution of the complaint the Principal should contact the complainant in writing to notify them of the outcome.</p>

The outcome of the Complaint should also be recorded. In the case of minor complaints (noise, mess etc) this recording can be as a diary note in the Principal's diary. In regards to anything that requires Negotiation or Investigation, confidential files should be kept on the matter and stored with the Principal.

### **False and Malicious Complaints or Allegations**

Where a complaint or allegation is found to be false and there is evidence of malicious intent on the part of the complainant, then remedies are possible.

Note that establishing that a complaint is false is not the same as establishing that the complaint cannot be substantiated. The former implies there is evidence to show the allegation is false. The latter implies a lack of evidence either way.

Where a School employee makes a complaint or allegation that is both false and malicious, disciplinary action will be considered, especially where there is evidence that they knew the complaint or allegation to be false or where they continue to make the complaint or allegation after being instructed to cease.

However, the making of protected disclosures (Protection of Children and Young People) cannot be grounds for defamation. Where the complaint or allegation is made in good faith and through the proper channels, employees who complain and those investigating a complaint have a defense against defamation action.

Where a student makes a complaint or allegation that is both false and malicious, action may be taken under the relevant student discipline policy. Use of discipline procedures should only occur where there is evidence that the student knew the complaint or allegation was false.

Where a parent or other member of the public makes a complaint or allegation that is false and malicious, civil remedies such as defamation action may be suggested to the person who is the subject of the complaint or allegation.

### 5.5.5 Grievance policy and procedures (academic and non-academic)

<b>Review Panel</b>	The Chief Executive Officer, Principal, and Compliance Manager must be a part of the review of this Policy
<b>Purpose</b>	To ensure the School has systems in place that allow for students to express a grievance.
<b>Scope</b>	Relates to all students and parents/guardians.
<b>RANGS Manual</b>	3.9 Management & Operation
<b>Definition</b>	For the purposes of this document the following applies: Complainant refers to students (parents or guardians) who have lodged a grievance
<b>Procedure</b>	<p><b>1. Overview</b></p> <p>The School and all staff are committed to providing an effective, efficient, timely, fair and confidential grievance handling procedure for all students and parents/guardians. This policy covers both academic and non-academic grievances and appeals.</p> <p>Academic matters include those matters which relate to student progress, assessment, course content or awards in a course of study.</p> <p>Non-academic matters include those matters which do not relate to student progress, assessment, course content or awards in a course and include grievances in relation to personal information that the provider holds in relation to a student. Non-academic grievances tend to arise from events occurring at a provider or from decisions made by a provider.</p> <p>Complainants are entitled to access the grievance procedures regardless of the location of the campus at which the grievance has arisen.</p> <p>This policy does not replace or modify policies or any other responsibilities which may arise under other policies or under statute or any other law. Also, the dispute resolution procedures outlined below in this document do not circumscribe an individual's rights to pursue other legal remedies.</p> <p>If a student is enrolled at the time they choose to access this policy and procedure, The School will maintain the student's enrolment while the grievance and appeals process is ongoing.</p> <p><b>2. Responsibility</b></p> <p>The Board of Management is responsible for approving the policy and responding as required to informal and formal grievances.</p> <p>The Executive Officer is responsible for implementation of this policy and procedure and ensuring that all staff are fully trained in its operation and Students and Complainants are made aware of its availability.</p> <p>The Principal :</p> <ul style="list-style-type: none"> <li>• Is responsible for ensuring that all staff are aware of the requirement to report potential grievances as soon as possible.</li> <li>• Will handle any grievance appropriately and promptly.</li> <li>• Will treat all people involved fairly and respectfully, protecting the complainant from undue negative repercussions arising from their grievance.</li> <li>• Will treat the complainant and all those involved with strict confidentiality at all times.</li> </ul> <p><b>3. General principles</b></p> <p>These principles, which will be adhered to by the School, apply to all stages of this grievance procedure:</p> <ul style="list-style-type: none"> <li>• The Complainant and any respondent will have the opportunity to present their case at each stage of the procedure.</li> <li>• The Complainant and any respondent have the option of being accompanied/ supported by a third person (such as a family member, friend or counsellor) if they so desire.</li> <li>• The Complainant and any respondent will not be discriminated against or victimised.</li> </ul>

- At all stages of the process, discussions relating to grievances and appeals will be recorded in writing. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the Complainant and/or any respondent if requested.
- Records of all grievances will be kept for a period of five years to allow all parties to the grievance appropriate access to these records. These records will be kept strictly confidential and stored at Kiama Community College, 7 Railway Parade, Kiama NSW 2533. Access to these records may be requested by writing to the Executive Officer at the aforementioned address.
- A Complainant shall have access to the internal stages of this grievance procedure at no cost. Costs for an external appeal will be shared equally by the School and the Complainant.

#### 4. Informal Grievance Procedure for students

Students are encouraged initially to attempt to resolve a grievance informally through the following process. Whilst the School encourages students to follow this procedure before an issue becomes a formal grievance, this step is not mandatory and a student may proceed directly to the Formal Grievance Procedure.

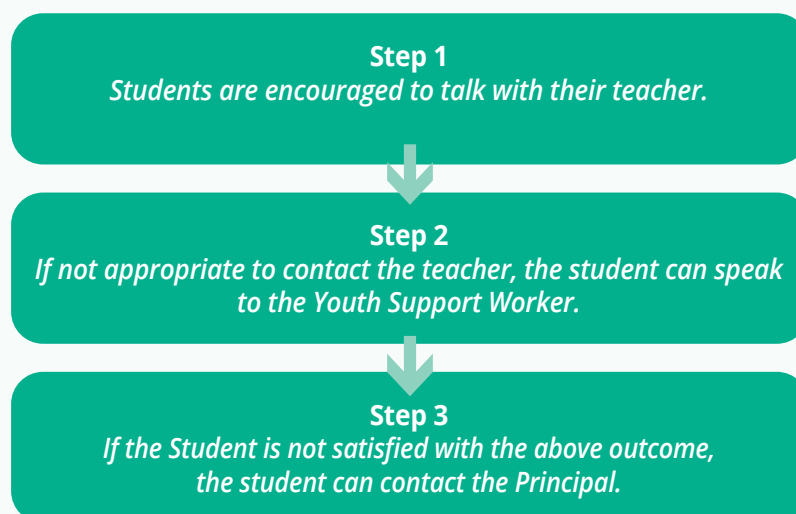
If a student has a problem they want to talk about, they should follow this procedure below.

- Students are encouraged to talk with their teacher who will attempt to resolve, in an informal manner, the grievance.
- If the Student cannot or does not want to talk to the teacher, they can speak to the Youth Support Worker. The Youth Support Worker will then attempt to resolve in an informal documenting manner, informing the Principal of the issue and resolution.
- If the student is not satisfied with the above outcome and wishes to continue to follow the informal grievance process, the Student can contact the Principal who will review the issue, determine the next steps and outcome, and advise the Student in writing within twenty working days.

See flowchart of informal grievance procedure following:

#### Informal Grievance Procedure Flowchart for Students

Please view this flowchart in conjunction with detailed explanation of each step



## **5. Informal Grievance Procedure for parents/guardians**

If a parent or guardian has a problem they wish to talk about, they should make an appointment with the Principal. Whilst the school encourages parents and guardians to speak to the Principal before an issue becomes a formal grievance, this step is not mandatory a parent/guardian may proceed directly to the formal grievances procedures.

## **6. Formal Grievance Procedure**

### ***Stage One***

Formal grievances should be submitted in writing and sent to the Compliance Manager at Kiama Community College, PO Box 52, Kiama NSW 2533.

The Compliance Manager will notify the Complainant of receipt of the grievance within 5 working days.

The Compliance Manager will then assess the grievance, determine the outcome and advise the Complainant in writing of their decision within 20 working days.

The Complainant will be made aware of their options through the provision of a copy of this policy.

### ***Stage Two***

If the Complainant is not satisfied with the outcome of Stage One they may lodge an appeal in writing within 20 working days of receiving the written response with the Executive Officer, Kiama Community College, PO Box 52, Kiama NSW 2533.

The Complainant's appeal will be determined by the Executive Officer who will conduct all necessary consultations with the Complainant and other relevant persons and make a determination of the appeal. The Complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision within 20 working days.

The Complainant will be made aware of their options through the provision of a copy of this policy.

### ***Stage Three***

If the Complainant is not satisfied with the outcome of their appeal then an independent mediator will be sourced by the School through LEADR, the Association of Dispute Resolvers. Complainants may request that their grievance is referred to the independent mediator by writing to the Chairperson of the Board of Management, Kiama Community College, PO Box 52, Kiama NSW 2533.

Costs of such mediation will be shared equally by KCC and the Complainant. As a guide mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four hour allocation.

#### Stage Four

For all Students: If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the NESA. For contact details and information please see: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/who-we-are/contact-us>.

#### Stage Five

If a Student is still dissatisfied with the way the grievance has been handled and it is very serious they can contact the NSW Ombudsman:

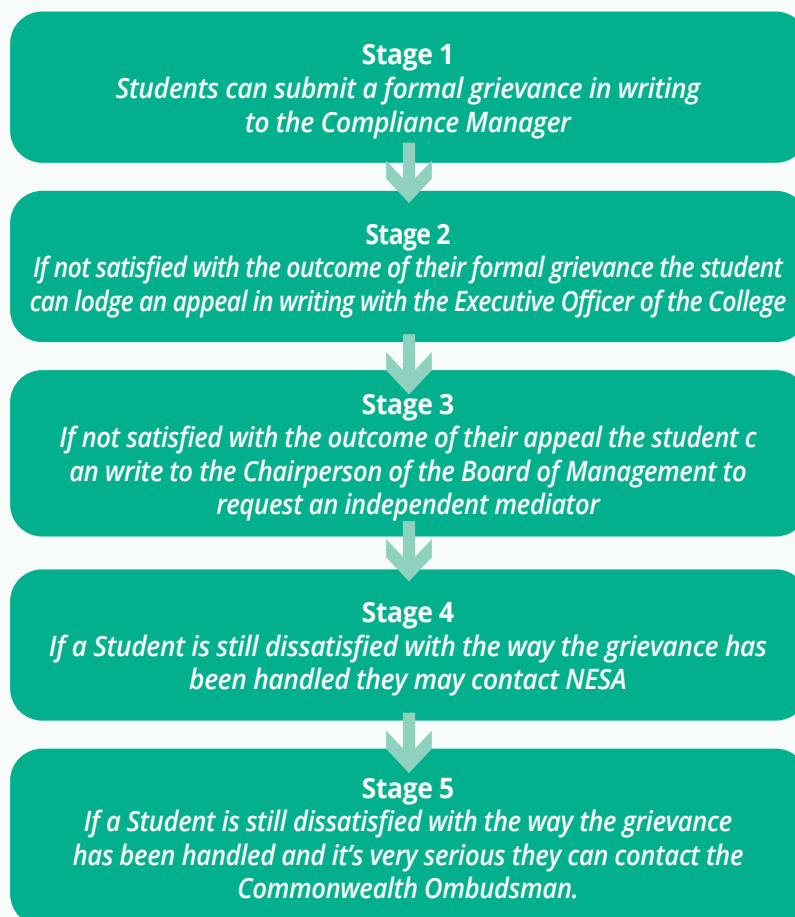
- Telephone on 02 9286 1000
- Email at [nswombo@ombo.nsw.gov.au](mailto:nswombo@ombo.nsw.gov.au)
- Completing an online form at [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au)
- By attending one of their offices.

The School will respond to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

See flowchart of formal grievance procedure following:

#### Formal Grievance Procedure Flowchart

Please view this flowchart in conjunction with detailed explanation of each step



#### Supporting Documentation

5.5.11 Conflict Resolution Policy and Procedure

### 5.1.1 Protecting children and young people

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	<p>Shoalhaven River College has a duty of care to ensure that students are protected when they are at school.</p> <p>Schools also have a critical role to play in protecting children and young people by identifying and reporting reasonable suspicion of children and young people being at risk of significant harm.</p> <p>Under new reforms, Shoalhaven River College also has an obligation to share information as required by CS with other agencies to work together to keep children and young people safe.</p> <p>This policy and procedure outlines the obligations of various stakeholders and the processes to be followed to ensure young people receive this protection.</p>
<b>Legislation</b>	<p><i>The Children and Young Persons Act 1998 (NSW)</i> (the Care and Protection Act).</p> <p><i>The Ombudsman Act 1974, Education Act 1990 (NSW)</i> (the Ombudsman Act).</p> <p><i>The Child Protection (Working With Children) Act 2012 (NSW)</i> (the WWC Act).</p>
<b>Scope</b>	Relates to all staff, external providers/ tutors, cleaners, contractors, guest speakers, volunteers and work experience hosts
<b>RANGS Manual</b>	3.6 Safe and Supportive Environment; 3.6.1
<b>Policy</b>	<p>1. Introduction</p> <p>The safety, protection and well-being of all students is of fundamental importance to Shoalhaven River College. Young people, by virtue of their age, are vulnerable.</p> <p>Shoalhaven River College has a moral and legal duty of care to ensure that students are protected when they are at school.</p> <p>In addition, school staff (including external providers/ tutors) spend a considerable amount of time observing and working closely with young people, and as a result, Shoalhaven River College also has a critical role to play in protecting children and young people by identifying and reporting reasonable suspicion of children and young people being at risk of significant harm.</p> <p>Under new reforms to The Children &amp; Young Persons (Care and Protection) Act 1998, Shoalhaven River College also has an obligation to exchange information as required by Community Services (CS) with other agencies to work together to keep children and young people safe. By working together, agencies and schools can more effectively create a better picture of young people to keep them safe.</p> <p>Shoalhaven River College is committed to ensuring that there are systems, procedures and training regimes in place to comply with child protection legislation to enhance the physical and psychological wellbeing of our students. The following procedures outline the obligations of various stakeholders and the processes to be followed to ensure young people receive this protection.</p> <p>Obligations in relation to each Act is outlined in the subsections of this document titled:</p> <ul style="list-style-type: none"> <li>• <a href="#">“PART A: OBLIGATIONS UNDER THE CARE AND PROTECTION ACT”</a></li> <li>• <a href="#">Mandatory Reporting</a></li> <li>• <a href="#">Exchange Of Information</a></li> <li>• <a href="#">PART B: Obligations under The Ombudsman Act –Reportable Conduct</a></li> <li>• <a href="#">PART C: Obligations under WWC Act</a></li> </ul>

## Procedures

### 1.1. Staff 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 EO of the College who will then assume the role and duties of 'The Head of Agency'.

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

### 1.2. Communication Of Responsibilities

The Principal will ensure that staff (teachers, youth support worker, teachers aide, external providers/ tutors and any ongoing volunteers) are reminded of their responsibilities under this policy and associated procedures through the following avenues:

- Induction and orientation process – conducted by the Principal which includes the reading, discussion and signing of the Code of Conduct document (Policy 2.3.1). This is to be undertaken before commencement of employment.
- Regular supervision and mandatory weekly team meetings facilitated by the Principal. At each meeting staff are reminded to observe and report to the Principal any child protection concerns.
- Annual participation in the Association of Independent Schools (AIS) "Obligations in identifying and responding to children and young people at risk." online workshop. Completion by all staff is mandatory and will be need to be completed in Term 1, week 1. A print out of the transcript/ certificate is to be provided to SRC administration staff whom will scan a copy to the Principal and will file in personnel files located in SRC administration office. The principal is to ensure that all staff have undertaken this training. Therefore, if a new staff member commences any other time following the undertaking of the training, this is required to be undertaken before commencement of employment via the induction process.
- The Principal is to annually (week 1, term 1) discuss and provide face to face training on the "Protection and Support of children and young people" policy. The principal is to ensure that all staff have undertaken this training. If a new staff member commences at any other time following the undertaking of the training, this is required to be undertaken before commencement of employment via the induction process. If an existing staff member is away when annual training has taken place, they are required to undertake this training at the earliest possible time with the Principal and at the latest, by the end of term 1, week 2. Following this annual training, all staff must sign a declaration (see end of this document) that they have undertaken the training and understand the implications of the policy. SRC Administration staff will scan a copy of these declarations to the Principal and will also file in personnel files located in the SRC administration office. All staff are to ensure that they have an up to date WWCC clearance (refer to Part C in this document) and that SRC administration staff ensure the WWCC register (2.4.1) and personnel files hold this information.

## PART A: OBLIGATIONS UNDER THE CARE AND PROTECTION ACT

i) 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

## **1. 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.

At SRC, the Principal, teachers, teachers aides, administration, youth support workers, external providers/ tutors and ongoing volunteers are mandatory reporters.

## **2. When must a report be made to Community Services?**

### **2.1 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.

### **2.2 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.

### **2.3 Care at risk of not being met**

- a) 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.
- b) 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.
- c) The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated.
- d) 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.
- e) 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.
- f) 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.

### **2.4 Decision Tree**

The Principal and staff should consult the community services decision tree in determining whether to mandatorily report. This decision tree is located at <https://reporter.childstory.nsw.gov.au/s/mrg>

## 2.5 Allegations against a student

Where concerns about risk of significant harm relates to an alleged perpetrator who is a student of any age, the same procedures for reporting to CS are followed. It may also be appropriate to refer the matter to the police.

## 2.6 Discussing reports to CS with the children and young people involved

The decision about whether a report should be discussed with a child needs to be carefully considered, taking into account factors such as the risk of significant harm suspected, the type of abuse, the age and capacity of the child to make sense of the information, the additional stress that may be placed on the child within a family or other context and the immediate needs of the child.

Where concerns have arisen in the course of discussions with a child or young person, it is particularly important for the staff member to continue to play a support role with the child or young person or to ensure that he or she is encouraged to link with available support. It is also important for the staff member to reassure the child or young person in this situation without making promises (e.g. promises that no-one else will be told) that cannot be kept.

A young person should be provided with the opportunity to express his or her views unless there would be serious risks in doing so (e.g. a possible escalation of self-harming behaviour or creating further risks of harm). Any views expressed should be indicated to CS in the telephone report and noted on the Form A when the report is confirmed. However it is important to note that it is not necessary to gain permission from a student to make a report to CS. If it is determined that the threshold for reporting has been met, the report must be made.

## 3. What should you do if you consider that a mandatory report is required?

### Who Should Report:

Reporting by the School about these matters to Community Services and, where necessary, the police, is generally undertaken by the Principal.

If any staff member or other mandatory reporter has 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, there are circumstances in which a staff member might report this matters to Community Services:

- i) if there is an immediate danger to the child or young person and the Principal or Executive Officer is not contactable you should speak to the Police and/or the CS Helpline directly and then advise the Principal or the Executive Officer at the School as soon as possible.
- ii) if a staff member disagrees with the Principal's decision not to report, a staff member has the right to lodge a report but must advise the Principal that they have done this.

There are two ways mandatory reporters can make a child protection report:

1. By eReport through the [ChildStory Reporter](#) website.
2. By calling the Child Protection Helpline on 132 111

Where circumstances are serious and the child could be in imminent or serious danger, a report must be made via the telephone (see <https://www.facs.nsw.gov.au/providers/children-families/interagency-guidelines/child-protection-report/chapters/making-a-report>).

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

It is good practice to advise parents, carers and students of your legal or professional obligations to report your concerns to Family and Community Services (FACS). The decision to inform the family of a report should be guided by professional judgement and circumstance and should be a decision made by the Principal.

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.

#### **4. 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 confidentially 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.

#### **5. Exchange of Information –Requesting/Providing Information**

The exchange of information is the responsibility of The Youth Support Worker & The Principal.

a) The exchange of information between The School and other prescribed bodies will only be conducted by the Youth Support Worker (YSW) or the Principal.

If deemed necessary, request information from another prescribed body or receive a request from another prescribed body relating to the care and welfare of a student. Information may include information held on:

- a child or young person's history or circumstances;
- a parent or other family member;
- people having a significant or relevant relationship with a child or young person or a group of children or young persons, such as a teacher; or
- the other agency's dealings with the child or young person, including past support or service arrangements or with a teacher or other staff member that it previously employed.

As suggested in the Child Protection Guidelines, on requesting information from another prescribed body or responding to a request for information:

- explain/seek clarification of how the request for information relates to the safety, welfare and well-being of the child or young person;
- explain/seek clarification for why the information is needed to make a decision about service provision or to manage any risk to the child or young person;
- identify/seek clarification on the subject of the information request and (if it is not the child or young person) identify the subject's relationship to the child or young person;
- make sure/seek clarification that the person who is the subject of the request is clearly identified so that there can be no mistake as to identity;
- provide/ask to be provided with a background to the request, including whether or not consent has been requested and where it has not, why the agency should not inform a child, young person, parent or teacher that the information has been requested (for example, safety concerns); and
- ask for/suggest advise of the time frame for providing the information, giving the agency a realistic time frame within which to report, unless the information is required for court proceedings where a more limited time frame may be required.

b) Reserve the right to decline a request to share information with another prescribed body should the Youth Support Worker in consultation with the Principal deem that the information requested may:

- prejudice a criminal investigation or coronial inquest;
- prejudice care proceedings;
- contravene legal professional or client legal privilege;
- enable the existence or identity of a confidential source of information in relation to the enforcement or administration of a law to be ascertained;
- endanger a person's life or physical safety; or
- not be in the public interest.

All other staff members are not permitted to share any information deemed to be confidential or of a delicate nature with any other organisations other than CS.

## **PART B: OBLIGATIONS UNDER THE OMBUDSMAN ACT**

### **1. Responsibilities**

#### **1.1 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.

#### **1.2 The Ombudsman**

The Ombudsman 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. The Ombudsman:

- Must receive and assess notifications from non-government schools concerning reportable conduct or reportable convictions.
- Is required to oversee or monitor the conduct of investigations by non-government schools into allegations of reportable or reportable convictions.
- 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.
- 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).
- 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.

#### **1.3 Head of Agency**

The Head of Agency is the Principal of the School.

Under the Ombudsman Act the Head of Agency must:

- Set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees.
- Notify the Ombudsman (using a NSW O Part A notification form) as soon as possible as and no later than thirty days after being made aware of an allegation.
- 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
- 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.

This will typically include the NSWOW Part B notification form and risk assessments.

#### **1.4 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 Executive Officer.

#### **1.5 Contact for parents**

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

### **2. What is reportable conduct?**

#### **2.1 Definition of reportable conduct**

Reportable conduct is defined as:

- a) Any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence, behaviour that is considered as sexual grooming, an offence involving child abuse material etc).
- b) Any assault, ill-treatment or neglect of a child; and
- c) 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 of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.

### **3. 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 a potential criminal offence). If they have been notified, seek clearance from these statutory agencies prior to the school proceeding with the Reportable Conduct investigation.
- 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.
- 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

- a) In an investigation the Head of Agency or appointed investigator will generally:
- b) Interview relevant witnesses and gather relevant documentation.
- c) Provide a letter of allegation to the PSOA.
- d) Interview the PSOA.
- e) Consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines.
- f) Inform the PSOA of the preliminary finding and provide them with an opportunity to respond.
- g) Consider any response provided by the PSOA.
- h) Make a final finding in accordance with the NSW Ombudsman Guidelines.
- i) Decide on the disciplinary action, if any, to be taken against the PSOA.
- j) Apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG.
- k) Send the final report to the Ombudsman and report to the OCG (where required) (see Part C).
- l) 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.
- m) 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.

## 3. 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. Risk assessment

### 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.
- 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.
- 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.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children (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: OBLIGATIONS UNDER WWC ACT**

### **1. General**

The Office of the Children's Guardian (OCG) is responsible for employment screening for child related employment. A Working With Children Check is a prerequisite for anyone in child-related work. It involves a national criminal history check and review of reported workplace misconduct findings. The result of a Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring by the OCG, and any relevant new records which appear against a cleared applicant's name may lead to the Check being revoked.

It is the responsibility of the child-related worker to ensure that when they are eligible to apply for a Check or when their Check is up for renewal that they do so.

### **2. Responsibilities**

The object of the WWC Act is to protect children:

- a) By not permitting certain persons to engage in child-related work.
- b) By requiring persons engaged in child-related work to have working with children check clearances.

### **3. Specifying who requires a WWCC at SRC.**

Under Part 2, section 6 of the CHILD PROTECTION (WORKING WITH CHILDREN) ACT 2012, child-related work is defined as work in a specific, child-related role or face-to-face contact with children in a child-related sector.

In support of Part 2 of Child Protection (Working with Children) Regulation 2013, the following are considered to be "child-related workers" at SRC and will be required to undertake a WWCC clearance:

- The Principal and Executive Officer (regulation 10)
- Teaching Staff (regulation 10) including external providers/ tutors
- Administrative Staff (regulation 10)
- Youth Support Worker (regulation 16)
- Teacher's Aide (regulation 10)
- Guest Speakers (regulation 10)
- Volunteers (regulation 10)
- Cleaners (regulation 16A)
- Work experience supervisors (regulations 7, 10)

All of the above listed child-related workers may commence only once they have completed and obtained a cleared WWCC.

### **4. Obtaining a WWCC**

The process for obtaining a WWCC is as follow:

- i) Complete online application <https://www.service.nsw.gov.au/transaction/apply-working-children-check>
- ii) Identity has been proven at the NSW motor registry or Council Agency or Government Access Centre and application fees have been paid if required. The application fee for a clearance is as follows: (a) for a volunteer clearance—nil, (b) for any other clearance—\$80. SRC will reimburse WWCC fees associated with paid employment positions at SRC.
- iii) Within a few days and up to four weeks after identify checks, the OCG will provide, by notice in writing: (a) an application number to each applicant who applies for a clearance, and (b) a clearance number to each applicant who is granted a clearance. A bar against working with children means that the applicant is not able to work in child-related work or environments and, hence, the applicant will not be offered employment at SRC.

- iv) Applicants are to provide SRC administrative staff with their WWCC Number, full name and date of birth which will then be used by administration staff to verify clearance online (<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>) and record the status of each child-related worker's check. SRC will only employ or engage child-related workers or eligible volunteers who have a valid WWCC.
- v) It is the responsibility of all child-related workers to ensure that when they are eligible to apply for a Check or when their Check is up for renewal (every 5 years) that they do so. The Children's Guardian will also remind workers to renew their Check three months before it expires.
- vi) Child-related workers must report immediately to the Principal if they are no longer eligible for a cleared WWCC.
- vii) Copies of WWCC clearances are to be filed by SRC administration staff in two locations:
  - Secure electronic personnel file
  - A hard copy folder which houses all undertaken WWCC's. These are to be sectioned by years so that it is clear when the five year period is over and a child-related worker requires a new WWCC. The front cover sheet should be the WWCC register (2.4.1) and will be updated each time a WWCC is filed. This information may be audited by OCG. These files are to be located in the SRC administration office in a locked cabinet.
- viii) SRC will again verify all existing staff, contractors and volunteers on the WWCC Register every year in February, notifying the Principal immediately of any change in status that prevents personnel from working with children.

**The Principal is required to:**

- a) Ensure verification online and record the status of each child-related worker's check on the WWC Register prior to commencement and annually thereafter.
- b) Only employ or engage child-related workers, including staff, guest speakers, cleaners, contractors, volunteers, outside tutors, work experience hosts that are not under the constant supervision of a staff member, who have a valid check.
- c) Report findings of misconduct involving children made against school staff or volunteers, keeping a record of reports securely in personnel files in SRC administration office

All SRC staff, guest speakers, outside tutors, work experience hosts, contractors, cleaners and volunteers that are not under the direct and constant supervision of an SRC staff member are required to:

- a) Hold and maintain a valid check by following the process outlined above in item 4
- b) Not engage in child-related work at any time that they are subjected to an interim bar or a bar.
- c) Report to the Principal if they are no longer eligible for a Check, the status of their Check changes or are notified by the OCG that they are subjected to a risk assessment.

**Additional Procedures for Cleaners**

Any cleaner who is contracted to undertake cleaning of the SRC premises is required to have a valid WWCC. This above procedure is to be followed and adhered to. Cleaners are to clean outside of school hours (before 8.20am and after 3.15pm) so as to not have contact with any student of SRC.

**Additional Procedures for Work Experience Supervisors**

When a student has been allocated a Work Experience Placement, the staff member coordinating the Work Experience component must ensure that information relating to the Working With Children's Check is forwarded to all work places and that ANY staff member who will be responsible for directly supervising a young person has undertaken and completed the above process. Work experience is not to commence until the WWCC has been received by administration staff and a clearance has been administered.

	<p><b>Additional Procedures for Guest Speakers and Volunteers</b></p> <p>Staff members of SRC who are organising guest speakers and volunteers to engage with the students (on site at SRC or on excursions) are to ensure they communicate with guest speakers and volunteers the process for obtaining a WWCC and ensure that sufficient time is allowed for the guest speakers or volunteers to undertake and complete the WWCC process. Unless they are under the constant supervision of a SRC staff member, guest speakers or volunteers are NOT to commence engagement with students without a valid WWCC.</p>
<b>Supporting Documentation</b>	<p>2.1.1 Recruitment of staff</p> <p>2.1.2 Induction and commencement of new staff</p> <p>2.3.1 Staff code of conduct</p> <p>2.4.2 Induction Checklist</p> <p>2.4.3 Staff Handbook</p> <p>5.3.1 Duty of Care</p>
<b>References</b>	<p><b>Association of Independent Schools (AIS)</b> This procedure has been modified from the document: A Guide for NSW Non-Government Schools on Reporting, Disclosing or Exchanging Personal Information for the purposes of Child Wellbeing and Exchange of Information between Schools relating to Welfare of Children 2010, from NSW Association of Independent Schools – member schools site. Wherever possible this document has been altered to reflect the School context.</p> <p><b>NSW Family and Community Services</b> <a href="http://www.community.nsw.gov.au">www.community.nsw.gov.au</a></p> <p><b>NSW Ombudsman</b> <a href="http://www.ombo.nsw.gov.au">www.ombo.nsw.gov.au</a></p> <p>The Children's Guardian (formerly the NSW Commission for Children and Young People) <a href="http://www.kids.nsw.gov.au">www.kids.nsw.gov.au</a></p> <p>Department of Premier and Cabinet – Keep Them Safe <a href="http://www.keepthemsafe.nsw.gov.au">www.keepthemsafe.nsw.gov.au</a></p>

### 5.3.2 Notification of concern for student welfare

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	To ensure a process for notification regarding concern for student welfare.
<b>Scope</b>	Relates to: staff; students.
<b>RANGS Manual</b>	3.6 Safe & Supportive Environment; 3.6.1
<b>Policy</b>	<p>Should a staff member have concerns regarding the welfare of a student they are required to raise this issue as soon as possible with the Principal or the Youth Support Worker. If the situation is deemed critical the Principal or Youth Support Worker will inform the other staff members.</p> <p>Unless deemed urgent the issue will be raised at the weekly staff meeting for input from other teaching staff.</p> <p>If considered urgent, the Youth Support Worker will remove the student in question and address the issue immediately.</p> <p>A decision regarding action may be discussed with staff and will be finalised by the Principal.</p>

### 5.3.1 Duty of care

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	To ensure the School exercises its Duty of Care in relation to the supervision of young people on the premises and the referral of young people for support services.
<b>Scope</b>	Relates to all staff
<b>RANGS Manual</b>	3.6 Safe & Supportive Environment; 3.6.1
<b>Policy</b>	<p>The School supports the philosophy that all students are capable of exercising control over their own lives with degrees of support that may be afforded by The School staff and Auspicing Body.</p> <p><b>Supervision</b></p> <p>All students whilst on the property of The School shall be afforded supervision by staff in the breaks and during class time.</p> <p>Students do have the right to leave the property of their own accord and at a time they choose, regardless of whether a staff member has recommended against such action.</p> <p>When a student has left the property by their own choice The School still maintains a Duty of Care that is within reason.</p> <p>This is;</p> <ul style="list-style-type: none"> <li>• That we expect the students to maintain a level of behaviour and responsibility that is governed by general law.</li> <li>• If the school believes the student is a direct harm to themselves or other people in the community the school will take steps to contact parents, guardians, police or ambulance if required.</li> </ul> <p><b>Referrals</b></p> <p>This support may be by way of providing referral options and advocacy to the students in relation to school issues such as student to student or study issue. If the students determine that they wish to be referred to other services or would like us to act as advocates for them, or for somebody else to act as advocate for them, they do so by way of a written authority requesting such.</p> <p>The advocacy will be taken on by a member of staff who is authorised to do so and is the choice of the student. This will be agreed to before any referral or advocacy takes place. In each case, whether it be referral or advocacy, advice will not be offered to the students, rather choice will be provided, which can be engaged at any time and also withdrawn at any time as determined by the student.</p> <p>This referral and advocacy process shall also be within the boundaries of the students various level of self-determination based on their age. Where age is a limiting factor the Youth Support Worker shall work with the student on the level of parental involvement required.</p>

#### 4.1.1 Referral to internal support services

<b>Review Panel</b>	The Executive Officer, Principal and Compliance Manager must be a part of the review of this Policy.
<b>Purpose</b>	To ensure support services are available to all students
<b>Scope</b>	Relates to all students, staff, Youth Support Worker
<b>RANGS Manual</b>	3.6 Safe & Supportive Environment; 3.6.2
<b>Policy</b>	<ul style="list-style-type: none"><li>• Every student has the option for self-referral to Support Services.</li><li>• A teacher can refer a student to support if they feel the student has an issue that is impinging on the student's ability to learn.</li><li>• Students recognised as requiring additional support through the Youth Support Worker may be identified at weekly staff meetings or through one-on-one consultation with the Youth Support Worker. These encounters are to be minuted or diarised. The Youth Support worker can then approach the student with regard to an appointment.</li></ul>
<b>Supporting Documentation</b>	4.1.2 Accepting referral to support services

## School-Determined Improvement Targets

2019 was Shoalhaven River College's first year of operation as a NSW Independent Special Assistance School. As such, the School set targeted areas where we prioritised seeing success in:

Target Area	Reflections/ Observations of 2019
Attendance	Our goals around attendance were to have all students re engage with learning in stage 5 and adopt attendance patterns to a benchmark above 65%. This was achieved for more than half of the student body.
Retention	Once students were reengaged with learning and formal education it was important to guide students towards their individual goals which included remaining at school to complete the year. It was apparent that some students found it extremely difficult to overcome personal difficulties and maintain school as a priority. However, our retention rate was 56% across the year.
Language, Literacy and Numeracy	Raising all student language, literacy and numeracy standards is a priority. Our goal is to upskill all students to state age-appropriate benchmarks in all areas. All students improved in these areas with more work to do next year.
Curriculum	SRC maintains NESA approved subjects to qualify for the RoSA and also provides 1 day per week of Life and Work Matters training. This balance of key learning areas and vocationally directed activities provided students with an improved range of skills, understanding and confidence continue in education or training after completing the RoSA.
Entrenching values into the culture of the School.	It has been our priority to develop consistent staff and student behaviour around our values of strive, responsibility and respect. SRC has immersed the language and modelling of these three tenets and staff, students and carers appreciate the benefits of this code of behaviour and state these values support their child's development.
Preparation for post-school life and opportunities	All students complete a Personalised Learning Pathways plan to identify strengths and interests as well as areas for development. This process is also a place where students can begin to nominate career paths and staff provide guidance in the pathway towards those goals. Life and Work Matters is also instrumental in developing student skills and confidence towards employability.
Individualised approach to learning, welfare and attendance	All students are provided with an Individual Educational Plan. This process is a collaboration of staff, carers, agencies and student input. The purpose is to identify the educational, social and well being needs of each student and provide appropriate strategies and supports to reach designated goals.
Appropriate professional development for staff	All staff have Professional Development Plans which identify their own areas of interest and plan for targeted learning and development. This has allowed staff to improve skills and competencies focused on current roles and responsibilities. Staff have indicated satisfaction in the outcome of this process.

<b>Establishing School's community presence</b>	Staff have attended many community events and liaise frequently with local support agencies to share the SRC story, network for support and resources and seek new enrolments. SRC has been positively accepted in the community as a much needed resource for the young people and their families in our community.
<b>Compliance</b>	Compliance is a mainstay at SRC. The policies and procedures and continually reflected upon to ensure staff and students exist within best and safest practice, minimising risk wherever possible, and providing quality teaching and learning outcomes for all students.
<b>Prepare for Stage 6 in 2020</b>	Staff have been successfully accessing information from NESA and other similar schools across the state to prepare for the requirements of Stage 6 learning at SRC. Many conversations and meetings have resulted in the carefully selected subjects for Stage 6 in 2020. Staff are also become further skilled in the unique requirements for programming, assessing and progressing students through the Stage 6 educational process.



## Initiatives Promoting Respect and Responsibility

Shoalhaven River College has three core values: Respect yourself and others, take responsibility and strive. Our three core values incorporate respect and responsibility. These have been promoted in the following ways in 2019:

- Student code of conduct – before commencing at SRC, all students need to sign the code of conduct which incorporates our core values. This is referred back to in disciplinary instances.
- Culture building – especially at the commencement of the School, a great deal of time was spent undertaking activities which would reinforce our values. In our elective “Life and Work Matters” an ongoing feature of the course is building upon our core values and how this plays out in both school and personal life.
- Adult learning environment – As far as we can, and considering child protection issues, we attempt to promote an adult learning environment which fosters responsibility. Additionally, students are encouraged to take responsibility for both their learning and their mistakes.
- Offsite learning – the students were provided with a large range of offsite learning opportunities as part of the curriculum and Life and Work Matters. This allowed students to responsibly broaden their learning. When students were challenged to learn in this manner, more often than not, we found that they proudly made the most of these opportunities and benefited enormously.
- In instances where there appeared to be disrespectful behaviour, significant time was spent in resolving the issue in a manner that was as “adult like” as possible. This positively resulted in a lack of defensiveness and faster resolution of conflict between students.



## Parent, Student and Teacher Satisfaction

At the end of 2019 a parent survey was issued to all carers. The feedback was very positive that families felt that their child was being well supported in the learning environment and many said it was the most or first positive experience they had had in high school. Carers also cited the caring relationships that staff and students enjoy which has made it possible for their child to settle into a successful school experience. Families were also appreciative of the interagency connections where students accessed a range of health services through SRC which supported to wellbeing of their child. Many carers went out of their way to communicate positive feedback to staff and acknowledge the difference SRC has made in their child and family's life.

At the end of Term 1 and Term 3 a brief report was provided to parents/caregivers which outlines the engagement and participation of each student. A more detailed report was provided on performance at the end of term 2 and 4. Parents/caregivers are invited or requested to attend meetings to discuss their child's attendance and progress.

In relation to ensuring parent/caregiver and student satisfaction, regular meetings are scheduled with all parties facilitated by the Principal and teachers if required. This can be in relation to a variety of issues or to encourage the student's progress.

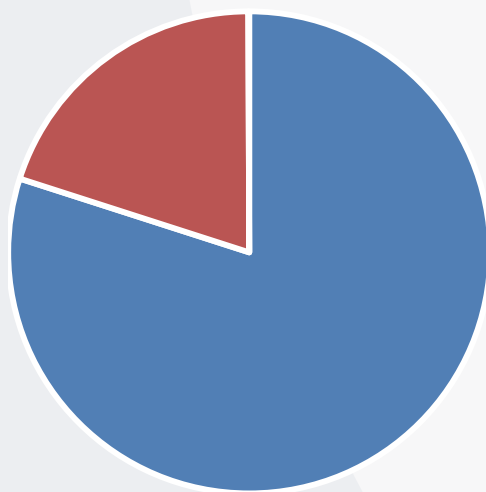
Throughout 2019, no formal complaints were logged during the 2019 calendar year.

Staff completed satisfaction surveys and report that they feel the work they do at SRC is valued, important and gets results. Staff have also mentioned that they appreciate the unique opportunity SRC represents in our community and all feel privileged to be involved in such a purposeful and much needed service.



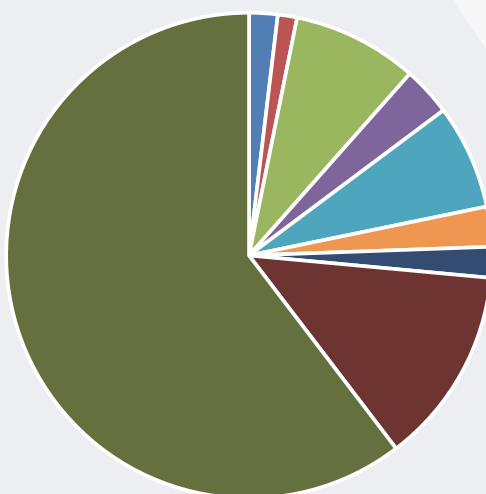
## Financial Information

### Recurrent/Capital Income Sources



- Commonwealth Recurrent (\$665,057.00)
- State Recurrent (\$166,264)
- Student Fees (\$550.00)

### Recurrent/Capital Expenditure



- Admin & Professional Fees
- Advertising
- Amortisation & Depreciation
- Consumables, Printing & Minor Equipment
- Course Fees (External)
- IT & Data
- Travel & Excursions
- Venue Costs
- Staff Wages & Entitlements





# SHOALHAVEN RIVER COLLEGE

YEARS 9 & 10

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