

# 2019 ANNUAL REPORT



**All Saints**  
Grammar





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## Reporting Area One:

## Messages from Key School Bodies

### Message from the Chair of Board of Directors

I feel proud and honoured to have been given the opportunity to lead the All Saints Board of Directors. In this role, the directors have the privilege to serve the All Saints Parish Community and our educational institution, All Saints Grammar School.

I congratulate the parents and staff of our school for their continuous endeavours in making a significant impact on the lives of so many young people. Your efforts have inspired so many of our community leaders to support the cause of education with an emphasis of preserving our Hellenic tradition. The motto 'Stomen Kalos' speaks volumes about the spirit that distinguishes our School and inspires the new generations of our young to learn and preserve the lessons from our heritage.

All Saints Grammar has grown from humble beginnings over nearly 30 years of history. It is a School that has at its core, the values to support and nourish every aspect of our students' development. The continuous investment and quality and highly motivated staff have resulted in our school be able to offer excellence in education to all students.

During the past 29 years, the institution has created an environment that fosters learning as it provides students with opportunities to explore their abilities, take safe risks that nurture their learning, and grow through the experience of challenges that test their resilience and endurance. Our School is committed to the education of the whole person. In addition, it is encouraging to know that our teaching and learning philosophy, establish our School with a strong reputation as an institution offering a world class education.

I would like to acknowledge my Board of Directors who, as volunteers, have been generous with their time, energy, passion, commitment and hard work for the betterment of our School. Our commitment is to continue to support the growth and well-being of our children.

As president of the All Saints Board of Directors, I thank our Community for the support they give us on a continuous basis.

It is our aim to be invested in the success of every student at All Saints Grammar, and together with families, and dedicated staff, in the spirit of partnership, share in the responsibility to continue to carve a path where our present and future generations can partake in the teaching and learning supported by our proud Hellenic tradition.

I commend and congratulate our School on another year of excellent achievement and hard work, I look forward to the realisation of an even brighter future.

**Mr Steve Rafeletos**  
**Chair of the Board of Directors**



## Message from the Head of School



This Annual Report reflects the efforts and achievements of our School in the year 2019. Our Annual Speech Day celebration is an especially important day in the school calendar when we celebrate not only the achievements of our students but also share gratitude for the contributions of all members of our All Saints Grammar community in making this school an extraordinary place to study, work and be together.

This year at All Saints Grammar further developed our Wellbeing Framework and have been exploring the character values that form the foundation of the framework. They include such things as integrity, honesty, perseverance, respect, compassion, justice, honour, tenacity and courage. Just saying these words aloud fills me with such a profound sense of purpose and a call to action. These are the values that we stand for as a School and as a community, and we have a genuine obligation to instil these values in our children through what we teach and the way we teach them.

We ascribe value to those things that we perceive to be important. Money is not a physical thing like a diamond, but it has value because it's important to us. Material things such as clothes, electronics and cars are valuable because of their importance and utility, however, different people value the same things differently. For some, we want the things we value because they contribute to our social status. For others it's about how we provide for our families and friends. For others still, it's about the greater good, and things much larger and more significant than ourselves.

Think about some of the reasons why a person might buy a house. An expensive house in an affluent suburb will be valued by some because it brings status. A more reasonably priced house in another suburb will be valued by others because it's a means of providing shelter and caring for their family. We value things for different reasons and these reasons provide the drive and motivation for the decisions we make and the things that we do.

Character values like integrity, tenacity and courage, are no different. They vary from person to person and they explain why we behave the way we do. Because we have different values, some of us behave differently in the same situation because of the different character values we possess.

As a Greek Orthodox community, we share character values that arise from our faith. Like all values, they inform the way we conduct ourselves, the way we interact with one another and how we make decisions. We form to these character values as a faith community, as members of various groups and as individuals.

By form, I mean we accept ownership of shared character values as individuals and interact as a community on an ethical foundation based on these values. We know we are doing what is right when we are acting on our shared values and balancing our actions with our needs, the needs of

others and the greater good. When a member of our community acts without character values, we see the behaviour as contrary to what we believe to be right and there are consequences for that person.

Acting on character values doesn't sound too difficult at all, but you all know, like I do that this is easier said than done! We sometimes give in to what is easy, convenient or makes us feel good rather than drawing on our character values and making wise decisions that reflect and balance our own needs, with the needs of others and that of the community and beyond.

We are sometimes challenged when others act on character values different to our own or when these values are misinterpreted or employed in different ways by different people.

A major part of this year's initiative has been to develop a common understanding of what is meant by values such as justice, honesty and integrity and what they look like in the classroom, the playground, in meetings and our interactions with one another. We have made great progress in this regard and will continue to explore and improve on this learning in 2020 and beyond.

So, my message to you today is to show wisdom in everything you do. By that I mean, strengthening your ownership of your character values and be ever-vigilant about how they influence your actions, decisions and behaviours. You will know when you are doing the right thing because actions will resonate loudly with values. Your actions and decision are based on character values and have balanced your needs with those of others and your community. In other words, know why it is that you do what you do, and know why it's the ethical thing to do, the moral thing to do and the right thing to do. Stand firm in your commitment to our values, our pillars and our faith and always do what you know, in your heart of hearts is right!

In short, each and every one of us is actively involved in creating a strong, steadfast and successful school and, it makes me proud to say that we have achieved that together. The work and achievements of our Chaplain, Father Apostolos and Father Chris, our Board of Directors and Leadership Team, our Academic and Wellbeing Leaders, our teachers, our support staff, our student leaders, our parents and families and, most important of all, our students, ensures that this community stands well.

We all make that happen, and for this reason, today's celebration is not only about recognising the outstanding achievement of individuals. It is also about acknowledging and thanking all of you for your achievements at All Saints Grammar this year and for the extraordinary work that you do in making our School an outstanding place to be.

Our students have again made us proud this year, upholding our character values in their commitment to scholarship, learning, sport, the arts and co-curricular activity. Each and every one of you is, to be commended for what you have achieved this year.

To our parents and families who are often the unsung heroes of celebrations like this, thank you for the part you play in forming and developing our school community and for the love and care

you show our students. As always, we are honoured and grateful that you have entrusted us to share in the stewardship of your children and their education.

I must also thank the leadership team: Mr Jaime Rodriguez, Deputy Head of School and Head of Secondary; Mr Thomas Psomas, Head of Student Wellbeing and Head of Primary; and, Mr Jonathan Saurine, our Head of Academic Innovation. We are grateful for your leadership, support and professionalism in ensuring we stand well and remain that way.

To my colleagues, your commitment to our school and our students is extraordinary. Teachers play such an important role in the lives of young people and I thank you for going the extra mile, for nurturing the hearts and minds of our students and for making a real difference.

A deeply felt thank you also to the All Saints Parents Association (ASPA) for the tremendous financial support you provide in fundraising initiatives and social activities which bring our community together. This commitment is a critical aspect of what it means for us to stand well, as a school community. We are so grateful for your achievements they are so vital to the success of our school.

To the Very Reverend Father Apostolos and Father Chris, whose wisdom, care and spiritual guidance form the bedrock of building a proud and passionate community that stands well. We all thank you for being with us and ensuring we are always striving, to be better versions of ourselves.

To our Chair Mr Steve Rafeletos and the Board of Directors who work to sustain our prosperity and success as a school, I offer you our sincerest appreciation and heartfelt gratitude for your commitment to excellence in the governance of our school and also for your support and leadership.

Here today, we are both proud and bonded in the knowledge that we stand well. We have seen the pillars of faith, excellence and respect lived in the actions and achievements of both individuals and the various teams and groups that work together to make such an extraordinary school!

Once again, I congratulate and thank you all for your accomplishments, successes and contributions and I challenge each and every one of you with the ongoing stewardship of what it means to have an All Saints Grammar education.

With Gods' grace and will, we look forward to our future, as a community secure in the knowledge that we are doing what is right!

Thank you and God bless you.

**Mrs Elfa Lillis**  
**Head of School**



## Message from ASPA

This year has marked the sixth year in which the All Saints Parents Association (ASPA) has been contributing to improving our children's education and school environment, through numerous events whilst fundraising and fostering a cohesive community spirit. ASPA is open to all parents, grandparents, teachers, and any interested citizens in our community.

Our primary fundraising goal in 2019 was to contribute to the establishment of the Primary Campus Playground, and we set out the year to hold events that not only involved the children, but the parent community as well. To start the year, we hosted our inaugural Parent's Welcome Night at the Secondary Campus. Both parents and staff were able to interact in a relaxed environment and enabled new parents to meet and get to know other families at the school. Throughout the year we continued to host events which included selling Easter Candles, hosting a Bunnings BBQ, Mother's and Father's Day stalls as well as a School Disco for the children at the Primary Campus.

In September, ASPA hosted the All Saints Grammar Ball, which attracted a number of sponsors from various members of our extended community and was a key contributor to our fundraising efforts. Toward the end of the school year, the ASG Paniyiri Night was held under the stars at the Secondary Campus. This allowed parents, grandparents and other family members to watch as their children performed the various Greek dances they had learnt throughout the year, whilst enjoying a souvlaki or two. It was a successful evening enjoyed by all, held in a casual "Paniryi" like setting. A special thank you to the Board of Directors for their support on the night especially their barbecuing skills.

We would like to thank the parent community for their generous support throughout 2019, and we look forward continuing to build the community spirit at future events. In addition a special thank you goes out to our committee members for their ongoing support and tireless efforts in 2019 – Mr Chris Papademetriou, Ms Helen Karavitis, Mrs Pat Ullman, Mrs Poppy Anagnostou, Mrs Penny Mavrommatis, Mrs Essy Kaloudis, Mrs Mary Rezk, Mrs Sylvia Petriotis, Mrs Eleni Gerassis, Mrs Dion Terzis, Mrs Dimitra Bousgas, Mrs Alexia Karavitis, Mrs Vicky Katholos, Mrs Nectaria Tsaridis and Mrs Larni Kardoulis

## ASPA



## Reporting Area Two:

## Contextual Information about the School and Characteristics of the Student Body

### Contextual Information about the School and Characteristics of the Student Body

All Saints Grammar is a co-educational Greek Orthodox School catering for students from Pre-Kindergarten to Year 12. The school operates under the auspices of the Greek Orthodox Archdiocese of Australia.

Our pillars are Faith, Excellence and Respect, which guide our teaching and learning on a daily basis. This vibrant, well-established school was founded in 1990.

The School's Motto, 'Let us Stand Well', is a liturgical quote used here to represent strength against sin. It implies an invitation to have the courage to preserve, develop and pass on ideals symbolized by the motifs on the School Crest to future generations.



The symbol of the Open Book represents the values of education, learning and scholarship. The Ionian Column symbolises our Hellenic Tradition, language and culture. The Southern Cross is a symbol of the Australian Nation and our commitment to the Australian Community.

The letters Α and Ω, the first and last letters of the Greek Alphabet make reference to the Greek Language. Christ says by this, that He is the beginning and end of all things. The School recognises that a fuller appreciation of the Greek culture and civilization requires command of the Greek Language, and for this reason it provides instruction in the language to all students. The Cross of Salvation binds these four symbols, as all we do and believe in, are for our salvation and for the Glory of God.

### WHO ARE WE?

- A Greek Orthodox school
- A comprehensive school
- Student-centred
- Future skills focused

#### LEADERSHIP for LEARNING

Excellence in the quality of teaching and learning through collaboration

#### ASSESSMENT for LEARNING

The best of formative and summative tools to enhance learning

#### WELLBEING for LEARNING

Restorative approach to behaviour management



The Reggio Emilia Philosophy inspires the program in Pre-Kindy. This innovative program for early childhood education emphasises communication, social skills, early numeracy and literacy, gross and fine motor skills and scientific concepts.

The Primary Campus places tremendous emphasis on the individual needs of the developing child and provides for the necessary social and educational skills that lead to a well-adjusted and well-prepared future citizen. In the Primary Campus our Learning Support Staff work with the students either in the main classroom, small group withdrawal or on an individual basis. In the middle years of schooling which incorporate Years 5 and 6, the program is designed to provide independence and responsibility as well as engage students in their learning and develop greater self-discipline. The curriculum in these years has been sequenced to ensure easy transfer from Primary to Secondary without loss of momentum or focus.

The Secondary Campus situated on heritage grounds in Belmore South, has wonderful facilities catering to the needs of our students. These include Science Laboratories, fully equipped and functioning Library with computer access for all students, Visual Arts workshop, a Digital Media room, Design and Technology rooms, Food Technology and Music and Drama classrooms along with a Canteen and beautiful open spaces provide a culture which stimulates and engenders learning.

At the Secondary Campus, emphasis is placed on preparing our students for tertiary education or for the workforce. With this emphasis in mind, the school offers an academically challenging curriculum to prepare students for their choice of study path or the skills to enter the adult workforce.

All Saints Grammar is a school which encourages and nurtures success, and promotes a caring and safe environment that allows the students to remain focused and on task. This is achieved with the assistance of a dedicated, experienced and friendly teaching staff whose prime goal is to establish each child's learning and personal potential.

As a comprehensive school following the requirements of the NESA, All Saints Grammar welcomes students from all ethnic and religious backgrounds who wish to be educated and prepared for their future aspirations within a Greek Orthodox ethos and environment.

Student numbers K-12 in 2019 totalled 572. There were 312 students enrolled in Primary and 260 in Secondary.



# Reporting Area Three: Student Outcomes in Standardised National Literacy and Numeracy Testing


In May 2019, National Literacy and Numeracy Assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia.

The literacy assessments measured student achievement in reading, writing and language conventions.

The numeracy assessments measured student achievements across a number of strands.







Questions in all assessments required students to apply knowledge, skills and understandings in a variety of contexts.

The results of all NAPLAN testing can be found at [www.myschool.edu.au](http://www.myschool.edu.au). Our school's results are reported as follows:

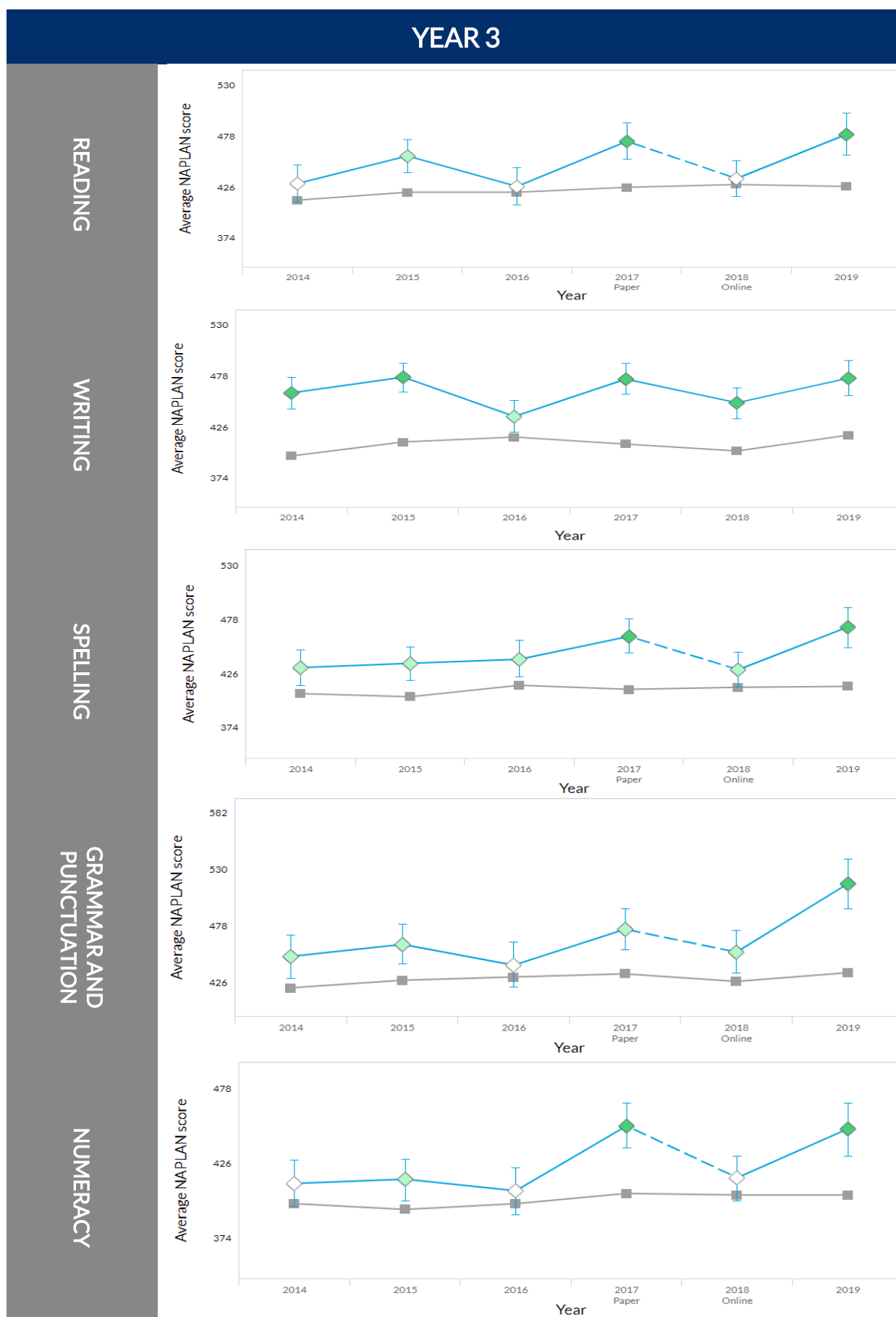
	2014	2015	2016	2017	2018	2019
Compare to	<input type="radio"/> Students with similar background <input checked="" type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	485	481	476	522	454	
Year 5	531	513	532	527	513	
Year 7	567	552	578	580	578	
Year 9	581	565	601	588	602	

## Interpreting the table

Selected school's average when compared to all Australian students

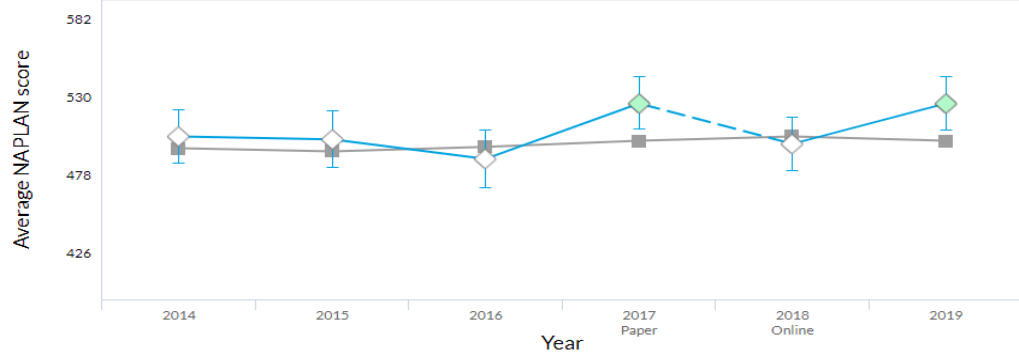
-  Well above
-  Above
-  Close to
-  Below
-  Well below
-  No comparison available

The trend for our students' results over time are reported as follows:-

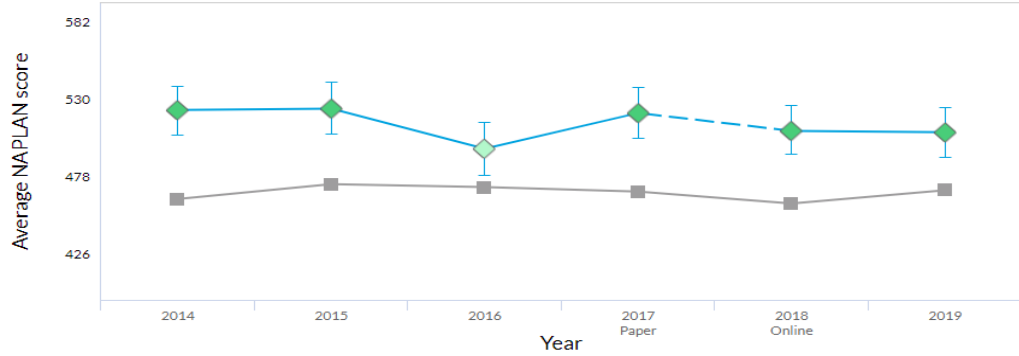


## YEAR 5

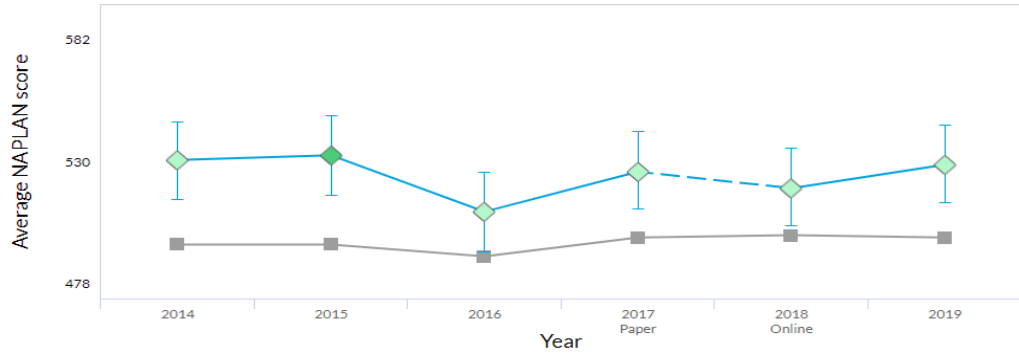
### READING



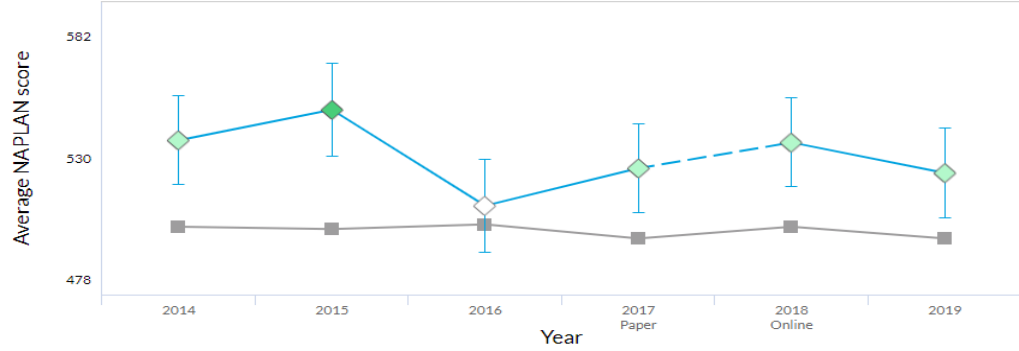
### WRITING



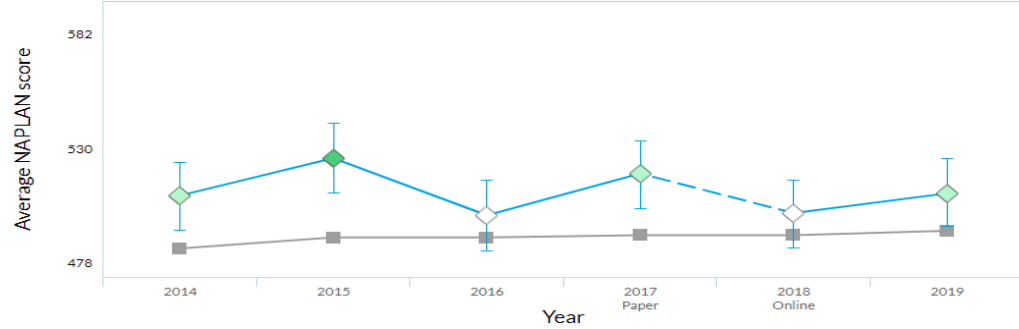
### SPELLING



### GRAMMAR AND PUNCTUATION



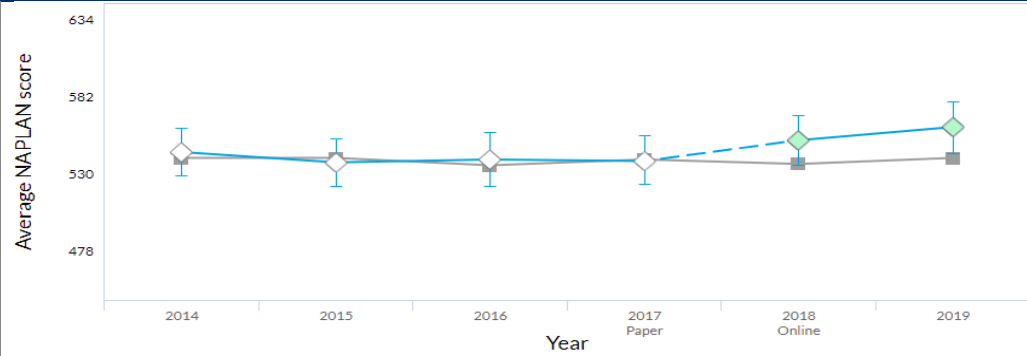
### NUMERACY



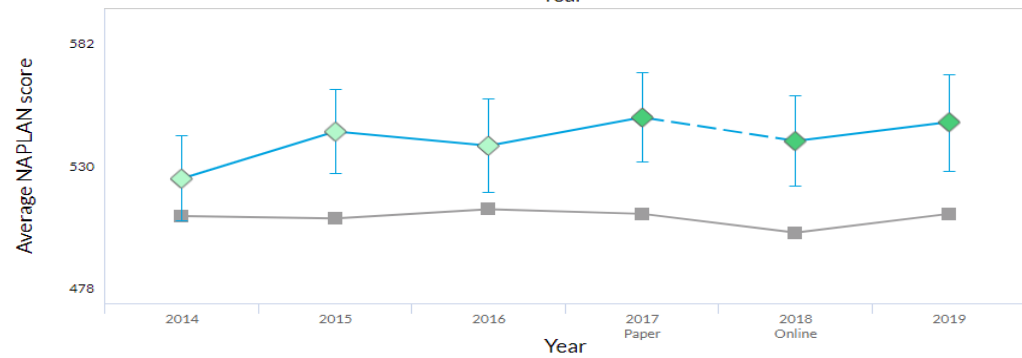


## YEAR 7

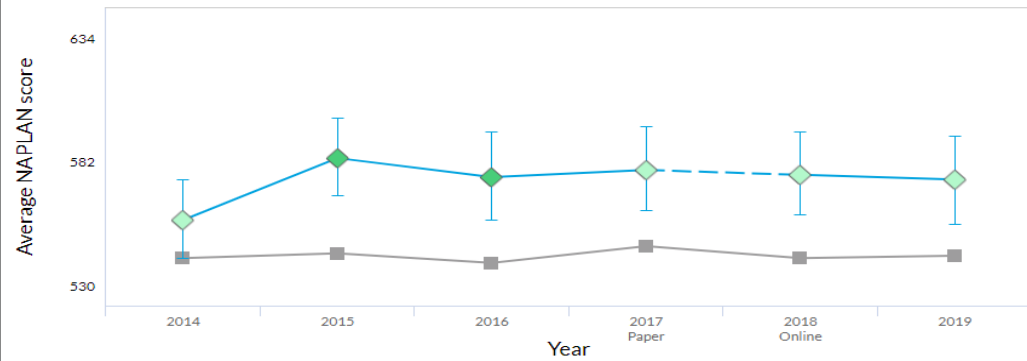
### READING



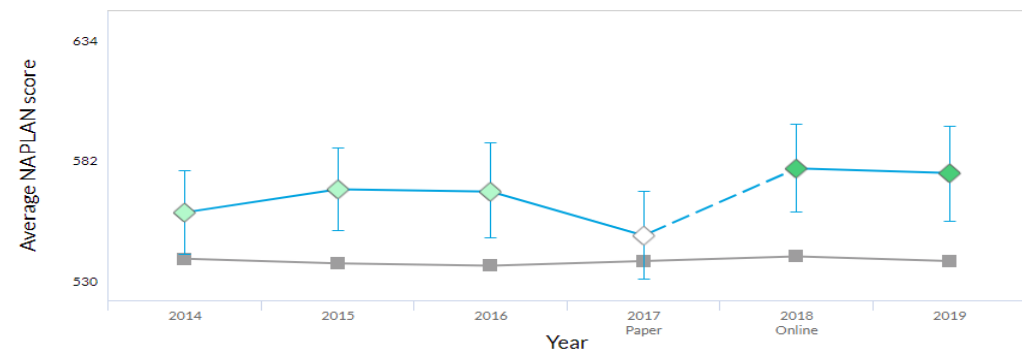
### WRITING



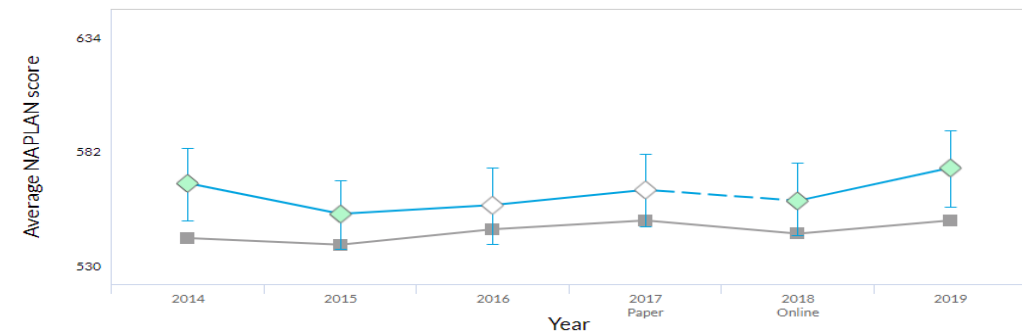
### SPELLING



### GRAMMAR AND PUNCTUATION

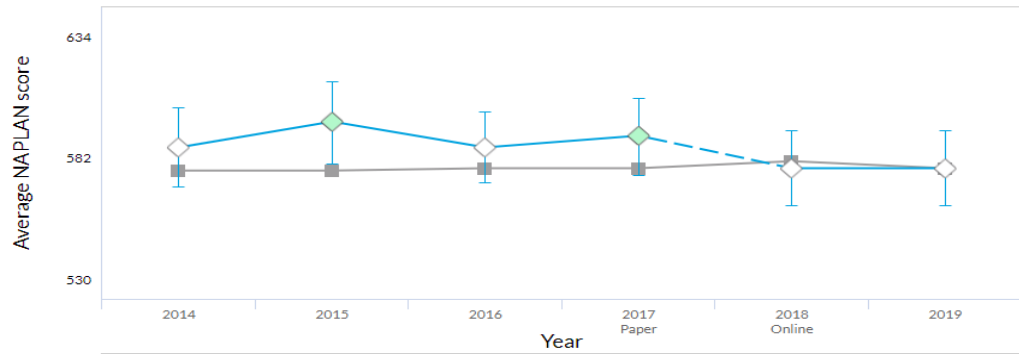


### NUMERACY

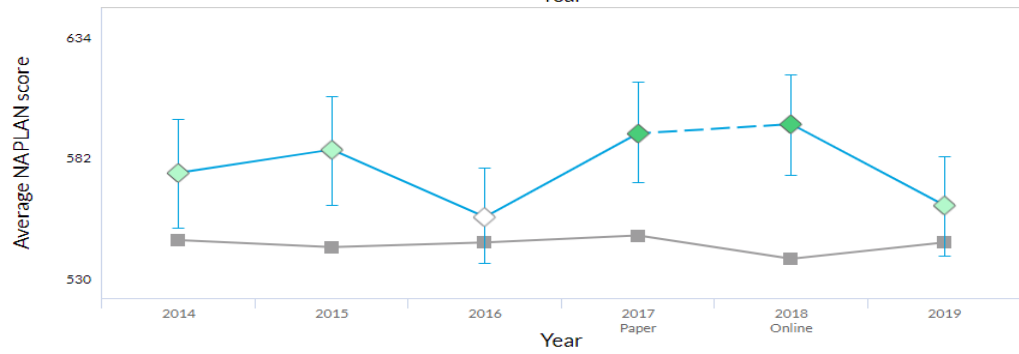


## YEAR 9

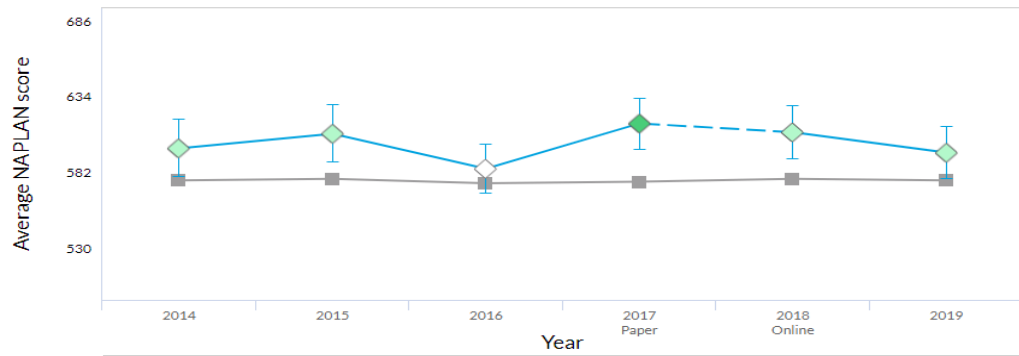
### READING



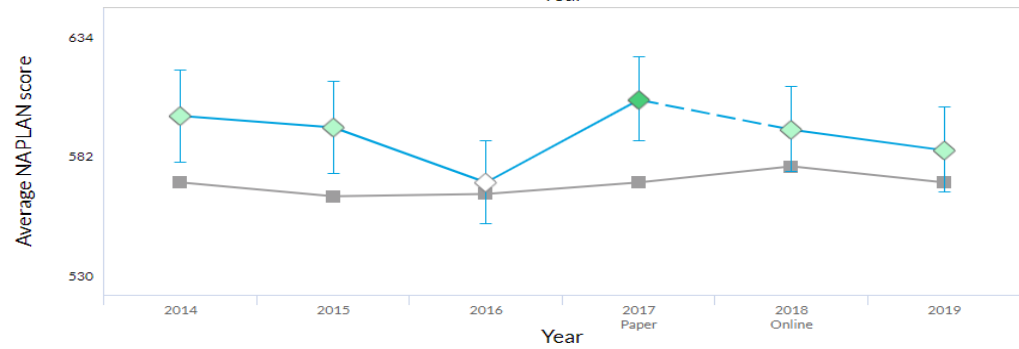
### WRITING



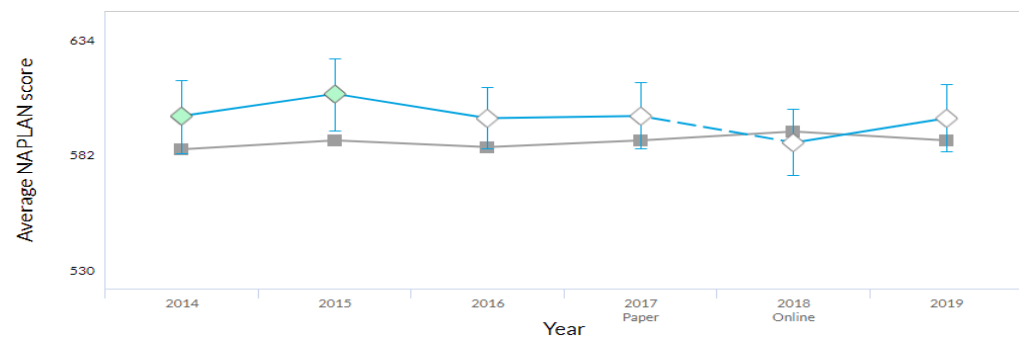
### SPELLING



### GRAMMAR AND PUNCTUATION



### NUMERACY



## Reporting Area Four:

## Senior Secondary Outcomes (Student Achievement)

In 2019, the 43 students in the Year 12 cohort participated in the HSC or vocational/trade training, with outcomes represented by the table below:

YEAR 12	QUALIFICATION/CERTIFICATE	PERCENTAGE OF STUDENTS
2019	HSC	100

### Higher School Certificate Results

In 2019, there were 43 students sitting for the NSW Higher School Certificate across 26 courses.

## Academic Achievements

### HSC Results 2019

We are pleased that the following students of the HSC Class of 2019, achieved results in Bands 5 and 6 (OVER 80%) in one or more courses.

**Ancient History**  
Vasiliki Drizos  
Haralambos Magdas

**Business Studies**  
Vasiliki Drizos  
Alexander Stavrou

**Chemistry**  
Maxwell Reissis  
Elessa Stivaktas

**Classical Greek Continuers**  
Zoe-Vasilina Fountotos  
Elessa Stivaktas

**Classical Greek Extension**  
Zoe-Vasilina Fountotos  
Elessa Stivaktas

**Design and Technology**  
Triantafillia Stavrou

**English Advanced**  
Sophia Colgrave  
Vasiliki Drizos  
Zoe Hassiotis  
Haralambos Magdas  
Elessa Stivaktas  
Stephanie Triantis  
Tiana Varelas  
Maria Zaharopoulos

**English Standard**  
Peter Koupparis  
Alexander Stavrou  
Christina Vournazos

**Geography**  
Peter Koupparis  
Tiana Varelas

**Legal Studies**  
Vasiliki Drizos  
Tiana Varelas  
Maria Zaharopoulos

**Mathematics Standard**  
Leonidas Pegios

**Mathematics 2 Unit**  
Vasiliki Drizos  
Peter Koupparis  
Stavroula Soulios  
Elessa Stivaktas  
Tiana Varelas

**Mathematics 2 Unit Extension 2**  
Zihao Huang

**Modern Greek Beginners**  
Cassandra Winchester

**Modern Greek Continuers**  
Ross Daliardos  
Zoe-Vasilina Fountotos  
Kostantinos Papoulidis  
Christopher Psarros

**Modern Greek Extension**  
Zoe-Vasilina Fountotos

**Modern History**  
Ross Daliardos  
Haralambos Magdas  
Stavroula Soulios  
Stephanie Triantis

**Music**  
Georgios Atsalis

**PDHPE**  
Stephanie Triantis

**Physics**  
Maxwell Reissis

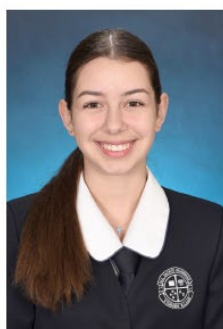
**Studies of Religion 1**  
Zoe Hassiotis

**Visual Arts**  
Katherine Golfinopoulos  
Patrick Kappos  
Kostantinos Papoulidis  
Cassandra Winchester

## Distinguished Achievers – HSC 2019



**Elessa Stivaktas**  
**ATAR 96.15**  
 2 Unit Mathematics  
 2 Unit Classical Greek Continuers  
 1 Unit Classical Greek Extension



**Tiana Varelas**  
**ATAR 91.55**  
 2 Unit Mathematics



**Zoe-Vasilis Fountotos**  
 2 Unit Classical Greek Continuers  
 1 Unit Classical Greek Extension  
 2 Unit Modern Greek Continuers  
 4th in State  
 1 Unit Modern Greek Extension  
 2nd in State



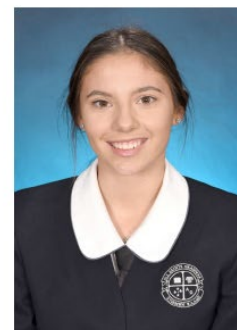
**Georgios Atsalis**  
 2 Unit Music



**Zihao Huang**  
 2 Unit Mathematics Extension 2



**Kostantinos Papoulidis**  
 2 Unit Modern Greek Continuers



**Stephanie Triantis**  
 2 Unit PDHPE

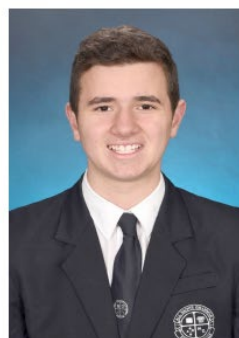
## High Achievers – HSC 2019



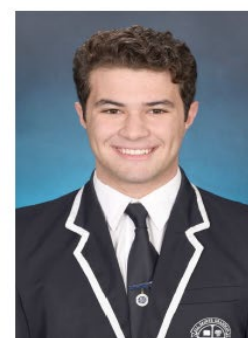
**Zoe Hassiotis**  
**ATAR 86**  
 2 Unit English Advanced  
 1 Unit Studies of Religion



**Peter Koupparis**  
**ATAR 85.5**  
 2 Unit English Standard  
 2 Unit Geography  
 2 Unit Mathematics



**Haralambos Magdas**  
**ATAR 85.3**  
 2 Unit Ancient History  
 2 Unit English Advanced  
 2 Unit Modern History



**Maxwell Reisis**  
**ATAR 89.05**  
 2 Unit Chemistry  
 2 Unit Physics

The School congratulates its students and teachers on their very successful academic performance in 2019.

## Reporting Area Five:

## Teacher Qualifications

In accordance with the NSW Educational Standards Authority (NESA) guidelines, all teachers at All Saints Grammar School of the NESA curriculum, have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines.

The table below indicates the proportion of teachers holding post-graduate qualifications as per the Australian Qualifications Framework in addition to a teaching qualification:

QUALIFICATIONS	PERCENTAGE OF ALL SAINTS GRAMMAR TEACHERS
Teaching qualification(s)	100%
+ Postgraduate qualification(s)	29%
+ Additional to Year 12 AQF qualification(s)	100%

Qualification Category of All Saints Grammar School teachers (including part-time teachers):

CATEGORY (AS DEFINED BY THE INSTITUTE OF TEACHERS ACT 2004)	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office or Overseas Skills Recognition (AEI-NOOSR) guidelines	56
Teachers who have Bachelor Degree from a higher education institution within Australia or as recognized within the AEI-NOOSR guidelines but lack formal Teacher education qualifications	0

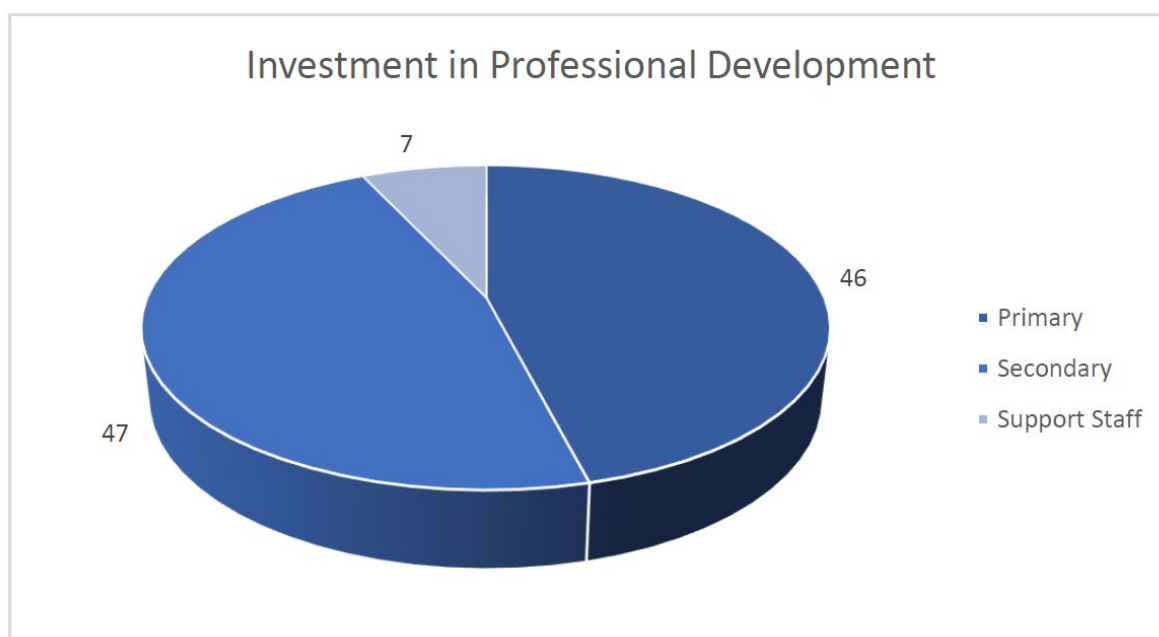
*Only teachers who teach the NESA courses are included in the above table.*



## Professional Learning

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate, and international conferences. These experiences allow teachers to reflect upon their learning and teaching programs with increased motivation and knowledge.

In 2019, the school invested heavily in professional development for staff. The following pie chart indicates the breakdown of expenditure, followed by the list of activities undertaken:



Description of the Professional Learning Activity	Number of Participating Staff
Edval	4
Staff Professional Learning : ASG Strategic Direction	57
Leadership For Learning	8
Multilit:	1
PALS: Let's Talk Adjustments	2
Unity: Coding & Game Development	2
IPSHA: Deputies& Curriculum Coordinators	8
AIS: Exploring Big Ideas	1
CBCA: Anticipate, Appreciate, Applaud	1
LSA: Conference	1
GTA: Conference	1
Synthetic Phonics Training	5
Syba Signs: Creating Curious Inquirers	1
Staff Professional Learning: Assessing Assessment Learning	57
AIS: Designing Rubrics for Learning	1
AIS: Determining the Level of Adjustment	3
AIS: Virtual Debating	1
Propsyh: MHIS Conference	1
AIS:NCCD- Evidence and Moderation	3
Chemistry Teachers Lecture Day	2
S&S Painting & Drawing Workshop	1
Addressing the Call of Challenge	1
Staff Professional Learning	57
IPSHA: Joint Deputies & Curriculum Coordinators	8
Staff Professional Learning :Assessment & Reporting	57
Stage 6 Science Programming	2
AIS: Inspiring Globally Aware Geographers	1
AIS: Growing Religious Consciousness	1
Dynamic: Igniting a Passion for Learning	1
Words Their Way	2
AIS: Shining a Light on Wellbeing	6
UAC	1
AIS: After The Fact	1
Wellbeing Team Day	8
Canvas: NSW K-12	1
Peer Support: Integrating Pastoral	1
AIS:3D Printing In Primary Classroom	1
AIS: Changing Economic Landscape	1
Ancient Greek Language/History	1
AIS: Writing Across the Curriculum	3
AIS: Business Studies Through the eyes of Students	1
AIS: Is Comfort the Enemy of Progress?	1
AIS: Stage 6 Language Extension	1
AIS: Effective Numeracy Essentials	1
Staff Professional Learning	57
Test & Tag	1

Description of the Professional Learning Activity	Number of Participating Staff
MANSW: HSC Maths Advanced	2
HICES: PA Professional Development	1
CanvasCon	2
Writing Workshop	1
AIS: Assessing Student Progress	1
Cognitive Assessments	3
MTA: Robotics Intro	1
ACHPER:PD Curriculum Workshop	1
AIS: Differentiation: Catering Diverse Needs	1
AIS: Working Together Multi-tiered Systems	3
TTA: Music Delivered Face to Face	1
Team Building Day: Be Challenged	69
AIS: Reimaging Learning: Confident Future	2
AIS: Enhancing Child Protection Skills	1
AIS: Exploring Proactive & Reactive Student	1
AIS: Assessment Maths K-6	1
Cornerstone: Taking another look at assessment	1
Aitsl: AITSL 360	8
NESA: Assessment of HSC Visual Arts	2
AIS: Great Teachers Give Great Feedback	1
EBE: Economics	1
AIS: Languages A Vital Resource for Australia	3
Think Tank: Corporate Health & Wellbeing	2
MTA: Robotics Intro	1
ETA: English Advanced	3
TTA: Scaffolding Toolkit	1
Inspire & Succeed	1
ACPER: Effective Assessment Practices in PDHPE	1
ACEL: Building &Developing Capable Learners	2
HICES: Debating Adjudicators	1
PALS: Let's Lift Literacy	1
AIS: New Languages K-10	2
TTA: Achieving Quality School Production	2
First Aid & CPR	62
Child Protection	68
Synthetics Phonics Training	3

## Reporting Area Six:

## Workforce Composition

2019 SCHOOL STAFF	PERCENTAGE OF ALL SAINTS GRAMMAR STAFF
Teaching Staff	68%
Full-time equivalent Teaching Staff	71%
Non-Teaching Staff	32%
Full-time equivalent Non-Teaching Staff	29%

All teachers are speakers of English, and our Greek and other language teachers are native speakers of their respective language.

The average teacher attendance rate, across the 190 working days in 2019 was 96%.

Across 2019, three teachers took maternity leave. The School employed 35 female teachers and 21 male teachers in 2019.

No Aboriginal and Torres Strait Islander teachers were employed throughout the year.



## Reporting Area Seven:

### Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

Student attendance is recorded according to the requirements of the Education Act. Average student attendance for 2019 has been calculated as follows:

YEAR LEVEL	ATTENDANCE RATE %
Kindergarten	94
Year 1	93
Year 2	92
Year 3	94
Year 4	93
Year 5	95
Year 6	89
Year 7	93
Year 8	93
Year 9	92
Year 10	87
Year 11	87
Year 12	94
Whole School	92
Indigenous Students	0
Non-Indigenous Students	92

#### Managing School Attendance

The school's Student Attendance Policy offers Procedures and Guidelines for K-12 and was last updated in 2019. The policy is attached as ANNEX 1.

At the start of each academic year, Wellbeing Facilitators go through the procedure for attendance and absences, as does the Head of Campus at assemblies throughout the year.

An SMS is sent to parents of students who are absent. The school follows up where an SMS response or written explanation of absence is not received from the parents. If a note or message is not received within 3 days, the Wellbeing Facilitators telephone parents for an explanation.

If there is a regular pattern of absence, then the Wellbeing Facilitator or the Head of Campus may ring the parents to discuss this pattern. A 'Letter of Absenteeism' may also be sent. In many



instances, either the Wellbeing Facilitator or the Head of Campus will discuss the absences with the student and parent concerned.

All absences are recorded electronically as either an explained or an unexplained absence. If a student is suspected of truanting, then the parent is contacted immediately. Parents are asked to discuss this truanting with their child. The Head of Campus will also discuss this with the student on his/her return to school. A student who regularly truant may jeopardise his/her enrolment. An afternoon detention is issued to all students who truant.

Students that arrive late to school are required to go to the School Office and obtain a late note. All late attendance is recorded. Students who engage in regularly arriving late may be required to make up this time after school.

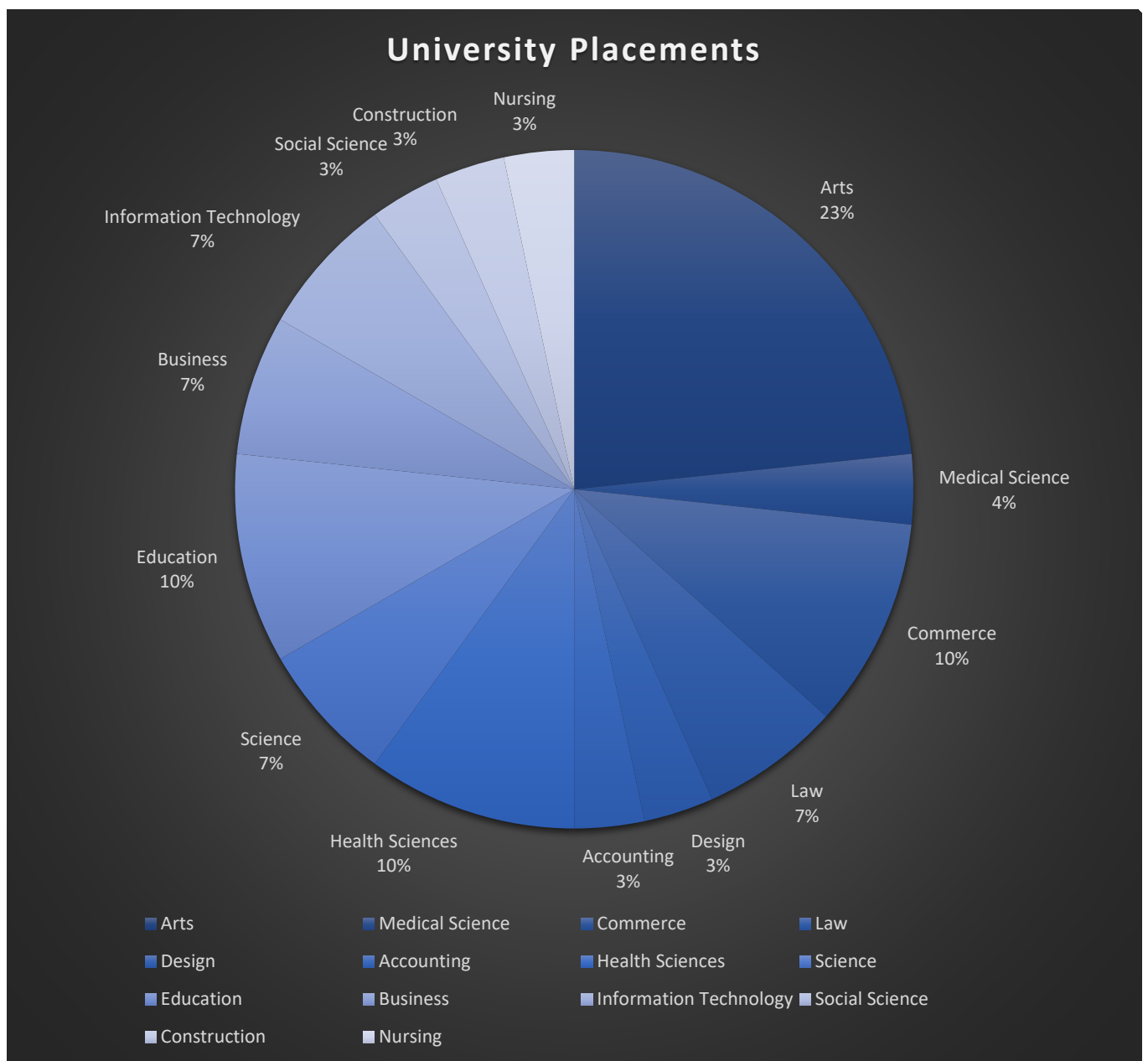
Parents are required to contact the School in writing for students that will be absent for an extended period of time due to travel. The last day of attendance at school and the date of return are to be included in the note. It is the student's responsibility to ensure that assessments missed are covered either before departure or upon their return.



## Post Destinations

In 2019, 43 students completed the HSC. Offers for a university placement we received by 100% of the students that applied based on their ATAR scores. Students who did not apply for a university placement, chose to attend a private college, enter a family business or commence a trade.

Fields of study that were chosen were as diverse as:



## Reporting Area Eight:

## Enrolment Policies

At All Saints Grammar our enrolment procedures are focused on providing guidance to parents wishing to enrol students of all year levels.

To ensure that the schools' enrolment policies are upheld, enrolment procedures are followed to help maintain a smooth transition into both our Primary and Secondary School.

The Head of School is responsible for the all offers of enrolment. Responsibility may be delegated to the Head of Campus if required. The Director of Enrolments is responsible for the management of enrolments in consultation with the Head of School or her delegate.

The main entry points are Pre-Kindergarten (turning 3yr by the end of May in their year of admission); Kindergarten (turning 5 by the end of May in their year of admission); and Years 5, 7 and 11. However under certain circumstances and providing places are available, intakes may be accepted in other years.

### Applications

- Parents interested in enrolling students into either the Pre-Kindergarten program or for Kindergarten entry are encouraged to submit applications as early as possible, following the birth of their child.
- Parents wishing to gain entry into Year 7 should submit an application prior to their child entering Year 5.
- All applications must be in writing. An Application for Enrolment form can be downloaded from our website.
- Applications must address the criteria listed on the application form, including payment of the appropriate Application Fee.
- All applications must be accompanied by a copy of the child's Birth (essential) and Baptism certificates and Immunisation History Statement must be provided prior to commencement.

### Waiting Lists

Submission of an Application for Enrolment form does not guarantee a position. The application form is a registration of interest in attending the school and will be processed in the order that it is received relative to other applications and in accordance with the School Enrolment Policy.

If a place is not available for the year requested, with the approval of parents, the school will maintain the application on its active waiting list for future years until a suitable place may become available.

### Existing Families

All Saints warmly welcomes enrolment applications from existing families at the school. Siblings of existing families will have preference of place in the waiting list. Parents are to lodge an Application for Enrolment form as soon as possible to assist the school in maintaining an accurate waiting list particularly for Pre-Kindergarten and Kindergarten entry.

If an application is not received prior to conducting its annual enrolment offers (usually at the beginning of the year before entry) the school cannot guarantee that a place will still exist.

## The Enrolment Process

All applications submitted for inclusion in the waiting list are acknowledged by provision of a receipt for the Application Fee.

Parents/guardians will be invited to attend an interview with the Head of School or Head of Campus (New Families) or the Director of Enrolments (Existing Families) prior to joining the School.

Students applying for Year 7 entry will also be invited to attend an interview. The interview helps to establish that parent expectations and student needs are clearly compatible with the philosophy and offerings of the school and that the school has the capacity to meet those expectations and needs.

An offer of enrolment is based on a variety of factors such as, but not limited to:

- Availability of a suitable place in the requested year of entry
- Date of application
- Siblings attending the school
- A Parent or sibling who is an ex-student of the school
- The student's ability to benefit from the programs provided by the School
- Parents who are Christian Clergy

On receipt of a formal Letter of Acceptance, families have 30 days to accept the place. Acceptance is acknowledged by returning the Letter of Acceptance form with the required Enrolment Fee. This fee is non-refundable and is made in accordance with the school's guidelines relating to payment of the enrolment fee.

Parents who wish their child's application to remain on the waiting list will be contacted approximately 12 months prior to the entry date requested if a position is available with an offer to secure the position as detailed above.

Students and parents are invited to attend various orientation events prior to commencement.

Parents who submit applications will be placed on a mailing list to receive publications and updates about the school.

Students wishing to gain entry in Year 7 or Year 11 level are also able to apply to ACER to sit the CSTP Scholarship Examination which is usually held in the February of the year prior to entry. Notification of the examination and how to register will be forwarded to parents who have lodged an Application for Enrolment at the school. Information on how to register for the ACER exam can also be found on our website.

The following Annexes to this report cover the school's enrolment policy and the requirements for a student to be allowed to transition from Year 10-11:

- ANNEX 2: Application for Enrolment PK-12, 2019
- ANNEX 3: Year 10-11 Transition Process, 2016

All Saints Grammar School has policies, which address all the NESA requirements.

All staff are required to sign that they have read the policies as part of their staff induction.

The full text of the School's policies and procedures is available on the School's intranet portal and many policies and procedures are included in the Student Diary, Staff Handbook, School network drives, and the School's website where required.

Parents may obtain policies by asking for copies from the Head of School.

Policies and procedures are reviewed, updated and added as required to the School's Shared Drives.

During 2018 and 2019, all policies and procedures were formally reviewed or developed as part of the School's continuous improvement process and more particularly as part of our successful registration and accreditation submission.

All actions and processes are based on the principles of procedural fairness. Throughout any investigation, and subsequent actions, care is taken to maintain confidentiality as far as possible. No one is victimised in reporting incidences or for acting as a witness in an investigation. Dishonesty in reporting an incident is viewed seriously and leads to disciplinary action.

Summary of Policies in key areas are attached:

ANNEX 4: Child Protection Policy 2019

ANNEX 5: Teacher Accreditation - Policy and Procedures





# Reporting Area Ten:

# School Determined Priority Areas for Improvement

## Priority Areas for 2016-2021



### Teaching & Learning

A school where holistic, innovative and effective teaching practices inspire student learning.

A school where all students will be provided with the opportunities to achieve their academic, spiritual and social potential becoming independent and dynamic life-long learners.

A school which attracts and retains highly skilled leaders and educators engaging in regular review and ongoing professional development.

#### Implementation

- A whole of school assessment for learning framework.
- Pursuit of high level teacher performance with evaluation and reflection on teaching practices.
- Ongoing evaluation, modification and strengthening of programs of study for the diverse needs of students.
- Additional assistance for students in need of extra support.
- Greater professional dialogue and collaboration in the planning, programming and evaluation of pedagogical practices.
- Resource sharing to promote a cross-curricula approach to the planning, programming and evaluation of pedagogical practices.
- Promotion and emphasis on the formative aspect of assessment (Of, As, For).
- Enhanced documentation on student progress to boost student feedback.
- Professional development to assist teachers, and encouragement and support for additional studies.
- Promotion of a professional learning culture recognising the need for collaboration, creativity and flexibility.
- Curriculum review to ensure suitability and promote student engagement in learning.
- Processes and practices in all KLAS that support differentiated learning and targeted intervention.
- A whole school approach to formal and informal, evidence-based reporting.
- Promotion of student achievement and academic performance to the school and broader community.
- Innovative approaches for student access and use of ICT.
- Monitoring processes for improvement in wellbeing for learning.
- Active, relevant and supported student leadership programs.
- A strength-based restorative approach to cater for student welfare needs.



### Christian Faith

A school where the values of the Greek Orthodox tradition permeate all aspects of school life and beyond.

A school which nurtures student understanding and knowledge of the Orthodox Church and its teachings in order for them to become living examples of the Faith within the wider Australian nation.

A school committed to maintaining, developing and enhancing the teaching of Hellenic language, civilisation and culture.

#### Implementation

- Active student and staff engagement in a range of practices that enhance their spirituality.
- A curriculum review to ensure that it promotes teaching of Orthodoxy through a whole school approach.
- Support for parents in their role as the prime faith educator of their child.



### Governance & Management

A school where accountability, transparency and professional review promote continuous improvement.

#### Implementation

- Ongoing compliance and reporting to the highest standards.
- Measurement and evaluation of the Strategic Plan through Annual School Improvement Plans.
- Processes to evaluate regular school review, planning and improvement.
- Development of a learning community sustained by current educational research and analysis of the school's performance.
- Promotion of an ethical working environment with mutual respect and professional relationships.
- Encouraging staff to contribute significantly to the shared leadership of the school.
- Coaching, mentoring and developing existing and future leaders amongst staff.



### Parent & Community Engagement

A school where positive collaboration and professional communication unite parents, students and teachers.

A positive and active partnership between the school and the wider community.

#### Implementation

- Active involvement of parents as partners in their child's learning.
- Clear protocols and practices for parents to engage in communication with the school community.
- Effective reporting to the school community about all aspects of school life.
- Creation of networks with a broad range of external government and non-government organisations and agencies to work collaboratively for the mutual benefit of the school and the wider community.



### Capital & Infrastructure

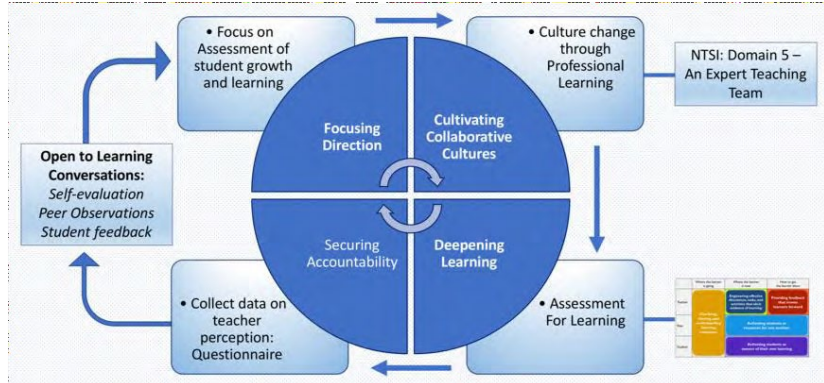
A school where infrastructure development is integral to the innovative school growth, the practice of teaching and learning and administrative support.

#### Implementation

- A schedule and budget for the purchase and maintenance of resources to develop and improve school infrastructure.
- Maintenance and refurbishment of buildings and facilities.
- Extension of technology and infrastructure in the primary and secondary campuses.
- Acquisition, maintenance and replacement of ICT infrastructure, resources and emerging technology.
- A plan to evaluate the effectiveness of our information management system.

## Achievements against 2018 Priority Areas

AREA	PRIORITIES	ACHIEVEMENTS
GOVERNANCE AND MANAGEMENT -  TEACHING AND LEARNING	Evaluation of the organisational structure to improve the provision of quality education	<p>The school engaged in an evaluation of its organisational structure. The purpose of the evaluation was to refine and realign the opportunities the new structure can provide for the delivery of quality education with an improved reorganisation of resources.</p> <p>The driver behind this restructure was the leadership desire to establish a clear vision for the implementation of:</p> <p>Leadership For Learning, Wellbeing For Learning, Assessment For Learning</p> <p>This evaluation involved conducting a 360 Feedback Survey of all appointed Middle Leaders.</p> <p>The data gathered from the Feedback Survey was then discussed with each of the Middle Leaders to identify areas of need and formulate a plan of action to attend to those needs.</p> <p>A significant aspect of this review focused on how well Middle leaders were exercising the requirements of their leadership role.</p> <p>These requirements are enacted through five Professional Practices:</p> <ul style="list-style-type: none"> <li>• Leading teaching and learning</li> <li>• Developing self and others</li> <li>• Leading improvement, innovation and change</li> <li>• Leading the management of the team</li> <li>• Engaging and working with the community</li> </ul> <p>The review provided a valuable opportunity for leadership and organisational development.</p>
QUALITY TEACHING AND LEARNING	Evaluation of the organisational structure to improve the provision of quality education	<p>In line with our review of our school organisational structure and Middle Leadership Feedback surveys, the school continued to refine its leadership direction with a focus on improving classroom teaching and learning practice.</p> <p>The professional learning was informed by relevant research emphasising the importance of collective efficacy. This is in line with the leadership strategy illustrated in the image below:</p>

AREA	PRIORITIES	ACHIEVEMENTS														
		<div></div> <p>(ASG,2018,Adapted fromFullan and Quinn,2016)</p> <p>Professional Learning for teachers was organised around the development of expertise in the implementation of assessment for learning practices.</p> <p>These practices can be summarised by the following schema:</p> <table><tr><th></th><th>Where the learner is going</th><th>Where the learner is now</th><th>How to get the learner there</th></tr><tr><td>Teacher</td><td rowspan="3">Clarifying, sharing, and understanding learning intentions</td><td>Engineering effective discussions, tasks, and activities that elicit evidence of learning</td><td>Providing feedback that moves learners forward</td></tr><tr><td>Peer</td><td colspan="2">Activating students as resources for one another</td></tr><tr><td>Student</td><td colspan="2">Activating students as owners of their own learning</td></tr></table> <p>(In Wiliam, 2011)</p> <p>Regular evaluation of the implementation of these strategies was conducted during Faculty and Staff meetings.</p>		Where the learner is going	Where the learner is now	How to get the learner there	Teacher	Clarifying, sharing, and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward	Peer	Activating students as resources for one another		Student	Activating students as owners of their own learning	
	Where the learner is going	Where the learner is now	How to get the learner there													
Teacher	Clarifying, sharing, and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward													
Peer		Activating students as resources for one another														
Student		Activating students as owners of their own learning														



AREA	PRIORITIES	ACHIEVEMENTS
WELLBEING FOR LEARNING	Student Welfare & Wellbeing	<p>The newly implemented Leadership structure across the school focused on Wellbeing for Learning. Leader of Wellbeing Secondary supported by Wellbeing Facilitators. Wellbeing Facilitators also introduced in the Primary Campus support the Head of Student Wellbeing.</p> <p>Our focus this year has been the consolidation of Wellbeing For Learning. The school's vision for wellbeing is informed by Carol Dweck's research and work on Growth Mindset. The steps taken to reinforce Growth Mindset to our teachers have been through a series of professional learning sessions conducted at school by the Wellbeing For Learning Team.</p> <p>Programs which have been successful in terms of student welfare and wellbeing continue to flourish are now embedded with Growth Mindset underpinnings. Some of these programs include:</p> <ul style="list-style-type: none"> <li>a) Year 4-6 attendance at camp</li> <li>b) K&amp;6 Buddy program</li> <li>c) Incursions with themes relating to friendships, resilience, cyber- bullying</li> <li>d) K-6 Social Skills Program-Bounce Back</li> <li>e) Implementation of a Growth Mindset framework across the school.</li> </ul> <p>Personal Development/ Health units continue to be reviewed to integrate Growth Mindset approaches and strategies.</p>



## Reporting Area Eleven:

## Initiatives Promoting Respect and Responsibility

The school begun a review of our philosophy, Vision and Mission, in an attempt to redefine and realign our goals and expectations for our students and our staff.

At the core of our reviewing process we have place the desire to ensure that every student at our school is supported to become a better person and a better learner. Our mission as educators is guided by that goal and our daily practice informed by a strategy that will help us achieved that goal.



A guiding strategy to achieve this goal is comprised of four domains of practice. They are described as follows:

### **Intellectual rigour:**

Deliberately designing students' access to robust and relevant learning experiences to equip them with the skills needed for the demands of globalised and unpredictable future.

### **Character Values:**

Deliberately engaging with parents and broader community to instil in students core ethical values so that they can develop as individuals with a clear sense of social responsibility, ready to contribute to the betterment of their world.

### **Emotional Balance:**

Deliberately fostering opportunities for students to develop a strong sense of their ability to engage with and overcome challenges with confidence, with a positive and self-reflective mindset.

### **Cultural, Social, Spiritual Connection:**

Deliberately creating opportunities for students to learn the value of connectedness in providing them with a sense of belonging which enhances the development of their personal identity.

Staff and students have been consulted and engaged in the development of this refined vision and mission for our school.

As part of our Wellbeing for Learning framework, our student have engaged in a practical application and lived experience of the domains through our Pastoral Care programs.



## Student Welfare and Wellbeing

The School continues to review its Wellbeing approaches and implement best practices, which include:

- Grouping of students into a vertical system for the purpose of promoting better relationships amongst students from the various year groups,
- Homeroom groups have been organised in vertical arrangements for the purpose of running a supportive Pastoral Care program,
- The Pastoral Care program has been based on the implementation of a Growth Mindset framework emphasising the importance of positive relationships, resilience and changing one's mindset to enhance wellbeing.

### Student Leadership

Student Leaders are proactively involved in the life of the School and broader community. For this purpose, Student Leaders participated in:

- A Leadership Training Day
- Visited Nursing Homes
- Participated in a Peer Support and Year 7 Camp
- Organised fundraising events in support of charity organisations



## Reporting Area Twelve:

## Parent, Student and Teacher Satisfaction

The School's student and staff retention rates are evidence of high levels of satisfaction with All Saints Grammar School.

The School consciously requests feedback from all parties across the year through the following methods:

- Annual compulsory parent teacher interviews K-12.
- Twice annual written school reports with parent feedback required for K-12.
- Heads of Campus undertake formal and informal sessions with each of their staff to gauge environment and possible concerns.
- All Year 11 and 12 students undertake two mandatory interviews and one optional interview with the Head of School covering academic, social, and behavioural aspects to assist students in better meeting their requirements and responsibilities.
- All staff K-12 are invited to meet with the Head of School to discuss aspects of their position, future prospects, and possible improvements within the school/faculty environments. This is not a performance appraisal session and is not compulsory.
- Parents are interviewed or communicated with on a regular basis via the Student Diary, which must be signed off weekly.
- Parents are also communicated with by classroom teachers, Facilitators and Heads of Campus as standard practice.
- All parents applying for, or taking up enrolment for their children at the School must be interviewed by the Head of School/Campus.

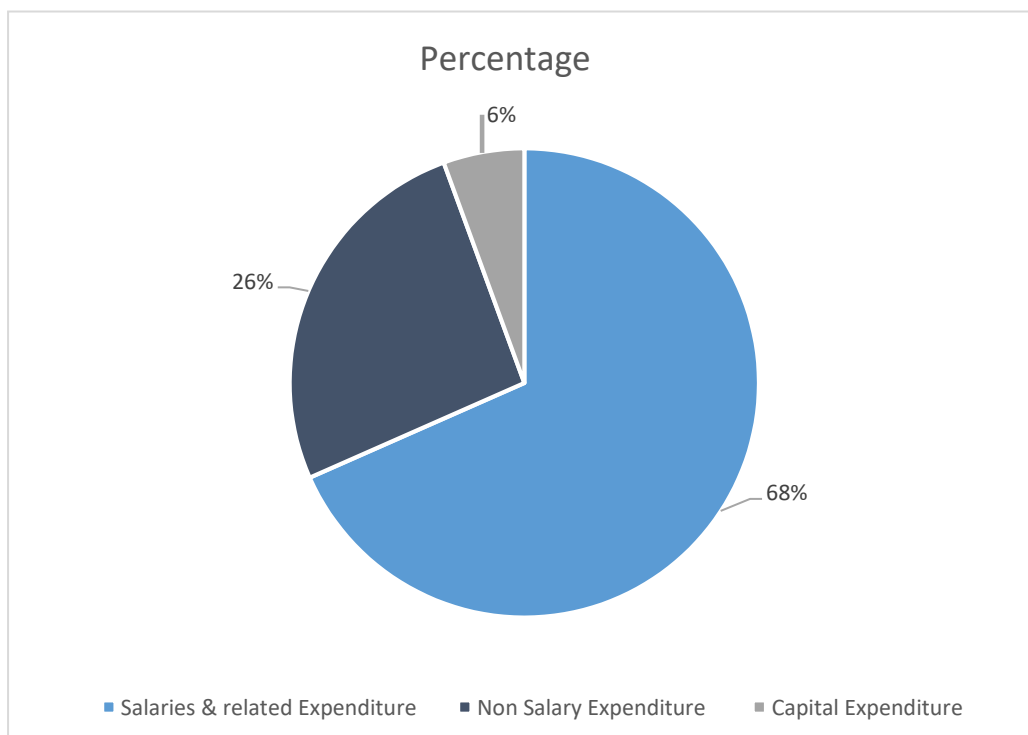
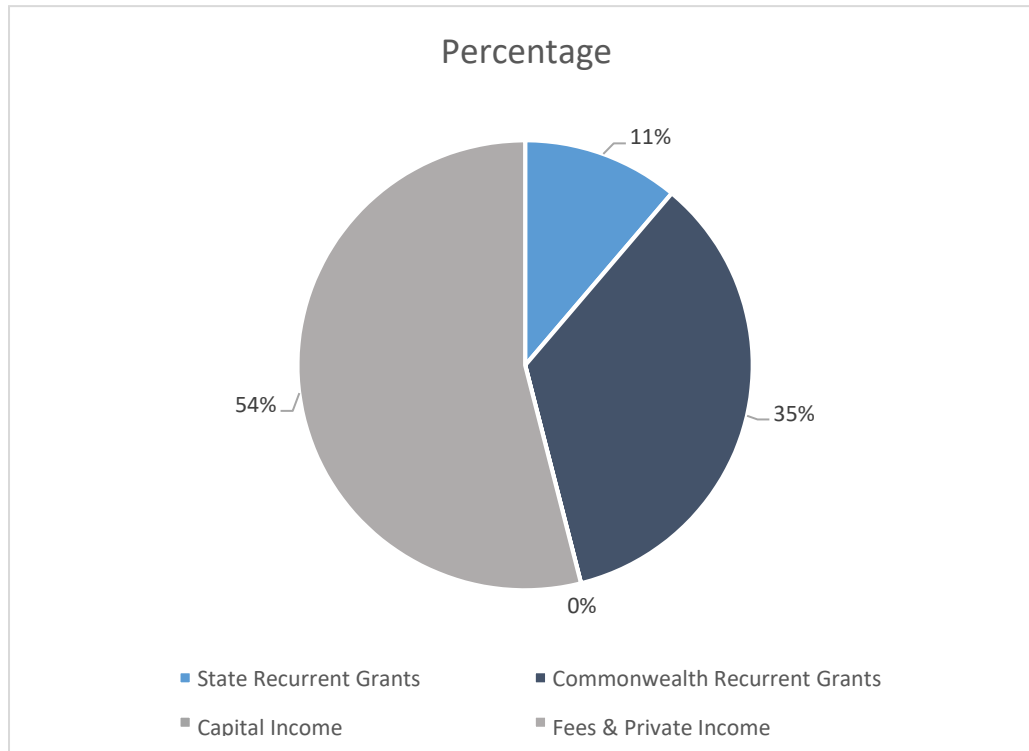
All Saints Grammar School is committed to listening to the views and expectations from parents. In 2019, the School commissioned an independent Communication Survey to provide performance feedback on communication expectations within the school.

The feedback from the survey greatly assisted the School with both its operational and communications planning and assisted in developing procedures to continually improve the methods of communication with parents, staff and students.

In 2019, 142 parents participated in the Communications Survey and provided views on their preferred method of receiving relevant information from the School. The findings will form the basis of how the School communicates with parents in 2020 and is key in directing the development of a digital newsletter and Parent Portal.

## Reporting Area Thirteen:

## Summary of Financial Information



## ANNEXES

Annex 1: Student Attendance Policy

Annex 2: Application for Enrolment PK-12 2019

Annex 3: Year 10 to Year 11 Transition Process

Annex 4: Child Protection Guidelines with Attachments

Annex 5: ASG TAA Handbook 2019



# Student Attendance Policy

March 2019

ALL SAINTS GRAMMAR  
A GREEK ORTHODOX SCHOOL FOR BOYS & GIRLS



**Primary Campus:** 13-17 Cecilia Street, Belmore NSW 2192 | **F:** (02) 9789 2260  
**Secondary Campus:** 31 Forsyth Street, Belmore South NSW 2192 | **F:** (02) 9718 7392  
**P:** (02) 9704 6400 PO Box 5, Belmore NSW 2192 | **E:** [admin@allsaints.nsw.edu.au](mailto:admin@allsaints.nsw.edu.au) | [www.allsaints.nsw.edu.au](http://www.allsaints.nsw.edu.au)  
**ABN:** 93 395 598 891 **CRICOS Provider No:** 03285B

## **INTRODUCTION**

Regular attendance at school is essential if students are to achieve their potential. All Saints Grammar, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, record and monitor part and whole day absences.

## **RESPONSIBILITIES OF PARENTS**

Parents must ensure:

- Their children of compulsory school age are enrolled in a government or registered non-government school.
- Their children who are enrolled at school attend every day the school is open for their instruction.
- They provide an explanation for absences by means such as a telephone call, written note, text message or email to the school within 7 days from the first day of any period of absence.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school

## **RESPONSIBILITIES OF HEAD OF SCHOOL**

To effectively implement the school attendance policy principals must ensure:

- All attendance records including details of transfers and exemptions are accessible
- All cases of unsatisfactory attendance, including part day absences are investigated promptly and school based factors impacting on attendance are addressed.
- Parents, students and the school community are regularly informed of the importance of school and attendance requirements.
- Effective referral and support networks are established so that students whose attendance is identified as being of concern and their families can be connected to relevant services
- Any other child protection concerns underlying school attendance issues (including educational neglect) are managed
- Consideration is given to the Mandatory Reporter Guide, specialist advice and professional judgement, where there are concerns about suspected risk of harm.



## **RESPONSIBILITIES OF TEACHERS**

Teachers are responsible for supporting the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Maintaining accurate records of student attendance.
- Providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

## **WHEN TO CONTACT PARENTS**

- The Roll Call/Homeroom Teacher will undertake all reasonable measures to contact parents following 2 consecutive days of absence where parents have not contacted the school
- If within 7 days of the first day of any period of absence an explanation has not been received
- Where frequent absences are explained as being due to illness consultation with parents must occur regarding the health care needs of the child.

## **UNSATISFACTORY ATTENDANCE**

Parents are responsible for the regular attendance of students at school. The Wellbeing Facilitators and school staff, in consultation with students and their parents will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the Education Act (1990) the benefits of attending school regularly should be the focus of this consultation.

A child is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation
- extended periods of absence without an explanation or the explanation is not accepted by the Principal.

The most effective means of restoring and maintaining regular school attendance includes attendance monitoring practices and regular follow-up of unexplained absences by contacting parents. Students may also be referred to the School Counsellor.

All documentation regarding unsatisfactory attendance and the measures taken to address these concerns is kept in the student files.

## RECORD KEEPING FOR SCHOOL ATTENDANCE

- written notes, records of verbal explanations and records of electronic explanations for absences from parents. This advice is to be retained for two years from the date of receipt
- in secondary schools, a record of the attendance at each lesson, to be retained until the end of the school year
- information detailing a student's absences each year, kept on the student's file until seven years after the student has left
- records for Certificates of Exemptions from attendance and enrolment must be kept consistent with the requirements of the Exemption from School - Procedures
- The Head of School or delegate will ensure that explanations for absences are recorded within 7 days of the occurrence of the absence. Explanations that have been accepted by the principal which are provided after the 7 day period should be retained
- School attendance must be recorded on the attendance register (roll) at the commencement of the school day
- Attendance registers (rolls) must not be removed from the school premises unless removal is warranted by exceptional circumstances such as fire or flood
- In the secondary school, attendance is also recorded each period or lesson. In the primary school attendance is recorded in the home classroom
- In the case of late arrival or early departure, the precise times of arrival or departure must be recorded with the relevant attendance register codes

## ATTENDANCE REGISTERS

The *Education Act 1990* (Section 24) requires that attendance registers (rolls) be maintained in a form approved by the Minister. These may be manual (interim and transferrable in cases of system failure), while ultimate storage is done as electronic rolls (permanent records).

- Attendance registers must be maintained on all days on which the school is open for instruction, including school sports days, swimming carnivals, excursions and similar events.
- The exception method (marking absences only) is to be followed by all teachers.

- School attendance must be electronically recorded daily at the beginning of the school day.
- Students involved in off-site activities organised by the school must not be marked as absent.
- By 10:30am names of students absent will appear on ‘**Daily Absentees**’, a printout, pinned up in Staffroom Common Area and a copy also passed on to the Leader of Student Wellbeing Secondary.
- An **SMS alert** will be sent to parents’ mobile phones to notify of absence, with provision for return message to act as explanation.

NOTE: Only the codes approved by the Minister and showing in SENTRAL are to be used.

## SCHOOL SPORT ROLLS

- School sport is an integral part of the curriculum. The Head of Campus must ensure adequate attendance monitoring practices at school sport to ensure the safety of students.
- Sports rolls must be marked at the beginning and conclusion of each sports session.

## SPECIAL CIRCUMSTANCES

Attendance registers must be maintained each day the school is open with the exception of:

- Days on which there is part or full day industrial action involving teachers
- Approved school development days
- Days on which the school is inaccessible due to natural occurrences such as fire or flood
- Electronic attendance registers will automatically display a ‘school development day’ message on school development days. A similar notation must be made on hard copies of electronic attendance registers regarding other reasons for maintaining a special circumstance register (eg industrial action or school closure due to fire or flood)
- Absences on these days are not to be recorded on student record cards or counted as absences for statistical purposes
- Due to emergencies (fire) or severe natural occurrences (flooding)

## SECURITY OF ATTENDANCE REGISTERS

- Registers must be stored in a secure location within the school
- They must not be removed from the school premises unless removal is warranted by exceptional circumstances such as fire, flood or court order
- Teachers must not take attendance registers home
- At the end of each school year the Head of School must ensure that the attendance register and attached special circumstance registers are preserved as a complete record of students' absences for that year
- Attendance registers are **archived**.

## STUDENTS WHO ARE SUSPENDED FROM SCHOOL

- The appropriate symbol for suspension is to be used to denote the absences of students whilst on suspension. This symbol is to be used only for the duration of the suspension and must not be applied to students who fail to return to school following the suspension period.
- The absences of students who are suspended are counted as absences for statistical purposes.
- Suspension is regarded as an explained absence, with a note made to indicate the nature of the concern.

## ELECTRONIC ATTENDANCE USING SENTRAL AND ROLL CALL PROCEDURES

The school's computerised administration system SENTRAL will be used to record student attendance.

- There will be 1 teacher assigned for each roll group. In the event of a teacher being absent, the teacher who shares the roll group or another assigned teacher will submit the roll in SENTRAL.
- Teachers will be required to log-on the school Intranet. Absences are required to be entered electronically after signing in to SENTRAL.
- Teachers may use a hard copy of the student roll for personal use. This can be stored in the teacher's respective roll tray.
- Students who arrive late during roll call will have a late note from the Front Office. The student is to be recorded as absent. The Admin Staff will amend any student lateness in SENTRAL.

- Teachers or Admin Staff will be required to collect any student absent notes (or signed late notes) and place them in their class folder which is archived at the end of each semester.
- The Admin Staff will provide a hard copy of student absences for any given day. Teachers can view the student absences as these will be posted on the notice board in the Staff Area.
- The Admin Staff will store all attendance/absent records of students.
- Where an alteration is necessary the electronic record is amended in SENTRAL.
- Roll Call teachers are to undertake **weekly roll checks** to monitor unexplained absences and encourage explanations. Methods available to parents include:
  - Response to SMS alert or Flexibuzz notification
  - ‘Absentee Note’ proforma
  - Hand-written letter/diary note
  - Email
- In the event the network or computer is inoperable, teachers will use a hard copy of the student roll and return it to the Front Office. In this instance, the administration staff will be responsible for entering the attendance data electronically.

## **Class Rolls**

Teachers have two responsibilities when checking class rolls.

Firstly, to ensure the class roll and the SENTRAL class roll are accurate. SENTRAL class rolls contain the information from school administration records. This is used for reports and NESA entries. Student names, especially spelling is accurate in Maze records. Should there be additional or missing students in your class list they should be checked with the Administration Coordinator.

Secondly, to keep an accurate roll of student attendance for each period (Secondary).

### **Note:**

- No student should be changed from one class to another or one subject to another until the official ‘Change of Course’ form has been completed by all

staff responsible, signed off by the Head of Academic Innovation and the final approval given by the Head of School.

### **Monitoring Truanting Students**

During Period 1 and 2 a copy of absent students for the day will be placed on the Staff Notice Board. If a student is absent from your class and not listed on the Absentee Sheet you should check for obvious reasons for absence such as attendance at excursions. Truanting students should be recorded on SENTRAL and forwarded to the Wellbeing Facilitator immediately. Completion of Movement Log will eliminate any suspicion of truancy and communicate clearly student whereabouts at all times.

Effective: 2019

Reviewed: March 2019

**Printed names:**

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***Chairperson: Board of Directors***

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**Signature:**

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**Date:**





**ALL SAINTS GRAMMAR**  
A GREEK ORTHODOX SCHOOL FOR BOYS & GIRLS

Annex: 2

# APPLICATION FOR ENROLMENT

## TO LODGE THIS APPLICATION

Please ensure both parents (or as applicable) have signed and dated the Application form **and** the School copy of the Rules and Regulations before lodging.

Retain the Parent copy of the Rules and Regulations for your records.

Please attach a copy of the following documents:-

### PK & Kindergarten

- Birth certificate
- Baptism certificate
- Immunisation History Statement

### Years 1 to 3

- Birth and Baptism certificates
- Immunisation History Statement
- Last two (2) school reports

### Years 4 to 12

- Birth and Baptism certificates
- Immunisation History Statement
- Last two (2) school reports
- Most recent Naplan results

To lodge this application, payment of the Application fee of \$100.0 is required.

# ALL SAINTS GRAMMAR APPLICATION FOR ENROLMENT

Class for which enrolment is sought \_\_\_\_\_ Proposed Year of entry \_\_\_\_\_

Pre-Kindergarten Options: ☐ 2 Day ☐ 3 Day ☐ 5 Day (please indicate preferred option)

## ABOUT YOUR CHILD

Surname: \_\_\_\_\_ Christian Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Postcode \_\_\_\_\_ Telephone No: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex: ☐ M ☐ F Position in Family: \_\_\_\_\_

Country of Birth: \_\_\_\_\_ Australian Citizen: ☐ Yes ☐ No If not born in Australia, date of arrival: \_\_\_\_\_

Aboriginal: ☐ Yes ☐ No Torres Strait Islander: ☐ Yes ☐ No

Religion: \_\_\_\_\_ Date & Church where Baptised: \_\_\_\_\_

Languages spoken at home (other than English): \_\_\_\_\_ Main language spoken at home: \_\_\_\_\_

Present Class and School (if applicable): \_\_\_\_\_ (Please attach latest school reports (2))

Names/classes of siblings currently or previously attending All Saints Grammar: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_ (Name) \_\_\_\_\_ (Number) \_\_\_\_\_ (Relationship)

Medical information (illness, allergies, disabilities etc): \_\_\_\_\_

(Please attach documentation)

Family Situation: \_\_\_\_\_

Student Resides with: ☐ Both Parents ☐ Mother ☐ Father ☐ Other – Please specify: \_\_\_\_\_

## MOTHER'S DETAILS:

Surname: \_\_\_\_\_ Christian Name(s): \_\_\_\_\_

Address: \_\_\_\_\_ Postcode \_\_\_\_\_

Contact Numbers: \_\_\_\_\_ (home) \_\_\_\_\_ (work) \_\_\_\_\_ (mobile)

Email address: \_\_\_\_\_ Occupation: \_\_\_\_\_

Current Employer: \_\_\_\_\_ Religion: \_\_\_\_\_

Country of Birth: \_\_\_\_\_ Australian Citizen: ☐ Yes ☐ No

Languages spoken at home (other than English): \_\_\_\_\_ Main language spoken at home: \_\_\_\_\_

### Educational Qualifications:

What is the highest year of primary or secondary school you have completed?

Year 12 ☐ Year 11 ☐ Year 10 ☐ Year 9 or below ☐

What is the level of the *highest* qualification you have completed? (mark one box only – see attached list)

Bachelor Degree or above	<input type="checkbox"/>	_____
Advanced Diploma	<input type="checkbox"/>	_____
Certificate I to IV (including trade certificate)	<input type="checkbox"/>	_____
No non-school qualifications	<input type="checkbox"/>	_____

Please indicate appropriate occupational group: (see attached list)

Senior Management, Government Administration and Defence, Qualified Professionals	<input type="checkbox"/>
Business Managers, Arts/media/sportspersons, Associate Professionals	<input type="checkbox"/>
Tradesmen/women, Clerks & skilled office, Sales & Service staff	<input type="checkbox"/>
Machine operators, Hospitality staff, Assistants, Labourers and related workers	<input type="checkbox"/>
Not in paid work in last 12 months	<input type="checkbox"/>
Not stated or unknown	<input type="checkbox"/>

**FATHER'S DETAILS:**

Surname: \_\_\_\_\_ Christian Name(s): \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Contact Numbers: \_\_\_\_\_ (home) \_\_\_\_\_ (work) \_\_\_\_\_ (mobile)

Email address: \_\_\_\_\_ Occupation: \_\_\_\_\_

Current Employer: \_\_\_\_\_ Religion: \_\_\_\_\_

Country of Birth: \_\_\_\_\_ Australian Citizen: ☐ Yes ☐ No

Languages spoken at home (other than English): \_\_\_\_\_ Main language spoken at home: \_\_\_\_\_

**Educational Qualifications:**

What is the highest year of primary or secondary school you have completed?

Year 12 ☐ Year 11 ☐ Year 10 ☐ Year 9 or below ☐What is the level of the *highest* qualification you have completed? (mark one box only – see attached list)

Bachelor Degree or above	<input type="checkbox"/>	_____
Advanced Diploma	<input type="checkbox"/>	_____
Certificate I to IV (including trade certificate)	<input type="checkbox"/>	_____
No non-school qualifications	<input type="checkbox"/>	_____

Please indicate appropriate occupational group: (see attached list)

Senior Management, Government Administration and Defence, Qualified Professionals	<input type="checkbox"/>
Business Managers, Arts/media/sportspersons, Associate Professionals	<input type="checkbox"/>
Tradesmen/women, Clerks & skilled office, Sales & Service staff	<input type="checkbox"/>
Machine operators, Hospitality staff, Assistants, Labourers and related workers	<input type="checkbox"/>
Not in paid work in last 12 months	<input type="checkbox"/>
Not stated or unknown	<input type="checkbox"/>

Why are you choosing All Saints Grammar for your child's education? \_\_\_\_\_

I/We, the undersigned, apply to have the abovementioned pupil considered for enrolment at All Saints Grammar and agree to accept and be bound by the rules and regulations governing the School as outlined on the accompanying pages of this Application, and I/We agree to the financial responsibilities associated with enrolment at the School as set out by the School's Board of Governors.

Mother's Signature: \_\_\_\_\_ Father's Signature: \_\_\_\_\_

Date of Application: \_\_\_\_\_

**Office Use Only**

Date of First Interview: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

Assessment Results/Information (for Applicants other than Kindergarten): \_\_\_\_\_

**On School's Acceptance of Application:**

Date of Acceptance: \_\_\_\_\_ Accepted on behalf of the School by: \_\_\_\_\_

Admission Number: \_\_\_\_\_ Class/Year of Admission: \_\_\_\_\_ Assigned House: \_\_\_\_\_

Medicare Number: \_\_\_\_\_ Family Doctor's Name and Number: \_\_\_\_\_

Immunisation Complete: ☐ Yes ☐ No Date Completed: \_\_\_\_\_

Application Fee Receipt: \_\_\_\_\_ Amount: \_\_\_\_\_ Dated: \_\_\_\_\_ Accepted by: \_\_\_\_\_

Enrolment Fee Receipt: \_\_\_\_\_ Amount: \_\_\_\_\_ Dated: \_\_\_\_\_ Accepted by: \_\_\_\_\_

Student Key: \_\_\_\_\_ Family Key: \_\_\_\_\_ Biller Group: \_\_\_\_\_

Accounts to: ☐ Both Parents ☐ Mother ☐ Father ☐ Other – Please specify: \_\_\_\_\_

Billing Address: \_\_\_\_\_

# RULES REGULATIONS & CONDITIONS

## School Copy

*Compliance with the following regulations of the School is understood to be a condition of the Applicant's admission to the School.  
Please read the following carefully and seek explanations where necessary prior to your signing the Application Form.*

### I. ADMISSION

- i. The School reserves the right to determine the commencement year on an individual basis. Used as a guide only, students commencing Kindergarten must be five years of age by the end of May in the year of admission.
- ii. Application for enrolment must be made on the attached form only.
- iii. A preliminary interview with the parents and student (if necessary) is required prior to enrolment.
- iv. The Application form must be lodged with a copy of your child's birth and baptism certificates.
- v. All applicants applying for admission to the school from Year 1 onwards must also provide a copy of their child's latest two (2) school reports.
- vi. All applicants, except students commencing Pre-Kindergarten will be required to undergo an informal (observational day) assessment.
- vii. Criteria for selection may include: the time of the original application, previous school reports, the enrolments of other siblings at the School, willingness of parents to become an active part in the education of their child.
- viii. A Non-refundable Application Fee will be paid with each Application for Enrolment. This payment does not guarantee a placement.
- ix. Once an offer is made the position is secured by payment of the Non-refundable Enrolment Fee in accordance with the Enrolment Fee Guidelines. This fee is a one-off payment that is in addition to tuition fees.
- x. All Fees must be paid according to the rules relating to Fees (Section 15). Failure to do so will jeopardise enrolment.
- xi. Parents wishing to change the date of entry of a student to the School must give notice to the Head of School at least one term prior to the originally accepted date otherwise the Enrolment Fee will be forfeited. This change may only occur if a vacancy for the altered date exists.
- xii. The Board retains the right to refuse enrolment and its decision in this respect shall be final.
- xiii. It is the duty of the parents to advise the School of any change of particulars shown on the original Application for Enrolment Form.

### 2. CURRICULUM

- i. The School reserves the right to amend its academic and other programmes at any time. This may include the discontinuation of teaching subjects or set activities.
- ii. The School reserves the right to make final decisions on courses and level of studies.
- iii. Students must participate in the academic, religious, sporting, cultural and other programmes determined by the School.
- iv. Greek language lessons are compulsory for all students up to and including Year 10.
- v. All school based excursion/camps are compulsory K - 12.

### 3. CONDUCT

- i. Students are required to abide by rules and regulations of behaviour and discipline as well as special rules as specified by the Head of School from time to time.
- ii. Respect for Clergy, teachers, parents, visitors and fellow-pupils is an important requirement of all students.
- iii. Students must act in accordance with direction issued by School staff during lessons or related activities.
- iv. Unlawful and/or immoral activities including gambling, smoking, consumption or distribution of drugs or alcohol will not be tolerated.

### 4. DISCIPLINE

- i. Disciplinary measures will be taken for misconduct or breach of rules.
- ii. Breaches of discipline within the classroom may be met with appropriate action by the teacher or Head of School as outlined in the School's Fair Discipline Policy and Procedures.
- iii. Detention (either lunch or afternoon) and other means for discipline may be set by the class teacher or by the Head of School.
- iv. The School expressly prohibits the use of corporal punishment as a form of discipline within the school and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

### 5. HOMEWORK

- i. All students are expected to complete homework set by the class teacher.
- ii. If circumstances prevent a student from completing homework, written explanation must be provided to the teacher from the parent.

### 6. ATTENDANCE

- i. Students are to attend the School on all designated school days and compulsory school events.
- ii. A medical certificate will be required for absences exceeding three days, unless approved leave has been granted by the Head of School. The School is not responsible for a student's failure to attend school. Parents must forward a written explanation on the student's return.
- iii. Special leave may be granted only if a written request is approved by the Head of School in advance.
- iv. Students will not be permitted to leave school prior to the final day of each term except in exceptional circumstances.
- v. An early break-up for holiday travel will not normally be acceptable.
- vi. All School fees are valid regardless of extended holiday breaks taken by the student.

### 7. ARRIVAL AND SUPERVISION

- i. All students must arrive punctually in the morning *at least 10 minutes prior* to the first bell.
- ii. Morning supervision will commence 30 minutes prior to the commencement of Period 1. No adequate supervision is available prior to this time. Students should not arrive any earlier and no responsibility can be taken by the School at these times for any mishaps.
- iii. Students must be collected or leave the School's premises within 30 minutes of the dismissal bell, unless attending recognised after-school activities.

### 8. SCHOOL UNIFORM AND GENERAL APPEARANCE



- i. All students are required to wear the School uniform as prescribed by the School.
- ii. Each item of the uniform must be kept clean, pressed and in good repair.
- iii. Full School uniform must be worn at times to and from the School and at all sporting functions, unless otherwise stated.
- iv. At all swimming and athletics sporting events the approved school tracksuit or swimming costume must be worn.
- v. The wearing of jewellery, except items specified by the Head of School is not permitted.

## **9. GENERAL PROGRESS**

- i. Promotion to the next class will be determined at the end of each year and will be dependant upon suitable progress (academic, social and behavioural) having been made.
- ii. Parents are encouraged to discuss their child's progress regularly by contacting the teacher/s responsible for their child.
- iii. Subsequent to discussions with the class or subject teacher, parents may arrange to meet with the Head of Campus or the Head of School in relation to their child's progress.
- iv. If custody situations arise, the school will not be responsible to either party and must not be involved by either party for their personal gain regarding custody issues. The school will remain impartial with its priority being the welfare of the student in its care. The school will only be bound via documented court orders.

## **10. SPORT**

- i. All students are required to participate in sport unless a medical certificate is produced justifying exemption.
- ii. Parental consent may be required when participating in certain contact sports.
- iii. Although all care is taken, no responsibility is accepted by the School for accidents during sport.
- iv. Although School Insurance cover exists, parents are advised to insure students appropriately.

## **11. SUSPENSION AND EXPULSION**

- i. Serious offences will be dealt with by suspension or expulsion from the School as deemed appropriate by the Head of School.
- ii. Grounds for suspension or expulsion include, but are not limited to, persistent disobedience, violence, immoral conduct or serious breaches of the rules of conduct.
- iii. The School will apply the principles of procedural fairness when dealing with all situations involving such offences.
- iv. Similar measures may be taken when the presence of a student becomes prejudicial to the health or moral welfare of other students or when a student becomes a danger to him/herself or to other students.
- v. Students whose parents do not comply with the conditions set by the School may jeopardise their child's enrolment.
- vi. The Board may discontinue enrolment and its decision in this respect shall be final.

## **12. ILLNESS AND INJURY**

- i. In the event of an acute illness or injury to a student during school hours, the School will attempt to contact the parents, or nominated person by phone.
- ii. Students at School, will, under no circumstances, be allowed to leave during school hours to go to an unattended home.
- iii. If no contact can be made with the student's parents (or guardian) then the School will immediately arrange for medical treatment.
- iv. The School takes no responsibility for payment of medical, hospital, transport or any other fees and expenses that may be incurred.

## **13. CONTAGIOUS DISEASES**

- i. The Head of School will require any student suffering from an infectious or contagious disease to remain at home until recovered.
- ii. The student may be re-admitted upon recovery accompanied by a medical certificate.

## **14. TRAFFIC**

- i. Parents are expected to obey the State Traffic Laws and specified directions issued by the School in relation to traffic in the vicinity of the School.
- ii. Students driving themselves to school must park further than 200m from the School, so as not to disturb the normal flow of traffic.
- iii. Students driving themselves must have written parental permission, and the Head of School's approval, and will not be permitted to travel with a student-driver without prior consent from the Head of School and both parties' parents.

## **15. FEES**

- i. Each payment of Fees are payable in advance.
- ii. In addition to School Fees, there may be a necessity for other fees being charged for books, stationery etc.
- iii. Permission to commence a new term may be refused until outstanding fees have been paid to date. An administration fee may be charged for late payments.
- iv. No reduction will be made in respect of a student's absence from school for extended holidays.
- v. Withdrawal of a student from the school requires a minimum of one (1) terms notice to be given in writing, except for Year 6 which requires a minimum of two (2) terms notice to be given in writing. Notice must be sent to the Head of School. Failure to do so will result in one term's tuition fees being invoiced.
- vi. Students withdrawing from the School will be refunded tuition fees paid in advance provided that at least one terms notice is given in writing to the Head of School.
- vii. First Payment of Term 1 Fees for new students must be paid by the end of the previous school year, or prior to the child commencing.
- viii. For new students commencing during the course of the year, relevant term fees must be paid upon approval of enrolment.
- ix. School Fees are set by the Board and are subject to variation without notice.

## **16. GENERAL**

- i. Reference to the decision of the Board of the School in these Rules, Regulations and Conditions is a reference to the decision making bodies of the School, primary of which is the Board and the authority given to the Head of School to act on the Board's behalf when required.
- ii. The School reserves the right to vary these rules from time to time as it deems necessary.
- iii. Parents acknowledge and accept that the School may, for advertising and/or marketing purposes reproduce photographs and/or audiovisuals of the students involved in school-based activities for the purposes of promoting the School.

Signed: \_\_\_\_\_

\_\_\_\_\_

Dated: \_\_\_\_\_

# Year 10 to 11 Transition Process

2016

ALL SAINTS GRAMMAR  
A GREEK ORTHODOX SCHOOL FOR BOYS & GIRLS



**Primary Campus:** 13-17 Cecilia Street, Belmore NSW 2192 | **F:** (02) 9789 2260

**Secondary Campus:** 31 Forsyth Street, Belmore South NSW 2192 | **F:** (02) 9718 7392

**P:** (02) 9704 6400 | **PO Box 5, Belmore NSW 2192** | **E:** [admin@allsaints.nsw.edu.au](mailto:admin@allsaints.nsw.edu.au) | [www.allsaints.nsw.edu.au](http://www.allsaints.nsw.edu.au)

**ABN:** 93 395 598 891 **CRICOS Provider No:** 03285B

At All Saints Grammar all Year 10 students are expected to transition into Stage 6 education provided they meet the academic standards of the end of Stage 5 descriptors. The exception to this are students whom, of their own accord, may wish to pursue other avenues such as Vocational Education, TAFE, or employment opportunities.

The main purpose of the process outlined below is to assist students of concern to improve their performance during Semester 2 of Year 10 so as to ensure their readiness for Stage 6.

- Check Year 10 Semester 1 reports, (Wellbeing Coordinator, Head of Secondary)
- Identify low performance students, (Wellbeing Coordinator, Head of Secondary)
- Interview with students, (Wellbeing Coordinator, Head of Secondary)
  - At this interview students will be asked about their plans for Stage 6,
  - The point will be made that transition to Y11 and Y12 at All Saints Grammar is dependent on meeting the academic standards of prescribed for end of Stage 5,
  - Application to studies, overall behavior, and academic performance would need to be satisfactory to ensure readiness for Y11 & 12,
  - Some support and advice can be provided to students to find alternative educational paths where there may be a need for this.
- Letter to go home outlining these same points to parents, (Head of School)
- Students' progress is monitored during Term 3, (Wellbeing Coordinator, Head of Secondary)
  - This includes receiving feedback from teachers about behavior and application,
  - HODs will provide results from assessment tasks,
  - A meeting with parents will be held after collection of results from assessment tasks towards the end of Term 3,
- If satisfactory performance is demonstrated in all the required areas, the student will be offered entry into Stage 6 (in writing) provided continuous sustained effort, application and performance in Term 4 and into Term 1 of Year 11 is sustained. (Head of School)
- If no improvement is evident, the student will be counselled on possible strategies to take, or alternative educational or training path, if necessary. (Wellbeing Coordinator, Head of Secondary)
- A review will be conducted at the end of each Term, (Wellbeing Coordinator, Head of Secondary)
- If a student's performance is unsatisfactory, the students and their family will be counselled on and assisted to find an alternative educational or training path if necessary. (Wellbeing Coordinator, Head of Secondary)



**ALL SAINTS GRAMMAR**  
A GREEK ORTHODOX SCHOOL FOR BOYS AND GIRLS

## **3.6.1 Child Protection**

### **Policy, Procedures and Guidelines**

**Updated April 2019**

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## Introduction

Schools are responsible for the care, protection, development and education of children. This is achieved by ensuring that a safe, caring and nurturing environment is provided for its students. All Saints Grammar is firmly committed to the belief that children have the right to feel safe at all times. The abuse or neglect of children can have a wide effect on them which may impact on their education, their physical and psychological well-being.

This policy document

- outlines child protection procedures in line with current legislation
- informs staff of children's rights to be protected and their legal obligations as mandatory reporters of child abuse and neglect
- outlines staff responsibilities for child protection and processes that staff must follow in relation to child protection matters legal obligations

This policy applies to all staff members, which includes employees, contractors and volunteers. Staff members who fail to adhere to this policy may be in breach of their terms of employment.

All Saints Grammar is committed to:

- providing training and ongoing inservice for staff
- raising teacher awareness in the area of child protection
- reporting to the Ombudsman any reportable conduct allegations
- supporting the Department of Family and Community Services in the investigations of allegations of reportable conduct and neglect and reporting to FACS
- investigating and reporting class or kind exemptions to the AIS
- conducting the New Working with Children Check with all new staff and ensuring all current staff have an up to date Working with children Check.

All Saints Grammar is committed to the prevention and investigation of reportable conduct and the protection of children. This commitment means that the interest and welfare of children are our prime consideration when any decision is made about suspected cases of abuse or neglect.

All Saints Grammar is committed to giving support to families and employees. Staff have a right to perform their duties in the confidence that any allegation will be investigated and managed in regard to procedural fairness and appropriate support and will be conducted in a timely manner.

## Legislation

All people looking after children and young people have a responsibility to provide a safe environment. The legal context is set out in the following child protection legislation in New South Wales:

- the Children and Young Persons (Care and Protection) Act 1998
- the Child Protection (Working with Children) Act 2012
- the Ombudsman Act 1974
- the Commission for Children and Young Persons Act 1998
- the Crimes Act 1990

### Children and Young Persons (Care and Protection) Act 1998

This Act includes the requirements for mandatory reporting. In this legislation a child is defined as being under 16 years of age and a young person is aged 16 years or above but who is under the age of 18, for the purposes of the Care and Protection Act. Mandatory reporting is required by staff only if the concerns arise in the course of their work.

#### Section 23

For the purposes of this Part, a child or young person is **at risk of significant harm** if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the [Education Act 1990](#)—the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- g) the child was the subject of a pre-natal report under section 25 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.

**Note:** Physical or sexual abuse may include an assault and can exist despite the fact that consent has been given.

#### Section 27

##### Mandatory reporting (Memorandum of Understanding – Attachment A)

(1) This section applies to:

- a) a person who, in the course of his or her professional work or other paid employment delivers health care, welfare, education, children's services, residential services, or law enforcement, wholly or partly, to children, and
- b) a person who holds a management position in an organisation the duties of which include direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services, or law enforcement, wholly or partly, to children.

(2) If:

- a) a person to whom this section applies has reasonable grounds to suspect that a child is at risk of harm, and
- b) those grounds arise during the course of or from the person's work,
- c) the person must, as soon as practicable report to the Director-General the name, or a description, of the child and the grounds for suspecting that the child is at risk of harm.

### **Ombudsman Amendment (Child Protection and Community Services) Act 1998; Ombudsman Act 1974**

This legislation deals with reports of reportable conduct by employees.

A report to the Ombudsman is required to be made by the Head of Agency when an employee of the school is implicated in any allegation, or reportable conduct or neglect. This applies to allegations about the employee's behaviour in all situations including the home and non-school related activities.

In *Section 25A* of the Ombudsman Act, reportable conduct means:

- a) assault (including sexual assault) of a child, or
- b) ill treatment or neglect of a child, or
- c) exposing or subjecting a child to behaviour that psychologically harms the child, whether or not, in any case, with the consent of the child.

The role of the Ombudsman's office is to monitor the investigation and provide guidelines for conducting the investigation.

### **The Commission for Children and Young Persons Act 1998**

In this legislation a child is defined as being under 18 years of age. The Commission for Children and Young People is the agency responsible for screening employees in independent schools.

Under the Commission for Children and Young People Act, all new employees must have:

- a relevant criminal record check
- a check of relevant Apprehended Violence Orders
- a review of relevant disciplinary proceedings the applicant may have had in previous employment

All recruitment advertising and information packages will contain relevant information on the legislative requirements, including the employment screening process.

### **Child Protection (Working with Children) Act 2012**

The WWC Act protects children by requiring a worker to have a Working with Children's Check clearance or current application to engage in child related work. Failure to do so may result in a fine or imprisonment. The Office of the Children's Guardian (OCG) is responsible for determining applications for a Working with Children Check clearance. It involves a national criminal history check and review of reported workplace misconduct findings. The result is either to:

- grant a WWCC clearance (generally valid for 5 years)
- refuse a WWCC clearance (further applications cannot be made for 5 years)

In addition, the OGC may impose an interim bar on engaging in child-related work for both applicants and WWCC clearance holders. WWCC clearance holders are subject to ongoing monitoring by the OGC.

## Working With Children

At All Saints Grammar:

- All preferred applicants for child-related employment must declare when asked to do so whether they are a Prohibited Person (Working With Children Check).
- The School completes relevant pre-employment screening of preferred applicants before they start work (Working With Children Check). If for some reason this is not reasonably practical, the person will be employed only subject to screening being completed as soon as possible but prior to the commencement of their work.
- All forms for the Working with Children Check will be collected at the interview stage. Successful applicants will have their Working with Children Check stored in their respective Staff File in the Office at the High School by Mary Epsimaris who will also maintain a register.
- No teaching staff will be permitted to teach prior to the School receiving the Working with Children Check clearance.
- Staff will be notified several months in advance if their Working with Children Check expiration date is coming up by Mary Epsimaris or Peter Collins (Business Manager) so they may renew. Renewal applications cannot be submitted until three months before the expiry date.
- Volunteers, outside tutors and any external providers are required to complete a Working with Children Check or have their Working with Children Check forwarded by their respective organisation to the School.

### ***Responsibilities for working with children checks***

#### Staff members

Staff members who engage in child-related work and eligible volunteers (including those volunteers working at overnight camps) are required to:

- hold and maintain a valid WWCC clearance
- not engage in child-related work at any time that they are subjected to an interim bar or a bar
- report to the Head of School if they are no longer eligible for a WWCC clearance, the status of their WWCC clearance changes or are notified by the OGC that they are subjected to a risk assessment; and
- notify the Children's Guardian of any change to their personal details within 3 months of the change occurring. Failure to do so may result in a fine.

It is an offence for an employee to engage in child-related work when they do not hold a WWCC clearance or if they are subject to a bar.

All volunteers are required to be aware and follow the expectations of conduct expressed in the school staff Code of Conduct.

The school is required to:

- verify online and record the status of each child-related worker's Check;
- only employ or engage child-related workers or eligible volunteers who have a valid Check; and
- report sustained findings of serious physical assault or sexual misconduct findings involving children made against child-related workers or volunteers to the OGC.

It is an offence for an employer to knowingly engage a child-related worker when they do not hold a WWCC clearance or who has a bar.

### **Screening Procedures**

The School maintains procedures for various categories of workers. These are outlined below:

#### **Paid employees**

All paid employees (casual, part-time and full-time) of the School are required to obtain and maintain a valid WWCC clearance. It is a condition of employment at All Saints Grammar for an employee to obtain and maintain a WWCC clearance during their employment.

Each new employee's WWCC number and date of birth must be submitted to the Business Manager or Finance Management officer for verification of the WWCC before the employee commences employment.

The following staff members are responsible for informing paid employees of their requirement to obtain a WWCC number and for providing the name, number and date of birth to the Business Manager or Finance Management Officer for online verification before the commencement of the employee's employment:

Head of School	Permanent Teaching staff – Full-time and Part-time
Business Manager	Permanent Support staff – Full-time and Part-time
Administration Coordinator	Casual teaching staff (K-12)
Business Manager	Casual Cocurricular staff (K-12)

### **Contractors and Volunteers**

All Contractors and Volunteer workers (Eg: Cleaners, Plumbers, Electricians, ASPA, Classroom Volunteers etc) of the School are required to obtain and maintain a valid WWCC clearance. It is a condition of entry to All Saints Grammar School's properties for workers to obtain and maintain a WWCC clearance for entry to the School.

Each worker must supply to the Business Manager or Finance Management officer their WWCC number and date of birth for verification of the WWCC before the Worker commences work on site.

The following staff members are responsible for informing Contractors and volunteers of their requirement to obtain a WWCC number and for providing the name, number and date of birth to the Business Manager or Finance Management Officer for online verification before the commencement of the employee's employment:

Maintenance Manager	Contractors
Deputy Head of Primary	Volunteer Workers
Deputy Head of Secondary	Volunteer Workers

### **Records**

It is the responsibility of the Business Manager or Finance Management Officer to verify all WWCC numbers. The Business Manager or Finance Management Officer will email the results of the verification to the staff member responsible for obtaining the WWCC number from the worker.

The verification must only be completed online on the OCG website. All Saints Grammar will not accept the worker's notification letter or email as proof of their clearance.

The School maintains records (electronic and/or hard copy format) that include the following information:

- Full name
- Date of birth
- WWCC number
- Verification date
- Verification outcome (clearance, barred, interim barred or not found)
- Expiry date of the WWCC number

- Status of the worker (paid or volunteer)

The following staff members are responsible for maintaining an electronic and/or hard copy record of the above information:

Business Manager or Finance Management Officer for:

- Teaching staff (K-12) – Full-time and Part-time
- Support staff (K-12) - Full-time and Part-time
- Casual teaching staff (K-12)
- Casual Cocurricular staff (K-12)
- Contractors
- Volunteers

#### Application/Renewal

An application or renewal can be made through Service NSW. The process for applying for and renewing a WWCC clearance with the OCG involves a national police check and a review of findings of misconduct. If the OCG grants or renews a WWCC clearance the holder will be issued with a number which is to be provided to the School to verify the status of a staff member's WWCC clearance.

#### Refusal/Cancellation

The OCG can refuse to grant a working with children check clearance or cancel a WWCC clearance. The person is then restricted from engaging in child-related work and not able to apply for another clearance for five years. Employers are notified by the OGC and instructed to remove such persons from child-related work.

#### Interim bar

The OCG may issue an interim bar, for up to 12 months, to high risk individuals to prevent them from engaging in child-related work while a risk assessment is conducted. If an interim bar remains in place for six months or longer, it may be appealed to the Administrative Decisions Tribunal.

Not everyone who is subject to a risk assessment will receive an interim bar; only those representing a serious and immediate risk to children.

#### Disqualified person

A disqualified person is a person who has been convicted, or against whom proceedings have been commenced for a disqualifying offence outlined in Schedule 2 of WWC Act. A disqualified person cannot be granted a working with children check clearance and is therefore restricted from engaging in child related work.

#### Risk assessments

A risk assessment is an evaluation of an individual's suitability for child-related work.

The OCG will conduct a risk assessment on a person's suitability to work with children when a new record is received which triggers a risk assessment. This may include an offence under Schedule 1, pattern of behaviour or offences involving violence of sexual misconduct representing a risk to children, findings of misconduct involving children or notification made to the OCG by the Ombudsman.

#### ***Process for reporting to OCG***

Independent Schools are defined as a reporting body by the WWC Act.

The school is required to notify the OCG sustained findings of serious physical assault or sexual misconduct findings involving children made against child-related workers or volunteers to the OGC.



The school may also be obliged to report, amend or provide additional information to the OCG as outlined in the WWC Act.

#### Finding of misconduct involving children

The school will report to the OCG when a sustained finding has been made against an employee that they engaged in:

- sexual misconduct committed against, with or in the presence of a child, including grooming of a child; or
- any serious physical assault of a child.

The school will advise the person that the OCG has been notified of a finding of misconduct involving children. The WWC Act enables a person who has a sustained 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 once final findings are made. The entitlements of a person to access information in terms of section 46 of the CPWWC Act is enlivened when a finding of misconduct involving children has been made. A request for records should be made directly to the OCG.

The school may also be required to provide information to the OGC that is relevant to an assessment of whether a person poses a risk to the safety of children or the OCG's monitoring functions.

#### **Related Policies**

There are a number of other School Policies that relate to child protection that staff members must be aware of and understand including:

- Code of Conduct - sets out information about the standards of behaviour expected of all staff members;
- Work Health and Safety Statement - identifies the obligations imposed by work health and safety legislation on the school and staff members;
- Discrimination, Harassment and Bullying Statement - summarises obligations in relation to unlawful discrimination, harassment and bullying;
- Complaint Handling Procedures – provides the steps taken by the school in addressing complaints; and
- School's Anti-Bullying Policy - sets clear guidelines of expected behaviours.

## Definitions

### Head of Agency

The Head of the Agency is the Head of School. Heads of Campus must report all allegations and incidences, as well as progress reports on any situations relating to these to the Head of School as they occur.

### Child and Young Person

Under the Children and Young Persons (Care and Protection) Act 1998, a child is a person who is under the age of 16 and a young person is a person aged 16 or 17.

Under the Commission for Children and Young People Act 1998, the Child Protection (Prohibited Employment) Act 1998, the Ombudsman's Amendment (Child Protection and Community Services) Act 1998, a child is a person under 18 years of age.

### Reportable conduct

Reportable conduct is:

- a) assault (including sexual assault) of a child, or
- b) ill treatment or neglect of a child, or
- c) exposing or subjecting a child to behaviour that psychologically harms the 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 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 circumstances, is trivial or negligible, but only if the matter is 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 of the Ombudsman Act 1974.

A list of indicators of Reportable Conduct and Neglect are outlined in Attachment C.

### Reportable allegations

Reportable allegations are:

- a) allegations of reportable conduct against a person
- b) allegations of misconduct that may involve reportable conduct

### Physical abuse

Physical abuse refers to assault and/or non-accidental injury and/or to a child by a parent, caregiver or another person. It includes harm or injuries that are caused by excessive discipline, severe beating or shaking, bruising, lacerations or welts, burns, fractures or dislocations, female genital mutilation, attempted suffocation or strangulation and death.

Physical assault is a hostile act towards a child. The assault occurs regardless of the child or young person's consent. Assault can include pushing, shoving, throwing objects, spitting, hitting, smacking, and threatening behaviour (either verbal or action). Actual physical harm does not have to occur in order for an assault to have occurred, i.e. the child does not need to be hurt or injured. Even if the person did not intend to make contact with the child, it may still constitute an assault if the circumstances indicate the act may have been reckless (i.e. being a reasonably foreseeable consequence of their action).

### Sexual abuse

Child sexual abuse is any sexual act or sexual threat imposed on a child. Sexual abuse refers to the involvement of children in sexual acts where the child is exploited. Adults or adolescents who perpetrate child sexual abuse exploit the dependency and immaturity of children. Coercion, which may be physical or psychological, is intrinsic to child sexual abuse and differentiates such abuse from consensual peer sexual activity.

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

### Neglect

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

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

### Emotional abuse

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

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

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

### Domestic violence

Domestic violence is violence, abuse and intimidatory behaviour perpetrated by one person against another in a personal, intimate relationship. Domestic violence occurs between two people in which one has power over the other causing fear, physical and/or psychological harm. Domestic violence has a profound effect on children and constitutes a form of reportable conduct. Children and young people can be affected by being exposed to violence in the parental relationship, by becoming victims of violence, or a combination of the two.

### Misconduct

Misconduct that may involve reportable conduct includes inappropriate behaviour with regard to:

- language
- touching (even if not sexual)
- relationship that breaches standards of professional conduct or community standards
- use of power relationships
- breach of Professional Code of Conduct (Attachment B)

### Procedural Fairness

The Head of School or person conducting the investigation should be mindful of the principles of procedural fairness. Information on the employee's rights, the maintenance of confidentiality and the opportunity to respond to allegations should be an integral part of the process.

## Prevention

Child protection is a broad responsibility. It involves more than responding once an allegation has been made. It involves minimising the possibility of reportable conduct occurring in the first place.

Preventative steps taken at All Saints Grammar include:

- acting professionally at all times and displaying exemplary behaviour
- having guidelines that define appropriate and inappropriate behaviour
- clearly defining each person's role within the School
- notifying the Head of School if they suspect any reasonable grounds of reportable conduct
- including key elements of child protection within the School curriculum eg. PDHPE, drama performances
- implementing thorough employment procedures that identify people who are not suitable to work with children through reference checking, pre-employment screening
- providing information to families and the community on the child protection strategies adopted by the School
- raising the awareness of the general community about child protection and communicating information to who concerns should be reported
- training staff in best practices to ensure a safe environment and providing staff with further training through professional development programs in the area of child protection
- adhering to the School's Professional Code of Conduct

All Saints Grammar is committed to staff training on child protection issues. This includes the provision of training to all new staff once they commence employment.

- Annual training is conducted by Thomas Psomas (Head of Student Wellbeing and Accredited Child Protection Investigation Officer through the AIS)
- Training is held during our PreK-12 Professional Learning Sessions at All Saints Grammar
- Any staff who are not present at the Training Session are informed of their obligations by the Head of each Campus
- Any new staff throughout the school year are informed by the Head of each Campus during their induction
- When there is new legislation or changes to Child Protection Policy arise this is communicated through Staff Meetings by the Head of each Campus or the Head of Student Wellbeing

### Code of Professional Conduct

The behaviour expected of All Saints Grammar staff is that of a professional person.

- Exercise professional judgement when determining circumstances where you may be alone with a student. It is good practice to have another student nearby.
- When conducting interviews alone with a student in a room it is good practice to have the doors open.
- Exercise disciplinary or pastoral actions with students in a professional manner.
- Students must not be contacted outside school hours. The development of a social relationship with parents of students outside school hours may interfere with disciplinary processes.

A clear list of All Saints Grammar's expectations in regards to the School's Code of Professional Conduct is outlined in Attachment B. The School's Code of Conduct reinforces Child Protection responsibilities of staff.

## Roles and Responsibilities

### Head of School

- monitor compliance with this policy and maintains school records relevant to this policy
- maintain register of staff members who have read and acknowledged that they read and understood this policy
- maintain register of Working with Children Check verifications
- mandatory report to Family and Community Services
- establish systems for preventing reportable conduct by employees
- handle and respond to allegations of reportable conduct made against an employee
- notify the Ombudsman of any reportable conduct allegation or conviction against an employee (notification is to be made within 30 days of receipt of any allegation of reportable conduct against an employee)
- notify the Ombudsman whether or not any disciplinary or other action will be taken in relation to the employee the subject of the allegation
- conduct internal independent investigations in regards to any allegations of reportable conduct
- if there is more than one investigation, the School needs to liaise with FACS or police to decide how information will be shared between the agencies
- provide letters to the parties involved advising them of the final determination

### Deputy Head/Head of Student Wellbeing

- review the School's Child Protection Policy to reflect changes in legislation
- review the School's Child Protection Policy when working with different agencies (FACS, Ombudsman, AIS)
- inform staff, new and existing, on professional development courses
- discuss with the staff at the beginning of each year the School's Child Protection Policy and the responsibilities of teachers
- inform new staff members during their induction of the School's Child Protection Policy and the requirements of teachers
- liaise with the Head of School on Child Protection matters

### Teachers

- implement the School's Child Protection Policy
- interact professionally with students in their care
- report immediately to the Head of School, any child protection or child wellbeing concerns about the safety, welfare or wellbeing of a child or young person
- all new staff must read this policy and sign the acknowledgement that they have read and understood the policy
- participate in annual child protection training or any additional training as directed by the Head of School

### Parents

- notify the Head of School of suspected incidents of reportable conduct

The following procedures for handling complaints about misconduct or reportable conduct are in place for parents/caregivers:

- these procedures are for stakeholders including parents and carers to raise a complaint about staff misconduct or reportable conduct
- this process applies specifically to complaints about reportable conduct/misconduct rather than other types of complaints
- information about what misconduct/reportable conduct means (detailed in the Child Protection policy)
- the parent/caregiver will raise this type of complaint, including details:
  - to the Head of School or Deputy Head of School in their absence
  - to the Head of Campus when appropriate



- in writing preferably
- complaints raised will take into consideration the confidentiality of all parties

Once a complaint is received the School will:

- acknowledge receipt in writing to the parent/caregiver of the complaint
- determine how the complaint will be responded to
- follow-up by providing details of who will be the point of contact
- identify that if the complaint is investigated the school will periodically update the complainant on the school's progress (as appropriate)
- inform the complainant that the complaint had been finalised.

There may be limitations under the Ombudsman's Act and privacy legislation regarding disclosure of information about an investigation and the outcome of an investigation.

## Procedures for Mandatory Reporting

### Making a report

All employees at All Saints Grammar who have reasonable grounds to suspect that a student is at risk of significant harm, has been abused or neglected or is at risk of abuse or neglect, are required to inform the Head of School, even against the wishes of the child.

- If the Head of School is off campus inform the Deputy Head of School/Head of Student Wellbeing and e-mail the Head of School.
- If the concerns involve an allegation against an employee, the Board must be informed. (Allegations against the Head of School should be made to the Board).

### Risk of significant harm to a student

- The Head of School is responsible for reporting risk of significant harm to FACS (and where necessary the police) when staff report risk of significant harm to the Head of School. They decide whether to report based on using the Decision Tree of the NSW Mandatory Reporter Guide
- In situations where the Head of School agrees that there are reasonable grounds to suspect that a child is at risk of significant harm, the Head of School will report to FACS. 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:
  - first hand observations of the child, young person or family
  - what the child, young person, parent or another person has disclosed
  - what can reasonably be inferred based on professional training and/or experience.

Reasonable grounds does not mean a person is required to confirm their suspicions or have clear proof before making a report.

- In situations where the Head of School concludes that there are no current concerns that a child is at risk of significant harm, the Head of School will decide whether to inform FACS.
- The Head of School will inform the staff member who raised the concern whether or not an official report was made. Staff members are not required to and must not undertake any investigation of the matter. Staff members are not permitted to inform the parents or caregivers that a report to FACS has been made.
- All documentation regarding reporting is to be kept in a Restricted Access File.

### Allegations of reportable conduct against an employee

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 and convictions involving an employee and the outcome of the School's investigation of these allegations. Under the Ombudsman Act allegations of child abuse only fall within the reportable conduct jurisdiction if the involved individual is an employee of the relevant agency at the time when the allegation becomes known by the head of agency.

- any employee, whether or not employed in connection with work or activities that relates to children, and any individual engaged by the agency to provide services to children (e.g. contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services); and
- involves a child (a person under the age of 18 years) at the time of the alleged incident; and
- involves conduct that meets the definition of reportable conduct as defined in the act.

### 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;

- 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); and
- 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.

Under the Ombudsman Act *reportable conduct* means:

- any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
- any assault, ill-treatment or neglect of a child; and
- 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:

- 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
  - 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 conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.
- Under the Ombudsman Amendment (Child Protection and Community Services) Act 1998, the School is responsible for investigating an allegation of reportable conduct against an employee.
  - All allegations against employees that involve reportable conduct or misconduct that may involve reportable conduct will be reported within 30 days of the receipt of the allegation to the Ombudsman. The allegations will also be reported to FACS if there is a current concern for the safety, welfare and wellbeing of the child, or to the police.

#### Allegations of behaviours of a particular Class or particular Kind against an employee

- The School is responsible for investigating behaviours of a particular Class or of a particular Kind against an employee.
- Class or Kind Matters involve low level physical assault only. They include first time allegations of physical assault, first time allegations of unreasonable restraint or excessive force to restrain a child, behaviours where no harm or injury resulted, behaviours that involved no kicking or punching with force, behaviours involving the use of objects where there was no potential to harm or injure the child, no intention to harm or injure the child and no undue force employed.
- If Class or Kind Matters are investigated by an accredited investigator (Thomas Psomas - Head of Student Wellbeing) they will not be reported to the Office of the Ombudsman but will be reported to and referenced by the AIS.
- The Head of School will store securely and under restricted access all documentation regarding investigations permanently.
- All documentation regarding reporting is to be kept in a Restricted Access File by the Head of School.

## Investigation Process

Upon the receipt of an allegation of reportable conduct against an employee, the Head of School is responsible for carrying out an initial risk assessment prior to the investigation of the allegation. The purpose of the risk assessment is to identify and minimise any risks.

In conducting any investigation into allegations of reportable conduct the following principles are followed:

- all investigations should be conducted in an impartial, independent and objective manner and be open and transparent
- a high level of confidentiality must be maintained throughout the investigation phase
- the employee against whom an allegation has been made should be told promptly and be given the right to reply to the allegation
- at the conclusion of the investigation preliminary findings should be made
- the employee should be told of the preliminary findings and given the opportunity to respond
- relevant disciplinary proceedings are taken as a consequence of the findings arising from the investigation

Full details of the investigation process are provided in the *Association of Independent Schools and the NSW/ACT Independent Education Union's Recommended Protocols for Internal Investigative and Disciplinary Proceedings*.

Note: In 2018 the Crimes Act was amended to adopt recommendations of the *Royal Commission into Institutional Responses to Child Sexual Abuse*. The new offences are designed to prevent child abuse and to bring abuse that has already occurred to the attention of the police.

## Rights of All Parties

- The decision making processes which are in place ensure the safety and wellbeing of children and employees while the investigation is being conducted.
- All aspects of an investigation into an allegation of reportable conduct against an employee will be thoroughly documented and the documentation kept in a Restricted Access File.
- Any allegation or conviction of reportable conduct against an employee will be passed onto the Ombudsman.
- Employees will be afforded procedural fairness in the event of an allegation being made against them by having the allegation assessed and acted on impartially, fairly and reasonably. This also means that before completing an investigation of an allegation of reportable conduct against an employee, the Head of School will inform the employee of the substance of any allegation against them and provide the employee with a reasonable opportunity to put their case forward.
- Appeal or review mechanisms are afforded to the employee if they are dissatisfied with the process or the outcome of the investigation.
- The employer is committed that they will act fairly and without bias, conduct an investigation without undue delay, ensure the case is not investigated or determined by someone with a conflict of interest, and ensure the outcome is supported by evidence.
- All Saints Grammar will support students who have experienced abuse or neglect, and support staff who have allegations made against them through referral or provision of information about counselling or other community health care services. Support will also be available for the person making the allegation.

## Appendix

- Memorandum of Understanding (Attachment A)
- Code of Professional Conduct (Attachment B)
- Indicators of Reportable Conduct and Neglect (Attachment C)

### **Overview for reporting suspected cases of children at risk of significant harm**

An employee has reasonable grounds to suspect a child is at risk of significant harm



The employee immediately reports to the Head of School



If there is risk of significant harm the Head of School will report to FACS

The Head of School decides there are not sufficient grounds for reporting and informs the employee

If the allegation concerns a member of staff the Head of School will report the allegation to the Ombudsman



The Head of School ensures appropriate care and support are made available to the student and reporting staff member

If the employee still believes that there are reasonable grounds to suspect a child is at risk of significant harm they may report to FACS

Any completed disciplinary findings against a staff member will be reported to the Commission for Children and Young People. The AIS will be notified of completed Class or Kind investigations

### **Acknowledgement**


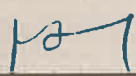
I \_\_\_\_\_ have read, understood and agree to comply with the terms of this Child Protection Policy.


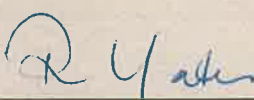
\_\_\_\_\_  
**Signature:**

\_\_\_\_\_  
**Date:**

## Memorandum of Understanding (MOU) for the OOHC Education Pathways between NSW Department of Families and Community Services (FACS) and the Association of Independent Schools (AISNSW)

<b>Organisation 1</b>	NSW Department of Family and Community Services (FACS)	<b>Type of Organisation</b>	NSW Agency
<b>Organisation 2</b>	Association of Independent Schools (AISNSW)	<b>Type of Organisation</b>	Public company
<b>Start Date</b>	February 2015	<b>End Date</b>	

<b>FACS Authorised Delegate</b>	Maree Walk 	<b>Title</b>	Deputy Secretary, Programs and Service Design
	Signature _____		Date 27/2/15
<b>In the presence of (Witness)</b>	Signature  Date 27/2/15		

<b>AISNSW Authorised Delegate</b>	Dr Geoff Newcombe	<b>Title</b>	Executive Director
	Signature 		Date 11/3/15
<b>In the presence of (Witness)</b>	Signature  Date 11/3/15		

<b>FACS Contact officer</b>	Lyn Manitta	<b>Title</b>	Director, OOHC Service Improvement Ph 02 9716 2222
<b>AISNSW Contact officer</b>	Robyn Yates	<b>Title</b>	Senior Director, Government Education Policy Ph 9299 2845



## Parties

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This MOU is made between the following organisations:

**NSW Department of Family and Community Services (FACS)**

ABN: 90 597 369 676

234 Sussex Street, Sydney NSW 2000

**Association of Independent Schools of NSW (AISNSW)**

ABN: 96 003 509 073

Level 12, 99 York Street, Sydney NSW 2000

## Context of MOU

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This MOU is made in the following context

- A. This MOU provides a framework for a coordinated approach between Department of Family and Community Services (FACS) and Association of Independent Schools of NSW (AISNSW) in relation to identifying, planning and responding to the educational needs of children and young people in statutory out-of-home care (OOHC) in Independent schools, including preschools.
- B. Children and young people covered by this MOU are those enrolled in or applying to enroll in a Independent school and who are currently in statutory OOHC and for whom the Minister for FACS has parental responsibility/shared responsibility relating to residence and or education and training.
- C. The Schedules attached to this MOU formalises the arrangements as required. Separate Schedules may be developed and agreed over the term of the MOU to reflect new arrangements.
- D. Both parties agree that the Memorandum of Understanding will be reviewed annually and amended as required.

## Operational provisions

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The parties to this MOU agree as follows:

### 1. Interpretation

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#### 1.1. Definitions

Unless the contrary intention appears, a term in bold type in the table below has these meanings in the MOU and attached Schedules:

Term	Meaning
<b>AEDC (formerly AEDI)</b>	Australian Early Development Census (formerly Index)

<b>Authorised carer</b>	A person who is authorised as an authorised carer by a designated agency in accordance with the Children and Young Persons (Care and Protection) Regulation 2012.
<b>Non-government organisations (NGOs)</b>	Agencies accredited as 'designated agencies' and funded by FACS to provide case management for children and young people in statutory OOHC.
<b>Prescribed body</b>	For the purposes of this MOU a prescribed body under Chapter 16(A) of the Children and Young Persons (Care and Protection) Act 1998 is: (a) a State regulated education and care service within the meaning of the Children (Education and Care Services) Supplementary Provisions Act 2011, (b) an education and care service within the meaning of the Children (Education and Care Services) National Law (NSW), (c) a designated agency, (d) a registered agency
<b>Caseworker</b>	The worker employed by the agency with case management responsibility to develop and implement a case plan to ensure that a child or young person in OOHC has their individual needs identified and met. Caseworkers can be employed by FACS or an NGO.
<b>Case management</b>	Case management is the process of assessment, planning, implementation, monitoring and review. Case management aims to strengthen outcomes for both families and children and young people through integrated and coordinated service delivery. Case management for a child or young person in OOHC can be delegated by the Minister while retaining parental responsibility for that child or young person.
<b>Statutory care</b>	OOHC that is provided in respect of a child or young person for a period of more than 14 days: (a) pursuant to a care order of the Children's Court, or (b) by virtue of the child or young person being a protected person.  Children in statutory care are in the parental responsibility of the Minister for one or more aspects.
<b>Supported care</b>	OOHC in respect of a child or young person that is, as a result of the Secretary forming the opinion that the child or young person is in need of care and protection, arranged, provided or otherwise supported by the Secretary. Children in supported care are not in the parental responsibility of the Minister.
<b>Guardianship care</b>	Care that is provided as a result of an order of the NSW Children's Court allocating Guardianship of a child or young person to a specific person. A Guardianship allowance may be paid by FACS. These children are not in OOHC.

<b>Teenage Education Payment</b>	Teenage Education Payment (TEP) is a payment of \$1500 per term provided by FACS to authorised carers and guardians in receipt of an allowance from FACS. Carers/guardians of children aged 16 and 17 living in NSW may be eligible if the young person is engaged in education or training and the carer is eligible to receive Family Tax Benefit Part A from the Commonwealth Department of Human Services.
<b>Confidential Information</b>	Information that is any of the following: a. Required by law to be kept confidential, including any information for which there would be over-riding public interest against disclosure within the meaning of the Government Information (Public Access) Act 2009 (GIPA). b. designated in writing by the owner as confidential c. personal information under the NSW Privacy and Personal Information Act 1998 (the PPIP Act) unless consent is provided by the person.
<b>Data</b>	The datasets detailed in Schedules 2 and 3.

## 1.2. Legislative and policy context

- 1.2.1. The United Nations Convention on the Rights of the Child sets out the undertakings in relation to recognising children as independent persons with their own integrity and human rights.
- 1.2.2. There are statutory responsibilities of FACS and schools in the Children and Young Persons (Care and Protection) Act 1998 ("the Care Act") and the Education Act 1990.
- 1.2.3. AISNSW and FACS have responsibilities to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all people with disability (including children), and to promote respect for their inherent dignity, as set out in the United Nations Convention on the Rights of Persons with Disabilities.
- 1.2.4. AISNSW and FACS have responsibilities under The Disability Inclusion Act 2014 (NSW) in relation to ensuring the rights of people with disability are respected, and to ensure their inclusion and participation in the community. There is a particular focus on the needs of particular groups, including children with disability. AISNSW supports the principles outlined in Part 1 Division 2 Section 4 and 5 of the Act and outlined in the Schedule 5 of the MOU.
- 1.2.5. AISNSW and FACS also have responsibilities under a range of other legislation including the Work Health and Safety Act 2011 (NSW), Anti-Discrimination Act 1977 (NSW), and the Disability Discrimination Act 1992 (Commonwealth). AISNSW must also comply with the Commonwealth Disability Standards for Education.
- 1.2.6. This MOU will assist the parties to contribute to two key goals outlined in the NSW State Plan 2021:  
Goal 13 - Better protect the most vulnerable members of our community and break the cycle of disadvantage. The plan provides a target of child wellbeing

measured by increased proportion of NSW children who are developmentally on track in AEDC (or AEDI) index domains ... (iv) language and cognitive skills (school-based)

Goal 15 - Improve education and learning outcomes for all students. The plan highlights two targets related to measuring performance of children and young people in OOHC:

- to improve student achievement in literacy and numeracy, and
- for more students to finish high school or equivalent.

### **1.3. Role of non-government organisations (NGOs)**

- 1.3.1. Signatories to the MOU agree that the provisions of this MOU extend to NGOs funded by FACS to provide case management for children and young people in statutory OOHC.
- 1.3.2. Signatories to the MOU will recognise NGO stakeholders as having responsibility for case management of children and young people in statutory OOHC and to facilitate access to educational services in the same way as they would facilitate access to educational services for children and young people case managed by FACS.
- 1.3.3. *FACS Service Provision Guidelines OOHC* gives FACS and NGO service providers the core policy and operational framework and requirements for delivering OOHC services.

### **1.4. Role of the authorised carer**

- 1.4.1. The authorised carer is responsible for day to day care of the child or young person including :
  - school attendance and providing uniforms and supplies,
  - participating in the development and implementation of the Education Plan and encouraging participation of the child or young person,
  - supporting learning and observing and reporting any issues which may impact on a child or young person's ability to learn,
  - being involved in the school community and getting to know the staff,
  - encouraging participation in activities which support learning and connection to the school community.

## **2. Purpose of the MOU**

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The purpose of this MOU is to:

- 2.1. Provide a framework for meeting the educational needs of children and young people in statutory OOHC who are enrolled in or applying to enroll in a NSW Independent school, as a component of the child or young person's care planning.
- 2.2. Facilitate schools' support of the learning needs of children and young people in statutory OOHC through the implementation of education plans to improve their participation and performance in school.
- 2.3. Facilitate schools' support of children and young people in statutory OOHC to receive coordinated service delivery at key stages in their school life.
- 2.4. Work collaboratively to establish effective and efficient communication channels



and modes of working to improve the educational outcomes of children and young people in statutory OOHC who are enrolled in or applying to enroll in a NSW Independent schools.

- 2.5. Promote information sharing about each organisation's policies, programs, services and other resources, to facilitate better outcomes for children and young people in statutory OOHC.

### **3. Guiding Principles**

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The principles set out in the MOU will be implemented through joint protocols and guidelines as appropriate.

- 3.1 Parents and carers have the primary responsibility for the upbringing, protection and development of their children.
- 3.2 The safety, welfare and wellbeing of children and young people are the collective responsibility of the whole of government and the community and are delivered through a mix of non-government and state agencies.
- 3.3 FACS and AISNSW will work together to support Independent schools to achieve the best educational outcomes for children and young people in statutory OOHC.
- 3.4 Children and young people will be encouraged to participate, according to their age and development, in decision making in planning for their educational program and for support of their social and emotional wellbeing at school.
- 3.5 FACS and AISNSW will support Independent schools to be sensitive to the needs and requirements of children and young people from culturally and linguistically diverse backgrounds and their carers.
- 3.6 The personal identity, language, cultural and religious ties of children and young people in care will be maintained, and their relationships with family, significant others and their community recognised.
- 3.7 FACS and AISNSW will work together to support Independent schools to facilitate Aboriginal children, young people and their families participating with as much self-determination as is possible, and be active participants in the development of education plans.
- 3.8 The needs of the child or young person are the starting point for any joint work and decision making. Decision making in relation to the education of a child or young person in statutory OOHC should, where practicable, involve those people who are significant to the child or young person. The best interests of the child or young person are of key importance in any decisions
- 3.9 Intervening early to identify and respond to the educational needs of children and young people provides the best opportunity to support the educational participation and performance of children and young people in statutory OOHC.

## **4 Collaboration**

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This includes services provided directly by FACS and/or NGO stakeholders and/or through other government, non-government and/or other agencies.

4.1 FACS and AISNSW will endeavor to support Independent schools in:

- 4.1.1 Implementing the MOU at a state, regional and local level using agreed protocols, communication, monitoring and review processes
- 4.1.2 Promoting communication and dissemination of information including face to face briefings and joint training opportunities, where appropriate, which may also involve non-government funded organisations.
- 4.1.3 Supporting coordinated approaches to:
  - educational planning to respond to the identified needs and wellbeing of the child or young person
  - the timely transfer of information
  - identified enrolment, engagement or attendance issues
  - suspension, expulsion, placement and transition procedures.

4.2 It is noted that the School Principal is the contact officer for Independent schools. These officers provide a first point of contact for information, collaboration and assistance, if required, for the other department or organisation.

## **5 Governance**

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- 5.1 This MOU will be activated once it is signed by Deputy Secretary of the NSW Department of FACS Programs and Service Design and the Executive Director of the Association of Independent Schools of NSW.
- 5.2 A cross agency working group will support the operational requirements of the MOU. It will determine reporting requirements and advise on a review or evaluation of the MOU that may be needed and its timing.
- 5.3 Either party may seek variation of this MOU by notifying the other.

## **6 Variation**

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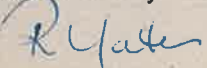
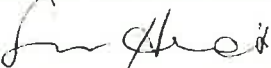
### **6.1 Variations**

- 6.1.1 The MOU is ongoing between the two parties, with the content and Schedules subject to review as required.
  - 6.1.1.1 Changes to the purpose will be negotiated as a variation to this MOU, requiring agreement of both parties. Any such variation must be signed and dated by each organisation.
- 6.1.2 Developments of new Schedules or amendments to existing schedules can be negotiated and signed by the delegated officers.

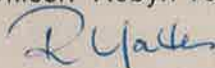
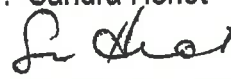
## **6.2 Dispute resolution**

- 6.2.1 No child or young person is to be left without adequate support while interagency issues are being resolved.
- 6.2.2 Any dispute about the responsibility of either FACS or a Independent school in relation to a service delivery requirement should, wherever possible, be resolved at the local level within two weeks by the local manager and the School Principal.
- 6.2.3 In situations where there is dispute, the local manager will advise AISNSW who will support the Principal in working together with the local manager to develop an action plan that addresses the issues of conflict and Identifies strategies to resolve the conflict, timeframes and review dates.
- 6.2.4 When attempts to resolve the issues at the local level have been unsuccessful, a dispute matter may be referred to the relevant FACS Director Community Services.



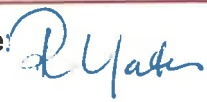
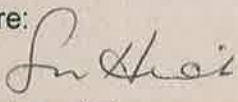
Schedule 1 Title	AISNSW supports schools to implement the following OOHC Education Pathways operational processes
1. Developing education plans	<p>1.1. FACS trigger the planning process by providing a Notice to a school of a child's or young person's placement in statutory OOHC to the AISNSW relevant school principal when a child or young person enters OOHC, or enrolls in a school.</p> <p>1.2. The school convenes an education planning meeting within 30 days. The child or young person (where appropriate), school, carer, caseworker, and other relevant professionals develop an education plan to enhance strengths and address needs. Planning incorporates known education or health information.</p> <p>1.3. The school provides a copy of the plan to the child or young person (if appropriate), the carer and the caseworker.</p>
2. Implementation of education plans	<p>2.1 The school implements school based actions.</p> <p>2.2 The carer and caseworker implement actions assigned to them during the planning meeting.</p>
3. Review of education plans	<p>3.1 The school arranges a review of the plan annually or after any significant change in the child or young person's life.</p> <p>3.2 The caseworker and carer communicate with the school to advise of any significant changes.</p> <p>3.3 The revised education plan is distributed as per the original plan.</p> <p>3.4 The caseworker sends a "Change of detail advice for a child or young person in OOHC" to the school principal when a child or young person changes school or exits OOHC.</p>
4. Privacy of information shared during the development of Education Plans.	<p>4.1 Section 245F of the Care Act provides that, unless required or permitted by any law, FACS and Independent schools must not use or disclose the information exchanged under this MOU for any purpose that is not associated with the safety, welfare or well-being of children and young people to whom the information relates.</p>
Approval of Schedule 1 AISNSW	<p>Delegated Officer: Robyn Yates</p> <p>Signature: </p> <p>Position: Senior Director, Government Education Policy</p> <p>Date: 11.3.15</p>
Approval of Schedule 1 FACS	<p>Delegated Officer: Sandra Heriot</p> <p>Signature: </p> <p>Position: A/Executive Director, Child Safety and Permanency</p> <p>Date: 10-2-2015</p>

<b>Schedule 2 Title</b>	<b>Data sharing and collection for the purpose of improving educational outcomes for children in statutory OOHC.</b>
1. Data	<p>1.1 This MOU acknowledges that FACS will access NAPLAN results held by the Board of Studies Teaching and Educational Standards (BOSTES) in relation to children in Independent schools to identify, plan for and respond to the education and training needs of children and young people in OOHC.</p> <p>1.2 Data collected under point 1.1 will also be used to report on the Outcome Indicator 3(a) Proportion of NSW students in years 3, 5, 7 and 9 at or above the national minimum standard for reading and numeracy.</p>
2.Target group	2.1 Children of school age in statutory OOHC are the target group for data collection as described in 1.1.
3. Relevant legislation	<p>3.1 Information exchanged under this protocol is in accordance with Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 (the Care Act).</p> <p>3.2 Section 245C of the Act allows a prescribed body to provide information to another prescribed body if it is reasonably believed that the provision of the information would assist the recipient:</p> <ul style="list-style-type: none"> <li>• To make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety, welfare or wellbeing of the child or young person or any class of children or young persons, or</li> <li>• To manage any risk to the child or young person (or class of children or young people) that might arise in the recipient's capacity as an employer or designated agency.</li> </ul> <p>3.3 Information exchanged under this schedule is in relation to the safety, welfare or wellbeing of a class of children and young people in OOHC as it will assist to identify, plan for and respond to their education and training needs.</p> <p>3.4 Section 245G of the Act provides protection from liability for any person who, acting in good faith, provides any information in accordance with Chapter 16A.</p> <p>3.5 Section 245F of the Act provides that, unless required or permitted by any law, FACS and Independent schools must not use or disclose the information exchanged under this schedule for any purpose that is not associated with the safety, welfare or well-being of children and young people to whom the information relates.</p>
4. Reporting	4.1 Reporting of data to external agencies will be aggregated and non-identifiable without breakdown of name of school or sector of school attended.

Approval of Schedule 2 5. AISNSW	Delegated Officer: Robyn Yates Signature:  Position: Senior Director: Government Education Policy Date: 11.3.15
Approval of Schedule 2 6. FACS	Delegated Officer: Sandra Heriot Signature:  Position: A/Executive Director, Child Safety and Permanency Date: 10.02.2015

<b>Schedule 3 Title</b>	<b>Data sharing and collection for the purpose of administering and evaluating the Teenage Education Payment</b>
1. Data	1.1 This MOU facilitates the provision of information by Independent schools to FACS in relation to enrolment, attendance, education planning and attainment data of children and young people in OOHC for the purposes of monitoring the Teenage Education Payment (TEP).
2. Target Group	2.1 Children and young people aged 15 and over in statutory and supported OOHC and Guardianship arrangements are the target group for data collection in relation to Teenage Education Payment as described in 1.1.
3. Relevant legislation	<p>3.1 Information exchanged under this protocol is in accordance with Chapter 16A of the Children and Young Person's (Care and Protection) Act 1998 (the Care Act).</p> <p>3.2 Section 245C of the Care Act allows a prescribed body to provide information to another prescribed body if it is reasonably believed that the provision of the information would assist the recipient:</p> <ul style="list-style-type: none"> <li>• To make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety, welfare or wellbeing of the child or young person or any class of children or young persons, or</li> <li>• To manage any risk to the child or young person (or class of children or young people) that might arise in the recipient's capacity as an employer or designated agency.</li> </ul> <p>3.3 Sections 245B and 248(6) provide that government schools, non-government schools and TAFE establishments are prescribed bodies for the purposes of Chapter 16A of the Care Act.</p> <p>3.4 Information exchanged under this protocol is in relation to the safety, welfare or wellbeing of a class of children and young people in OOHC as it will assist to identify, plan for and respond to their education and training needs.</p> <p>3.5 Section 245G of the Care Act provides protection from liability for any person who, acting in good faith, provides any information in accordance with Chapter 16A.</p> <p>3.6 Section 245F of the Care Act provides that, unless required or permitted by any law, FACS and Independent schools must not use or disclose the information exchanged under this protocol for any purpose that is not associated with the safety, welfare or wellbeing of children and young people to whom the information relates.</p>
4 Transfer, storage	4.1 Information provided under this protocol in relation to a child or young person's OOHC status and enrolment, attendance and attainment data is confidential and will be securely transferred



	<p>between FACS and the school.</p> <p>4.2 The transfer of bulk data will be done in accordance with a secure file transfer mechanism.</p> <p>4.3 Information received under this protocol is confidential and will be stored FACS and Independent schools in secure folders and clients systems which are accessed by authorised personnel only.</p>
5 Reporting	<p>5.1 Reporting of data will be aggregated and non-identifiable without breakdown of name of school or sector of school attended.</p> <p>5.2 Information exchanged under this protocol should only be used to assist FACS and the agency to identify, plan for and respond to the education and training needs of children and young people in OOHC.</p>
Approval of Schedule 3 AISNSW	<p>Delegated Officer: Robyn Yates      Signature: </p> <p>Position: Senior Director: Government Education Policy</p> <p>Date: 11.3.15</p>
Approval of Schedule 3 FACS	<p>Delegated Officer: Sandra Heriot Signature: </p> <p>Position: A/Executive Director Child Safety and Permanency</p> <p>Date: 10-02-2015</p>

Schedule 4 Title	Principles of the Disability Inclusion Act (NSW) 2014 – Part 1 Division 2
Section 4	<p><b>General principles</b></p> <ol style="list-style-type: none"> <li>(1) For the purposes of this Act, the disability principles relating to people with disability are the general principles set out in this section.</li> <li>(2) People with disability have an inherent right to respect for their worth and dignity as individuals.</li> <li>(3) People with disability have the right to participate in and contribute to social and economic life and should be supported to develop and enhance their skills and experience.</li> <li>(4) People with disability have the right to realise their physical, social, sexual, reproductive, emotional and intellectual capacities.</li> <li>(5) People with disability have the same rights as other members of the community to make decisions that affect their lives (including decisions involving risk) to the full extent of their capacity to do so and to be supported in making those decisions if they want or require support.</li> <li>(6) People with disability have the right to respect for their cultural or linguistic diversity, age, gender, sexual orientation and religious beliefs.</li> <li>(7) The right to privacy and confidentiality for people with disability is to be respected.  <b>Note.</b> This principle does not affect the operation of Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998. The disability principles are principles that certain entities have regard to under this Act (see section 6).</li> <li>(8) People with disability have the right to live free from neglect, abuse and exploitation.</li> <li>(9) People with disability have the right to access information in a way that is appropriate for their disability and cultural background, and enables them to make informed choices.</li> <li>(10) People with disability have the same right as other members of the community to pursue complaints.</li> <li>(11) The crucial role of families, carers and other significant persons in the lives of people with disability, and the importance of preserving relationships with families, carers and other significant persons, is to be acknowledged and respected.  <b>Note.</b> The NSW Carers Charter under the Carers (Recognition) Act 2010 recognises the role and contribution of carers to our community and to the people they care for.</li> <li>(12) The needs of children with disability as they mature, and their rights as equal members of the community, are to be respected.</li> <li>(13) The changing abilities, strengths, goals and needs of people with disability as they age are to be respected.</li> </ol>
Section 5	<p><b>Principles recognising the needs of particular groups</b></p> <ol style="list-style-type: none"> <li>(1) For the purposes of this Act, the disability principles relating to people with disability also include the principles set out in this section.</li> <li>(2) Supports and services provided to Aboriginal and Torres Strait Islander people with disability are to be provided in a way that:</li> </ol>

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|  | <ul style="list-style-type: none"> <li>(a) recognises that Aboriginal and Torres Strait Islander people have a right to respect and acknowledgment as the first peoples of Australia and for their unique history, culture and kinship relationships and connection to their traditional land and waters, and</li> <li>(b) recognises that many Aboriginal and Torres Strait Islander people with disability may face multiple disadvantage, and</li> <li>(c) addresses that disadvantage and the needs of Aboriginal and Torres Strait Islander people with disability, and</li> <li>(d) is informed by working in partnership with Aboriginal and Torres Strait Islander people with disability to enhance their lives.</li> </ul> <p>(3) Supports and services provided to people with disability from culturally and linguistically diverse backgrounds are to be provided in a way that:</p> <ul style="list-style-type: none"> <li>(a) recognises that cultural, language and other differences may create barriers to providing the supports and services, and</li> <li>(b) addresses those barriers and the needs of those people with disability, and</li> <li>(c) is informed by consultation with their communities.</li> </ul> <p>(4) Supports and services provided to women with disability are to be provided in way that:</p> <ul style="list-style-type: none"> <li>(a) recognises that women with disability may face multiple disadvantage and are potentially more vulnerable to risk of abuse or exploitation, and</li> <li>(b) addresses that disadvantage and risk, and the needs of women with disability, and</li> <li>(c) is informed by consultation with women with disability.</li> </ul> <p>(5) Supports and services provided to children with disability are to be provided in a way that:</p> <ul style="list-style-type: none"> <li>(a) recognises that a child with disability has the right to a full life in conditions that ensure the child's dignity, promote self-reliance and facilitate the child's active and full participation in family, cultural and social life, and</li> <li>(b) recognises that children are more vulnerable to risk of abuse or exploitation, and</li> <li>(c) addresses that right and risk, and ensures the best interests of the child is the primary concern in making decisions affecting the child while also respecting the responsibilities, rights and duties of a parent or other person legally responsible for the child in relation to giving appropriate direction and guidance for the child's welfare, and</li> <li>(d) respects the views of the child with disability (having regard to the child's age and maturity).</li> </ul> <p>(6) This section does not impose an obligation on anyone to provide supports and services.</p> |
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**ALL SAINTS GRAMMAR**  
A GREEK ORTHODOX SCHOOL FOR BOYS & GIRLS

# Staff Code of Conduct

Teaching & Non-Teaching Staff

July 2018

Staff at All Saints Grammar have a responsibility to meet the high standards of professional and ethical behaviour required by the School, students, parents/caregivers, the Christian and wider community.

Staff undertake their responsibilities within the framework of the law and lawful instructions from their employer. Staff must comply with legislative and industrial requirements, with this Code and any policies and procedures that are implemented by All Saints Grammar.

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#### RESPECT FOR THE VALUES, MISSION, POLICIES AND PRACTICES OF ALL SAINTS GRAMMAR

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In performing their duties, it is expected that all staff will avoid by word, action or public lifestyle that which is contrary to the teachings and values of the Christian Church in whose name they act.

Staff must familiarise themselves and comply with the values, mission, policies and guidelines of the School as documented.

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#### PROFESSIONAL RESPONSIBILITIES OF STAFF

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In carrying out their duties and responsibilities all All Saints Grammar teachers must:

- Be conscious of their special duty of care to the students in all educational activities in and out of school.
- Demonstrate the highest standards of professional behaviour, exercise professional judgement and act in a courteous and sensitive manner when interacting with students, parents/caregivers, staff and the public.
- Collaborate in the development of school plans, policies and programs.
- Devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms.
- Treat students equitably, including those with disabilities or other special needs.
- Meet the individual learning needs of students and assist each student to maximise his or her learning outcomes.
- Effectively manage and implement programs for Child Protection and Student Welfare.
- Undertake appropriate ongoing professional development to promote competence in curriculum development, delivery and evaluation, classroom management and teaching skills.
- Comply with legislative and industrial requirements, the School's Code of Conduct and all School Policies.
- Be familiar with the provisions of legislation relevant to their official responsibilities.
- Comply with reasonable directions given by the Head of Secondary or the Head of School and adhere to School guidelines concerning the performance of their duties.
- Be fair in exercising delegated responsibility and promote personal and professional development of staff.
- Perform their duties efficiently and effectively and with honesty, integrity and fairness at all times.
- Ensure that decisions are made fairly and conveyed promptly both within the school and to those parents/caregivers and members of the public who have a right to know.

- Use information gained in the course of employment only for proper and appropriate purposes.
- Use school resources economically.
- Behave in such a manner as to protect and enhance the esteem and standing of All Saints Grammar.
- Refrain from gossiping or malicious chat about colleagues, students or school families.
- Uphold the name of the School in the community.

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## PROFESSIONAL CONDUCT AND DRESS CODE

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Staff members are expected to dress and act in accordance with their profession, and are to abide by the following guidelines.

- All staff members should always dress in a professional manner. Even when undertaking Physical Education classes, a teacher's dress should model for the students practical good grooming. All staff should refrain from wearing to school, any garment which is revealing or provocative in cut or style.
  - No anklets, toe rings, third stud earrings or nose rings.
  - Denim jeans or tracksuits should only be worn on sports days, camps, fun days, etc. Suitable shoes – no thongs.
  - Tattoos are to be covered if visible to the students.
- There is an expectation that teachers act professionally and provide a good role model for students. For example, mobile phones are to be switched off in church/ classrooms/ staff meetings etc and only in the case of an emergency should staff take mobile phone calls while in class. All urgent matters can be passed onto staff through the Administration Office.
- Teachers are to conform to the school's Greek Orthodox ethos behaving respectfully in church. Chewing gum, taking mobile phone calls in the church, etc is totally unacceptable.

Staff are not permitted to:

- Engage in correspondence on social networking sites pertaining to the School, students of the School, the families of students or School colleagues.
- Discuss school matters on social networking sites (this clause is not intended to prohibit professional or educational online discussions).
- Accept students as 'friends' on social networking sites.

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## PROFESSIONAL RELATIONSHIPS INTERACTIONS WITH STUDENTS

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It is expected that staff will be caring, compassionate adults who take an interest in their students and who set appropriate boundaries within those employee-student relationships.

Staff must be aware that their interactions with students are based on a trusting relationship arising from the nature of the work, and that those relationships are open to scrutiny.

Staff must not, under any circumstances, use any form of discipline which involves corporal punishment or engage in any form of behaviour which could cause physical or emotional abuse to students.

Staff must always treat students with respect. Within this, there is no place for sarcasm, derogatory remarks, offensive comments or any other inappropriate conduct that may result in emotional distress to a child.

Behaviour that may cause psychological harm to a student includes:

- Targeted and sustained criticism, belittling or teasing.
- Excessive or unreasonable demands.
- Hostility, verbal abuse, rejection or scape-goating.
- Using inappropriate locations or social isolation, outside of the school's discipline policy, as punishment.
- Staff must always treat students in a consistent manner without inappropriate familiarity or spending "special time" with a student.

Some indicative behaviours that may suggest a student is not being treated in a consistent manner could include:

- Giving gifts to a child (for example, giving a birthday gift to a particular student when this is not the practice with other students, or asking the student to keep the gift a secret from others).
- Showing special favours.
- Allowing a student to over-step rules, except where it is clearly articulated in a student's individual education plan or individual behaviour management plan.
- Sharing secrets with a student.
- Inconsistent consequences or allowances.

Social interactions between staff and students outside of school and school related activities can be problematic and may lead to allegations against staff. Staff must be conscious that their position places extra obligations on them and they should follow the policy and procedure as set by their school. Staff are to seek guidance from the Head of Secondary or Head of School if a personal relationship exists with a student's family.

Examples of when staff are to seek guidance from the School Executive include:

- Visiting students at their home.
- Inviting students to visit the employee's home.
- Making telephone calls of a personal nature to students.
- Sending emails of a personal nature to students.
- Sending SMS (mobile phone texting) messages to students.

When congratulating a student, a consistent approach should be used in line with school practice. Staff must be conscious that their actions, particularly physical gestures may be open to scrutiny by

others. Staff are required to develop and exercise prudent judgment and sensitivity regarding appropriate physical interactions with students.

Staff should, whenever possible, endeavour not to drive a student in their car unless they have specific permission, and do so in accordance with School policy. In the event of an emergency, staff should attempt to obtain parental consent and also report the matter to the Head of Secondary or Head of School, where possible prior to the journey commencing.

Staff may only engage in tutoring or coaching students outside of school hours in accordance with School policy. Staff should be aware that child protection issues may arise in these circumstances and should continue to follow their obligations under this Code.

Staff should avoid, as far as possible, situations where they are alone with a student. In the conduct of their professional duties, staff may be required to work in a one to one situation with a student. In such situations staff must follow the School's policy and procedure.

When responsible for a single student, an employee should:

- Have previously discussed arrangements with the Head of Secondary or Head of School
- Maintain visibility into a room
- Where possible, interact with the student in an area open to observation.

Staff must do everything within reason to ensure that alcohol, tobacco or prohibited substances are not consumed by students on the school's premises or at school functions, camps or excursions. Staff must not give to students, nor are they to encourage or condone the students use of the above mentioned substances. Consumption of alcohol by staff at school, or while at school functions should be in accordance with school policy. Administration of prescribed medications should be in accordance with school policy.

Staff must not, under any circumstances, engage in intimate and/or sexual relationships with a student or engage in any conduct of a sexual nature with a student. It is irrelevant whether the relationship is heterosexual or homosexual, consensual or non-consensual or condoned by parents/caregivers. The age of the students or staff involved is also irrelevant.

Teachers must not, under any circumstances, engage in conduct of a sexual nature with a student. Improper conduct of a sexual nature by a teacher against a student includes sexual intercourse and any other form of child sexual abuse (which must be notified) as well as but not limited to the following

- Inappropriate conversations of a sexual nature.
- Obscene language of a sexual nature.
- Suggestive remarks or actions.
- Jokes of a sexual nature.
- Obscene gestures.
- Unwarranted and inappropriate touching.
- Sexual exhibitionism.

- Personal correspondence with students in respect of the employee's sexual feelings for the student.
- Deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.
- Possession, distribution or display of pornography.
- Electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate jokes.
- Sending SMS (mobile phone texting) messages which are sexually explicit, offensive or contain inappropriate jokes.

Teachers in their pastoral care role must be cautious of the content and context of their discussions with students.

Staff must exercise caution when:

- Making personal comments about a student.
- Asking questions that probe a student's sexuality or personal relationships.
- Discussing personal details of lifestyle of self or others.
- Disclosing their personal contact details to students.

Staff must not discuss matters of a sexual nature relating to themselves.

Should any student engage, or attempt to engage, in inappropriate behaviour of a sexual nature with an employee, then immediate steps must be taken to discourage the student and the matter should be immediately reported to the Head of Secondary or the Head of School.

Staff must notify the Head of School immediately should they suspect a situation involving any form of reportable conduct or concern of risk of harm to students. Staff must also be aware of individual mandatory reporting requirements under the Children and Young Persons (Care and Protection) Student Management Act 1998 and the "Keep them Safe" Legislation 2010. It is not the responsibility of staff to investigate allegations or suspicions of a child protection nature.

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## MAINTAINING PROFESSIONAL BOUNDARIES

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The following self-assessment may assist staff in assessing their application of professional boundaries:

- Am I dealing with a particular student in a different manner than with others under the same circumstances?
- Would I do or say this if a colleague was present?
- Is my dress/availability/language different from the normal with a particular student(s)?
- Are the consequences of my actions likely to have negative outcomes?
- Are my personal feelings translating into inappropriate actions?
- Could my conduct with a student be perceived as demeaning or belittling?

Staff are required to bring to the attention of the Head of Secondary or the Head of School any potential, perceived or actual contraventions of any of these boundaries set out in this Code, whether

by themselves or colleagues. The requirement to report any possible contraventions is essential, given the duty of care owed to students within the school environment. In addition, all staff are to notify any allegation of reportable conduct or reportable convictions of which they become aware in accordance with current legislation and School policy.

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## DUTY OF CARE

The School owes a duty of care to its staff and students. It is expected that all staff contribute towards the fulfilment of this legal duty. Staff will exercise with diligence, the duty of care that they owe to the student. In addition to this, staff are expected to take all reasonable steps to protect students from risk of harm. This may require making formal notifications/reports to government agencies.

Staff are also expected to cooperate with the school to maintain a workplace environment that is positive, open and healthy for members of the school community. Each employee has a significant role to play in achieving and maintaining this objective. It is expected that any matters that threaten the fulfilment of this objective are reported to the employee's direct supervisor.

The supervisory role of staff is aimed at enhancing a student's educational opportunities, building self-esteem, and ensuring students are safe and supported. Whilst in a supervisory role, the employee has an obligation to fulfil duty of care requirements.

Teachers must comply with the arrangements for student supervision put in place by the School for all activities where the student is under the duty of care of an employee. Playground supervision is an integral part of this responsibility. Teachers must actively supervise their designated area, be vigilant and constantly mobile. Punctuality is an essential element of this compliance.

Staff should be alert to bullying or any other form of harassment or discriminatory behaviour, act on and report incidents in accordance with the School's Anti-Bullying Policy.

Ill or injured students should be attended to by the supervising employee in accordance with the School First Aid and Health Policy.

Attention to the personal care needs of a student should be done in accordance with the School's policy and procedure and individual management plan, if one exists.

Staff should remain with students at after school activities in accordance with School policy.

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## RISK MANAGEMENT

All staff should be aware of risks that arise in the school and take steps to minimise and/or eliminate those risks. Staff also need to appreciate that the School, in exercising its duty of care for students and staff, may from time to time require an employee to conduct a risk assessment, having regard to the welfare of all.

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## STUDENT DISCIPLINE

Student discipline practices at All Saints Grammar aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the well-being, safety and effective management of the school community.



It is the responsibility of each employee to develop effective, consistent and appropriate management strategies in day to day interactions with students as a preventative system of behaviour management. These strategies should include a clear, consistent and graded method of dealing with inappropriate behaviours and should be developed in accordance with the School's Pastoral Care, Student Management and Discipline policies. It is the responsibility of each employee to be familiar with these policies.

As a general rule, staff will use their own management strategies in their initial dealings with students. However, students who display recurrent challenging behaviours, particularly unsafe behaviours should be referred to the appropriate person in line with the School's policy and procedures. Where a student's behaviour is unable to be managed by the implementation of the School's policies, an individual behaviour management plan should be developed for that student. All staff should be made aware of this individual management plan and act in accordance with the procedures documented in this plan.

All staff should be aware that corporal punishment is prohibited. Corporal punishment involves the application of physical force to punish or correct a student unless that physical contact is reasonable and necessary for the protection of any person.

The following behaviour management practices are unacceptable:

- Using an object, such as a ruler, book, duster, chalk or whiteboard marker.
- To gain a child's attention in a hostile or an inappropriate physical manner.
- Restraining a student for any purpose other than a student's actions causing imminent harm to self or others.
- Hitting or kicking a student.
- Pushing, shaking, pulling, shoving, grabbing, pinching or poking a student.
- Intimidating or swearing at a student.
- Using sarcasm to humiliate.
- Locking a student in a confined space.
- Refusing biological needs as a means of punishment.
- Criticising a student rather than the student's actions.
- Practices which instil fear, or using fear as a means of controlling a student.
- Practices which cause a student to feel alienated.
- Exposing a student to material that contains violent or inappropriate sexual messages or themes.
- Exposing a student to material contains adult concepts or themes that are inappropriate to the student's age or curriculum expectations.

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## PHYSICAL CONTACT WITH STUDENTS

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When physical contact with a student is a necessary part of the teaching/learning experience staff must exercise caution to ensure that the contact is appropriate and acceptable for the duty to be performed.

- Assessing a student who is injured or ill may necessitate touching. An employee should advise the student of what they intend to do and, where possible, seek the student's concurrence.
- Teaching sport, music and other activities may require the physical handling of a student to demonstrate a particular action or skill.

Physical contact with students which may be appropriate includes:

- Comforting a distressed student.
- Guiding a student in a non-threatening manner.
- Tapping a student on the shoulder to gain his/her attention after verbal requests were unsuccessful.
- Protecting a student from imminent danger to himself/herself or to others.

The physical contact referred to above is only acceptable if the contact was reasonable for the purpose of discipline, management or care of the student. The contact must also be appropriate given the age, maturity, health or other characteristics of the child. Physical contact with a student should be consistent with any behaviour management plan in place for that student.

Physical interventions (including physical restraints, removals or escorts) to contain and/or control the behaviour of students should only be employed as measures of last resort to ensure safety and protection. The use of physical intervention is restricted to occasions when the student, other students, staff or others are being harmed or are in imminent danger of being harmed.

Some examples of when it may be appropriate to use physical intervention as a last resort include:

- A student attacking an employee.
- A student attacking another student.
- Students physically fighting.
- A student causing, or at risk of causing, injury to self or others.
- A student misusing dangerous materials, substances or objects where it is likely that this will cause imminent harm.

As any physical intervention involves some risk of injury to the student or employee, staff must weigh this risk against the risks involved in failing to physically intervene when it may be warranted. All staff using physical interventions are responsible and accountable for the manner in which they exercise that authority.

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## CONFIDENTIALITY

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Staff should be aware of, respect and adhere to, the established lines of communication in the School. It constitutes a breach of this Code of Conduct for a staff member to contravene school decisions, question school policies, or raise other sensitive matters with members of the community without following proper communication channels at school.

Where matters arise in a school under Child Protection Legislation, staff should maintain the confidentiality of all parties concerned. In any matters where an employee is in doubt as to the

requirements of confidentiality, they should seek the advice of the Head of Secondary or the Head of School, or the Head of School's delegate, without discussing the matter with any other employee.

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## PERSONAL USE OF SOCIAL MEDIA

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All staff have the right to participate in public discussions or debates. But in some cases, their professional responsibilities may limit their ability to participate fully in public discussions, including on social media.

We respect the right of staff to participate in public and political debate in their private lives. In doing so, staff must behave in a way that does not call into question their capacity to act in accordance with the School's Code of Professional conduct and School ethos.

It is also important that staff do not risk the School's reputation with comments they make online. Staff can generally make public comment in a personal or private capacity if the comment is lawful and a reasonable person couldn't perceive it to be:

- made on behalf of the School
- affecting their ability to fulfil their duties in an impartial manner
- so harsh or extreme in its criticism or endorsement of the School, or its policies, that they are no longer able to work professionally, efficiently or impartially
- damaging to the integrity or reputation of the School
- so strong in its criticism of our administration that it could seriously disrupt the workplace
- a gratuitous personal attack that connects them to the School
- compromising public confidence in the School

When using social media, it is not acceptable at any time to:

- post comments or images that are obscene, offensive, threatening, harassing or discriminatory in relation to work, another staff member, a stakeholder or the School
- create a social media page to protest policies that staff are responsible for implementing or promoting
- comment on policy matters that staff are involved with
- post inappropriate images that reference or involve the School in some way. This could be photos taken of employees engaging in misconduct that breaches the School's Values or the Code of Conduct, or otherwise damages the School's reputation
- engage in comments that breach anti-discrimination law
- release sensitive, personal or confidential information without proper authority
- use an official work email address, or anything else that connects them to the School, when making public comment
- use external social media tools for business related internal communications, this excludes corporate networks such as Skype, Whatsapp, Facebook, etc.

Staff must exercise discretion and use judgement when deciding to make public comment or participate online.

We encourage staff to resolve any concerns or criticisms they have about other staff members, or the School, through an informal discussion with the Head of School or delegate, or by using internal dispute resolution mechanisms.

When using social media, staff should:

- uphold their obligations as an All Saints Grammar employee, which includes, at all times, behaving in a way that upholds the integrity and reputation of the School
- behave with respect and courtesy, even when disagreeing with someone or something
- stick to the issues under discussion and avoid personal attacks
- make it clear that their views are personal and not the School's views
- ensure that the information they post is informed and factually accurate, when commenting about the School
- understand that if they like, share or comment on a post, they could be endorsing the content or author

Before deciding to post something, staff also need to be mindful that:

- comments posted online are available immediately to a wide audience
- material posted online effectively lasts forever and may be copied without limit
- others may view material posted online out of context or use it for an unintended purpose
- they should not rely on a site's security settings to protect or keep material private
- anything they post can trace back to them and identify them as our staff – they can't rely on anonymity or a pseudonym to protect them.

Senior staff, particularly staff in the Senior Executive Service, need to exercise particular care because of their leadership role, and the real, or apparent, influence they may have with stakeholders. It is more likely for a reasonable person to perceive they are commenting on our behalf, even when commenting in their personal time.

The School monitors social media and school internet usage, and manages our reputation online. Where necessary, the Head of School or her delegate, will contact staff to discuss their online behaviour or their use of the School's network for personal purposes.

#### Breaches of the social media policy

In situations where staff's online behaviour potentially breaches the School's Values or the Code of Conduct, the Head of School can initiate an investigation and take action in response to findings.

The School considers other factors when assessing whether social media activity is in breach of this policy. These include the nature of employment, seniority and the context within which the activity occurred.

When an investigation over a potential breach of this policy, the staff member's intention in the action, or what they meant to do, or how serious any breach was, is not considered as relevant justification. Factors of that kind may be relevant to what the appropriate sanction is, if staff have

breached the Code of Conduct. They don't affect the decision about whether the staff member has breached the Code of Conduct.

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## PRIVACY

Staff members are reminded that information about past or present students cannot be given to anyone making enquires. This includes the provision of names and addresses. Staff should be aware of increasing public sensitivity about privacy, and should be extremely careful not to give out information. All enquires should be directed to the office.

---

## UNACCEPTABLE CONDUCT

All staff members are expected to treat colleagues and students with proper respect and consideration. Under no circumstances should a staff member strike a student.

All staff should be careful to refrain from the use of any language that may be degrading or offensive, as well as terminology that can best be described as vulgar or obscene.

Conduct which is contrary to this Code may amount to reportable conduct and/or disciplinary action within the meaning of Child Protection Legislation and will be dealt with in accordance with the School's Disciplinary Policy.

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## CLARIFICATION OF THE CODE

If there is any conflict between this Code and applicable legislation, the legislation will prevail. If an employee is in doubt about the interpretation of this code, then the matter should be discussed with a more senior employee. If this matter cannot be clarified at a local level, the matter may be referred to the Association of Independent Schools or the relevant Union.

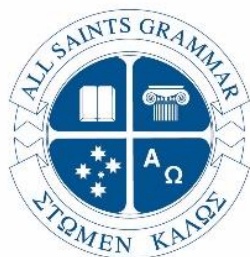
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## NOTIFICATION OF SERIOUS OFFENCES COMMITTED BY MEMBERS OF STAFF

A member of staff who is charged with or who is found guilty of an offence referred to in Section 86 of the Teaching Services Act 1980 (a serious criminal offence committed in New South Wales or elsewhere) must immediately report that fact to the Head of School. Furthermore, it is an offence for a prohibited person to engage in child related employment.

# ALL SAINTS GRAMMAR

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## STAFF CODE OF CONDUCT

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I acknowledge that I have read and understood the All Saints Grammar School Code of Conduct.

I understand that breaches of this Code of Conduct may result in disciplinary action.

Staff member's name: \_\_\_\_\_

Staff member's signature: \_\_\_\_\_

Date: \_\_\_\_\_



## ATTACHMENT C

# INDICATORS OF REPORTABLE CONDUCT AND NEGLECT

Risk of harm within the *Children and Young Persons (Care & Protection) Act 1998* relates to the impact of abuse and neglect on a child or young person. The following indicators have been developed from research and clinical experience over recent decades. One indicator in isolation may not imply abuse or neglect. Each indicator needs to be considered in the context of other indicators and the child's or young person's circumstances. The lists are not in hierarchical order.

### Setting the context

The following factors in the life circumstances of the child or young person are relevant when considering indicators of abuse and neglect:

- history of previous harm to the child or young person
- social or geographic isolation of the child, young person or family, including lack of access to extended family or supports
- abuse or neglect of a sibling
- family history of violence including injury to children and young people
- domestic or dating violence.

Physical or mental health issues for the parent or caregiver affecting their ability to care for the child or young person:

- the parent or carer's abuse of alcohol or other drugs affecting their ability to care for the child or young person
- a deficiency in functional parenting skills required to provide for the safety, welfare and well-being of children and young people

- the parent or caregiver is experiencing significant problems in managing the child's behaviour
- the parent or caregiver has unrealistic expectations of age appropriate behaviour in the child or young person
- the parent is experiencing significant problems in relating to the young person.
- sleeping problems e.g. nightmares, bed wetting
- marked changes in behaviour or mood, escalation in risk-taking behaviours, tantrums, aggressiveness, withdrawal
- child or young person complains of stomach aches and headaches with no physical findings
- unrealistic expectations of a young person including failure to allow the young person to participate in decisions that affect them or expecting adult behaviours.

General indicators of abuse or neglect in children and young people:

- where the child or young person gives some indication that the injury or event did not occur as stated
- where the child or young person tells you she/he has been abused
- when the child or young person tells you she /he knows someone who has been abused, may be referring to herself/himself
- someone else tells you such as a relative, friend, acquaintance or sibling of the child or young person that the child or young person may have been abused
- poor concentration

General indicators of abuse or neglect in young people:

- self harming behaviour such as cutting or burning self
- high level of risk taking behaviours such as climbing up cliff faces while intoxicated
- substance abuse
- involvement in criminal activities such as stealing and fighting
- social isolation
- difficulty in maintaining long term peer relationships
- persistently negative themes in art work and creative writing
- homelessness.



## Indicators of abuse and neglect (continued)

### Indicators of neglect

#### Indicators in children and young people:

- poor standards of hygiene leading to social isolation
- scavenging or stealing food
- extended stays at school, public places, other homes
- being focused on basic survival
- extreme longing for adult affection
- flat and superficial way of relating, lacking of a sense of genuine interaction
- anxiety about being dropped or abandoned
- self comforting behaviour, e.g. rocking, sucking
- non-organic failure to thrive
- delay in developmental milestones
- loss of "skin bloom"
- poor hair texture
- untreated physical problems.

#### Indicators in young people:

- staying at the homes of friends and acquaintances for prolonged periods, rather than at home
- resources are not provided which would allow the young person to care adequately for himself or herself, e.g. access to washing or food.

#### Indicators in parents or carers:

- failure to provide adequate food, shelter, clothing, medical attention, hygienic home conditions or leaving the child or young person inappropriately without supervision
- inability to respond emotionally to a child or young person
- child or young person left alone for long periods
- depriving of or withholding physical contact or stimulation for prolonged periods
- failure to provide psychological nurturing
- one child or young person treated differently, for example scapegoated
- absence of social support from relatives, other adults or social networks.

### Indicators of physical abuse or ill treatment

#### Indicators in children and young people:

- facial head and neck bruising
- lacerations and welts from excessive discipline or physical restraint
- explanation offered by the child or young person is not consistent with the injury
- other bruising and marks which may show the shape of the object that caused it (e.g. a hand-print, buckle)

- bite marks and scratches where the bruise may show a print of teeth and experts can determine whether or not it is an adult bite
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol, drugs, or major trauma
- dislocations, sprains, twisting
- fractures of bones, especially in children under 3 years
- burns and scalds
- head injuries where the child or young person may have indicators of drowsiness, vomiting, fits or retinal haemorrhages suggesting the possibility of the child having been shaken.

#### General indicators of female genital mutilation (FGM) that could include:

- having a special operation associated with celebrations
- reluctance to be involved in sport or other physical activities when previously interested
- difficulties with toileting or menstruation
- anxiety about forthcoming school holidays or a trip to a country which practises FGM
- older siblings worried about their sisters visiting their country of origin
- long periods of sickness.

## Indicators of abuse and neglect (continued)

### Indicators in young people:

- aggressive or violent behaviour towards others, particularly younger children
- explosive temper that is out of proportion to precipitating event
- being constantly on guard around adults and cowering at sudden movements.
- lack of interpersonal skills necessary for adequate functioning
- extreme attention seeking or risk taking behaviour
- other behavioural disorders (e.g. disruptiveness, aggressiveness, bullying).

### Indicators in parents or caregiver:

- direct admissions by parents or carers that they fear they may injure the child or young person
- family history of violence, including previous harm to children and young people
- history of their own maltreatment as a child or young person
- repeated presentations of the child or young person to health or other services with injuries, ingestions or with minor complaints
- marked delay between injury and presentation for medical assistance
- history of injury which is inconsistent with the physical findings
- history of injury which is vague, bizarre or variable.

### Indicators of psychological harm

### Indicators in children and young people:

- feelings of worthlessness about life and themselves
- inability to value others
- lack of trust in people and expectations

### Indicators in young people:

- avoiding all adults
- being obsessively obsequious to adults
- difficulty in maintaining long term significant relationships
- being highly self critical.

Children and young people sustain psychological harm from all types of abuse.

### Indicators in parents or carers:

- constant criticism, belittling, teasing of a child or young person, or ignoring or withholding praise and affection
- excessive or unreasonable demands
- persistent hostility and severe verbal abuse, rejection and scapegoating
- belief that a particular child or young person is bad or evil
- using inappropriate physical or social isolation as punishment
- situations where an adult's behaviour harms a child's or young person's safety, welfare and well-being
- exposure to domestic violence.

### Indicators of sexual abuse or ill treatment

### Indicators in children and young people:

- describe sexual acts (e.g. Daddy hurts my wee wee)
- direct or indirect disclosures
- age inappropriate behaviour and/or persistent sexual behaviour
- self-destructive behaviour, drug dependence, suicide attempts, self-mutilation
- persistent running away from home
- eating disorders
- going to bed fully clothed
- regression in developmental achievements in younger children
- child or young person being in contact with a known or suspected perpetrator of sexual assault
- unexplained accumulation of money and gifts
- bleeding from the vagina or external genitalia or anus
- injuries such as tears or bruising to the genitalia, anus or perineal region
- sexually transmitted diseases
- adolescent pregnancy
- trauma to the breast, buttocks, lower abdomen or thighs.

## Indicators of abuse and neglect (continued)

### Indicators in young people:

- particularly negative reactions to adults of only one sex
- sexually provocative
- desexualisation, e.g. wearing baggy clothes in order to disguise gender. Eating disorders may be a possible indicator in this category
- art work or creative writing with obsessively sexual themes
- preoccupation with causing harm to men they suspect are homosexual
- engaging in violent sexual acts which they talk about
- knowledge about practices and locations which are usually associated with prostitution.

General indicators of child or young person's stress should be considered such as:

- poor concentration at school
- sleeping/bedtime problems e.g. nightmares bed-wetting
- marked changes in behaviour or mood, tantrums, aggressiveness, withdrawal
- child complains of stomach aches and headaches with no physical findings.

Indicators in parents, carers, siblings, relatives, acquaintances or strangers:

- exposing a child or young person to prostitution or child pornography or using a child or young person for pornographic purposes
- intentional exposure of child or young person to sexual behaviour in others

- ever committed/been suspected of child sexual abuse
- inappropriate curtailing, or jealousy regarding age-appropriate development of independence from the family
- coercing child or young person to engage in sexual behaviour with other children and young people
- verbal threats of sexual abuse
- denial of adolescent's pregnancy by family
- perpetration of spouse abuse or physical child abuse.

Offenders use a range of tactics including force, threats and tricks to engage children or young people in sexual contact and to try to silence the child or young person. They may also try to gain the trust and friendship of parents in order to obtain access to children and young people.

*(Adapted from NSW Child Protection Council's Interagency Guidelines for Child Protection Intervention, 2<sup>nd</sup> Edition and the Department of Education and Training's Protecting and Supporting Children and Young People: Revised Procedures, 2000).*

# **Teacher Accreditation Authority**

## **Governance, Policies and**

## **Procedures**

**ALL SAINTS GRAMMAR**  
A GREEK ORTHODOX SCHOOL FOR BOYS & GIRLS



The Greek Orthodox Parish and Community of  
Belmore and Districts

All Saints Ltd - All Saints Grammar

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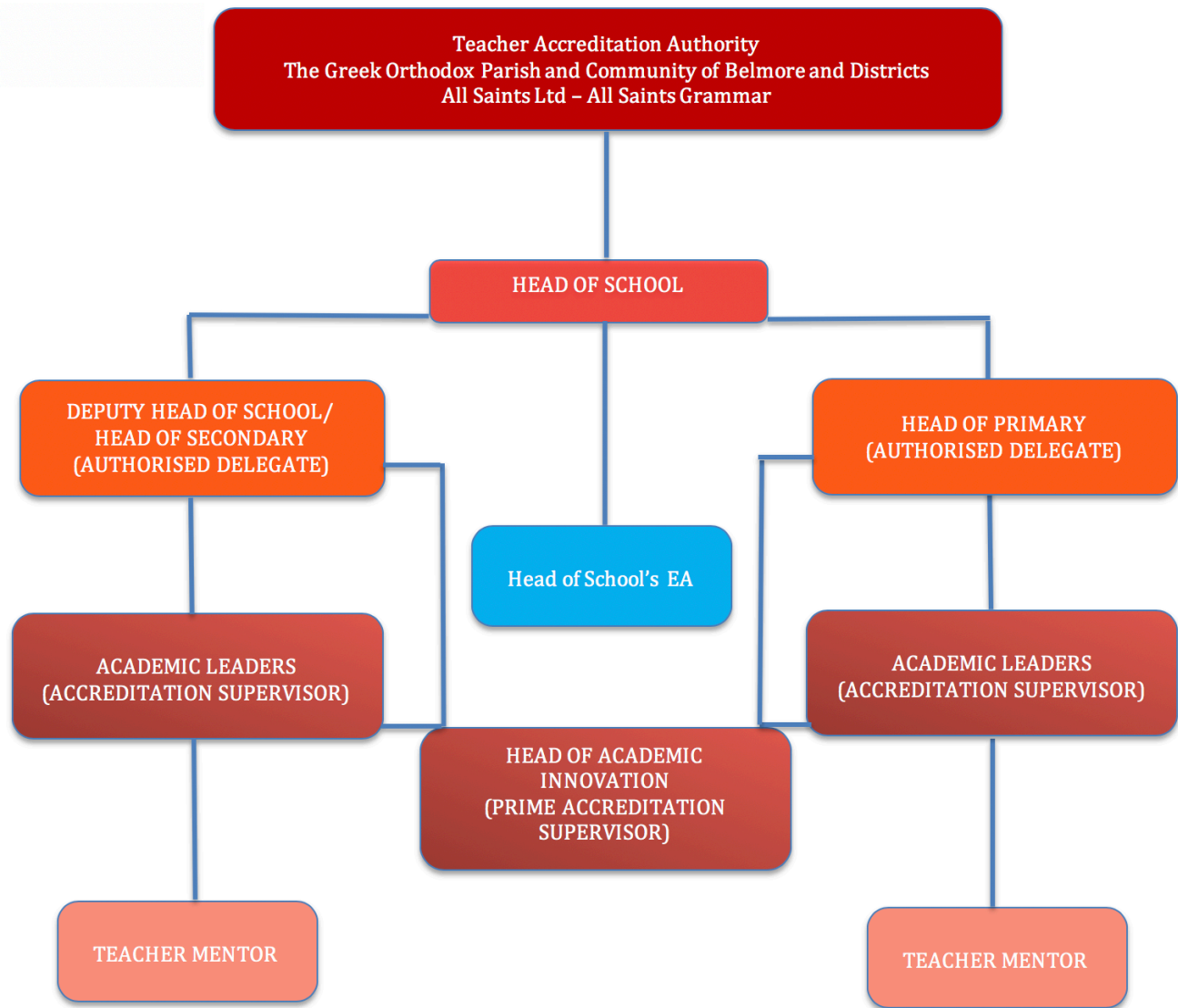
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# Organisational structure



## Delegation schedule

Action/decision	Delegated Position/Role	Person
Make any accreditation decision, including decisions to accredit, to not accredit, and notify NESAs that grounds may exist for suspension or revocation of accreditation.	Prime Authorised Delegate (Head of School)	Mrs Elfa Lillis
Act as Prime Authorised Delegate in the case of identified conflict of interest of Head of School and in the case of extended leave. Represent the legal entity of the TAA as required.	Authorised Delegate (Deputy Head of School)	Mr Jaime Rodriguez
Make accreditation decisions related to secondary teachers (excluding decisions not to accredit or that grounds exist for suspension or revocation of accreditation)	Authorised Delegate (Head of Secondary)	Mr Jaime Rodriguez
Make accreditation decisions related to primary teachers (excluding decisions not to accredit or that grounds exist for suspension or revocation of accreditation)	Authorised Delegate (Head of Primary)	Mr Thomas Psomas
In the case of absence of Head of School, Head of Primary or Secondary, and when appointed to act in that role, make accreditation decisions as Authorised Delegate	Authorised Delegate (Head of Academic Innovation)	Mr Jonathan Saurine

## Roles and Responsibilities

Role	Key Stage	Actions/decisions
Head of School (as Prime Authorised Delegate)	At all times	Implement processes for managing and supervising Head of Primary, Head of Secondary, Head of Academic Innovation Head of School's administrative staff, etc., in relation to teacher accreditation processes. This will be done through meeting on a regular basis with relevant Heads to moderate decision-making processes to ensure consistency throughout the School. Confirm by inspection of records maintained by the Head of School's EA that all Authorised Delegates are suitable for their level of delegation and that any other TAA staff making accreditation recommendations or reviewing accreditation decisions are suitably qualified. Manage processes for handling conflicts of interest and complaints or grievances.
	Accreditation	Attest as to whether a teacher's Accreditation Report is an accurate reflection of the teacher's practice.
		As Prime Authorised Delegate, make all relevant accreditation decisions (including accredit, decide not to accredit, notify NESA that grounds exist for suspension or revocation)
		Notify accreditation decisions to NESA including submission of Reports

Head of School		Provide accreditation certificate issued by NESA
	Refusal to accredit	Provide notice to teacher of intention not to accredit
		Undertake or arrange review if requested
		Provide notice to teacher and NESA of outcome of review
	Maintenance	Attest as to whether a teacher's practice continues to meet the Standards at Proficient Teacher
		Confirm that PD requirements have been met
		Confirm currency of WWCC clearance and payment of accreditation fees
		Make maintenance decision and notify teacher and NESA
	Suspension/revocation of accreditation	Decide that a teacher is not meeting the professional teaching standards at PT level and/or other NESA rules for maintenance
		Provide a procedurally fair process if there is an intention to notify NESA that grounds exist for recommending suspension or revocation

	TAA regulatory matters	<p>Notify NESA of regulatory matters including change of name of TAA, change to Authorised Delegate, change to any school or ECEC for which TAA makes accreditation decisions, decision to cease operating as a TAA, where TAA becomes aware of a teacher not holding a current WWCC, if a decision is the subject of an administrative review by the NSW Civil and Administrative Tribunal, outcomes of such reviews, responses to feedback from NESA, making applications to renew TAA approval as required.</p>
Deputy Head of School/Head of Secondary (as Authorised Delegate)	As required	<p>Make decisions and act as Prime Authorised Delegate in the case of absence or identified conflict of interest of Head of School.</p> <p>Represent the legal entity of the TAA, notify NESA of changes to Prime Authorised Delegate, provide additional point of contact with NESA for TAA regulatory matters</p>
EA to Head of School	All relevant stages	<p>Maintain and regularly check currency of accreditation records generated by Head of School, including evidence and records of the Head of School's confirmation of the suitability of each Authorised Delegate and any other relevant staff.</p>
Head of Primary/Head of Secondary	At all times	<p>Implement processes for selecting, managing and supervising all Supervising Teachers and Teacher Mentors, in relation to accreditation processes. (For example, this may include meeting on a regular basis with relevant staff to moderate processes to ensure consistency throughout the School.</p>

	Commencement	<p>Identify and document which teachers require accreditation, the timelines for each, and which TAA/school personnel will be involved.</p> <p>Determine date for orientation presentation.</p> <p>Contact teachers and inform them of materials required at orientation.</p> <p>Allocate Supervisor(s) to teacher(s).</p> <p>Record evidence of actions/decisions in appropriate registers</p>
	Working towards accreditation	Provide orientation program/materials
		Record participation of teachers in orientation program
		Notify teachers at risk of not being accredited
	Decision-making	Make decisions to accredit primary/secondary teachers as relevant, and make recommendations to Prime Authorised Delegate to not accredit or where there appear to be grounds for suspension or revocation of accreditation
	Maintenance	Make decisions to maintain accreditation at Proficient Teacher level or make recommendations to Prime Authorised Delegate not to maintain accreditation or where there appear to be grounds for suspension or revocation of accreditation
Supervisor (Academic Leader)	Working towards accreditation	Supervise, support, advise and monitor teachers, and record activity

		Determine when a valid and reliable decision can be made about a teacher's practice against the Standards, in consultation with the teacher and the Head of Primary/Secondary
		Undertake and record lesson observations, providing timely and constructive feedback to the teacher. Provide an observation report for the purpose of finalising accreditation, and notifying the relevant Authorised Delegate if problems are noted
		Write Accreditation Report in collaboration with teacher and submit report to Head of School for attestation
		Assist teacher to select evidence to accompany report to NESA, and confirm that the annotated evidence addresses the identified Standard Descriptors
		Advise the teacher and Head of School in writing of any issue with a teacher's practice that may impact on accreditation
Head of Academic Innovation (Prime Accreditation Supervisor)	Working towards accreditation	Monitor professional learning of teachers
	Maintenance	Monitor professional learning of teachers and make recommendations to the relevant Authorised Delegate where it is likely that requirements will not be met before the end of a teacher's maintenance period
	At any time	In the case of absence of Head of School, Head of Primary or Secondary, and when appointed to act in that role, make accreditation decisions as Authorised Delegate
Teacher mentors	Working towards accreditation	Support and mentor teachers, and record activity
		Participate in orientation program as required



Individual teachers	Working towards accreditation	Take actions to meet Proficient Teacher Standards and actively engage in the TAA's processes of accreditation
		Initiate finalisation of accreditation.
		Select and annotate evidence and submit as required
		Acknowledge Accreditation Report and upload observation report
	Maintenance	Meet all requirements for maintenance by the end of the maintenance period
		Monitor practice to ensure practice continues to meet Standards
		Within three months of the end of the maintenance period, declare that all maintenance requirements have been met.
		Undertake professional development as required
		Pay NESA fees as required and ensure WWCC clearance is up to date

# Orientation to the teacher accreditation and maintenance processes

## Policy

All Saints Grammar provides an orientation to the teacher accreditation process to teachers seeking accreditation or maintenance of accreditation at Proficient Teacher level within three (3) months of their commencing employment with the school or within three (3) months of a teacher commencing their maintenance of accreditation period, as relevant. This orientation includes information about our process and expectations for accrediting and maintaining the accreditation of teachers.

This orientation is a discrete element and is separate from any other orientation provided by the school.

## Procedures

As part of the orientation, and within three months of a teacher commencing employment with the school, or within three months of a teacher commencing their maintenance of accreditation period, the *Head of Academic Innovation* will provide information covering the following issues to teachers through face to face sessions as well as providing them with relevant links to the schools Policies and Procedures. The orientation will cover:

- the respective roles and responsibilities of staff of the *All Saints Grammar Teacher Accreditation/Maintenance Process* as set out in the *TAA's Accreditation Handbook 2019* which can be found in Google Team Drive/Folder Policies and Procedures TAA.
- requirements for accreditation and/or maintenance of accreditation that are consistent with Part 4 of the *Teacher Accreditation Act*, the professional teaching standards and all relevant rules published by NESA. These are set out in the relevant NESA publications which are available online at [\*NESA Guide to Accreditation\*](#) or in hard copy from the *Head of Academic Innovation*.
- an overview of the key stages of our processes for accreditation and/or maintenance of accreditation, and expected timeframes for each stage to be conducted and concluded in order to make an accreditation or maintenance of accreditation decision within the timeframes provided by the *Teacher Accreditation Act* and all relevant rules published by NESA
- the reasons for which an Authorised Delegate of the *Head of School* will decide to accredit (or maintain accreditation) or for which the Prime Authorised Delegate may decide not to accredit (or will decide not to maintain or recommend suspension or revocation of the accreditation of) a teacher and the procedures which will be implemented

- a description of the mentoring and support services available to teachers seeking accreditation or maintenance of accreditation, as relevant
- information relating to the identification and notification of teachers at risk of not being accredited or of not maintaining their accreditation
- information about provisions for an internal and/or external review of certain decisions
- our complaints processes
- a copy of *All Saints Grammar's* policies and procedures. These include policies and procedures for:
  - the orientation program
  - monitoring the progress of teachers seeking accreditation or maintenance of accreditation
  - accreditation, reporting and decision making processes that are evidence-based, fair and consistent
  - decisions not to accredit at Proficient Teacher level
  - maintenance of teacher accreditation at Proficient Teacher level
  - suspension or revocation of accreditation at Proficient Teacher level
  - sharing information with employers and other approved TAAs.

## Records

The *Executive Assistant to the Head of School* maintains a register of implementation of the orientation process in the *School Intranet/Teacher Accreditation Folder* identifying the following details for each teacher newly employed by *All Saints Grammar* or commencing their maintenance period:

- name of teacher
- date of commencing employment with the school or ECEC or date of commencement of maintenance period
- details of each teacher completing the TAA's orientation process including date(s) and person(s) who conducted the orientation
- a record of each teacher newly employed by *All Saints Grammar* seeking accreditation or commencing their period of maintenance receiving a copy of the required policies and procedures noted above.

# Facilitating the accreditation process

## Policy

*All Saints Grammar* facilitates the accreditation of teachers through processes which are consistent with our authority under Part 4 of the *Teacher Accreditation Act* and all relevant rules and teacher accreditation policies published by NESAs, including the requirement that policies and procedures are clearly identified, evidence-based, procedurally fair and consistent.

Monitoring of teachers' practice, as part of our accreditation process, is specifically for the purpose of making an informed and evidence-based decision to accredit, or not to accredit, a teacher at Proficient Teacher level. The process for this purpose is a discrete element of/separate from any other processes as an employer for other purposes.

The *school* will provide support to teachers to facilitate achievement of their accreditation at Proficient Teacher level. *All Saints Grammar* expects teachers to work cooperatively with the TAA in relation to their accreditation, as outlined in our processes.

## Procedures

Overview of process

The *Head of Primary/Head of Secondary* assigns an Accreditation Supervisor to each teacher seeking accreditation at Proficient Teacher.

The Supervisor works with the teacher to assist them to meet the requirements for accreditation as noted in NESAs' Proficient Teacher Accreditation Policy. These are that a teacher with Provisional or Conditional accreditation must:

- meet the Standards for Proficient Teacher
- submit evidence that demonstrates they have reflected on their practice against the Standards and that their practice meets the Standards to finalise their accreditation
- if Conditionally accredited, provide a certified copy of their transcript as evidence of completion of their teacher education program
- pay the annual accreditation fee
- hold a current Working With Children Check (WWCC) clearance.

In addition to informing the teacher of NESAs' requirements for accreditation, the Supervisor informs the teacher of:

- the TAA's orientation program and any support available to the teacher, including the availability of a mentor.

- the Australian Professional Standards for Teachers and where details of the relevant Standards and Standard Descriptors may be accessed
- the types of evidence that will be taken into account by the Supervisor to demonstrate that the teacher's practice has met all the Standard Descriptors and that the teacher is therefore ready to commence the process of finalising accreditation. The Supervisor will inform the teacher that such evidence will be based on a holistic view of the teacher's normal practice and is likely to be more extensive than the five to eight selected, annotated items of documentary evidence to be formally submitted to the relevant Authorised Delegate, through the Supervisor, to inform the subsequent accreditation decision
- the scope of evidence required and the types of evidence that the relevant Authorised Delegate will use as the basis for any accreditation decision, namely:
  - five to eight items of selected and annotated documentary evidence submitted through the teacher's Supervisor, with each item addressing two to four Standard Descriptors
  - a report on an observation of the teacher's practice submitted by the Supervisor
  - the Proficient Teacher Accreditation Report completed by the teacher's Supervisor
  - the attestation by the Head of School that the Accreditation Report is an accurate reflection of the teacher's practice
- the roles and responsibilities of persons within the TAA who will be monitoring, supporting or making recommendations or decisions about the teacher for accreditation purposes
- expectations of the teacher seeking accreditation, who is required to take every possible action to demonstrate that their practice meets all of the Standard Descriptors at Proficient Teacher within the required timeframe, noting that teachers are not required to submit evidence that addresses every Standard Descriptor in order to finalise their accreditation
- the responsibility of the teacher for working with the Supervisor in specifying, gathering, annotating, acknowledging and uploading required documentation to their eTAMS account (or documenting this information in another form through NESA's offline arrangements if eTAMS is not available) prior to consideration by the relevant Authorised Delegate as the basis of the accreditation decision
- the expected stages and timeline for the accreditation process, in accordance with all policies and rules published by NESA. While it is up to the teacher to initiate a discussion with their Supervisor about their readiness to finalise their accreditation, this discussion must occur no later than three months before the end of the teacher's accreditation period. A Provisionally or Conditionally accredited teacher should teach for a minimum of 160 days (unless they are a returning teacher, in which case there is no required minimum timeframe), to enable us to make a valid and reliable accreditation decision at Proficient Teacher level.

The Teacher Accreditation Act 2004 sets a maximum period from the date of Provisional or Conditional accreditation for a full-time teacher to achieve accreditation at Proficient Teacher as follows:

Type of employment	Level of accreditation	Maximum timeframe to gain Proficient Teacher accreditation
Full-time	Provisional	3 years
	Conditional	4 years
Part-time or Casual	Provisional	5 years
	Conditional	6 years

These maximum timeframes for accreditation at Proficient Teacher also apply to returning teachers who are not immediately accredited by the TAA at Proficient Teacher.

Teachers who have been re-accredited by NESAs at Provisional or Conditional after their previous Provisional or Conditional accreditation has ceased, have two years from the date they are re-accredited to complete all the requirements for accreditation at Proficient Teacher as set out in this document and in relevant NESAs policy documents.

The key stages and expected timeframes for the accreditation process within this TAA are set out in the table below:





<b>Finalising accreditation</b>	<p>Teacher initiates discussion about readiness to finalise</p> <p>Submission (by the teacher to the Supervisor) of annotated evidence</p> <p>Report on an observation written by Supervisor within 14 days of observation</p> <p>Accreditation Report written by Supervisor within 21 days of teacher submitting evidence and observation report</p> <p>Teacher acknowledges Accreditation Report</p>	<p>Discussion must occur at least 3 months prior to the expiry of each teacher's maximum time period.</p>	<p>Discussion should occur at least 6 months prior to the expiry of each teacher's maximum time period, usually 12-18 months from commencement of accreditation process for full-time teachers.</p>
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<b>Decision-making re accreditation</b>	<p>Accreditation Report with annotated evidence to be submitted to Head of Secondary/Head of Primary.</p> <p>Authorised Delegate considers Accreditation Report, annotated evidence and observation report</p> <p>Authorised Delegate makes a recommendation to Head of School on accreditation decision.</p> <p>Head of School notifies teacher and NESAs</p>	<p>Accreditation decision to be taken within 28 days of teacher acknowledging Accreditation Report and prior to end of relevant accreditation period:</p> <p>FT Provisionally accredited – 3 yrs.</p> <p>FT Conditionally accredited – 4 yrs.</p> <p>PT and Casual Provisionally accredited – 5 yrs.</p> <p>PT and Casual Conditionally accredited – 6 yrs.</p>	<p>TAA should allow sufficient time for due process in making the accreditation decision, taking into account that the decision may be not to accredit.</p>
<b>Certification</b>	<p>Provide accreditation Certificate</p>	<p>Within 2 weeks of being issued by NESAs</p>	<p>Within 2 weeks of being issued by NESAs</p>

<b>Throughout maintenance period</b>	<p>Teachers to continue to demonstrate that their practice meets Standards</p> <p>Teachers to undertake professional development</p> <p>Accreditation fees paid annually</p> <p>WWCC clearance to be current.</p>		<p>Monitoring of progress to be completed annually with final check of completion by TAA to occur at least 3 months prior to expiry of each teacher's accreditation maintenance period.</p>
<b>Finalising maintenance</b>	<p>Teacher declares they have maintained practice against Standards and have completed all requirements</p> <p>Head of School attests that practice meets Standards</p>	<p>Within 3 months of end of teacher's maintenance period</p>	
<b>Decision-making re maintenance</b>	<p>On basis of Head of Primary/Head of Secondary attestation, Prime Authorised Delegate (Head of School) makes maintenance decision, notifying teacher and NESAs within 21 days</p>	<p>Maintenance decision required before end of maintenance period:</p> <p>FT teacher – 5 yrs.</p> <p>PT teacher – 7 yrs.</p>	<p>TAA should allow sufficient time for due process in making the maintenance decision, taking into account that there may be a decision not to maintain or to refer to NESAs.</p>

The Supervisor assists in the accreditation process by providing and documenting feedback to the teacher through the following processes:

- planning with the teacher to establish a schedule of regular meetings for reviewing progress towards meeting accreditation requirements
- undertaking teacher observations
- providing regular support and feedback on teaching observations, planning, programming and assessment in relation to the requirements of the Australian Professional Standards for Teachers
- writing an observation report for the purpose of finalising accreditation
- assisting the teacher in the teacher's annotation of evidence as required by the relevant NESA rules and policies
- suggesting areas (if required) for further development of the teacher's teaching practice
- providing information about appropriate professional learning opportunities
- confirming that the annotated evidence addresses the identified Standard Descriptors
- writing the Accreditation Report and submitting (online through eTAMS where possible) to the relevant Authorised Delegate as per NESA policy T

The Prime Authorised Delegate will come to an agreement with the teacher and the Supervisor on the schedule for monitoring the progress of the teacher. This schedule will take into account the individual needs of the teacher and their progress towards meeting accreditation requirements, however it is expected that feedback to the teacher will be provided on a minimum of 2 occasions per *term during the accreditation period*.

Throughout the period leading to finalisation of accreditation, the Supervisor monitors the teacher's progress towards meeting all of the requirements for accreditation at Proficient Teacher. This is achieved by noting progress in a table that shows for each teacher the progress against the key stages outlined in the table above. The Supervisor advises the teacher and the Head of School or in writing of any issues with a teacher's practice that may negatively impact on the Proficient Teacher accreditation decision within 21 calendar days of either becoming aware of the issue or the teacher initiating a discussion about finalising their accreditation, as applicable.

The teacher, in consultation with the Supervisor, will determine their readiness to finalise their accreditation (i.e. the Supervisor and the teacher will determine together when a valid and reliable accreditation decision can be made by the relevant Authorised Delegate).

The Supervisor will base their judgement (about the teacher's readiness to commence the process of finalising accreditation) on holistic evidence drawn from the teacher's normal practice, which may include (for example) a combination of classroom observations, analysis of data, discussions with the teacher and relevant documentary evidence. The Supervisor will record in the templates provided what evidence they have used to determine that each Standard Descriptor has been demonstrated.

When the Supervisor has determined that the teacher's practice has met all the Standard Descriptors, the process of finalising accreditation formally commences. If when the teacher initiates a discussion about finalising their accreditation, the Supervisor determines that the teacher's practice does not meet all of the Standard Descriptors, procedures outlined below (related to where a teacher is at risk of not being accredited) will apply.

### **Selecting and annotating documentary evidence**

To finalise accreditation, a teacher will select, in consultation with their Supervisor, a sample of five to eight items of documentary evidence to annotate and submit to the Supervisor either via their eTAMS account, or otherwise following NESA's offline arrangements. The annotated documentary evidence should demonstrate the teacher's engagement in a range of professional activities.

Collectively, the teacher's evidence, which includes annotated documentary evidence and a report on an observation of the teacher's practice completed by their Supervisor (as outlined in the following sections), must:

- address at least one Proficient Teacher Standard Descriptor from each of the seven Standards
- demonstrate their engagement in a range of professional activities
- be drawn from a teacher's daily practice as this develops over time.

A teacher who has worked in more than one school during their accreditation period may submit documentary evidence from any of those schools, and may choose to have that evidence authenticated as their own work by a colleague accredited at Proficient Teacher or above.

A teacher who has been re-accredited by NESA at Conditional or Provisional, and who is seeking accreditation by this TAA at Proficient Teacher, must include significant work from the re-accreditation period. However, the Authorised Delegate may also consider previous teaching experience and documentary evidence from the initial accreditation period, if relevant, and If the evidence has been authenticated by a supervising teacher from that period.

For all teachers, each item of documentary evidence submitted for the accreditation decision must:

- illustrate practice at Proficient Teacher level
- address two to four Standard Descriptors
- be annotated by the teacher in their online account (or through NESA's offline arrangements if eTAMS is unavailable) to explain how it demonstrates achievement of the identified Standard Descriptors.

Any evidence that includes a reference to a student or a sample of student work must be de-identified.

The annotated documentary evidence to be submitted for finalisation of accreditation (i.e. to support the accreditation decision) must meet the NESA requirement of not exceeding 10MB per item and must not exceed 35 single-sided pages in total.

## Observations of practice and the observation report

The Supervisor [*may/will*] arrange with the teacher for observations by the Supervisor or other colleagues of the teacher's practice to occur throughout the accreditation period as required and as agreed with the teacher and the relevant Authorised Delegate, for the purpose of providing feedback and support to the teacher.

In addition to any other observations that may have occurred to provide monitoring, support and feedback, when a teacher is seeking to finalise their accreditation, their Supervisor will provide the teacher with a written report and feedback on an observation by that Supervisor of the teacher's practice within 14 calendar days of that observation.

The Supervisor's report will reflect two to four Standard Descriptors for Proficient Teacher and will include:

- a record of the discussion between the teacher and the Supervisor prior to the observation, including details of the negotiated and agreed lesson/teaching and learning experience to be observed
- the two to four Standard Descriptors which the teacher and Supervisor have agreed will be the focus of the observation
- a written account by the Supervisor on the observation of the teacher's practice, which:
  - may reference or be based on NESA's template observation report
  - must reference the agreed Standard Descriptors
  - must not be annotated by the teacher
- the teacher's reflection on their teaching practice
- written feedback to the teacher from the Supervisor following the observation.

The teacher will submit the Supervisor's observation report through their eTAMS account, if accessible, or submit in accordance with NESA's interim offline arrangements.

## Completing the Proficient Teacher Accreditation Report

After the teacher has submitted their annotated documentary evidence and a Supervisor's observation report on a recent observation of their practice, through eTAMS if possible, the teacher's Supervisor will draft the Proficient Teacher Accreditation Report. This is done through the Supervisor's eTAMS account where accessible, or submitted to the Head of School in accordance with NESA's interim offline arrangements, within 21 calendar days of the teacher's submission of the annotated evidence and observation report.

In drafting the Accreditation Report, the Supervisor will take into account the advice provided in the relevant NESA rules and policies, particularly the *Australian Professional Standards for Teachers*, the *NESA Proficient Teacher Accreditation Policy* and the *Teachers Progressing to Proficient Teacher Information Guide*, to consider whether there is holistic evidence, across the teacher's practice, of the teacher meeting all of the Descriptors for each Standard.

The teacher will read the report and acknowledge that they have read it in the teacher's eTAMS account or by another means following NESA's offline arrangements.

The Supervisor will notify the teacher of the teacher's right to respond to any matter raised in the Accreditation Report prior to an accreditation decision being made by the relevant Authorised Delegate – that is, the teacher may provide a response in writing or in person to the Prime Authorised delegate/Head of School.

Within 28 days of the teacher acknowledging having read the Accreditation Report, the *Head of School* will attest through their eTAMS account, or through NESA's offline arrangements if eTAMS is not accessible, whether the teacher's Accreditation Report is an accurate reflection of the teacher's practice. This attestation will occur in sufficient time to allow the relevant Authorised Delegate to make the accreditation decision (which must also be made within 28 days of the teacher acknowledging that they have read the report through their eTAMS account, or through NESA's offline arrangements if eTAMS is unavailable.)

The *Head of School* will note the evidence that they have used as the basis for their attestation that the Accreditation Report is an accurate reflection of the teacher's practice. This may include (but is not limited to) evidence such as:

- delivery of the NSW curriculum or the Early Years Learning Framework
- observations of the teacher's practice
- feedback provided to the teacher on their practice
- teacher reflection on their practice
- child/student assessment data
- ongoing participation in collaborative planning and teaching such as lesson study
- participation in instructional rounds
- participation in learning walks
- engagement in collegial activities in and/or outside the school or service
- building relationships with parents/carers and the community
- participation in a performance and development process.

#### **When a teacher is at risk of not being accredited**

Where a teacher is identified as being at risk of not being accredited by *the required accreditation time relevant to their status*, the *Head of School* will notify the teacher in writing. The notice will set out the issues that the teacher must address, including any specific standard descriptors where further progress is required, and



indicating the support that the TAA will provide to the teacher to assist their progression towards meeting accreditation requirements.

If, at the point that the teacher has initiated discussions about finalising their accreditation, the Supervisor determines that a teacher's practice does not meet all of the Standard Descriptors, the Supervisor must notify the *Head of School* and the teacher in writing within 21 days of the teacher initiating a discussion about finalising accreditation. The written notification will indicate which Standard Descriptors the teacher has yet to demonstrate and must include advice on appropriate strategies and support to assist the teacher in meeting all of the Standard Descriptors.

## **Records**

For each teacher undertaking the accreditation process, for the current period of All Saints Grammar's TAA approval, the *Executive Assistant to the Head of School* maintains records in the *School Intranet/Teacher Accreditation Folder*, accessible through the *Executive Assistant to the Head of School*, including:

- any key stages, events, processes, documentation, etc which has not already been uploaded by the teacher or a TAA officer to NESA's online accreditation system (eTAMS). This may include records of such things as:
  - the date and outcome of the initial discussion between the teacher and Supervisor notifying that the teacher wishes to commence finalising their accreditation
  - the date and any notes from additional observations of the teacher's practice undertaken by colleagues or Supervisor not entered into the teacher's eTAMS account, or elsewhere under NESA's offline arrangements
  - copies of any written notice to a teacher who is at risk of not being accredited, noting the issues that must be addressed, including any specific standard descriptors where further progress is required, and indicating the support that is to be provided to the teacher to assist their progression towards meeting accreditation requirements
  - any other written feedback or notes of conversations with the teacher relevant to the accreditation process
  - additional documentation or any other evidence of the teacher's practice against the required Standards
  - information or recommendations relevant to the accreditation of the teacher, which has been provided to the Supervisor, the Head of Primary/Secondary or any Authorised Delegate, regarding any issues which may impact on the accreditation decision of the Head of School (Prime Authorised Delegate).

# Reporting and decision making that is fair and consistent

## Policy

The *Head of School* prepares teacher Accreditation Reports and makes accreditation decisions that are evidence-based, fair and consistent, having regard to the professional teaching Standards and not matters that are extraneous to the Standards, through processes which comply with the *Teacher Accreditation Act* and all relevant rules published by NESAs.

Through these processes, we inform a teacher of the right to apply for an internal review and the provision, under section 27 of the *Teacher Accreditation Act*, of the right to apply to the NSW Civil and Administrative Tribunal for an administrative review of a decision not to accredit the teacher under Part 4 of the *Teacher Accreditation Act*.

All persons in roles within the TAA responsible for making recommendations and/or decisions to accredit, not to accredit, to maintain or not to maintain accreditation, are suitably qualified as required by NESAs and have the skills, experience and expertise to make those respective recommendations and/or decisions fairly and consistently and on the basis of evidence.

This policy and the relevant procedures for reporting and decision making are specific to the purpose of the *Head of School's* authority under the *Teacher Accreditation Act* in relation to teacher accreditation at Proficient Teacher level and are a discrete element of/separate from any other reporting or decision made by an employer or another organisation for other purposes.

## Procedures

Prior to any accreditation decisions being made, the Prime Authorised Delegate confirms, at least on a semester basis that appropriate evidence exists, as noted below, of the suitability of all Authorised Delegates to make accreditation decisions and of the suitability of other TAA staff to make recommendations, write reports or to review accreditation decisions, as required of their role.

The Prime Authorised Delegate will confirm in writing that each person with a role in making a recommendation to accredit a teacher, to undertake an internal review, or in the position of an Authorised Delegate, including the Prime Authorised Delegate,

- is an accredited teacher or eligible to be accredited under the *TA Act*
- has a current Working With Children Check clearance

- has the necessary skills, experience and expertise to accredit teachers fairly and consistently on the basis of evidence as required by the *TA Act* (in the case of Authorised Delegates) and/or to review accreditation decisions or to make recommendations for accreditation.

The *Executive Assistant to the Head of School* maintains in the *School Intranet Network/Teacher Accreditation Folder*, for the current period of approval, copies of the evidence used to confirm suitability of Authorised Delegates, and records of the Prime Authorised Delegate's written confirmation of the suitability of relevant staff to undertake their roles.

### **Procedures leading to a decision to accredit**

When the *Head of School* intends to accredit a teacher at Proficient Teacher level, the *Head of Primary/ Head of Secondary* will:

- check that the teacher, if Conditionally accredited, has provided a certified copy of their transcript as evidence of the completion of their tertiary teacher education program
- check that the teacher has paid the required annual accreditation fee
- check that the teacher holds a current Working With Children Check Clearance
- consider the Accreditation Report that has been drafted by the Supervisor
- check that the Supervisor has provided the Accreditation Report to the teacher and has provided the teacher with information on how to respond in writing or in person to the *Head of School* about any matter raised in the report about which they have a different opinion
- consider the teacher's annotated evidence
- consider the report on an observation of the teacher's practice
- check that the Head of School has completed the online attestation that the Accreditation Report is an accurate reflection of the teacher's practice
- make an accreditation decision if all requirements for accreditation have been met
- formally notify the teacher and NESA of the accreditation decision, in the Authorised Delegate's eTAMS account if accessible or otherwise through NESA's offline arrangements, within 28 calendar days of the teacher acknowledging that they have read their Supervisor's report
- provide the accreditation certificate to the teacher once it has been received from the NESA

If a Provisionally or Conditionally accredited teacher has had limited opportunities to meet the requirements for accreditation at Proficient Teacher during their maximum timeframe, the teacher may apply to NESA for

an extension to that timeframe on the grounds specified in the NESA *Proficient Teacher Accreditation Policy*. This application must be made no less than three months before the end of their timeframe, through their online account where available or by other means through NESA interim offline arrangements.

A returning teacher (meaning a teacher previously accredited at Proficient, Highly Accomplished or Lead Teacher, who has had more than five years away from teaching in NSW and who has been Provisionally accredited or re-accredited by NESA) and who is now employed by *All Saints Grammar*, may apply for immediate accreditation by the Head of School through their eTAMS account, or through NESA's offline arrangements, at any time before the end of their maximum accreditation timeframe.

The *Head of School* will make the decision about immediate accreditation (or not) of a returning teacher at Proficient Teacher on the basis of whether the teacher's practice meets all of the Standards at Proficient Teacher, taking into consideration the following:

- the teacher's previous level of accreditation
- the length of time away from teaching
- the length of employment as a teacher before their absence
- the nature of any employment undertaken during their absence from teaching in NSW, including employment as a teacher
- any relevant tertiary study completed during their absence
- other appropriate professional or personal circumstances.

While documentary evidence, a report on an observation of the teacher's practice and a Proficient Teacher Accreditation Report are not NESA requirements for immediate accreditation of a returning teacher at Proficient Teacher, the Head of School may request documentation from the returning teacher to inform our accreditation decision.

The Authorised Delegate will make the accreditation decision for a returning teacher within 28 calendar days of the teacher submitting their request and will record the decision in the Delegate's eTAMS account or through NESA's offline arrangements.

The *Head of School* as the Prime Authorised Delegate addresses any feedback from NESA in relation to the fairness and consistency of the TAA's decision making.

## Records

Where records are not otherwise maintained in eTAMS, the *Executive Assistant to the Head of School* maintains current records of the reporting and decision making of the *Head of School* for each teacher seeking accreditation. These records are kept in the *School Intranet Network/Teacher Accreditation Folder* and may be accessed through *the Executive Assistant to the Head of School*.

Records of the final accreditation decision (whether to accredit or not to accredit) for each teacher include:

- details of the final decision
- the date of the final decision
- name of the Authorised Delegate who made the final decision
- a copy of the report and supporting materials
- notification of the teacher of the final decision
- records of issuing the accreditation certificate
- records of any feedback from NESAs in relation to the fairness and consistency of the TAA's reporting and decision making and how the TAA has addressed any areas identified for improvement.

The *Head of School* will make accreditation records available to NESAs within 28 days of receiving a request.

# Making a decision not to accredit a teacher at Proficient

## Teacher level and procedures for internal review

### Policy

The grounds for deciding not to accredit a teacher at Proficient Teacher level will be that the teacher has not met one or more of NESA's requirements for accreditation at that level. The Prime Authorised Delegate ensures that any decisions to not accredit teachers at Proficient Teacher level are evidence-based, fair and consistent, having regard to the professional teaching Standards, and not matters extraneous to the Standards, through processes which comply with the *Teacher Accreditation Act* and all relevant rules published by NESA.

The *Head of School* may decide that we are unable to make an accreditation decision for a teacher under the following circumstances:

- the teacher has not completed at least 160 days of teaching during their accreditation period
- the teacher has not worked at All Saints Grammar for long enough to allow *the Head of School* to make a judgement about the teacher's practice, including following consultation with the teacher's previous TAA/s, following consent from the teacher, where applicable.

### Procedures

#### Grounds for a decision to not accredit

The Prime Authorised Delegate may decide not to accredit at Proficient Teacher if the teacher has not fulfilled any or all of the requirements for accreditation, namely that the teacher has failed to:

- meet the Standards for Proficient Teacher
- submit evidence that demonstrates they have reflected on their practice against the Standards and that their practice consistently meets the Standards to finalise their accreditation, as set out in the NESA *Proficient Teacher Accreditation Policy*
- if Conditionally accredited, provide a certified copy of their transcript as evidence of completion of their teacher education program
- pay the annual accreditation fee
- hold a current NSW Working With Children Check (WWCC) clearance.

### **Intention to not accredit**

If the Prime Authorised Delegate intends not to accredit a teacher, the Prime Authorised Delegate will first confirm from eTAMS records or other records kept by the *Head of Primary/Head of Secondary (Authorised Delegate)*, the teacher and the Supervisor (as relevant) that:

- the teacher has completed at least 160 days of teaching and was employed for a sufficient period of time to be able to demonstrate all the APST Standard Descriptors at Proficient Teacher level
- the teacher was supervised and observed throughout their accreditation period in accordance with our policies and procedures and all NESA requirements, including that the Supervisor has:
  - provided the teacher with adequate supervision, feedback and support during their accreditation period
  - informed the teacher of any Standard Descriptors they are not meeting and has provided the teacher with advice on how to address this matter
- the *Head of School* has made contact with any other relevant TAAs or employers in order to make an informed accreditation decision
- the teacher was provided with feedback and support as outlined in our policy and procedures for monitoring the progress of teachers seeking accreditation at Proficient Teacher level, including that the teacher was advised of any Standard Descriptors they were not meeting and was provided with support to address those Standard Descriptors.

If the Prime Authorised Delegate then intends not to accredit a teacher at Proficient Teacher, the Prime Authorised Delegate will provide a written notice to the teacher within 28 days of the teacher acknowledging that they have read their Accreditation Report. The notice will set out:

- which requirements and/or Standard Descriptors have not been met
- that the teacher has 28 days, after receiving notice of the intention not to accredit, to amend or provide additional supporting documentary evidence to demonstrate that they satisfy the requirements for accreditation at Proficient Teacher
- that if after 28 days the teacher has not amended or provided evidence to demonstrate that they have met the requirements for accreditation at Proficient Teacher, the Prime Authorised Delegate will decide not to accredit the teacher.



### **Decision to not accredit at the end of the accreditation timeframe**

If, after the 28 day warning period, the Prime Authorised Delegate has considered any evidence provided by the teacher and decides not to accredit the teacher, and the teacher's maximum accreditation timeframe has expired, the Prime Authorised Delegate will notify the teacher in writing that:

- the Prime Authorised Delegate has decided not to accredit the teacher at Proficient Teacher
- NESA will be informed of the decision and that unless the teacher applies to NESA and is eligible for and is granted an extension, that NESA may take action to suspend or cease the teacher's Provisional or Conditional accreditation
- the teacher may seek, in writing from the *Head of Primary/Head of Secondary* an internal review of the refusal to accredit the teacher, within twenty eight (28) days after the date of the notice. In addition, the notice will inform the teacher of their right under section 27 (1)(a) of the Teacher Accreditation Act to request an external review of the final decision by the NSW Civil and Administrative Tribunal (NCAT).

The Prime Authorised Delegate will notify NESA within 21 days of the final decision, in accordance with section 22 of the Teacher Accreditation Act.

### **Decision to not accredit prior to the end of the accreditation timeframe**

If the Prime Authorised Delegate decides not to accredit a teacher and the teacher has not reached the end of their maximum timeframe, the Prime Authorised Delegate will

- notify NESA of the decision within 21 days of making the decision
- record the decision and the reasons for the decision in the TAA's eTAMS account, or through NESA's offline arrangements if eTAMS is unavailable
- notify the teacher in writing that the teacher:
  - will remain Provisionally or Conditionally accredited
  - will remain eligible for employment as a teacher until the end of their accreditation period
  - may continue to work towards achieving Proficient Teacher with any TAA with whom they have an arrangement to accredit them as a teacher
  - may seek, in writing from the *Head of Primary/Head of Secondary*, an internal review of the decision not to accredit the teacher, within twenty eight (28) days after the date of the notice. In addition, the notice will inform the teacher of their right to request an external review of the final decision by the NSW Civil and Administrative Tribunal (NCAT)

- may request an accreditation decision from any TAA with whom they have an arrangement to accredit them as a teacher, including another request to this TAA when the teacher subsequently considers themselves to be ready to finalise their accreditation.

#### **Decision to not immediately accredit a returning teacher**

If the Prime Authorised Delegate decides not to immediately accredit a returning teacher at Proficient Teacher, they will advise the teacher and NESA in writing within 21 calendar days of making the decision. The notification will include the grounds for the decision not to accredit and will inform the teacher of their right to submit a written request for an internal review of the decision within 28 days of being notified of the decision. In addition, the notice will inform the teacher of their right to request an external review of the final decision by the NSW Civil and Administrative Tribunal (NCAT).

#### **Decision that the Prime Authorised Delegate is unable to make an accreditation decision**

If the Prime Authorised Delegate decides that they are not able to make an accreditation decision for a teacher because either:

- the teacher has not completed at least 160 days of teaching during their accreditation period, or
- the teacher has not worked at All Saints Grammar for long enough to allow the *Head of School* to make a judgement about the teacher's practice, including following consultation with the teacher's previous TAA/s, following consent from the teacher, where applicable

then the Prime Authorised Delegate will record that they are unable to make the decision in the Delegate's eTAMS account, if accessible, (or will notify NESA according to NESA's interim arrangements if the online account is not accessible) within 28 calendar days of the teacher's acknowledgement of their Supervisor's report, noting the reasons.

#### **Procedures for an internal review of an accreditation decision**

A teacher must submit a written request for an internal review of an accreditation decision within twenty eight (28) days of receiving notification of the decision. The request must detail areas the applicant would like reviewed, and these must be concerns around the implemented procedures, supported by evidence.

The *Head of Primary/Head of Secondary* acknowledges the applicant's request for a review within seven (7) days of receipt of the request.

The *Head of School* provides an impartial process for conducting an internal review, when requested. The internal review will be conducted by the *Head of Academic Innovation* who is a person who is not substantially involved in forming the intention not to accredit or in the failure to accredit the teacher and who is an accredited teacher or eligible to be accredited under the *Teacher Accreditation Act* or currently employed as a teacher in

the school. If there are no available and suitable personnel within All Saints Grammar who have not been involved with the accreditation decision, the *Head of School* will seek the services of a suitably qualified external person to conduct the review, such as *for example a recently retired Head of School or AISNSW representative*.

The internal review must be conducted and the teacher informed of the TAA's final decision, within twenty one (21) days of the teacher's request for a review.

The internal reviewer(s) will receive a copy of the teacher's application in time to allow consideration of matters raised, prior to a formal review meeting.

The processes of the internal review will be guided by the NESA *Proficient Teacher Accreditation Policy* documents and any other relevant NESA rules and policies, and will follow the principles of procedural fairness, including that the internal reviewer will provide to the teacher and any other relevant party:

- details of the concerns related to the specific matter under review and any other information which will be taken into account in considering the matter
- information about the process by which the matter will be considered
- an opportunity to provide any additional information and to respond to the concerns in writing or in person prior to the conclusion of the review.

The *Head of Academic Innovation or Independent reviewer (as applicable)* provides written notice *by email* to the Prime Authorised Delegate of the result of the internal review *within 14 days of the teacher's request for a review, which would allow one week for the Prime Authorised Delegate to make the final decision and to notify the teacher of the final outcome within 21 days of the teacher's request for the review*.

The Prime Authorised Delegate provides formal notice *by letter or email* to a teacher, of the *Head of School's* final decision within twenty one (21) days of the teacher's request for a review. The notice includes information that the teacher has the right under section 27 of the *Teacher Accreditation Act* to apply to the NSW Civil and Administrative Tribunal for an administrative review if the final decision is not to accredit the teacher.

The Prime Authorised Delegate provides written notice *by email*, of the TAA's final decision to NESA within twenty-one (21) days in accordance with section 22 of the *TA Act*.

In the event that the internal review is resolved in favour of the teacher:

- (i) the TAA will amend its decision to accredit the teacher
- (ii) additional professional learning, including mentoring if appropriate, will be made available to the relevant staff involved in teacher accreditation processes in order to upskill their knowledge about the required accreditation processes. The teacher will also receive appropriate ongoing mentoring and support.

The Prime Authorised Delegate addresses any feedback received by the TAA from NESAs in relation to the fairness and consistency of the TAA's reporting and decision-making.

## Records

The *Executive Assistant to the Head of School* maintains current records relating to the *Head of School's* decision to not accredit teachers. Relevant records of evidence or processes not already recorded in eTAMS are kept in the *School Intranet/Teacher Accreditation folder* and may be accessed through the *Executive Assistant to the Head of School*.

The records include:

- written notice to the teacher of the intention not to accredit the teacher at Proficient Teacher level identifying the reasons for the intended decision and including a statement that the teacher may make submissions to the authority to seek an internal review of the intended decision within fourteen (14) days after the date of the notice
- any response from the teacher to the written notice including any written request for an internal review
- if an internal review is requested, records of the internal review including:
  - the name of the reviewer
  - the evidence considered during the internal review
  - the outcome of the review and the reasons for that outcome
  - written notice of the outcome of the internal review to the Prime Authorised Delegate within fourteen (14) days identifying the reasons for the outcome
  - the action taken by the TAA as a result of the outcome of the internal review.
- details of the final decision
- the date of the final decision

- name of the Authorised Delegate who made the final decision
- a copy of the report and supporting materials
- written notice to the teacher of the final decision of the Prime Authorised Delegate within twenty-one (21) days of the teacher's request for a review, identifying the details of the decision
- notice to the teacher of the right under section 27 of the Teacher Accreditation Act to apply to the NSW Civil and Administrative Tribunal for an administrative review of the authority's decision
- if relevant, records in relation to any administrative review by the Tribunal
- notice to NESA of the final decision within twenty-one (21) days of making the decision in accordance with section 22 of the *TA Act*.

# Making a decision to maintain a teacher's accreditation at Proficient Teacher level

## Policy

All Saints Grammar makes and applies fair and consistent decisions regarding the maintenance of teacher accreditation at Proficient Teacher level, having regard to the authority of the Head of School under the *Teacher Accreditation Act* and all relevant rules and teacher accreditation policies published by NESA.

A decision to maintain the accreditation of a teacher will be made on consideration of evidence that the teacher has met the following requirements, as noted in NESA's *Maintenance of Teacher Accreditation Policy*. These requirements are that the teacher:

- has demonstrated that their practice continues to meet all of the Standards for Proficient Teacher
- has undertaken applicable professional development requirements for Proficient Teachers
- has paid the annual accreditation fee to NESA
- holds a current Working With Children Check Clearance.

The requirements for maintaining accreditation must be met within each maintenance period of five years for teachers employed on a full-time basis, or seven years for teachers employed on a part-time or casual basis. A teacher's maintenance period commences on the day they are accredited at Proficient Teacher. Where a teacher reaches the end of a maintenance period and the TAA decides that they have maintained their accreditation, the teacher will commence a new maintenance period.

If the Prime Authorised Delegate informs NESA at any time that a teacher's practice does not meet the Standards at Proficient Teacher, this TAA notes that NESA may revoke or suspend the teacher's accreditation in line with requirements of all relevant NESA rules and policies.

This TAA also notes that NESA may revoke or suspend a teacher's accreditation if, at the end of that teacher's maintenance period, the applicable requirements for professional development have not been met.

The *Head of School* may decline a request from a casual teacher regarding a maintenance decision only if we cannot confidently make a judgement about the teacher's practice following consultation with the teacher's previous TAA/s, where appropriate, and subject to relevant Privacy requirements.

Teachers who have been limited in their opportunity to meet the requirements for maintenance by the end of their maintenance period may apply to NESA for an extension at any time on the grounds set out in NESA's Maintenance of Teacher Accreditation Policy.

This policy and the relevant procedures for reporting and decision-making are specific to our authority under the *Teacher Accreditation Act* for making maintenance decisions. These policies and procedures for monitoring progress, supporting, reporting and decision making in relation to the maintenance of teacher accreditation are a discrete element of/separate from any process implemented by an employer or another organisation for any other purpose.

## Procedures

### Requirements to meet professional standards during the maintenance period

The *Head of Academic Innovation* will provide to a teacher, within three months of the teacher commencing employment with the school or within three months of the teacher achieving Proficient Teacher status, the information, policies and procedures as set out in our policy regarding the provision of an orientation to the teacher accreditation and maintenance processes.

The *Head of Primary/Head of Secondary* discusses with the teacher and, where relevant, with *Head of Academic Innovation and Supervisors* the ongoing requirements for maintaining accreditation across each maintenance period.

The *Head of Primary/Head of Secondary* will come to an agreement with the teacher on the schedule for monitoring the professional practices of the teacher. This schedule will take into account the individual needs of the teacher and their progress towards meeting maintenance requirements, however it is expected that review/discussion/feedback opportunities will be provided on a minimum of *twice a Term* occasions per *maintenance period*

A teacher may enter into their eTAMS account (or note elsewhere for later logging in eTAMS ), at any time during their maintenance period, any evidence that their practice is meeting the Standards required for maintenance of accreditation at Proficient Teacher, and evidence of NESA-registered or teacher-identified professional development.

Professional activities through which a teacher could demonstrate that they are meeting the Standards, could include, but are not limited to:

- delivery of the NSW curriculum or the Early Years Learning Framework
- observation of teaching practice
- feedback to teachers on their practice
- teacher reflection on their practice
- child/student assessment data
- ongoing participation in collaborative planning and teaching such as lesson study
- participation in instructional rounds



- participation in learning walks
- engagement in collegial activities in and/or outside the school or service
- building relationships with parents/carers and the community
- participation in a performance and development process.

During the maintenance period, and after each occasion of review/discussion/feedback, *the Mentor teacher* will record in *the Accreditation Journal* the evidence that they have used to determine whether the teacher is continuing to maintain their practice against the Standards, and which Standards have been addressed. If the evidence includes any activities already logged by the teacher in their eTAMS account as evidence of their practice meeting the Standards or as teacher identified Professional Development, the *Mentor teacher* is not required to duplicate these records.

If at any time during their maintenance period, a teacher is identified as being at risk of not demonstrating that their practice meets the Standards for maintaining their accreditation, the policy and procedures noted below under “*Making a decision not to maintain accreditation or to recommend suspension or revocation of accreditation at Proficient Teacher level*” will take effect.

### **Requirements relating to professional development**

All teachers are responsible for identifying their professional development needs and for planning their learning throughout their maintenance period.

A teacher seeking maintenance of accreditation at Proficient Teacher is required to complete at least 100 hours of professional development across each maintenance period in line with all requirements of the TAA Guidelines and all NESAs rules and policies.

For primary and secondary teachers these 100 hours must include:

- at least 50 hours of NESAs endorsed and registered professional development that is at or above Proficient Teacher, with the list of available courses normally accessible from NESAs through each teacher’s eTAMS account. Teachers are required to evaluate all NESAs registered courses for the hours to be counted towards maintenance requirements.
  - Note: Under conditions set out in the NESAs *Maintenance of Teacher Accreditation Policy*, one eligible unit of further tertiary study (at AQF level 5 or above) will satisfy requirements for NESAs registered professional development for the maintenance period in which it is completed and successful completion of two eligible units will satisfy all professional development requirements for that maintenance period. Teachers who are enrolled in a post-graduate research degree may apply to NESAs for recognition of their study towards professional development requirements.

- another 50 hours of teacher identified or NESA registered professional development, which may include (but not limited to):
  - professional commitment activities that support the professional development of colleagues as noted in the NESA *Maintenance of Teacher Accreditation Policy for Highly Accomplished and Lead Teachers*
  - activities listed in the NESA *Maintenance of Teacher Accreditation Policy* as professional development for Proficient Teachers.

For early childhood teachers these 100 hours must include:

- at least 20 hours of NESA registered professional development that is at or above Proficient Teacher, as described above, including being evaluated
- another 80 hours of teacher identified or NESA registered professional development, as described above.

The teacher records NESA registered and teacher identified relevant professional development hours, together with an evaluation of all NESA registered professional development, in their eTAMS account, (or if the account is inaccessible the teacher should note details for later logging with eTAMS), and may include professional development undertaken while on leave of absence from their accreditation.

Teachers are required to notify the *Head of School* of any leave of absence from accreditation.

## **Making a decision to maintain accreditation**

### ***Teacher declaration***

Within the three months prior to the end of a teacher's maintenance period, the teacher declares in their eTAMS account (or through NESA's offline arrangements if eTAMS is inaccessible) that they have maintained their practice at the Standards for Proficient Teacher, and have completed all requirements for maintenance of accreditation as noted above. The teacher may also choose to submit a reflective statement about their practice, but it is not a requirement of NESA or of *Head of School* to do so.

### **Head of School attestation**

Following the teacher's declaration, the Head of School considers the evidence of the professional activities that the teacher has undertaken to demonstrate maintenance of their practice against the Standards, and attests through the Head of School's eTAMS account (or through NESA's offline arrangements if eTAMS is inaccessible) that the teacher has continued to maintain their practice against the Standards. The attestation will note the professional activities undertaken by the teacher over their maintenance period (as noted above) which

together have demonstrated to the Head of School that the teacher's practice has continued to meet the Standards. The Head of School will take into account that while a teacher's practice must meet all of the Standards in order to maintain accreditation, teachers are not required to produce evidence for every Standard Descriptor.

### **Accreditation decision**

Prior to the end of a teacher's maintenance period the Head of School makes a decision to maintain the accreditation of the teacher on the basis of:

- the attestation of the *Head of Primary/Head of Secondary* as to whether the teacher has demonstrated that their practice continues to meet all of the Standards for Proficient Teacher.
- reference to the teacher's Professional Development Progress Report (which may be available through eTAMS or elsewhere through NESA's offline arrangements) to ensure completion of the applicable professional development requirements for Proficient Teachers.

Where appropriate, and especially if a teacher seeking to maintain their accreditation has not been employed in their current role for at least three months, and the intention of the Authorised Delegate is to maintain the teacher's accreditation, the Authorised Delegate may contact the teacher's previous TAA, subject to the teacher's permission, prior to making the accreditation decision.

If a teacher seeking to maintain their accreditation has not been employed in their current role for at least three months, and the intention of the Authorised Delegate is not to maintain the teacher's accreditation, the Authorised Delegate must contact the teacher's previous TAA/s, subject to the teacher's permission, and must receive advice in writing from the TAA/s, prior to making the accreditation decision.

The *Executive Assistant to the Head of School* maintains written advice from other TAA/s about accreditation and maintenance matters in *the School Intranet/Teacher Accreditation Folder* which is accessible only to *the Head of School/Deputy Head of School and the Executive Assistant to the Head of School*.

The *Head of School/Deputy Head of School/NESA* and the teacher through the Authorised Delegate's eTAMS account (or through NESA's offline arrangements if eTAMS is inaccessible) within 21 days of making a decision to maintain the accreditation of the teacher.

If at any time during a teacher's maintenance period, including at the end of the maintenance period, the Prime Authorised Delegate decides that a teacher has failed to meet the requirements for maintenance of accreditation at the level of Proficient Teacher, the TAA's policies and procedures relating to suspension and revocation of accreditation will apply.

The Prime Authorised Delegate will address any feedback from NESA in relation to the fairness and consistency of the TAA's reporting and decision-making, and will make all required changes to processes.

In the event of an audit, the Prime Authorised Delegate will provide any records requested by NESA within 30 days.

## Records

Where records are not maintained in eTAMS, the *Executive Assistant to the Head of School* maintains current records relating to the TAA's reporting and decision-making processes around maintenance of teacher accreditation. Relevant records are kept in the *School Intranet/Teacher Accreditation Folder* and may be accessed by *authorised delegates* through *Head of School/Deputy Head of School and Executive Assistant to the Head of School*.

The records for each teacher for whom a maintenance decision has been made include:

- records of teachers accredited at Proficient Teacher level receiving a copy of the authority's policies and procedures specified in sections 4.3 and 4.4 of the TAA Guidelines.
- the Authorised Delegate's decision about maintaining the teacher's accreditation
- the name of the Authorised Delegate who made the maintenance decision
- notification to the teacher and to NESA of the maintenance decision

The *Executive Assistant to the Head of School* maintains records of any feedback from NESA in relation to the fairness and consistency of the TAA's reporting and decision making and how the authority has addressed any areas identified by the feedback.

# Making a decision not to maintain accreditation or to recommend suspension or revocation of accreditation at Proficient Teacher level

## Reference:

Sections 4.4 and 5.5 of the *TAA Guidelines* require that policies and procedures must be in place (and in the case of approved TAAs, implemented) for:

- *notifying NESA when grounds exist for recommending that the accreditation of a teacher be suspended or revoked as required by NESA's policy and procedures.*

## Policy

A person's accreditation under the Teacher Accreditation Act has effect in relation to any school or early childhood education centre, but is subject to suspension or revocation by NESA.

If the Prime Authorised Delegate decides that a teacher has not met requirements for maintaining accreditation at Proficient Teacher level in line with requirements of the *Teacher Accreditation Act* and all relevant NESA policies, the Prime Authorised Delegate will inform NESA that grounds may exist for NESA to suspend or revoke the teacher's accreditation.

This policy must be read in conjunction with *All Saints Grammar's* policy relating to maintenance of accreditation.

## Procedures

### Where there is an allegation of a teacher's misconduct

The Prime Authorised Delegate informs NESA in writing immediately if the Prime Authorised Delegate becomes aware that any of the following circumstances may exist:

- the teacher is a disqualified person (Section 24(1)(a) of the Teacher Accreditation Act)
- the teacher is found guilty of an offense punishable by imprisonment of 12 months or more (Section 24 (1)(b))
- the teacher has been found guilty of an offence under the Teacher Accreditation Act (Section 24(1)(c))
- the teacher has been found guilty of multiple offences (Section 24 (1)(d))

- the teacher has been dismissed from employment as a teacher or has resigned before being dismissed (Section 24 (1)(e))
- the teacher has failed to comply with any condition to which the person's accreditation is subject (Section 24(1)(f)), including Section 25 Annual Fee and Section 25A Working With Children Check Clearance.
- disciplinary proceedings are pending in relation to alleged misconduct (Section 24A (1)(b))
- if proceedings against the teacher are pending and, were the teacher to be found guilty of the offense, there would be grounds for NESA to revoke the teacher's accreditation (Section 24A (1)(c))
- failing to pay their annual accreditation fee to NESA (Section 25)
- the Office of the Children's Guardian has placed an accredited teacher on an interim bar (Section 17, Child Protection Act (Working with Children) 2012).

The notification to NESA will include:

- the employment and accreditation details of the teacher
- advice about the potential breach of the Teacher Accreditation Act including reference to the relevant section(s) of the Act
- evidence to support the notification.

### **Where a teacher is not meeting Standards**

If at any time during a teacher's maintenance period, including at the end of the maintenance period, the Prime Authorised Delegate forms the view that the teacher has failed to demonstrate that their teaching practice has met the requirements of the Australian Professional Standards for Teachers at the level of Proficient Teacher, the Prime Authorised Delegate will notify the teacher in writing within 14 days about which requirements have not been met.

The written notice will inform the teacher that they have 60 days, after the 14 days' notice, to demonstrate that their practice meets the required Standards.

The *Head of School* will offer appropriate support to a teacher in this circumstance to assist the teacher to meet his or her maintenance obligations, which may include some or all of the following:

- observation and feedback on aspects of their practice that do not meet the Standards

- opportunities to observe the practice of other teachers who are currently deemed to be meeting the Standards
- collaboration in planning and/or teaching
- mentoring and/or coaching
- opportunities to undertake relevant professional development.

#### **Where a teacher is not meeting requirements for professional development**

If at the end of a teacher's maintenance period the Prime Authorised Delegate forms the view that the teacher has not met the requirements for professional development for maintenance of accreditation, the Prime Authorised Delegate will notify the teacher in writing within 14 days following the expiry of the current maintenance period that their professional development requirements are overdue.

The written notice will inform the teacher that they have 60 days, after the 14 days' notice, to complete their professional development requirements.

#### **Where requirements have still not been met after the specified time since formal notice**

If after the after 60 days have elapsed since a teacher was notified of either the opportunity to complete their requirements for professional development or to meet the requirements of demonstrating that their practice continues to meet the Proficient Teacher Standards, the Prime Authorised Delegate decides that the teacher has still not fulfilled the requirements, the Prime Authorised Delegate will:

- refer the matter to NESAs within 21 days of making the decision by either *email to the NESAs Director, Teaching Standards or through the Prime Authorised Delegate's eTAMS account*
- notify the teacher in writing of the decision that the maintenance requirements have not been met, that NESAs will be/has been informed of the decision, and that NESAs may decide to suspend or revoke the teacher's accreditation
- notify the teacher in writing that they may request an internal appeal of the Prime Authorised Delegate's decision, and will include with the notice:
  - the TAA's internal review process as noted in the TAA's policy for making a decision not to accredit a teacher at Proficient Teacher
  - the TAA's policies and procedures relating to maintenance of accreditation and to suspension and revocation of accreditation



- NESA's policies relating to suspension and revocation of accreditation and maintenance of accreditation, including advice that an appeal against any suspension or revocation by NESA must be to NESA.

## Records

The *Executive Assistant to the Head of School* maintains records of all matters related to internal reviews of maintenance decisions, following procedures set out above in relation to internal reviews of accreditation decisions.

The *Executive Assistant to the Head of School* maintains records, copies of correspondence and evidence of all matters related to notifying NESA and relevant teachers that grounds may exist for suspending or revoking accreditation in the teacher's *eTAMS account*, accessed by the *Authorised and Prime Delegate* including:

- any evidence of an alleged breach of the relevant sections of the Teacher Accreditation Act which has been used as the basis of a notification to NESA
- a copy of the Prime Authorised Delegate's notification to NESA
- a copy of the written notice to the teacher of the Prime Authorised Delegate's notification to NESA
- any response from the teacher to the Prime Authorised Delegate's written notice to the teacher.

# Mitigating the risk of conflict of interest

## Policy

In its policies and procedures relating to the management and mitigation of conflict of interest, All Saints Grammar applies the following understandings:

A conflict of interest arises where a decision maker has a personal interest in the outcome of their decision which may undermine their impartiality in coming to their decision or where an independent observer might reasonably conclude that the decision maker was unduly influenced by their personal interests.

Conflicts of interest can be actual, perceived or potential:

- Actual: involves a direct conflict between current duties and responsibilities and existing private interests
- Perceived: where it could be perceived, or where it appears, that private interests could improperly influence the performance of duties, whether or not this is in fact the case
- Potential: where private interests could conflict with official duties.

A conflict of interest can be pecuniary (involving financial gain or loss) or non-pecuniary (based on enmity or amity). A conflict of interest can arise from avoiding personal losses as well as through gaining personal advantage, financial or otherwise.

All Authorised Delegates mitigate the risk of conflict of interest and manage any conflicts of interest that may arise in exercising their authority as a delegate of the *Head of School*.

Where possible, each Authorised Delegate will avoid situations in which his or her personal interests or the interests of a relative or close associate may conflict either directly or indirectly with decisions made by the Authorised Delegate, whether the conflict is actual, perceived or potential.

Such conflicts of interests include but are not limited to relationships (e.g. familial, social or business relationships) where an Authorised Delegate has a personal interest in the outcome of their decision which may undermine their impartiality in coming to their decision, or situations in which an independent observer might reasonably conclude that the decision maker was unduly influenced by their personal interests. Conflicts of interest will be disclosed and noted, as outlined in the *School's* procedures.

## Procedures

When an Authorised Delegate becomes aware of an actual, perceived or potential conflict of interest (including but not limited to a relationship or a pecuniary interest), that Authorised Delegate will record the conflict of

interest in *Conflict of Interest Register*. The Authorised Delegate mitigates the ensuing risk in a way that is acceptable to the *Head of School*. This may include making alternative arrangements for the decision to be made by a suitably qualified person who is not subject to the conflict of interest, or by gaining approval from *Head of School* to proceed with making the decision.

Where the Prime Authorised Delegate is unable to act or make an accreditation decision because of a risk of conflict of interest, the authority to act or make the decision will normally be delegated to *the Deputy Head of School*.

If the TAA has engaged any other Authorised Delegate who is unable to act or make an accreditation decision because of a risk of conflict of interest, the authority to act or make the decision will be delegated to the Prime Authorised Delegate.

## Records

The *Executive Assistant to the Head of School* maintains a register of declarations by all Authorised Delegates in relation to any actual, perceived or potential conflict, including declared relationships and related party transactions of the Authorised Delegate(s), and notifies the Prime Authorised Delegate immediately whenever a new declaration is made.

The register is located the School Intranet/Teacher Accreditation folder, is checked for currency by *the Head of School/Deputy Head of School, within a week of the commencement of the school year*, and is updated by an Authorised Delegate on any occasion that they have become aware of any actual, perceived or potential conflict of interest.

The *Executive Assistant to the Head of School* maintains records in the register for a period of seven (7) years before archiving or disposing.

# Complaints and grievances about the TAA's processes for accrediting teachers

## Policy

*The Head of School* responds in a timely manner to complaints and grievances and implements processes for raising and responding to concerns raised about All Saints Grammar's accreditation process by teachers and other stakeholders in the accreditation process. The following procedures relate only to complaints and/or grievances related to the accreditation process – procedures for dealing with other complaints and/or grievances including those related to employment matters, are set out elsewhere *in the school's policies and procedures*.

## Procedures

When a teacher or any other stakeholder in the teacher accreditation process has a complaint or grievance about any aspect of the teacher accreditation processes of All Saints Grammar, that person should raise the matter by informing the *Head of School/Prime Authorised Delegate* in writing.

The *Head of School* acknowledges receipt of notice of the complaint in writing within seven days of receiving the notice.

If the complainant wishes to raise a complaint or grievance involving the *Head of School/Prime Authorised Delegate* or the person does not feel comfortable in contacting or speaking with the *Head of School/Prime Authorised Delegate* directly, the complainant may raise the matter in writing to *the Chairperson of the Board of Directors*.

On receipt of a complaint or grievance, the person receiving the complaint will provide the complainant with written acknowledgement of having received the complaint, and will consider inviting the complainant to discuss the matter as a first step in addressing the complaint. The complainant may invite another person to accompany them to the proposed discussion.

The *Head of School/Prime Authorised Delegate* will take the following steps to address the complaint or grievance:

- determine the way in which the complaint or grievance will be handled, including ensuring that the subject of the complaint or grievance is not responsible for investigating and deciding on the outcome
- notify the person who is the subject of the complaint or grievance of the allegation(s) made against them
- notify the complainant and the subject of the complaint or grievance of the steps that will be undertaken by the TAA in relation to the complaint or grievance

- Invite the subject of the complaint or grievance to respond to the allegation(s) *in writing*
- collect any additional evidence the TAA considers necessary to properly review the circumstances of the complaint or grievance
- make an impartial unbiased decision in a timely manner and based on the available evidence
- advise the complainant and the subject of the complaint or grievance in writing of the outcome of the complaint or grievance and of any proposed action to be taken.

The complaint or grievance will be dealt with in a timely fashion and will follow processes that are based on procedural fairness, transparency and clarity as noted in our policy and procedures for conducting an internal review.

### Records

The *Executive Assistant to the Head of School* maintains the file in the *School Intranet/Teacher Accreditation Folder* for the current period of approval, records that document how any complaints or grievances raised with the authority have been handled, in accordance with the authority's policies and procedures.

# Notifying NESAs in specified circumstances and timeframes

## Policy

The Head of School notifies NESAs in the circumstances specified in the *TAA Guidelines*, within the timeframes specified by NESAs.

## Procedures

The *Head of Primary/Head of Secondary* who is an Authorised Delegate or the *Head of School* who is the Prime Authorised Delegate in the case of a decision not to accredit, notifies NESAs of an accreditation decision at Proficient Teacher level in accordance with Part 4 of the *TA Act* and all rules and policies published by NESAs through the relevant Authorised Delegate's eTAMS account, or through NESAs's offline processes if eTAMS is unavailable, within twenty one (21) days of making the decision.

When the *Head of School* decides to maintain a teacher's accreditation at Proficient Teacher level in accordance with Part 4 of the *TA Act* and all rules and policies published by NESAs, the Authorised Delegate will notify NESAs through their eTAMS account, or through NESAs's offline processes if eTAMS is unavailable, within twenty one (21) days of making the decision.

If the *Head of School* who is the Prime Authorised Delegate determines that a teacher has failed to meet the requirements for professional development or maintenance of Professional Standards by the end of the current maintenance period, the Prime Authorised Delegate refers the matter to NESAs via email *to the Director, Teaching Standards*, after:

- the teacher has been informed (within 14 days of the expiry of the maintenance period or when the failure to maintain Standards has been identified, whichever relevant), and
- after the teacher has then been given 60 days in which to meet requirements.

If the *Head of School* who is the Prime Authorised Delegate forms the view that grounds may exist under Sections 24 and/or 25 of the Teacher Accreditation Act, or if the Office of the Children's Guardian has placed an interim bar on the teacher, the *Head of School /Authorised Delegate* notifies NESAs immediately by written notification *via email* to the Director, Teacher Accreditation, that grounds may exist to suspend or revoke the accreditation of a teacher at Proficient Teacher level.

If the Prime Authorised Delegate becomes aware that an accredited teacher ceases to hold a Working With Children Check Clearance under the Child Protection (Working with Children) Act 2012, the *Head of School/Authorised Delegate* notifies NESAs by written notification *via email* to the Director, Teacher Accreditation as soon as possible but no more than five (5) days after becoming aware that the clearance has ceased.

The *Head of School/Authorised Delegate* notifies the School Registration and Accreditation Directorate of NESA of a change of name of the *school* by *email* within twenty-one (21) days in advance of making the change.

The *Head of School* notifies the School Registration and Accreditation Directorate of NESA of a change to any Authorised Delegate of the *school* by *submitting the relevant notification form via the RANGS website* within seven (7) days of making the change.

The *Head of School* notifies the School Registration and Accreditation Directorate of NESA of a change to the school for which the *Head of School* makes teacher accreditation decisions by *submitting the relevant notification form via the RANGS website* within twenty-one (21) days of making the change.

The *Head of School* notifies the School Registration and Accreditation Directorate of NESA of a decision to cease operating as a Teacher Accreditation Authority, by *submitting the relevant notification form via the RANGS website* within seven (7) days of ceasing to operate.

The *Head of School/Authorised Delegate* notifies the School Registration and Accreditation Directorate of NESA if a decision made by the *Head of School* in relation to teacher accreditation is the subject of an administrative review by the Tribunal, by submission of the TAA notification form on RANGS Online, within seven (7) days of being notified that the matter is the subject of a review.

The *Head of School/Authorised Delegate* notifies the School Registration and Accreditation Directorate of NESA of the outcome of any review by the Tribunal by submission of the TAA notification form on RANGS Online, within twenty-one (21) days of being notified of the outcome.

## Records

The *Executive Assistant to the Head of School* maintains records of all notifications made to NESA in *the file in the School Intranet/Teacher Accreditation Folder*

# Sharing relevant information

## Policy

The *Head of School* will communicate and share relevant information, about teachers for whom the TAA makes accreditation decisions, with the relevant current or past employer(s) of those teachers, consistent with any written agreement with those bodies and with relevant legislation and teacher accreditation policies published by NESA.

The *Head of School* may share information in relation to teacher accreditation details with other approved Teacher Accreditation Authorities, in accordance with relevant legislation and under the conditions specified in the TAA's procedures.

## Procedures

### Prior to sharing or requesting relevant information

In responding to any request for information from an employer or another TAA, or in seeking information from an employer or another TAA, the Prime Authorised Delegate will confirm that the following conditions have been met:

- the information being requested is relevant to the accreditation of the teacher
- the teacher has been informed of the proposed transfer of information, including which information is being requested
- the teacher has been provided with an appropriate Privacy Collection Notice which sets out in writing the principles governing the transfer of personal information
- the Prime Authorised Delegate is satisfied with the evidence that the requesting body has reasonable grounds for requesting the information

### **Sharing relevant information with the employer of teachers for which the *All Saints Grammar Head of School* has made teacher accreditation decisions**

Sharing information with another TAA or employer

The Prime Authorised Delegate may request or share information about a teacher with another TAA or employer if the conditions set out in "*Prior to sharing or requesting relevant information*" are met. The Prime Authorised Delegate will confirm that any information shared with another TAA relates to the teacher's practice in relation to the Standards, in accordance with NESA policies.



## Records

The *Executive Assistant to the Head of School* maintains a summary record of any information shared with an employer and/or another Teacher Accreditation Authority as specified in Section 4.6 of the TAA Guidelines, entering the relevant information within 5 days of the information being shared. Records are accessible at the following location *School Intranet/Teacher Accreditation Folder* and note the following details:

- Name of requesting employer/Teacher Accreditation Authority
- Date of request
- Name of teacher about whom the information is requested
- Nature of information
- Date that teacher was notified of the request
- Date that teacher was provided with relevant Privacy Collection Notice
- Date that teacher provided permission to share information
- Indication that all conditions, specified in the procedures, were met to allow sharing of the information
- Position/role of person authorising the sharing or seeking of information
- How and when this information was communicated to the requesting person.



**All Saints**  
Grammar

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