



Gentleman • Scholar • Sportsman

Coogee Boys' Preparatory School



Annual Report 2019

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Message from the Principal 2019

In 2019 we celebrate the achievements of all Coogee Prep boys, Kindergarten to Year Six and bid farewell to our Year Six students who leave us to commence their high school journey. Speech Day is the most important event in the School's calendar, as it gives us the opportunity to acknowledge and celebrate the boys' achievements throughout the year. We also look at the enormous contribution and role the teaching and parent body play to reach this point. It takes the involvement of many to achieve what makes this School the unique place that it is.

This is an opportunity for reflection on the year, it is a time to project forward. It is a time to leverage the good will, progress and positive change, which will continue to drive a clear vision steering the School well into the future. At the heart of this vision is a student-centred, value-driven education formed around a comprehensive and rigorous curriculum.

As educators, our goal is to nurture and develop boys into students who are motivated, enjoy learning, and who go on to fulfil their potential as they move into high school and beyond. It is this combination of knowledge and academic skills attained in a contemporary environment, underpinned by traditional values and an emphasis on strength of character that form the core of the education experience at Coogee Prep. I commend the CPS Staff for their dedication and commitment in ensuring that these goals are met, and the School continues to grow from strength to strength.

Through the development of differentiated and comprehensive programs and co-curricular activities, we can help all students to recognise and ultimately realise their academic, sporting and personal potential. Through exposing students to the creative and practical arts, we can help the boys express themselves creatively, develop new skills and build confidence through group work, competition and performance.

The success our boys experience in all areas can be measured not only by credible academic and sporting results, but also by excellent preparation and a huge growth in confidence even when faced with the toughest of challenges.

Mr John T. Dicks

A handwritten signature in black ink, appearing to read 'J. Dicks', written in a cursive style.

Principal





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Infants' Learning Report

We have maximised learning experiences through the integration of technology throughout all key learning areas, particularly Mathematics and Science and Technology. This year, Infants' classes have had a strong focus on Digital Technologies, outlined in the new Science and Technology Syllabus. This has involved students gaining a deeper understanding of digital hardware's, digital safety and programming various digital systems using algorithms. These learning experiences have promoted problem solving, reasoning and critical thinking relating to real word experiences.

We are grateful to have the LIT programs and the Magic Word program successfully running at Coogee Prep to support students in developing fundamental skills in reading, spelling and writing. Through these enriched programs, we have created opportunities for students to be supported in various areas of the curriculum and have seen some remarkable improvements in student development.

We have continued to support peer tutoring and cooperative learning initiatives among Infants this year, creating opportunities for student-centred pedagogies and the development of social skills. These have played a significant role in the increased enthusiasm and commitment towards independent and group learning activities and has assisted with the learning of others.

Infants' have enthusiastically participated in STEM activities this year. Each term, Infants' classes are organised into mixed class groups and are provided with a Scientific Investigation. Whether it be designing and building a stable house for the three little pigs or designing and making parachutes to ensure a safe and soft landing, they have demonstrated an enthusiasm for Science. Not only are these activities fun, through the implementation of the STEM learning experiences, opportunities have been provided for student directed learning, problem solving, creativity and team building skills.

Students continue to enjoy our weekly Infants' assemblies, sharing and educating each other about the learning experiences that have taken place in each class. The assemblies are interactive and involve weekly singing, thanks to Ms Gershon's fine piano skills. As you can imagine, all students participate enthusiastically.

It has been a year of growth and high achievements among the Infants students, demonstrating qualities of competitive sportsmen, enthusiastic scholars and fine, young gentlemen.

As you know, the partnership between school and home is critical in providing quality education. We look forward to another outstanding and exciting year of learning in 2020.





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From the President of the Parents' and Friends' Association 2019

Term 1

We started the year strong and on a high note with our annual Parents morning tea for the new kindy boys. This is always such a great way to kick off the P and F Calendar. The young Gentleman, Sportsmen and Scholars are beaming with excitement as are their parents.

We moved onto our annual Swimming carnival on the 7th Feb which always seems to be a favourite day on the Coogee calendar for both parents and students. The cheering was high as was the competition. And as always, the parents race never disappoints.

As the first term settled in, we looked forward to our annual Welcome drinks on the 23rd Feb at the Coogee diggers. This venue was perfect for the function. The drinks flowed as the Spanish music played and we all got to know each other better as we welcomed the new parents into our community. This event always makes you feel so lovely being part of the Coogee Prep family and you can see the new family's happiness with the school they have chosen.

Easter time comes around so fast and the boys always look forward to our annual Easter Guessing comp as well as the parents looking forward to winning the extravagant hampers that we raffle. The perfect way to end term one with smiles and chocolate.

Term 2

We welcomed Term 2 with one of the most celebrated days of the year and that is our Mother's day breakfast on the 7th May. We had all the classes contribute to the food this year and it was certainly a feast, The photos were a little different as we said goodbye to the old brick wall and decided to include the garden as the backdrop. We had some fantastic raffles and we worshipped our mothers as they deserve.

Another of the Coogee Prep favourites is the Athletics carnival that was held on the 9th of May. This is always such a great day for the boys. They all excel in one way or another and the sense of pride is strong throughout. Let's not forget the Parents relay race which is always a hit and always leaves you exhausted after.

Term 3

We had another fantastic Founders days BBQ on the 2nd Aug. The boys enjoyed a Movie (Lion King) at the Randwick Ritz followed by an exceptional BBQ thanks to Lucas Meats and Bakers Delight. The boys appreciate the day and love the opportunity to do something together as a whole school.

With Grandparents day on 16th Aug this year we did something a little different. We decided to do a book drive that the grandparents could purchase and donate to the school on behalf of the boys. It was a hit. Year 3 organized the morning tea and the boys were overjoyed to have their Grandparents at the school.

Fathers Day Breakfast fell on the 20th Aug and the boys were delighted to have their dads at school. We had some excellent photos taken and the format was very similar to mother's day. I always feel the boys are a lot quieter when their Mums are around or maybe it was all the sugar as they were very effervescent this father's day, a great morning was had by all.

Term 4

We started term 4 with our newest little gentlemen that are due to start at the school. Our annual Kindy orientation. It is great to meet all the new parents and even better to watch the boys get so excited about starting "big School". Also, on this day, Lisa Gould coordinated the Old boys induction afternoon tea. A great day for the old and the new. Very well celebrated.

As the year came to an end and the P&F Calendar finished up we had one last event and that was our annual Xmas Party. This year we took a no waste approach to the food and drink and also the table dressings. We made all the tablecloths and provided recycled plates and cutlery. We also had food donated and it is fair to say that the highlight was our own personal Chef, Chris Brown, who carved the boys fresh ham off the bone that was donated by Lucas meats. The teachers enjoyed a lovely meal and I know that they love looking out at the boys enjoying their Xmas lunch. We had Santa visit us and this year he was very generous with all the gifts being donated at half price from Rebel.



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It goes without saying that everything we do in the P&F is for the boys and the school but it must be said that we could not do it without the support from the fantastic staff and also the generous parents who all make up the P&F and the boys should feel very proud to have our support.

For all the Gentleman, Sportsmen and Scholars we look forward to another year working for you.

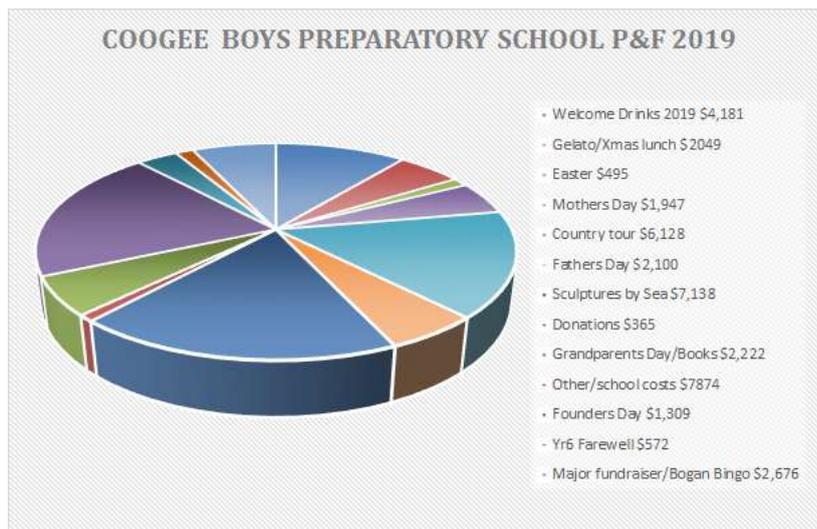
Welcome the Class Parents of 2020 to the team.

Kindergarten	Tim Henry and Elizabeth Mangan
Year 1	Janelle Lloyd
Year 2	Samantha Cochineas and Lorrie Prazanova
Year 3	Sarah Potter and Arianne Di Blasio
Year 4	Sheree Munro and Melanie Fleming
Year 5	Eugenia Kolivos
Year 6	Sarah Barrett Jones and Lindsay Jones

We want to say a very big thank you to all the parents, friends, teachers, community and of course the boys. The reason we do what we do is for our Gentlemen, Sportsmen and Scholars.

Emma Brown-Garrett
President

2018	Executive
Executive	Mrs Emma Brown Garrett
Executive	Ms Elizabeth Managan
Treasurer	Mrs Erica Li





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Review of the goals set for 2019

Three major goals were identified in the 2018 Annual Report for focus in 2019. Progress on each of these goals is outlined below.

<p>Target 1 2019 Goal</p>	<p>Curriculum, new Science, ICT & Digital Technology Initiatives K-6 and Assessment</p> <p>Focus on integration across all curriculum KLA's</p>
<p>2019 Progress</p>	<p><u>Sustainability</u></p> <p>Within the Australian and NSW Syllabus there is a clear inclusion and emphasis on Sustainability as a priority for study that connects and relates relevant aspects of content across learning areas and subject topics. Cross-curriculum learning is fundamental to:</p> <ul style="list-style-type: none"> • Understanding the ways social, economic and environmental systems interact to support and maintain human life. • Appreciating and respecting the diversity of views and values that influence sustainable development. • Participating critically and acting creatively in determining more sustainable ways of living. <p>For the purpose of teaching and learning K-6 there will be an emphasis on Sustainability integrated across- curriculum. This will be explicit in teacher programing, particularly in Science, History, Geography, PD Health, but not necessarily limited to these KLA's.</p> <p><i>Please refer to the updated 2019 Curriculum Policy and guidelines for a comprehensive background to curriculum direction at Coogee Prep.</i></p> <p><u>Digital Technologies</u></p> <p>Implications for teaching and learning in this Strand has enabled teachers to program lessons of enquiry for students to ultimately:</p> <ul style="list-style-type: none"> • Look at how components of digital systems interact with each other to transmit data • How components of digital systems connect together to form networks. • Explore how we represent decision-making in an algorism. • Coding across K-6 is a requirement of the NSW syllabus and integrated across our maths and science curriculums <p><u>Assessment and Reporting</u></p> <p>In 2019 a new updated School Policy on both assessment and reporting was created to assist teachers with the development and enhancement of teaching and learning in the classroom, and with the effectiveness of reporting to parents.</p> <p>Student achievement of the syllabus outcomes is the goal of planning, programming and assessing. As students participate in a range of learning experiences, teachers make judgements about student progress</p>



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	<p>Student work samples can provide information about what students know, what they can do and what they understand. Assessing involves the consideration of the individual needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. The completion of a course is also considered in conjunction with assessing the students, as it has its own set of requirements.</p> <p>Assessment may be informal, as part of daily teaching strategies, or formalised through activities that indicate student achievement and progress. Both informal and formal assessment need to be systematic and planned. It is a continuous appraisal of progress towards the objectives of a program. Assessment strategies should be appropriate to the range of objectives as well as support the learning process. Assessment tasks must be accessible to all students whatever the assessment strategy used, particularly in terms of language suitability.</p> <p><i>Please refer to the updated 2019 Assessment Policy and guidelines for a comprehensive background to curriculum direction at Coogee Prep.</i></p>
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Target 2 2019 Goal	New PDHPE syllabus implementation for K-6
2019 Progress	<p>2019 has seen specific health aspects of the new syllabus being implemented for K-6 such as learning the skills to protect and promote healthy, safe and active lives. Continuing the Bounce Back program has allowed many of the wellbeing, personal development and relationship aspects of the health syllabus to coincide to offer our students the best possible strategies to live healthy and happy lives.</p> <p>2019 saw the full implementation of the new PDHPE syllabus from K-6.</p> <p>The Bounce Back Program was implemented to further support and enhance the Peer Support and Senior Leadership Programs, which have the goal to ensure we promote an Anti-bullying environment.</p> <p>The Peer Support Program was a great success for a number of reasons;</p> <p>Firstly, it gave our Year Six students a positive leadership opportunity, which they embraced enthusiastically and responsibly.</p> <p>Secondly, the sessions gave all students involved opportunities to discuss, problem solve and initiate skills to assist in the prevention of bullying behaviour.</p> <p>Thirdly, during class circle-time throughout the year, teachers could reinforce the strategies covered during sessions and evaluate student interaction, both in the classroom and on the playground.</p> <p>'Bounce Back' is a whole School (K-6) social skills program, which focuses on fostering wellbeing, resilience and social-emotional learning for all students. Weekly sessions across all grades.</p> <p><i>Please refer to the new and updated 2019 anti bullying policy and guidelines for Coogee Prep in this report.</i></p>



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Target 3 2019 Goal	7 Steps to Writing Success All teaching staff to undertake the 'Seven Steps' professional development course to ensure a consistency in the approach to the teaching of writing K - 6
2019 Progress	<p>The 'Seven Steps' writing approach is founded upon the principle of chunking writing into discrete, teachable elements of which students attain mastery through repetition. Emphasis is given to the importance of talking, brainstorming, and planning before writing, encouraging group and shared approaches, all of which are consistent with "best practice" in teaching boys.</p> <p>One of the greatest effects of the Seven Steps writing approach is that students are engaged with short, sharp, achievable writing tasks every day. These tasks break down and explicitly teach each writing skill. It may only be 20 minutes a day, but practice, just like in sport, builds muscle memory. Or, put simply: the more you do something, the easier it gets.</p> <p>Writing can be broken into chunks. Help students learn how to use each of the skills inherent in the Seven Steps, and they will have a skill kit to draw upon when they need to put it all together to write a piece for assessment, for class or just for their own enjoyment.</p> <p>Making writing understandable for all students and more of an everyday occurrence, means that we are setting them up to experience lots of little successes. This is especially important for those students who are not confident in writing. These successes build confidence. And confidence can lead to major change when students face the pressure of a test or want to use words in a powerful and inspiring manner.</p> <ol style="list-style-type: none">1) Plan for Success2) Sizzling Starts3) Tightening Tension4) Dynamic Dialogue5) Show, Don't Tell6) Ban the Boring7) Endings with Impact.



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**Target 1
2019 / 2020 Goal**

To have all students become knowledgeable, responsible, confident and proficient IT users across a range of differing technology

Information Technology across the curriculum

The big picture for CPS with regard to Information Technology is simple, have all students become knowledgeable, responsible, confident and proficient IT users across a range of differing technology including such staples as, 'Interactive White Boards' iPads, Chromebooks and Desktops. Both students and teachers will engage in interactive activities with a focus on solving problems and thinking creatively within the context of a wide range of team building activities. The boys will be working exclusively on iPads for a variety of purposes including, research, writing tasks, multi-media creation such as (iMovie). In addition to this, the boys will be learning how to code using the coding program Scratch, before moving onto more complex coding.

Chromebooks, which are personal computers that run Chrome as an operating system, making them an efficient web-based device. Our Primary boys will learn to use Google apps proficiently and continue to tackle more complex coding. The boys will each be given a school email and thus turning the normal classroom into one that is also highly digitally collaborative and where they can communicate across an intra-net with their peers.

Our commitment to investigation through IT, Working and thinking mathematically and scientifically in the classroom regularly exposes students to new processes and engaging learning experiences. Concurrently, we cannot underestimate the importance of thoroughly learning the basics of Numeracy and Literacy, to equip our students with the desired knowledge, skills and understanding needed to achieve at high academic and social levels.

To facilitate this, we are structuring our class texts, support materials and resources to support such initiatives and to assist all students K-6 in areas of investigation, experimentation and critical thinking. These initiatives can be readily adapted and integrated within our current curriculum, thus creating progressive and differentiated programs of teaching and learning across all Key Learning Areas. Touch typing will be introduced in 2020 in years three to six.

However, it is one thing to speak of creativity, innovation, critical thinking, problem solving and Global Issues, but it is another to make this a reality. To achieve such outcomes, our students need the necessary skills, understanding, attitudes and strategies to maintain emotional, social and mental wellbeing, whilst functioning in a safe and supportive environment.

Launch of the new website and online enrollment system

A new updated website with streamlined online enrollment system is scheduled for roll out in 2020. This will update our marketing profile and help capture information from prospective parents as to where they are coming from and how they heard about us. It will allow a through record and communication tool with all new prospective customers.





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**Target 2
2020 Goal**

The integrate Literacy Pro and Library borrowing to improve lexile levels across all Primary grades both online and offline.

Literacy Pro will be well used as part of our online learning program as it an excellent reading and comprehension skills tool for years 3-6.

What is Literacy Pro?

Literacy Pro is an online and offline reading assessment program designed to assess readers, inform teachers and students, and develop reading success. The Literacy Pro program benefits students' independent reading by:

- SUPPORTING boys in choosing the right books online or from the library***
- MATCHING them with 'good fit' books***
- MONITORING their independent reading progress and comprehension***
- MEASURING their success compared to expectations for their year level***
- MOTIVATING them to read more***

Literacy Pro has an online engagement with over 10,000 lexiled e-books available to students in addition to the 750 books we have in the school library which we are adding to regularly.

Lexile Levelling measures are the global standard in measuring reading level and text difficulty and are accurate for all ages based on over 30 years of research. Teachers and students use Lexile scores to select books at a level that will challenge students – not so difficult as to be frustrating, but difficult enough to encourage reading development.

LitPro Tests and LitPro Quizzes are administered to students in class, to assess their independent comprehension level. Students receive a Lexile measure when they complete a LitPro test. They then read books that interest them in their reading range and take LitPro quizzes after reading a book.

Data and Reports for Teachers

Over time data accumulates as students take LitPro tests and complete quizzes. Our teachers use the reports from Literacy Pro to track students' participation, proficiency, comprehension and growth.

By providing boys with the tools they need to find books they are interested in and 'best fit', not only will this continue to assist in the development of their reading and fluency skills but also impact positively on their writing as learnt vocabulary and ideas encountered during reading sessions transfer over to their own writing during Seven Steps Writing and Literacy lessons.





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<p>Target 2 2020 / 2021 Goal</p> <p>To integrate our 'Values' program into our day to day life are as follows</p>	<p>Values Integration</p> <p>We have recently updated our school's 'Values' program and we are pleased to announce that the five core values we will incorporate into our day to day life are as follows:</p> <p>Responsibility, Respect, Honesty, Perseverance, and Inclusivity.</p> <p><i>Values provide the framework for our whole lives - they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur in our early lives - through the dominant influences of family, friends and school.</i></p> <p>Coojee Prep's Core Values</p> <p>Responsibility Follow school and class rules, Support the decisions of the School, Learning to accept that for an action there may be a consequence, Display self-discipline, Model expected behaviours, Accept responsibility for your learning, Act in a safe manner at all times, Actively problem solve to avoid conflict</p> <p>Respect Accept the rights of others, Show tolerance and understanding for difference, Understanding and appreciating fairness and justice, Valuing ourselves, others and property, Listen to others without interrupting, Recognise others' strengths and abilities – and work alongside them</p> <p>Honesty Display open and transparent actions, Be trustworthy and fair, Be truthful,</p> <p>Perseverance Strive for our personal best. Set and meet high standards, Valuing realistic and achievable goals, Persist through challenges and difficulties in learning</p> <p>Inclusivity Maintain friendly, positive and caring relationships, Make constructive and encouraging comments about others, Listen to others who may have different views to yourself, Include others in our play and activities</p>
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Target 3 2020 / 2021 Goals

The following information forms the basis of the broad focus we intend to develop further within a two year timeframe within this KLA.

Focus on Drama and Visual Arts

Improvisation- Improvisation involves creating action by spontaneously enacting a fictional situation that is based on everyday or imagined experiences. It is generally unrehearsed and unscripted. When improvising, the direction and ending of the action are not usually predetermined. Improvisations undertaken by small groups interacting in role can run from a minute to three minutes or much longer. When a large group is improvising, the role interactions and development of the narrative or situation could extend to between five and ten minutes followed by out-of-role reflective discussions.

Movement- Movement involves nonverbal communication across space to portray roles and situations. Body awareness through movement is fundamental to the portrayal of role, for example, portraying 'tiredness' and using non-clichéd expression. Movement can also be used to convey abstract ideas and feelings such as 'the wind' or 'anger'.

Mime- Mime is a silent enactment involving visual communication through gesture and action. It is distinct from movement in that mimed expression is conveyed within minimal space. When travelling through space is required in mime, using the 'mime walk' slows the action down. Dramatic moments from stories, everyday action of people and role and in-role interactions can be developed through the use of mime. Mime is a requirement for mask and clowning.

Storytelling- Storytelling involves the oral presentation of a story by individuals or groups such as in chorus or tandem telling. It includes the telling of known stories as well as stories developed by the students. Storytelling is not to be confused with story reading. Objects, artefacts, pictures or sounds can be used to facilitate the creating of a story. Stories for telling can be adapted from a literary source, a current event or from the collective imaginings of the participants. Teacher or students can tell stories.

Readers Theatre- Readers theatre involves a rehearsed reading for an audience. Through gesture and language, participants build, sustain and resolve dramatic tension within the context of the drama. Drama conventions include reading aloud, vocal expression, silent pauses and a direct actor-audience relationship. Reading aloud may be sourced from various types of texts including novels, plays, poems, stories, big books, newspapers or adaptations of these. Young students can participate in readers theatre using a story they know well incorporating mime, dialogue and narration.

Video Drama- Video drama is identified as a form when drama is devised for videoing. Filmed dramatic action generally embodies rehearsed improvisation or scripted presentation. Video drama could be framed as part of a 'live' classroom drama experience such as setting the scene, flashbacks, taking on a role or an extension of the dramatic situation. Once the action is captured on video, it can be replayed as 'evidence' to focus and enhance the meaning of the drama.

Drawing- Drawing is a form in its own right and is also used for sketching ideas and preparing diagrams, designs and plans. Drawings can take the form of quick sketches through to more extended studies. Drawings can be schematic, realistic, abstract, figurative, expressive, and symbolic. Tools and media such as pencils, inks, felt pens, charcoals, chalks, oil pastels, and computer applications and/or combinations of these are used to create different effects.

Painting- Painting offers opportunities to explore the qualities of imaginary, naturalistic and realistic images, illusions and decorations. Paintings can be made quickly through to more extended studies. Ideas in paintings can be produced expressively, symbolically, realistically, abstractly, figuratively and decoratively.

Sculpture and 3D Forms- Sculpture and other 3D forms including constructions, models and installations can be made as expressive, symbolic, decorative and utilitarian works. The potential of different materials such as playdough, plasticine, polyclay, plastics, clay, wire, laster, found objects, metals and wood can be explored. Experiments can be undertaken with joining, folding, moulding, carving, manipulating surfaces and assembling materials to understand the relationships between media, materials and techniques.

Fibre- Fibre and associated fabrics provide opportunities for discovering the qualities of pattern, texture, colour, surface and construction in a variety of materials. Scissors can be used to draft ideas for patterns, cut fabrics and threads and in other sculptural applications. Techniques for joining fabrics can be explored including the use of the sewing machine, gluing, tacking and hemming. Various techniques can be investigated including felting, quilting, weaving, dyeing, applique, tapestry, embroidery, beading, batik, fabric and screen printing or painting.

Digital Forms- Digital forms draw on many of the options available in photography and film and video and mark the convergence and development of various technologies in electronic applications. Digital forms may only appear as 'virtual' works and never exist in a physical space like paintings or sculptures. Particular programs offer opportunities to explore the manipulation of images by cutting, pasting, changing colour values of images, animation and special effects. Ideas can be explored from different viewpoints and can make use of special effects with digital cameras and videos to create interest, mood and tension.



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Student Performance in Nationwide Tests and other Examinations 2019

Coogee Prep is dedicated to promoting a high level of academic achievement. We continue to perform well in all external testing including entrance to Secondary High Schools. It is always pleasing to receive positive feedback from Senior School Principals on the readiness of Coogee Prep Boys for the challenges of high school.

NAPLAN

The NAPLAN testing was conducted for all Year Three and Year Five students in Government and Non-Government Schools nationally in May this year. The testing focuses on assessing the numeracy and literacy knowledge and skills of students.

Coogee Prep performed well above the state average in the recent NAPLAN testing. Our results this year put us in the Top 100 Schools in NSW. The boys should be commended on their excellent performance.

YEAR THREE	Reading	Writing	Spelling	Grammar	Numeracy
Band 6	50%	50%	64%	73%	57%
Band 5	46%	32%	23%	14%	28%
Band 4	4%	14%	9%	5%	13%
Band 3	-	4%	4%	4%	4%
Band 2	-	-	-	4%	-
Band 1	-	-	-	-	-
YEAR FIVE	Reading	Writing	Spelling	Grammar	Numeracy
Band 8	47%	33%	60%	47%	63%
Band 7	27%	20%	33%	33%	19%
Band 6	7%	33%	7%	20%	13%
Band 5	13%	14%	-	-	5%
Band 4	6%	-	-	-	-
Band 3	-	-	-	-	-



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University of New South Wales Testing ICAS (Optional)

This testing is not compulsory in NSW; therefore, our students' results cannot be measured against a State benchmark. Instead, listed below are the number of students who received awards for their achievements and participation. The boys are to be congratulated on their overall efforts.

	High Distinction	Distinctions	Credits	Merits	Participation
Mathematics		6	13	2	6
Science	1	3	6	4	11
English		6	9	1	11

University of New South Wales Testing REACH (Compulsory Years 3-6)

This testing is not compulsory in NSW; therefore, our students' results cannot be measured against a State benchmark. Instead, listed below are the number of students who received awards for their achievements and participation. The boys are to be congratulated on their overall efforts.

	Exemplary The top 1%	Outstanding The next 10%	Commendable The next 25%	Good Effort The next 10%	Participation
Mathematics		10	24	11	37
Science	2	20	17	8	34
English	1	6	21	10	43





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Student Body Characteristics 2019

In 2019, 119 students were enrolled at Coogee Prep. The majority of the students live within the council areas of Waverley or Randwick City Council. Of the total student body, 8% are siblings, 5% are relatives of Old Boys and 87% make up the remainder.

Attendance 2019

The average student attendance per year is reflected in the graph below. Coogee Prep has extremely high attendance rates – well above the national average. The School reports on attendance twice a year.

Regular attendance at school is essential to assist students to maximise their learning as well as their social development. Parents and/or carers are required to telephone or email the School Office prior to 9.00am if a student is ill. Absences of three or more days require a doctor's certificate on the student's return to school. All absences must be explained by a note (electronic or hard copy) and are recorded in a database (Sentral) for follow up and reporting. Teachers roll books (through Sentral) are marked at 8.30am each morning (via Sentral). Late boys must report to the office to sign in or are sent down to the office by their teacher to have the roll amended. Sentral sends out an automatic alert regarding unexplained absences at 9.00am to parents/guardians. Frequent or prolonged absences from school explained or unexplained are followed up and documented in accordance with Government guidelines and ministerial policy.

- Attendance data is only measured by the government from Year 1 – 6 in Primary Schools

Grade	Attendance rate	Number of students
Year 1	95.7%	19
Year 2	93.07%	16
Year 3	93.01%	23
Year 4	93.74%	25
Year 5	94.43%	16
Year 6	90.23%	18
Total	93.37%	117 (enrolled on that date)

Scholarships

Coogee Prep offers four internal scholarships each year. These provide the boys with an incentive to work consistently throughout the year, to the best of their ability. They reward and acknowledge a boy's achievements as he strives to emulate the values of Gentleman, Scholar and Sportsman.



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Overview of Curriculum and Programs in 2019

General Curriculum

Coogee Boys' Preparatory School delivers comprehensive, contemporary and enriched learning experiences that address all aspects of the NSW curriculum. We integrate subjects within the curriculum to assist in differentiating teaching and learning to meet the individual needs and interests of our students. As a school, we set high expectations of success for every student to best prepare them and equip them with skills for life. Coogee Boys' Preparatory School provides well-rounded education offering extra-curricular activities such as STEM, sport, peer reading, well-being and mediation, creative and performing arts and digital technologies including coding. These learning experiences promote problem solving, collaboration, mindfulness, reasoning and critical thinking relating to meaningful and real word experiences.

Leadership Program

Coogee Prep continues to adopt the traditional values of hard work, self discipline and respect for others. Our School Motto of 'Gentlemen, Scholar, Sportsman' captures the essence of the all round education that Coogee Boys' Preparatory School offers every student. The Leadership Program is a key component in giving our leaders more responsibility in their formative years as they prepare for the challenges of High School.

2019 was another successful year for the Peer Support Program. Now in its third year, the Year 6 leaders have had experience watching past leaders learn the skills of teaching the Peer Support program and were able to add their own teaching styles to the mix. The evidence based program builds positive relationships to improve the education of each individual and empowers young people to support each other and contribute positively to society while developing key skills in resilience, assertiveness, decision making, problem solving and leadership. As part of the preparation for the program the year 6 students took part in a two day training course at the Bronte Surf Club. The program helps build an important grounding for our senior boys so they can lead by example and continue to be outstanding role models and help set a positive culture within the School.

The 'buddy system' linking Year 6 leaders with our newest members of the Coogee Prep community, Kindergarten, continued this year. The leaders embraced their roles with enthusiasm and provided much needed support and friendship to their Kindergarten buddies. This process helps Kindergarten settle into school with confidence knowing the 'big boys' are there to help at any time and our Year 6 leaders should be commended on their exemplary leadership throughout the year. We also congratulate and thank our School Captain and Vice Captain for their outstanding leadership and commitment to their roles this year.

Peer Support

2019 has been another successful year for our Peer Support program. This peer led, skills-based program is an important learning program for our senior leaders as it shows how they can interact with their peers. This program also helps all boys K-6 interact with each other in a positive way throughout the school.

This year the Peer Support program completed a unit called 'Keeping Friends' which focussed on relationships. This module supported students to develop the skills, knowledge and attitudes necessary to maintain friendships and interact with one another in a friendly and positive way. Keeping friends focussed on developing the following skills: critical thinking, empathy, conflict resolution, assertiveness and relationship building.

The program was taught once a week throughout Term 2 and into Term 3. The Year 6 peer leaders were challenged to consider their own relationships with one another and how they could best help the rest of the school develop more positive interactions. They learned valuable skills in planning, communication and time management.



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Student Representative Council

Thank you to all boys who were involved in the SRC this year. They showed great commitment and dedication throughout the year to the various causes we chose to support. In Term One, the SRC were in discussions about class and school rules, policies and appropriate behaviour in the playground. This allowed consistent reflection on what was working well and areas of improvement moving forward. In Term Two, CPS once again supported the **Pretty Flipped** campaign. This is an extremely important campaign coming from an all-boys school, raising awareness by concentrating on flipping the way our society values girls and making a commitment to valuing them from the inside rather than the outside. In Term Three, the **Fiver for a Farmer** campaign continued, raising much-needed funds for farmers who are still suffering from the severe drought hitting parts of Australia. It was once again a success, raising significant amount of money while dressing up as a farmer for the day, which was enjoyed by all. Jersey Day allowed us to focus on the value of being organ donors and how we can help others. In Term Four for **November** members of staff and fathers at Coogee Prep threw their razors away, supporting moustaches to raise funds and awareness for Men's Health. It was a great initiative and the boys enjoyed seeing their teachers looking quite different throughout the month of November. We finished off the year with a Christmas campaign supporting **Ronald McDonald House**.

A special mention needs to go to **Zavier Prichard** for his Bushfire Appeal and to **Aidan and Ethan Zorbas** who raised over \$1000 for Cure Brain Cancer. All boys were awarded external Community Service Awards.

Chess 2019

We entered eight teams into the Eastern Division NSW Junior Chess League this year. All boys were competitive in their games, particularly those who attended regular chess lessons on a Friday. Our Year 3 boys were outstanding in 2019 and should be congratulated on their excellent results. The **Junior Rookies H** team won their division and the **Rookies E** team came second in their division



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Debating 2019

The 2019 Debating Team represented Coogee Prep in the Eastern Regional IPSHA Inter-Schools Debating Competition. The boys participated in numerous debates covering a wide variety of topics. Under the guidance of Mr Elliot Davis, this debating season was a resounding success with the Team debating competitively and presenting many strong and compelling arguments.

Music & Drama 2019

The whole school performance of Peter Pan was the highlight on the Performing Arts calendar this year. Every boy in the school participated and had the opportunity to shine on stage. From the Kindergarten boys dressed in their pyjamas as the Lost Boys, to the pirates in Year 3, the boys all performed admirably. Those with speaking parts were well rehearsed as were the dancers.

None of this would have happened without the enthusiasm and expertise of Ms Bown, Mrs Black and Miss Oakes and the many hours involved in practising, making props and writing scripts. The actual performance was a resounding success with a very favourable response from all who watched it!

Miss Kerrin Oakes took over the role of Music Teacher in K-6 this year and the boys have thoroughly enjoyed her lessons. Miss Oakes has a beautiful singing voice and encouraged the boys to improve theirs through the Karaoke Club which was held at lunchtimes on Tuesdays. There was certainly a lot of enthusiasm for this club!



Sport 2019

Sport continues to be an integral part of life at Coogee Prep. It promotes teamwork, sportsmanship, communication, acceptance and inclusion. Our inclusive approach to sport gives each boy the opportunity to participate and develop his skills. All coaches witnessed the boys develop during the year and look forward to further growth in their nominated sport in 2020. We thank and congratulate all our coaches for the commitment they showed to their teams and parents who transported their sons to sport every Saturday and supported them at games and carnivals.



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The 2019 Sports Program highlighted the sporting prowess and skills of many Coogee Prep boys on the field, in the pool and on the track. We also thank the team at 'Transform - Us' for running our School PE program again this year. Coogee Prep students were involved in a variety of sporting events throughout the year including Inter-School and CPS competitions. The following pages highlight and acknowledge the boys' sporting achievements in 2019.

Saturday Sport – Summer

The 2019 Summer Sport Season was extremely successful, with fantastic results across all codes. This year we competed in a senior Touch Football competition for the first time with excellent results within both the A and B teams. We also saw success within all Basketball divisions as the sport continues to build across the school. Cricket continued to be popular with the junior grades with our Year 3 and Year 4 cricket teams showcasing fantastic skill development.

Saturday Sport – Winter

2019 was an excellent winter season for both Rugby and Soccer codes, with many close and competitive games played. Rugby 7's continued to be popular and once again Coogee Prep were very successful across all age groups. Soccer continued to be popular with many CPS students as our participation numbers continue to improve every year. We congratulate all teams and coaches for their sportsmanship and team spirit, along with some fantastic results.





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Outdoor Education 2019

The outdoor education program is one of the highlights on the Coogee Prep Calendar as boys from years two-six enjoy school camps at two different sites. These programs give the boys the opportunity to experience learning and teamwork in an outdoor setting, where they are encouraged to try new activities and challenge themselves. Qualified educators take the boys through well-structured and fun activities in a safe environment. The boys in Years two and three attend the Collaroy Centre for one night whilst the boys from Years Four to Six, spend two nights at the Lutanda site in Toukley.



Co-Curricular 2019

The Co-curricular program focuses on Sport, ICT and extra curricular based activities for students in Years Four – Six. In supporting the school's motto and academic curriculum, the co-curricular activities provide a platform on which students grow into healthy, capable and confident young men. The range of programs provides students with a pathway to develop their talent and skills in a safe, informative and friendly environment. The activities are directed towards character development and unique learning opportunities for valuable life lessons and universal values, teamwork, self-discipline and hard work. This also helps the transition into high school allowing the boys to widen their view on school activities. Activities in 2019 included:

Sailing - Tackers course. Learning to have fun on the water, Tricks, Techniques and learning to race.

Tennis – Students work through levelled group-based lessons focussing on stroke correction, serving and games strategies.

Coding/Robotics – ICT Stem program. In small groups students work designing, making and presenting projects.



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Art - Exploring paper mâché and students created some amazing hot air balloon designs.

Rock Climbing - The concept of levelling was introduced to the students as they developed their skills to tackle progressively harder climbs.

Lawn Bowls - The crackerjack Bob McDonald showcased his knowledge for bowling skill development as he guided the group around the green for an unforgettable lawn bowls experience.

All activities are taught by qualified Coaches/Pros and supervised by CPS staff.





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Excursions and Incursions – Infants 2019

Throughout 2019 students attended a number of excursions and were entertained by performances and lectures. We thank the many parents who volunteered their time to assist with excursions as their support is much appreciated.

	Excursions	Incursions
Kindergarten	Sculptures by the Sea The Zoo Australian Museum Calmsley Farm Rouse Hill and Farm Movie - The Lion King	RAWART x 4 Dance lessons Virtual Space Incursion Lego x 2 Professor Maths Book Week Performance
Year One	Sculptures by the Sea The Zoo Australian Museum Rouse Hill House and Farm Movie - The Lion King	RAWART x 4 Dance lessons Lego x 2 Professor Maths Virtual Space Incursion Book Week Performance
Year Two	School Camp Sculptures by the Sea Australian Museum The Harbour Bridge Stairs Walk Chinese Restaurant Movie - The Lion King	RAWART x 4 Dance lessons Lego x 2 Professor Maths Virtual Space Incursion Jamie Ranger Book Week Performance





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Excursions and Incursions - Primary 2019

	Excursions	Incursions
Year Three	School Camp Sculptures by the Sea Australian Museum Q Station Movie - The Lion King	RAWART x 4 Lego x 2 Professor Maths Virtual Space Incursion Book Week Performance
Year Four	Australian Museum Sculptures by the Sea School Camp Q Station Movie - The Lion King	RAWART x 4 Lego x 2 Professor Maths Virtual Space Incursion Book Week Performance
Year Five	School Camp Leadership Day Sculptures by the Sea Australian Museum Aboriginal Tour Country Tour including Canberra Movie - The Lion King	RAWART x 4 Lego x 1 Professor Maths Virtual Space Incursion Book Week Performance
Year Six	School Camp Leadership Day Bondi Beach Sculptures by the Sea Australian Museum Country Tour including Canberra Peer Support Training Days Movie - The Lion King	RAWART x 4 Lego x 1 Professor Maths Virtual Space Incursion Book Week Performance





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Staff Overview 2019

Mrs Rachel Mitchell (Head of Infants Learning), for bringing leadership and guidance to the Infants' department and Learning Support predominantly in the Primary grades. Through collegiality and leadership she has installed a strong foundation for their all areas of learning. Rachel has also been co-teaching with Ms Bown in Year 2 one day a week and the boys are lucky to have two such exceptional teachers preparing them for Year 3. Professionally, I commend Rachel on achieving the level of the NESA Highly Accomplished Teacher level this year.

Mrs Yvette Foster (Kindergarten), for her professional approach and caring nature towards her students, successfully developing their early Numeracy and Literacy skills through a range of exciting and innovative learning experiences. They are now ready for Year 1. I congratulate Yvette on the birth of her daughter in November.

Miss Nicole Jara (Kindergarten and Learning Support) has capably and effectively facilitated Infants learning support programs predominantly in the area of Literacy with a major focus on our Pre, Mini, Multi and MaQ Lit Programs. She has had a significant impact on student literacy, learning and skill development throughout this year. Nicole then accepted the role as Kindergarten for the rest of 2019 and the transition was seamless. I am thrilled that she will be taking on the full time Kindergarten position in 2020.

Ms Rebecca Bown (Year Two Teacher), who brings patience and dedication and loads of fun in preparing her boys for the primary years by offering the opportunities to not only excel academically but express themselves creatively. Shrieks of laughter are often heard from the whole class as they learn with joy and revel in the experience. I thank her for her outstanding contribution to the whole School production this year.

Mr Matthew Sarkies (Year Three Teacher and Head of SRC), for his consistent and positive classroom routines and bringing a nurturing and compassionate approach to his classroom management, which has instilled in the boys a growing maturity and self-confidence, preparing them well for the move into Year 4. His leadership of the SRC has seen a strong focus on School Life and on outreach projects which have been very successful, and fun filled. His kindness to all and real desire to help others shines through each campaign.

Mr Matthew O'Connor (Year Four Teacher and Sports Convenor), who brings humour, enthusiasm, guidance and support to his classroom, where he instills a love of learning and a desire to strive for greatness. His well organised, creative classroom allows the boys to work well on either structured or more free-flowing lessons and set them up to be leaders of the senior classes. Matthew also takes on the challenges of being Sport Convenor with his meticulous attention to detail and his passion in seeing the boys do well in all areas of sport, be it PE, Saturday Sport or Co-Curricular activities.

Mr Elliott Davis (Year Five Teacher) for his love of literacy and creative teaching methods and a desire to maintain a passion for learning. Elliott's love of literature and STEM initiatives inspire the boys to really enjoy the learning process. Whether they are dying celery, developing a passion for good literature, developing their debating skills, learning to love history or making pasta – there is never a dull moment in Year 5.

Mr Jason Wren Pattison (Year 6 Teacher and Head of Curriculum) for his all-encompassing skills, knowledge and understanding in preparing our senior boys for Year 7. His focus in promoting self-initiative, independence, time management, self-discipline and creative thinking within the boys ensures they build the skills, confidence and competency necessary to tackle the challenges and rigor of High School learning. I commend him for his leadership in curriculum and the new initiatives he brings to staff development and classroom learning.

Mr Ryan Gowland (Deputy Head and Head of Pastoral Care and Student Welfare) has displayed great initiative in promoting pastoral care and welfare throughout the school and incorporating programs such as Peer Support,



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Bounce Back and Circle Time school-wide. The outcomes he achieved in the senior Leadership program working alongside Mr Wren Pattison has given our Year Six boys clearer vision of what it means and takes to be an effective leader. His care and concern for the welfare of all boys has added another dimension to our pastoral approach to teaching and understanding our boys.

As always, I acknowledge **Ms Kerry Gershon**, with the utmost respect and admiration for what she does and brings to the Coogee Prep community on a daily basis. Her experience and exceptional leadership as Head of School embraces the support and pastoral care of both staff and students alike is invaluable. This along with her meticulous attention to administrative detail ensures life at Coogee Prep runs as smoothly as possible. I thank her for her continued loyalty, commitment and support in all areas of the School.

Mrs Tessa Morris, in the Office is the administrative heart-beat of our School, monitoring the comings and goings, keeping the data base and roll books up to date and those endless lines of communication open. As Registrar of the School, she coordinates school tours and admissions, ensuring the smooth transition of new families into our community and co-ordinates the activities of the Old Boys' Union. She ensures the efficient operation of the School at every level by keeping me on track and making sure I attend to the important tasks of the day.

Mrs Annette Black is the Primary Music Coordinator and continues to work alongside the music teacher in all things music. In Term 4 Annette took over the role of Infants' learning support and Library from Miss Jara and also assists Mrs Morris in the office with various administrative roles, including maintaining the SENTRAL database - ensuring all student records are kept up to date and coordinates the Magic Words program in the Infants' grades.

Miss Kerrin Oakes has brought a fresh perspective and energy to music at Coogee Prep. She was instrumental in working with Ms Bown and Mrs Black on the School play and every Tuesday in Lunchtime Karaoke the School resounds with singing. We look forward to her introducing percussion, recorder and Ukulele in 2020 which is also an IPSHA Performing Arts concert year for Coogee Prep so there will be lots to sing and dance about.

I would also like to congratulate our Performing Arts team of Ms Rebecca Bown, Mrs Annette Black and Miss Kerrin Oakes on the success of the Peter Pan concert this year. It was hard work for boys and teachers alike but worth every minute when we all got to see the whole School on stage in this wonderful production.

Mr Campbell Foss working quietly in the background as sports administrator alongside Mr O'Connor and continues to efficiently coordinate the CPS sports program at Inter and Intra School levels and ensure that IPSHA draws for the Saturday Sport program and School carnivals run smoothly and competitively.

Mr Bob McDonald has once again fulfilled his multiplicity of tasks and duties around the School with great competence and commitment. He runs the Uniform Shop, controls traffic crossing, coordinating a clean school environment, doing the banking and many other behind the scenes jobs, making him most valuable member of our team.

I commend the "**After School Care**" team of **Mr Bob McDonald, Miss Danielle Thrasy, Miss Nicole Jara, Mrs Annette Black, Miss Josephina and Miss Sarah Ciftci** for providing a caring and enjoyable service for all boys who attend. They ensure that the boys complete their homework and enjoy their down-time after a busy school day. Thank you all!

I am extremely proud of the team I have at Coogee Prep and thank them for making us what we are.



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Professional Staff Development

Teaching staff are encouraged to attend at least 2 Personal Development days per year in order to continue their professional learning and also keep up to date with new developments regarding curriculum.

All staff attended the compulsory CPR training which is held once a year. The general First Aid training covers all staff for 3 years.

All teachers abide by the NESAs which sets the standards of teaching practice. Staff at Coogee Prep are all on Proficient Level, bar one new teacher who is working towards attaining that level.

Staff Numbers and retention

Staff category	Number
Total full-time teaching staff	10
Total part-time teaching staff	2
Total full-time ancillary staff	2
Total part-time ancillary staff	2
Peripatetic Staff	2
Total number of staff to leave at the end of 2019	1

In 2019, the average daily staff attendance rate was 96.9%

Teaching Standards

Category	Number of teachers
A. Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	12
B. Teachers who have qualifications as a graduate from a higher education institution within Australian or one recognised with the AEI-NOOSR guidelines but lack formal teacher qualifications	0
C. Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content	0

The Coogee Prep Staff, both teaching and administration is comprised of the following in 2017:

Female: 4 full-time and 2 part-time
Male: 6 full-time



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2019 Staff

Principal	Mr John T. Dicks
Head of School	Ms Kerry Gershon
Deputy Head & Head of Pastoral Care & Student Welfare	Mr Ryan Gowland
Year Six & Curriculum Coordinator	Mr Jason Wren-Pattison
Year Five	Mr Elliot Davis
Year Four & Sports Convenor	Mr Matthew O'Connor
Year Three	Mr Matthew Sarkies
Year Two	Ms Rebecca Bown
Year One	Miss Nicole Thrasy
Kindergarten	Mrs Yvette Foster / Miss Nicole Jara
Head of Infants Learning	Mrs Rachel Mitchell
Learning Support & Library	Mrs Rachel Mitchell, Miss Nicole Jara
Infants' Teacher's Aid & Primary Music Coordinator	Mrs Annette Black
Sports Co-ordination & Administrator	Mr Campbell Foss
School Secretary & Admissions	Ms Tessa Morris
Music	Miss Kerrin Oakes
Spanish	Miss Katerine Zabala-Reyes
After School Care	Mr Bob McDonald, Miss Danielle Thrasy, Ms Josephina and Miss Sara Ciftci
Uniform Shop & General Hand	Mr Bob McDonald

2019 Coogee Prep School Executive	
Principal	Mr John T. Dicks
Head of School	Ms Kerry Gershon
Deputy Head	Mr Ryan Gowland

School Board of Directors 2019	
Chairman	Mr John T. Dicks
Directors	Mr Stuart Brown, Mr Tim Brown, Mr David Jepson, Ms Dinah Ginis



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Enrolments

Coogee Boys' Preparatory School is a single-stream school with one class per year and a maximum number of twenty-five (25) boys per class. Given there are a limited number of positions in each class it is recommended parents contact the school as early as possible to apply for enrolment. In some circumstances, to maximise opportunities for the students, the School reserves the right to have smaller class numbers.

The processing of Applications for Enrolment and the offering of places is done in the following order: siblings, sons and relatives of Old Boys (preferential consideration), then the remaining places are offered by date of application (the earliest application first). Boys will be accepted into the Kindergarten class if they have turned five or will do so prior to the 31st of May in the year they are to start school. Acceptance of students into other grades depends upon the availability of a position.

When parents accept a position at Coogee Prep, they are giving their agreement to the School's philosophy, ethos, discipline and behavioural policy, school rules and fee payment schedule. When an offer of a place is made (after an interview with the Principal), the Conditions of Entry document must be read and signed as part of the enrolment and registration process. A non-refundable Application Fee of \$150.00 must accompany all applications. (This fee is waived when the applicant is a sibling of a boy currently enrolled in the School). Upon acceptance of a position an Acceptance and Administration fee of \$750.00

Special Needs

Coogee Prep's definition of 'special needs' applies to students who may have: learning difficulties, family problems, behavioural problems, problems associated with bullying, psychological and social difficulties, students who may have difficulties with the English language, students with specific religious or cultural observations, students with physical disabilities, health risks and students who require medication for various reasons.

Coogee Prep acknowledges its responsibilities to provide quality outcomes for all students. However, the School relies on parents/guardians to provide full disclosure of any special needs of an enrolling boy so it can accurately assess its capability to meet this student's needs and to advise the parents/carers accordingly.

The offer of a place to a student with special needs will be subject to the School being able to provide the necessary resources to adequately provide a quality outcome for the prospective student. In the absence of any special needs disclosure by parents/guardians, the School will assume the student has no special needs about which is should be aware and any offer of enrolment will be made on this basis. The importance of full disclosure regarding any special needs is further highlighted in the 'Conditions of Entry' document that parents/guardians must sign when an offer of a place is made. Parents/guardians are also advised to notify the School in writing of any special needs should they arise during their son's enrolment at Coogee Prep.



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School Policies 2019

Coogee Prep has a number of policies in place relating to student welfare, discipline and complaints and grievances. Full texts of each of the policies associated with these three areas are available from the School Office.

Student Welfare

Coogee Prep has a duty of care to its students to provide a safe, caring, learning environment where students can develop their academic, physical and social skills. Coogee Prep expects its students to display a high standard of personal and social behaviour. Students are encouraged to take responsibility for their behaviour and accept the consequences and outcomes of their decisions and actions. Boys are expected to act responsibly and cooperatively while at School, representing the School or interacting with the local community.

The overall wellbeing of all students at Coogee Prep is paramount. All School policies associated with student welfare aim to:

- Instil and promote self-discipline within each boy.
- Encourage tolerance and understanding of other's individual needs and differences.
- Promote understanding of the values and ethos of the School by fostering the development of good character traits.
- Positively influence the choices a student can make.

This is achieved by:

- Catering for the educational needs of each child by promoting self-confidence, self-esteem, understanding and respect for others.
- Promoting a happy, safe and inclusive learning environment.
- Encouraging self-reliance and acceptance of responsibility for one's actions.
- Including the values and ethos of the School throughout the curriculum.
- Fostering a strong sense of pride in the School amongst the students.
- Encouraging each boy to strive for personal excellence in every aspect of his education.
- Developing a three-way partnership between the school, parents and students.

The school has in place policies that relate to the following areas of student welfare:

- Pastoral Care
 - Child Protection
 - Student Discipline/ Behaviour
 - Health and Welfare
 - Anti-Bullying (including cyber-bullying)
 - Complaints and Grievance
 - Staff Duty of Care
 - House System/ Buddy System
 - Leadership
-



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Discipline

All Teachers at Coogee Prep endeavor to use positive reinforcement procedures wherever possible in the classroom. Formal punishment (i.e. detention) as a discipline mechanism is secondary to positive reinforcement. However, if a boy continually disrupts his peers or classroom procedures, his Teacher will contact his parents to arrange a meeting to discuss his behaviour. If the disruption continues, parents will be asked to meet with the Principal where further disciplinary action could be taken.

In extreme cases where the boy continues to disobey instructions and disrupt his peers in class he may be suspended or expelled from the school. Under no circumstances is corporal punishment permitted at Coogee Prep.

Anti-Bullying

Bullying of any kind is not tolerated at Coogee Prep. This includes verbal, physical, indirect (i.e. lying, spreading rumours, mimicking, social exclusion etc.) or cyber bullying. Coogee Prep seeks to be proactive in this area by creating a positive environment where boys treat each other in the same way they would like to be treated. Boys are encouraged to talk to their Teacher if they feel they are being bullied. All incidents are treated seriously and confidentially. They will be investigated promptly and impartially.

Behaviour Management - Classroom System

All classes at Coogee Prep use a visual system to manage student behaviour. They could be traffic lights, pegs, or animals. The system aims to encourage and reward positive classroom behaviour and allows each student to monitor their own progress throughout the day.

Boys begin each day with a fresh start. For a minor infraction, a boy could be moved down the chart. From here the boy either returns to a positive (if the behaviour has improved) or to the next level down if the behaviour is continuing. For more serious offences

– i.e. swearing, rudeness etc., boys move down two places. Moving boys to the last level indicates a need to talk to an executive teacher and parents may be contacted. The last level indicates an immediate withdrawal from the playground and is used as a very last resort for behaviour such as fighting, punching etc.

As positive reinforcement, any boy who stays on the top level for a day receives a raffle ticket. All raffle tickets go into a draw which is held every week. One boy from each class is selected from the draw and wins a prize from the Principal.

Complaints and Grievances Resolution Policy

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, community members, students and staff.

These processes incorporate the principles of procedural fairness. Procedures for dealing with matters of concern identified by parents and/or students are assessed on an individual basis and all complaints will be dealt with procedural fairness, natural justice and without discrimination in a prompt and just manner. This process applies to staff and student complaints.



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Parent, Teacher and Student Satisfaction

The ongoing streamlining of many administrative communications and procedures (both online and offline) that occurred throughout 2018 was met with much informal positive feedback from the parent body. Feedback from current parents via parent/teacher interviews, feedback from prospective parents via the enrolment process and other informal feedback from parents indicates an overall high level of satisfaction within the parent body.

Staff cite the supportive and mentoring environment and professional development available as some key positive aspects of employment at Coogee Prep. Regular, on-going staff appraisals give teachers and ancillary staff the opportunity to receive feedback on their performance as well as the opportunity for self-appraisal. This can be an effective measure of staff performance as well as job satisfaction.

Student participation in the academic, sporting and co-curricular programs remained strong throughout 2017 with the Student Representative Council (SRC) continuing to provide students with a formal channel to communicate, give suggestions, feedback and comments to the School.

Parents were also kept informed of developments within the School via the weekly distribution of the Coogee Prep Chronicle, letters from the Principal, emails from class teachers and school secretary and P&F meetings throughout the year. The weekly Chronicle newsletter provided parents with information on a range of parenting techniques across a number of aspects of a child's development. Feedback on these communication initiatives was positive indicating parent satisfaction in this regard was high. The Skoolbag App has further enhanced communication processes between School and parents. Our Facebook Page continues to act as a communication medium with past and present Coogee Prep families as well as being an effective marketing tool.

Parent/teacher interviews (many conducted with parents and students in the Upper Primary years) proved an effective conduit for feedback and demonstrate that both the teachers' structured and informal communication processes with parents are meeting parent expectations. Coogee Prep is proud of the number of communication channels it has available to parents and continues to encourage a policy of open and transparent communication between teachers and parents.





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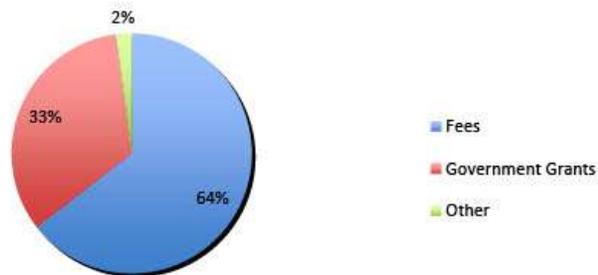
Summary Financial Information for 2019

Coogee Boys Preparatory School Pty Ltd 2019

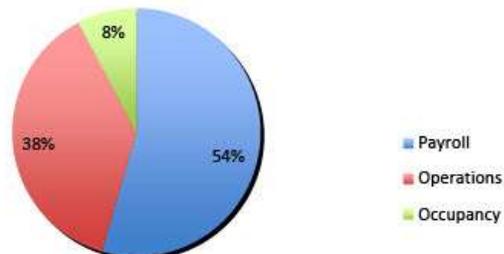
Data for Graphs

	2019	%
Coogee Prep Income		
Fees	1,756,575	64%
Government Grants	911,570	33%
Other	56,012	2%
	<u>2,724,157</u>	100%
Coogee Prep Recurrent Expenditure		
Payroll	1,763,616	54%
Operations	1,223,145	38%
Occupancy	250,328	8%
	<u>3,237,089</u>	100%

Coogee Boys Preparatory School - Income by Source 2019



Coogee Boy's Preparatory School - Expenditure by Source 2019





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Coogee Boys' Preparatory School

OUTSIDE OF SCHOOL HOURS CARE POLICIES AND PROCEDURES (HECAC)

1. Mission and Vision
2. Introduction
3. School Management Policies Applicable to Outside of School Hours Care
4. Policy Development Policy
5. Record Keeping Policy
6. Children's Record Policy
7. Enrolment, Administration and Fees
8. Commencement of Care Policy
9. Booking Policy
10. Non Collection of Children Policy
11. Child Care Benefit Policy
12. Fee Policy
13. Late Pick Up Fees Policy
14. Handling of Fee Income Policy
15. Receipting Policy
16. Working with Families
17. Parental Requests Policy
18. Child Protection Policy
19. Communication Policy
20. Privacy Policy
21. Complaint Policy
22. Positive Guidance of Children Policy
23. Anti-Bullying Policy
24. Planning Policy
25. Homework Policy
26. Evaluation Policy
27. Equity Policy
28. Cultural Inclusion and Religious Beliefs Policy
29. Resource and Equipment Policy
30. Videos, Television, Computers, Electronic Games Policy
31. Toys from Home Policy
32. Facilities Available Policy
33. Staffing
34. Equal Opportunity Policy
35. Communication and Team Work Policy
36. Staff Meetings Policy
37. Staff Appraisal / Performance Management Policy
38. Occupational Health and Safety Policy
39. Health of Staff Policy
40. Complaints / Issues Resolution Policy



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41. Disciplinary Procedures Policy
42. Volunteer Policy
43. Health and Safety
44. Medication Policy
45. Children's Individual Medical Plan Policy
46. First Aid Policy
47. Hygiene Policy
48. Infection Control Policy
49. Communicable Disease Policy
50. HIV / AIDS / Hepatitis Policy
51. Illness Policy
52. Accident Policy
53. Emergency Management Policy
54. Security Policy
55. Cleaning and Maintenance Policy
56. Storage of Dangerous Products Policy
57. Smoke Free Environment Policy
58. Drugs in School Policy
59. Curriculum Policy - updated
60. Anti Bullying Policy - updated

Attachment 1:

- Anaphylaxis Action Plan
- Asthma Action Plan
- Diabetes Action Plan

Attachment 2:

- Risk Assessment

Attachment 3:

- Evacuation Procedures
- Emergency Evacuation Plan

Attachment 4:

- Grievance Resolution Flowchart

Attachment 5: **School Policies Applicable to HECAC (below)**

- Staff Code of Conduct Policy & Guidelines
- Health Policy and Guidelines
- Medical Treatment for Students
- Student Incidents/Injury Reports
- Critical Incidents Policy
- WH&S
- Child Protection
- Enrolment Policy



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1. MISSION AND VISION

Our mission is to provide an environment for children that is nurturing, supportive and stimulating. Our program is inclusive, and responsive to children of differing ages, abilities, cultures and belief systems. HECAC is a place where children can relax after a hard day's work within a familiar environment with their peers. We see parents, staff and children working together to promote a learning and caring environment. Our resources assist the recreational needs of children.

The mission and vision is implemented by the following goals:

1. To provide a service that fosters self-esteem and confidence in children and encourages mutual respect and teamwork between staff members and between staff and children.
2. To provide a service that offers a wide range of play and recreational experiences, including activities that promote physical, creative and aesthetic development.
3. To ensure children are treated equitably, whilst acknowledging and catering for diversity and individual needs, including children with differing abilities.
4. To encourage and value families' involvement within the school, providing regular care between varied hours aiding different pick up times.
5. To provide a safe and healthy environment for children, staff and families.
6. To ensure effective communication between all adults involved.
7. To meet the National Standards for Childcare and strive to achieve the highest level of quality.
10. To ensure that staff are able to fulfil the role and responsibilities they are employed to undertake.

2. INTRODUCTION

The Coogee Boys' Prep School Outside School Hours Care, known within the school as 'HECAC' operates on a non-profit basis to provide an HECAC program for all boys within the school. We provide the use of all resources within the school for homework and recreational use.

The HECAC Service operates from 2:45pm to 6.00pm each weekday during school terms, and is run in the School Library. Qualified staff members are required within the premises until 6:00pm. (Or when the last child is picked up). At least one Adult must be familiar with all students and parents, (A permanent Coogee Prep staff member) the other may be an HECAC assistant.

The CPS staff member MUST answer the buzzer each afternoon by recognising which parent they are letting into the building.

3. SCHOOL MANAGEMENT POLICIES APPLICABLE TO HECAC

The following policies of Coogee Boys' Prep School also apply to the management of HECAC:

- Staff Code of Conduct
- Health Policy and Guidelines
- Medical Treatment for Students
- Student Incident/Injury Reports
- Critical Incident Policy
- WH&S
- Child Protection
- Enrolment Policy



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4. POLICY DEVELOPMENT POLICY

Coogee Boys' Preparatory School maintains a policy and procedures document which is regularly reviewed in line with State and Commonwealth legislation.

PROCEDURES

The Outside School Hours Care (OSHC) Sub-Committee is responsible to ensure that:

- All policies are reviewed on a bi-annual basis.
- The policy and procedure document is displayed prominently in the service.
- A small working party is created to develop or review policy for the service.
- Draft documents are presented to the Outside School Hours Care (OSHC)

Sub Committee for feedback.

- Any policy changes are in line with the service philosophy.
- Policies are ratified at School meetings.
- Families are notified of final changes (if any) to policy via newsletter.

5. RECORD KEEPING POLICY

RATIONALE

“The service should keep accurate records covering all aspects of HECAC including child attendance and parent signatures. Records must be retained for at least 36 months.”

POLICY

All legally required records will be maintained in a system that is compliant with State and Commonwealth legislation.

PROCEDURE

The Coordinator is responsible to ensure that:

- A bound daily record of each child's attendance is maintained by the service. This will
- include the provision of a sign In and Out Register. These records will be kept by the service for a period of 3 years.
- A bound accident, illness and medication book is maintained by the service. These documents will be kept by the service for a period of 7 years.
- Statistical data is maintained and kept regarding the utilisation levels of the service.



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- All financial records, including records required for Child Care Benefit financial accountability are maintained by the service for a period of 3 years.
- Staff attendance records are maintained.
- Administration records will be stored in lockable filing cabinets at all times.
- Administration records are never to leave the school premises unless requested by a court.

6 CHILDREN'S RECORDS POLICY

- Families are notified of the contents of children's files and the purpose of collecting this information. This is done through the parent handbook.
- Records are secured in a locked cupboard or filing cabinet.
- Court orders noted on enrolment forms.
- Individual medical plans are kept in children's files where necessary.
- All information kept on a child's file is to be treated with the highest level of confidentiality.
- All documentation is kept up to date on children's files.

Please refer to Coogee Boys' Preparatory School detailed student record keeping policy if required.

7 ENROLMENT, ADMINISTRATION & FEES

All children must be enrolled and current Coogee Prep students before receiving care. All enrolment details are kept up to date on the School database.

The Coordinator has the responsibility to ensure that:

- An enrolment form is completed for each child who attends the service. The details on this form must be kept current and up-dated as necessary. The following information is required on the enrolment form:
 - Child's name, address and date of birth
 - Custody/court orders relating to custody or access
 - Name, address and contact numbers (home and work) of parents/guardians/authorised Persons
 - Details of authorised persons able to collect the child
 - Medical details of the child including any action plans that have been developed and name, address and contact number of child's doctor
 - Special considerations or needs relating to the child
 - Details of authorised persons able to be contacted in an emergency
 - Written authorisation to seek emergency medical, hospital and ambulance services.



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8. COMMENCEMENT OF CARE POLICY

Coogee Prep staff will ensure that all children are made welcome and oriented to the service and its routines upon commencement.

PROCEDURE

Family members have the responsibility to ensure that:

- When making bookings, the Coordinator is informed as to whether their child is new to the service or is unaware that they will be needing care for that day (last minute booking).

The staff team has the responsibility to ensure that:

- Children are collected from the hall during their allocated afternoon pick up time by an HECAC staff member and escorted to the Library.
- New children are oriented including where bags are kept, snack times, expectations and are buddied with other children if they do not know anyone else.

9. BOOKING POLICY

Bookings are required to be made in advance for HECAC. On the rare occasion that a child is not picked up, an HECAC staff member is to contact the parent of the child to ascertain whether a booking has been forgotten, or the parent is running late for pick up.

PROCEDURE

Staff have a responsibility to ensure that:

- The answering machine and emails are checked prior to each HECAC session to confirm booking and cancellation of care arrangements.
- Parents/Guardians are contacted as soon as possible if care is not advised prior.

Parents/Guardians have a responsibility to ensure that:

- Cancellations, changes or additions to HECAC bookings are made directly to the Coordinator. This can be done in person, or by leaving a message with the School Secretary on 9398 6310 / 0481 045 470
- If requiring emergency care due to unexpected circumstances, parents are to contact the service as soon as possible and/or leave a message on the answering machine.

10. NON-COLLECTION OF CHILDREN POLICY

Coogee Boys' Preparatory School will ensure the safety of children not collected from the service by the closing time.



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PROCEDURE

- HECAC closes at 6.00p.m.
- The following procedure will be followed for children remaining at the service after this time:
- The staff will attempt to contact the parents/ guardians/authorised persons at 6.00pm.
- If not contactable, staff will contact the emergency contact numbers on the enrolment form by 6:00pm.
- At 6:15pm the School Principal/Deputy Head will be contacted.
- If not contactable, the staff will wait for the parents until 7.00 pm.
- The children will be reassured and made comfortable whilst staff are trying to contact the parent.
- If by 7.00 pm, the parent/guardian/authorised persons have not been contacted, The Principal/ Deputy Head will contact the Department of Human Services Child Protection After Hours Service NSW for direction (phone 13 21 11).
- The Principal/Deputy Head may consider calling the police to assist with locating parents/guardians/authorised persons.

11. ARRIVAL AND DEPARTURE POLICY

All children attending HECAC must be signed out by the parent/ guardian/ authorised person every session (signing out includes the date and time of arrival and departure).

For security purposes, the School building is locked and secure during after school hours. Parents are buzzed in via the intercom service by the supervising staff member.

PROCEDURE

Staff have the responsibility to ensure that:

- Parents/guardians/authorised persons have undertaken their responsibility of signing the attendance register.
- The child is signed into HECAC upon arrival to the service by staff.
- Authorised persons are asked to provide proof of identification when collecting the child from care, notification must be given by parent/guardian prior to their arrival for pickup.
- No child is permitted to leave the centre with a person who is not authorised by the parent/guardian.
- Children may not be collected by anyone under the age of 18, unless authorised by the parent, and at no time by a primary school aged child.

On occasion, when requested by a parent/guardian/authorised person, an HECAC staff member may take a child directly to their parents' car as an official hand-over. This only occurs when a parent contacts the Coordinator directly and a decision is forthcoming.

Parents/Guardians/Authorised Persons have the responsibility to ensure that:

- The child is signed out of the service by authorised persons (as specified on the enrolment form) when collecting their child.
- Written permission is provided to service staff to allow another person to collect their child from care.
- Verbal permission over the telephone may be provided to Service staff to allow another person to



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collect their child from care in an emergency situation, when written permission is not possible. Proof of identity is required.

11a. CHILD CARE BENEFIT POLICY

“Child Care Benefit (CCB) is a payment made to families to assist with the costs of child care.”

POLICY

All families will be notified of the availability of Child Care Benefit (CCB) and their responsibilities in accepting this funding.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- At enrolment families are referred to the School Office, where they will be advised about the options available to them regarding claiming CCB rebate and claiming the rebate at the end of the financial year
- Providing parents with care receipts including the CRN number and outlining hours of care charged and details of fees.
- Signing attendance records daily stating time In and Out
- Records are kept for 3 years from the end of the financial year. They must be safely stored, easily accessible, in original form and preferably in numerical or date order. The following documents must be kept:
 - Details of fees
 - Hours of care charged
 - Details of parent payments

12. FEE POLICY

Coogee Boys' Prep School HECAC Service operates on a non-profit basis. Any surplus will be expended on equipment and resources for the children's program, minor upgrades and service improvements as specified by the School. HECAC aims to provide a quality service which is accessible and affordable to all families.

POLICY

1. A nominal fee will be set annually by the School prior to the commencement of the school year. Fees are set to cover the cost of the service and to meet the projected budget for the service. They are subject to change.



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PROCEDURE

- Fees are charged on a per session basis per child.
- **Parents have a responsibility to ensure that:**
- Fees for the care of their children are paid in a timely manner.

13. LATE PICK UP FEES POLICY

This policy has been put into place to prevent any family from continually taking advantage of the service after the designated closing time. The policy ensures that staff are paid for the additional hours they are required to work due to the late pick up of children.

POLICY

A nominal late fee will be charged for children remaining in care after the advertised closing time.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- The service charges the family \$1.00 per minute for care provided outside service hours.
- The late fee is added to the child's weekly invoice for care.
- The family is notified that payment of this fee is required by end of the next billing cycle.

The Principal has the responsibility to ensure that:

Staff are paid for additional hours worked due to late collection of a child.

14. HANDLING OF FEE INCOME POLICY

The HECAC Staff are the only people who will accept payment from families for care.

PROCEDURE

Payments will be accepted through the following methods:

- Payment on arrival to pick up child
- Payment to School Office by child or parent. All payments must be made in an envelope marked with the child's name, date of payment, amount enclosed.
- The person who receipts the fees is not responsible for the physical banking of money.

15. RECEIPTING POLICY

1. All families will be provided with a receipt as soon as is practicable after payment is made.
2. All receipts will be provided in a format that meets all requirements.



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PROCEDURE

- All Payments will be acknowledged as soon as possible if not immediately with a receipt which is signed and dated.
- Receipt copies are kept in student files, and can be redistributed if lost or damaged by parents.

16. WORKING WITH FAMILIES

Coogee Boys' Prep School HECAC is committed to working with families in a collaborative manner in order to provide a high quality child care service that meets the needs of children, families and the immediate school community. Parent participation and communication is critical to the success of the service and its programs.

The Coordinator has responsibility to ensure that:

- All family member's names are known
- Family members are welcomed upon arrival, as per all School protocols.

17. PARENTAL REQUESTS POLICY

1. Staff will consider all requests from families in regard to their children.
2. Where a parental request cannot be fulfilled, explanation will be provided.

PROCEDURE

- Discussions will be held with families in regard to the benefits of the experiences provided to the children in the service.
- Respect is given to families in regard to their right to make decisions on behalf of their child, as per school protocols and as deemed by the Principal.

18. CHILD PROTECTION POLICY

"States shall protect children from physical or mental harm and neglect, including sexual abuse or exploitation." (United Nations Convention on the Rights of the Child)

Staff working with children take on a duty of care to ensure that all children in their care are safe from harm. All members within the school community have a moral responsibility to ensure that steps are taken to ensure the safety of children.

POLICY

The health and welfare of all children in care is paramount. Coogee Boys' Prep School HECAC will act on behalf of children to protect their rights to safety and security in accordance with Section 64 of the Children and Young Persons Act 1989.



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PROCEDURE

- At any stage that a child is attending the service, if staff are concerned about a child's health or welfare they are required to document their concerns in regard to indicators of harm or potential harm and discuss them with the Coordinator.
- The Coordinator ensures that the concerns are documented.
- The Principal/ Deputy Head must be informed immediately of the concerns and will follow up and act accordingly and appropriately in line with school policy and protocols.
- If the Coordinator forms a belief on reasonable grounds that a child is in need of protection due to child abuse in the family home, she will discuss her concerns with the School Principal, who will determine whether to report the matter to the Department of Human Services.
- All information regarding these matters is held highly confidential.

19. COMMUNICATION POLICY

The role of the family in the HECAC is paramount to its success and outcomes for children. Family members have a great deal of knowledge about their child which can be shared with the Service. Communication must be two-way in order to ensure maximum benefit to the child and family. Staff will tell families about their child's day; in return families will share relevant changes, issues, needs and interests of the child with the staff. This two-way communication should occur on a regular basis.

"Parents need specific information to enable them to make informed decisions and be reassured that their children are in good hands."

POLICY

Coogee Boys' Prep School HECAC will provide information to families on a regular basis via a range of methods including: email, newsletter, visual displays, website and face to face communication with staff.

PROCEDURE

The Coordinator is responsible to ensure that:

- All families will be provided with a copy of the Coogee Prep School Parent Handbook
- Newsletters and notices are issued to families on a weekly basis
- The Coordinator is available to discuss activities at any time.

The staff team has the responsibility to ensure that:

- Families wishing to discuss matters of a more confidential nature are encouraged to make an appointment with the Coordinator, who will follow up with the Principal/Deputy Head
- They initiate and facilitate regular communication with parents/guardians.
- Parents are provided with feedback regarding their children's progress.
- All communication occurs in a respectful and courteous manner.
- Other communication methods are used to meet the individual needs of families.

Families have a responsibility to ensure that:

- Staff are notified of any relevant information about their child's health, development and personal/family matters.



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20 PRIVACY POLICY

Coogee Boys' Prep School HECAC is committed to protecting the rights of children and families.

Principles of the Privacy Act 1988

Principle 1 – collection of information must be lawful and fair.

Principle 2 – telling people why information is collected

Principle 3 – ensuring personal information collected is of good quality and not too intrusive

Principle 4 – ensuring proper security of personal information.

Principle 5 – allow people to know what personal information is collected and why

Principle 6 – allow people access to their own records

Principle 7 – ensuring that personal information is of good quality and allowing people to have it changed where it is not

Principle 8 – ensuring that personal information is of good quality before use

Principle 9 – ensuring that use of personal information is relevant

Principle 10 – limiting the use of personal information

Principle 11 – preventing the disclosure of personal information outside the service

DEFINITIONS

Private information - Enrolment form, Child Care Benefit information, children's developmental records, medical records.

POLICY

HECAC has a responsibility to comply with the Privacy Act 1988, which governs the release of personal information.

PROCEDURES

- Private information regarding children and families will not be disclosed to other families
- within Coogee Prep After Care or external persons.
- HECAC will comply with all policy regulations
- Staff will respect parents'/guardians rights to confidentiality when these rights do not conflict with the rights and safety of the children (e.g. Child Protection matters).

The Coordinator has a responsibility to ensure that:

- Only required information and no more is collected from families.
- Collection of information from families will occur in a manner that is not too intrusive.
- All private information regarding children and families will be held in a locked and secure place. Access will be restricted to staff working directly with a child.
- Information that is required for the daily operation of the service, the well-being of children and staff may be exchanged between staff members in the normal course of work and will be treated confidentially.



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- Family members are informed about the type of information collected in regard to themselves and their children and the purpose of this.
- Wherever possible, all information collected is up to date, collected directly from the child's family, is accurate at the time of collection, and regularly updated.
- Parents are informed about the person responsible for organising access to files and information.

The person responsible for accessing files is the Coordinator. Upon request, access to files will be made as soon as practicable. The Coordinator must inform the Principal/Deputy Head that a request for access has been made by a parent to view confidential records. The Coordinator and Principal/Deputy Head can refuse access to files based on the terms specified in the Privacy Act.

21. COMPLAINT POLICY

All parents/guardians have the right to have their concerns heard.

PROCEDURE

The Coordinator will ensure that:

- Families are encouraged to discuss with the Coordinator any complaints or concerns they have about the service or staff.
- The Coordinator will address all complaints and concerns promptly and professionally.
- All complaints are dealt with in a confidential manner.
- The staff will endeavour to respond to families verbally within 24 hours and in writing within 5 working days.
- Complaints, which are not resolved to the family's satisfaction, will be referred to the Principal/Deputy Head

22. POSITIVE GUIDANCE OF CHILDREN POLICY

"Children have the right to be treated with affection and courtesy, positively and as individuals."

POLICY

Coogee Boys' Prep School HECAC is committed to developing a safe, secure, caring and stimulating environment that enhances children's self-esteem and encourages them to interact positively and to co-operate with others.



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PROCEDURES

The staff team has the responsibility to ensure that:

- They know all children's names and use their names to address them individually.
- They communicate with all children in a positive and respectful.
- Each staff member acts as a role model for children at After Care, reflecting values and attitudes of fairness, respect, enthusiasm, determination, confidence and trust.
- Children are supervised actively at all times.
- Children are encouraged to be considerate and supportive to each other.
- Moral development is considered in the planning of the program.
- Children are encouraged to undertake their own problem solving and negotiation with the support of staff through a range of strategies.
- Children's feelings are acknowledged by staff.
- The safety and security of all children is ensured by supervising them at all times, monitoring, modelling, teaching and reinforcing safety practices.
- They encourage positive behaviour and give clear, consistent guidelines to children regarding the service's expectations and code of conduct.
- Children are involved in developing behavioural guidelines and consequences of inappropriate behaviour.
- All children and parents are made to feel welcome at Coogee Prep at all times.
- A child's parent/guardian is consulted when their behaviour consistently conflicts with the school behavioural guidelines and protocols.
- Children and parents are involved in the development of behavioural plans when behaviour consistently conflicts with the schools behavioural guidelines.
- Empathy and support is provided to children.

The Coordinator is responsible to ensure that:

The behaviour of any one child does not significantly and/or consistently adversely affect or endanger other children or staff at the service. If attempts to modify a child's behaviour fail, or the behaviour adversely affects or endangers other children or staff, the Coordinator will report the matter to the School Principal/Deputy Head, who may take further action in accordance with School Policy.

23. ANTI-BULLYING POLICY

POLICY

Coogee Boys' Prep School HECAC is committed to developing a safe and secure environment, which encourages children to interact positively with respect for others.



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PROCEDURES

The staff team has the responsibility to ensure that:

- They are aware of all forms of bullying behaviour - physical bullying, verbal bullying, and relational bullying
- They make it safe for children to report bullying
- They teach children the differences between "dobbing" and "asking for help"
- They let everyone know the consequences of bullying.
- Children are encouraged to be considerate and supportive to each other.
- Children are encouraged and supported in developing friendship skills.
- The safety and security of all children is ensured by supervising them at all times, monitoring, modelling, teaching and reinforcing safety practices.
- Children are taught ways to resolve arguments without violent words or actions.
- Children are encouraged to follow the list of responsibilities to ensure that bullying is minimised or eliminated in the school
- Every classroom has an anti-bullying poster including rules and expectation on acceptable behaviour towards each other.
- A child's parent/guardian is consulted when their behaviour consistently conflicts with the School's expectation that all children should feel safe whilst in attendance.

The children should be encouraged to:

- Report bullying incidents
- Persuade the person being bullied to talk to an adult
- Offer to speak to an adult on the bullied person's behalf
- Tell the bullies that they are determined to see that they stop

The Coordinator is responsible to ensure that:

The behaviour of any one child does not significantly and/or consistently adversely affect or endanger other children or staff at the service. If attempts to modify a child's behaviour fail, or the behaviour adversely affects or endangers other children or staff, the Coordinator will report the matter to the School Principal/Deputy Head, who will take further action in accordance with School Policy.

24. PLANNING POLICY

Coogee Boys' Prep School HECAC believes that planning is an integral part of the service and is solely responsible to determine, plan, implement and evaluate the HECAC program as per normal school protocols.

PROCEDURE

The Coordinator is responsible to ensure that:

- The HECAC Coordinator is a permanent Coogee Prep staff member, and therefore requires to meet with the school executive and administration to determine any program changes/modifications.
- The HECAC Coordinator must attend weekly school staff meetings with the specific purpose of reporting on any issues, concerns or changes to the HECAC program.



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25. HOMEWORK POLICY

Children who attend HECAC full time may find it difficult to undertake homework tasks at home. After Care supports children to undertake their homework between 3:00pm – 3:30pm, and planned out weekly by the coordinator as to how much is expected to be completed daily. Help is available by staff when required, and younger boys are read to by the assistant.

The staff have a responsibility to ensure that:

- All children undertake homework tasks or read. (If children do not have homework, they will be asked to read.)
- If younger children attending cannot read, they will be read to, or learning games will be set up
- Children are linked together to undertake like tasks, if possible.
- Athletics is readily available on any computer, and the coordinator holds all passwords

26. EVALUATION POLICY

Coogee Boys' Prep School HECAC believes continual assessment and evaluation of the service is an integral part of program planning.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- Staff will regularly evaluate activities and the program within weekly staff meeting
- Children are given choices regarding their likes/dislikes of regular/possible activities.

27. EQUITY POLICY

1. All children have equal access to equipment, resources and play spaces within the school.
2. HECAC will ensure that all experiences and materials are age and stage appropriate for students.

PROCEDURES

The staff team has the responsibility to ensure that:

- They encourage fairness in children's play and recreation.
- Children are encouraged to participate in all experiences.



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28. CULTURAL INCLUSION AND RELIGIOUS BELIEFS POLICY

1. Coogee Boys' Prep School has an anti-biased approach to programming which is sensitive to all cultures, religions and ethnic groups.
3. Staff encourage children to respect and value each other.
4. Staff are aware of the diverse family structures that are present within the school.

PROCEDURES

The staff team has a responsibility to ensure that:

- They model an attitude of value and respect for all cultures and religious practices.
- Children's needs and interests are responded to in a culturally sensitive way.
- They acknowledge and promote family diversity.

29. RESOURCES AND EQUIPMENT POLICY

Coogee Boys' Prep School HECAC recognises that in order to effectively coordinate a service, safe and secure storage facilities need to be provided for the storage of the following items:

- o Administration requirements including children's records
- o Children's Games and equipment, both large and small items
- o First aid equipment
- o Cleaning materials and other dangerous items.

POLICY

Coogee Boys' Prep School believes that children should have access to a range of equipment which is developmentally appropriate, safe and well maintained.

A range of equipment will be provided to allow for a balanced program meeting the developmental, recreation needs and interests of all children.

PROCEDURES

The Coordinator is responsible to ensure that:

- She seeks approval for the purchase of equipment and resources from the Principal/Deputy Head
- All equipment purchased or donated to the service meets Australian Safety Standards.
- Staff check equipment regularly to ensure it is clean, complete and safe. Any equipment not meeting this standard will be removed from use.
- Equipment and resources are stored in a safe and secure place.
- Where possible children will be consulted on the purchasing of new equipment to ensure
- that the items are both appropriate and desirable.
- Staff instruct children in the proper use of equipment and resources.



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30. VIDEOS, TELEVISION, COMPUTERS, ELECTRONIC GAMES POLICY

Coogee Boys' Prep School HECAC is an extension of home and children's leisure time. The service endeavors to reflect children's interests, therefore activities such as videos, television, computers, and electronic games will be offered in a balanced program of activities.

PROCEDURE

The staff team has the responsibility to ensure that:

- The amount of time children can participate in the following experiences will be limited:
- television, video and films, computers and electronic games.

- The content of program and games is appropriate for all the children present and does not contain any physical or verbal violence. These activities are limited G
- ratings. PG ratings will be individually assessed by Coogee Prep HECAC staff for
- appropriateness in line with school policy.

31. TOYS FROM HOME POLICY

Coogee Boys' Prep School recognises that children sometimes bring their own toys to school, however children are responsible for these toys whilst at HECAC.

PROCEDURE

The staff team has the responsibility to ensure that:

- Children are encouraged to keep toys from home in their bags to ensure they are safe and secure.
- They do not take responsibility for toys broken or damaged.

32. FACILITIES AVAILABLE POLICY

Coogee Boys' Prep School is committed to complying with the space requirements identified in the National Standards Guidelines.

PROCEDURE

The staff team has a responsibility to ensure that consideration is given to the following:

- Provision of quiet areas, space for arts and crafts, a space for children to do
- homework, play indoor games, and area for sick children to be cared for under staff
- supervision.
- Access to the facility will be guaranteed on all days.
- An area is identified for the storage of children's bags and belongings.
- A clean bathroom is available



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33. STAFFING

Job descriptions ensure management and staff are clear about their duties, accountability and standard of performance allowing for the maintenance and performance of the School.

At least one qualified staff member is required by Coogee Boys' Prep policy to be on the premises at all times. ALL staff are to hold a current first aid certificate. Time and payment is allocated for these certifications to be attained.

34. EQUAL OPPORTUNITY POLICY

The Principal/Deputy Head will ensure that the workplace operates on the principles of fairness, equality, and merit in all aspects of employment and team work.

PROCEDURES

The Principal/Deputy Head has a responsibility to ensure that:

- Staff are employed on the merit of their qualifications and experience in the field of children's services.
- Where possible flexible arrangements will be made to ensure all staff can ascertain these qualifications
- All reasonable steps are taken to ensure that the workplace is free of discrimination and
- harassment.
- False allegations are viewed seriously and disciplinary processes will be undertaken if found to be malicious.

35.COMMUNICATION AND TEAM WORK POLICY

- Staff will inform each other of any matters which impact on their work as soon as is practicable either in writing or verbally.
- Staff meetings are utilised to ensure that all staff have the opportunity to work together and receive the same information.
- Staff will develop effective communication techniques for their daily work to ensure that all members are clear about their responsibilities.

PROCEDURES

- Staff members are encouraged to support and assist each other in their daily duties.
- Team work is encouraged including the sharing of equipment, resources and ideas.
- All staff are expected to attend and participate in weekly staff meetings.



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36. STAFF MEETINGS POLICY

Staff meetings are attended and supported by all staff on a weekly basis.

PROCEDURES

Staff members have a responsibility to ensure that:

- Staff meetings are held and attended on a weekly basis.
- Staff participate in a positive manner to discussions and matters raised in staff meetings.
- Matters of Occupational Health and Safety and programming issues are raised at staff
- Meetings and are regularly evaluated.

37. STAFF APPRAISAL / PERFORMANCE MANAGEMENT POLICY

1. The Principal shall conduct an annual staff appraisal to ensure service obligations to the staff are properly met and also allow staff to make comments.
2. Staff appraisals are an opportunity for staff to receive feedback on their performance and plan for professional and career development.

PROCEDURES

The Principal has the responsibility to ensure that:

- All staff receive an annual performance appraisal.
- A date is negotiated between staff and management.
- All relevant paperwork is available i.e. Award, Job description and Contract.
- Documentation of the meeting is kept on file with the staff member's and Principals/Deputy Heads signature
- Any changes are implemented.

38. OCCUPATIONAL HEALTH AND SAFETY POLICY

Coogee Boys' Preparatory School ensure that all staff abide by State and Commonwealth Legislation in regard to health and safety of all staff, children and visitors to the service.

PROCEDURES

- Information on staff, i.e. next of kin details etc., should be accessible to all other staff in case of accidents including while on excursions.
- Immediately when an injury is reported, the staff must ensure that the injured worker is being attended to. It may be necessary to call an ambulance and accompany the staff member to the hospital. The Principal will have to be notified and relief staff organised.
- The injured staff member is to be interviewed and all facts surrounding the injury must be documented.
- Staff are encouraged to report all health and safety issues to the Principal/Deputy Head as soon as they are identified.
- Safety audits are undertaken of the building and grounds on an annual basis.
- Action is taken by the Principal following any reported OH&S issues within appropriate timeframes.



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39. HEALTH OF STAFF POLICY

Coogee Boys' Preparatory School will ensure that staff employed at HECAC are free from the influence of drugs or alcohol and are fit and proper persons able to care for children.

PROCEDURES

- Staff should inform the Principal/ Deputy Head immediately if another staff member is under the influence of drugs or alcohol.
- The Coordinator should ensure a relief staff is put in place immediately and the offending staff member removed from the presence of children.
- Disciplinary action will be taken if required.
- If a staff member requires regular medication the Coordinator will require a medical certificate confirming their ability to care for children.
- Such medication is to be stored appropriately within the building, and kept out of reach of children.

40. COMPLAINTS / ISSUES RESOLUTION POLICY

The Principal will ensure that staff complaints are acknowledged, recorded and addressed.

PROCEDURES

The Coordinator has a responsibility to ensure that:

- Staff are encouraged to voice any concerns, comments, suggestions and grievances promptly.
- Complaints/issues are responded to promptly
- Complaint/issues are recorded including resolution outcomes.
- If unable to resolve the issue the Principal is contacted for assistance.

41. DISCIPLINARY PROCEDURES POLICY

The Coordinator is responsible for ensuring that staff are clear about their responsibilities and the outcome if they are not followed.

POLICY

Coogee Boys' Prep School is committed to ensuring that disciplinary procedures are fair and are practised in accordance with the appropriate award.



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PROCEDURES

The Coordinator has a responsibility to ensure that:

- Staff and management have access to an up to date copy of the relevant award.
- That all disciplinary action is undertaken in accordance with the provisions of the award and Workplace Relations Act 1996.
- All discussions with staff regarding disciplinary action are documented fully and kept on file.
- The staff member is given documentation outlining what the action is in regard to
- and the process that will be followed from here.
- The disciplinary action is in relation to a valid issue which the employee is fully informed of.
- The process is fair.
- Ceasing employment of an employee will only occur after all necessary steps are taken to rectify the concerns raised and is ultimately determined solely by the Principal.

42. VOLUNTEER POLICY

Volunteers are not permitted at any time to replace HECAC Staff.

PROCEDURES

The service may use voluntary staff to assist, however volunteers cannot relieve or replace paid staff.

43. HEALTH AND SAFETY

The Health and Safety of the children, staff and families of the service is paramount. Coogee Boys' Prep School will ensure that the Health and Safety needs of all concerned are met.

44. MEDICATION POLICY

Medication Includes but is not limited to; eye drops, cough mixture, paracetamol, and asthma medication. Medication includes all prescription and over the counter drugs.

POLICY

1. All Medication will be administered in accordance with the National Standards for Outside School Hours Care.
2. In order to ensure that the interests of staff, children and parents/guardians/approved persons are not compromised medication will only be administered with explicit permission from parent/guardian/approved person or in the case of an emergency.
3. Medication will be kept out of reach of children in keeping with the environmental conditions required of the medication (fridge or locked cabinet).



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PROCEDURE

The staff are responsible to ensure that:

- Authorisation, in writing, from a parent /guardian/ approved person includes the child's name, the name of the medication, the dosage and times and/or circumstances of administration and details of the last dosage taken.
- Where children require medication regularly, approval, in writing, from parents/ guardians/approved persons is updated on a regular basis.
- Notification, in writing, is obtained from parents/ guardians /approved persons where a child self-administers medication.
- All personal medication including asthma pumps are stored to ensure against access by other children.
- Medication is administered only if the medication is clearly marked with the child's name, contained in the original container and within its due date. Children will not be given a higher dosage than that prescribed on the label.
- Written consent is kept on the child's individual file. These files are locked away and kept confidential.
- In an emergency, if the parent /guardian/approved person is unable to be contacted the service will contact the family doctor first and then a registered medical practitioner.
- Evidence of this permission from the doctor will be kept on file.
- Two staff are present and both will check the dosage when medication is administered and both will sign the medication register to acknowledge the medication has been administered correctly.
- All staff members have a current valid first aid certificate.

Families have a responsibility to ensure that:

- A specific time is noted for the time the child must be medicated.
- Staff must be notified of the last dose the child had of medication.
- The medication is in its original container, with the child's name and within due date.

45 CHILDREN'S INDIVIDUAL MEDICAL PLAN POLICY

1. Enrolment forms provide families with the opportunity to share their child's medical information with the service staff.
2. Medical details are kept in accordance with the Privacy Act 1988.
3. Individual medical health plans are designed for children with serious health conditions.
4. Individual medical health plans are reviewed on a 6-monthly basis (to ensure relevance and accuracy) unless there is a change of condition.



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PROCEDURES

- Privacy issues are considered when placing information on notice boards.
- Individual medical health plans are designed and reviewed in conjunction with parents, staff and health professional.
- Individual medical health plans are reviewed every six months.
- Staff are encouraged to undertake asthma emergency management training and anaphylaxis EpiPen training.
- Current and valid first aid certificates are required.
- An up to date first aid kit including spare asthma puffers and EpiPens are easily accessible to HECAC staff.
- Staff are provided with training in food safety (children with allergies and the Coogee Prep NO NUT policy) and manual handling upon commencement at the service.

Families are responsible to ensure that:

- The service is notified that their child has asthma, epilepsy, serious allergies or any other serious or life threatening medical condition.
- The child brings their medication to the service each day, or written permission is given for HECAC staff to store said medication within the school building.

Attachment 1 is an information sheet and action plan for anaphylaxis, asthma and diabetes.

46. FIRST AID POLICY

In the event of an accident or a child falling ill, first aid equipment and expertise will be available.

PROCEDURE

- A first aid kit will be accessible to the staff and maintained in good order.
- Current and valid first aid certificates are required.

47. HYGIENE POLICY

1. Staff will model a high level of personal hygiene.
2. Staff will encourage children to follow personal hygiene practices.
3. Hygiene practices will be followed to ensure cross infection is prevented.

PROCEDURES

Staff are responsible to ensure that:

- They model a high level of personal hygiene at all times.
- The facility and equipment are kept clean at all times.
- Children wash and dry their hands before and after meal times, after using the Toilet.



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- Children are provided with paper towels, individual hand towels or an air drying facility for the drying of hands.

48. INFECTION CONTROL POLICY

Staff will follow universal precautions in regard to the management of blood/bodily fluids.

PROCEDURES

- Staff will model effective hand washing techniques to children.
- All spills of bodily fluids will be mopped up with paper towel, placed in a sealed bag along with the gloves the staff member was wearing and disposed of in a bin.
- Gloves (provided by the service) will be worn when dealing with spills of bodily fluids and will be cleaned up effectively.
- Equipment exposed to blood or bodily fluids will be cleaned as soon as possible.
- Staff will be trained in effective infection control methods and reasons for these behaviours.
- Open wounds will be covered by a water-proof bandage when working.

49. COMMUNICABLE DISEASES POLICY

Coogee Boys' Prep School policy on infectious diseases is consistent with Commonwealth and State legislation, which outlines the exclusion practices for children who have an infectious disease or who have been exposed to an infectious disease. HECAC will ensure that the policy is practiced.

PROCEDURE

The Staff have a responsibility to ensure that:

- HECAC follows correct hygiene practices and meets the requirements of
- State and Commonwealth legislation.
- Parents/ guardians/ approved persons are notified of any infectious diseases present at the venue or school.
- Information on common infectious diseases is available for families as required.
- The School has access to current information pertaining to infectious diseases provided by the Department of Education.
- Parents/guardians are notified of any symptoms their child is showing of illness as soon as is practicable.
- Children are referred to their local doctor for diagnosis of infectious disease.

Families have a responsibility to ensure that:

- The School is notified as soon as possible that their child has contracted an infectious disease.
- They attend their local doctor for diagnosis of infectious disease.
- Staff are notified at enrolment of the child's immunization status.



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50. HIV / AIDS/ HEPATITIS POLICY

1. All medical details of staff, parents or children attending the centre will be kept confidential.
2. The number of staff aware of a child's medical condition will be restricted to those working directly with the child who will need to detect situations where there is the potential for transmission.
3. Children with moist skin lesions or abrasions are asked to cover them with a waterproof bandage whilst attending the service.

PROCEDURE

The Staff have a responsibility to ensure that:

- Sound hygiene and infection control guidelines are followed at all times.
- Medical details of children are held in a confidential manner.
- Children may not be excluded on the grounds of HIV infection.

51. ILLNESS POLICY

When a child becomes ill the child's parent/guardian will be contacted by HECAC staff to make arrangements for the child to be taken home as soon as possible.

PROCEDURES

The staff have a responsibility to ensure that:

- When a child becomes ill the parent/guardian or approved person is contacted as soon as practicable.
- The child is made as comfortable as possible while they are waiting for the parent.
- The illness is documented on the forms held by the service and placed on the child's file.

Families have a responsibility to ensure that:

- A child with a fever over 38 degrees Celsius should be kept at home for at least 24 hours.
- A child with an acute illness requiring medication should be kept at home for at least 24 hours.
- A child who is vomiting should be kept at home until the vomiting has stopped.
- A child who is experiencing diarrhea should be kept home until they are well.



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52. ACCIDENT POLICY

It is vital that sound accident prevention strategies are developed, monitored and practiced by staff. These strategies are designed to provide for a safe and healthy environment for staff, children and parents and thereby reduce the incidence of any accidents occurring.

POLICY

1. The child's well-being is of prime concern and first aid will be administered immediately by staff to ensure the best outcome.
2. Every attempt will be made to contain the situation.
3. Parents will be informed immediately if medical aid or hospitalisation is required.
4. If required an investigation of the cause will be completed.
5. The School will ensure that staff, families and children are referred to counselling services to assist in managing stress or grief associated with a trauma or death.

PROCEDURES – GENERAL

The staff are responsible to ensure that:

- Children are in sight of a staff member at all times to ensure prompt attention.
- First aid is administered as quickly and effectively as possible to prevent any serious harm or secondary issues.
- Emergency procedures are placed in key areas within the facility for staff, parents and children to refer to.
- The 000 emergency number, 9349 9299 Maroubra Police Station number and 9398 1510 Randwick Fire Station number kept near all telephones.
- Counselling is offered to staff, families and children as required.

PROCEDURES - MINOR ACCIDENT

The staff are responsible to ensure that:

An accident report is completed and signed by the staff member and the parent. The report will be shown to the coordinator and put on the child's file.

PROCEDURES - MAJOR ACCIDENT

The staff are responsible to ensure that:

Staff will administer first aid and a co- worker will call for an ambulance.
Coordinator will contact the parents and Principal, giving details of the emergency.
Co-worker will take other children to another part of the building.



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PROCEDURES – DEATH

The staff are responsible to ensure that:

- Staff will administer first aid and a co- worker will call for an ambulance.
- Coordinator will contact the Principal, giving details of the emergency.
- Staff are to begin CPR if required.
- Co-worker will take other children to another part of the building.
- Ambulance arrives – continues with resuscitation.
- If police need to be involved they will arrive and question child care staff.
- Documentation- staff members need to document clearly and specifically all details of the emergency in the child accident report.

RESPONSIBILITIES

HECAC:

Will periodically review accident reports and ensure that preventative strategies are developed and maintained.

Coordinator:

The coordinator will ensure all preventative strategies are put in place and that reporting of an accident or hazard is properly documented. In most cases the coordinator will record the incident details, carry out an investigation and follow through on any recommendations arising from the investigation.

TRAUMA

A death or serious injury at the School can traumatize staff, children and/or parents. Counselling will be made available to the community – staff, children, parents, through appropriate channels.

ACCIDENT INVESTIGATION

The purpose of an investigation is not to lay blame, though at times the facts may indicate where fault may be found. The purpose is to:

- Learn from the event via careful fact finding.
- Make decisions and take actions to ensure a safer environment.
- Prevent similar accidents from occurring in the future.
- The investigator should be someone who has knowledge of the work and has the ability to communicate with staff.



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53. EMERGENCY MANAGEMENT POLICY

The personal safety and security of children and staff while attending the service is of primary importance.

POLICY

- Emergency procedures will be known and practiced regularly by staff and children.
- Staff will be trained to use necessary equipment i.e. fire extinguishers
- The service has written procedures for dealing with emergencies such as:
 - Dealing with a medical emergency
 - Dealing with a fire
 - Dealing with threats to staff or children i.e. lockdown
 - Dealing with a bomb threat
 - Robbery

PROCEDURES

- An emergency management and evacuation plan for the School is to be in a place for all to see and follow in times of emergency.
- The 000 emergency number, 9349 9299 Maroubra Police Station number and 9398 1510 Randwick Fire Station number kept near all telephones.
- Coogee Prep will practice emergency evacuations and procedures on a regular basis (minimum of once per term) ensuring all staff and children are familiar with the emergency procedures.
- Procedures are in place to handle harassment and or threats to children by persons known or unknown.
- Staff will receive training in the proper usage of emergency equipment i.e. fire extinguishers.
- All emergency exits will remain clear and exit signs will be checked regularly to ensure they are in working order.
- If an emergency occurs an evaluation will follow to ensure all procedures were in place and were adequate for the occasion.

54. SECURITY POLICY

Coogee Boys' Prep School considers the safety of all staff, children and visitor using the service to be of utmost importance.

PROCEDURE

- A systematic procedure is in place for checking the safety of building, grounds and equipment on a regular basis.
- HECAC will have access to a phone at all times.
- Two staff will always be on duty together.
- Staff will position themselves to ensure maximum supervision at all times.
- A head count of children is undertaken throughout the session and checked against the sign In and Out Register regularly
- The venue is secure and a closing routine is undertaken when leaving the premises.
- The premises are checked at the end of the day to ensure that all children have been Collected and



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- all belongings are properly dealt with.
- Adequate lighting will be provided to ensure the safe arrival and departures to and from the service for parents, children and staff.

55. CLEANING AND MAINTENANCE POLICY

The provision of a clean and well-maintained facility is essential in ensuring that parents and children are provided with high quality amenities.

PROCEDURE

- Expectations of the cleaning contract are documented
- The facilities are to be regularly checked for cleanliness and safety
- All toilets are cleaned regularly.
- Environmentally friendly cleaning products are used where appropriate.

56. STORAGE OF DANGEROUS PRODUCTS POLICY

- Coogee Boys' Prep School will store all dangerous products in a lockable cupboard/ cabinet.
- Less toxic products will be selected for cleaning and other purposes where appropriate.
- All staff will be trained in the storage, preparation and first aid of all dangerous products held at Coogee Prep.

PROCEDURES

Staff have a responsibility to ensure that:

- When purchasing cleaning and other dangerous supplies, consideration is made to the purpose of the product, health and regulatory requirements and alternative products.
- Material data safety sheets are obtained for all chemicals stored on the premises.
- Material data safety sheets are easily accessible and known to staff, for all chemicals stored on the premises.
- Lockable cabinets and cupboards are used for cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment and medication.
- Storage cabinets/cupboards are appropriately labelled 'chemical storage' or 'first aid' and contain warning signs.
- All chemicals and dangerous products are returned to the lockable cabinet immediately after use.
- All chemicals, medications and dangerous substances are stored in their original containers.
- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children are not to be used.
- If poisoning does occur a staff member will telephone the Poisons Information Centre, Royal Children's Hospital on 13 11 26 immediately for first aid advice.
- The telephone number of the Poisons Information Centre is posted on or beside every telephone in the facility.



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57. SMOKE FREE ENVIRONMENT POLICY

Coogee Boys' Prep School operates in a smoke-free environment as per National Standards.

PROCEDURES

- No staff member is permitted to smoke on premises or whilst on duty.
- Non-compliance will result in disciplinary action in accordance with industrial protocols.
- Signs are posted to notify that it is a smoke free environment

58. DRUGS IN SCHOOL POLICY

No drugs are to be used or supplied on school premises by adults (employees and visitors) or students. Drugs include all forms of alcohol, tobacco, illegal drugs and the misuse of over the counter and prescribed medications.

Drugs and alcohol may not be brought to school functions where students are involved.

Any students found with alcohol, tobacco or illegal drugs will be sent to the Principal, who will contact the student's parents. Disciplinary action will be taken in accordance with the school's Student Welfare/Discipline and Behaviour Management Policy as well as the procedures for Student Suspension and Expulsion.

Staff who use or supply banned substances will be subject to the school's Code of Conduct procedures and may face disciplinary action or subsequent termination of employment.

59. CURRICULUM POLICY OVERVIEW

The following gives an outline of the requirements that Coogee Prep adheres to in relation to meeting and fulfilling the Education Act 1990; the Board of Studies, Teaching and Educational Standards NSW syllabus; the Disability Discrimination Act 1992; and the Disability Standards for Education 2005 and covers the requirements for reporting to parents specified by the Australian Commonwealth Government school funding legislation, Schools Assistance, 2004 and Regulations to the legislation, 2005.

1. Mission Statement

The School motto, 'Gentleman, Scholar, Sportsman,' is the foundation upon which the School aims to achieve its vision of preparing boys to become independent, resourceful, caring individuals and contributing members of society. As a small boys-only school, we foster a sense of community where all boys know and are able to interact with each other across all grades, from Kindergarten to Year Six. This approach engenders a culture of respect and caring and enhances self-esteem and promotes diversity.

The School endeavours to teach boys respect and responsibility for themselves, for others, for the School environment and for the wider community. The School insists upon gentlemanly behaviour, good manners, politeness and courtesy from all its students. The School classrooms are learning environments, centred on individual needs, independent learning and whole class outcomes, which are necessary for ongoing growth and development.

The School encourages all boys to participate in a range of sports, House activities and cultural pursuits, which promote teamwork, a sense of fair play, camaraderie and School Spirit.



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The School strives to ensure each student's experience at Coogee Prep is a positive one. The safe, nurturing and supportive environment encourages all students to develop their potential, and where scholastic, social and personal resilience is highly desired. Boys are encouraged to take academic risks and meet the challenges presented, ultimately preparing them for the rigours and challenges of high school and beyond.

2. Rationale

Coogee Boys' Preparatory School has developed and implemented educational programs that are meaningful and relevant for students from K-6. The School is committed to providing a comprehensive and exciting learning environment that engages and inspires students to achieve their personal best within an atmosphere of mutual respect and cooperation.

A holistic approach to learning is adopted where the academic, physical, social, emotional and psychological needs of all boys are taken into consideration, and are underpinned by values of tolerance, perseverance and success.

3. Requirements for the Primary Curriculum in NSW at Coogee Boys' Preparatory School

The School plans curriculum and develops teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements:

At Coogee Boys' Preparatory School we base all of the educational programs on the outcomes of Board of Studies/NESA syllabuses for each Key Learning Area, for all students K-6, in the School. These programs are taught in accordance with all NESA guidelines and State Government Legislative Ministerial requirements.

4. Implementation

The Curriculum at Coogee Boys' Preparatory School continually aims to improve procedures and practices so that every boy in the School experiences success. Our curriculum approach is outcomes based, presented to all students through an explicit instructional model that provides continuity of learning for all students. We endeavour to differentiate our curriculum to cater for the needs of all students with a wide range of interests, abilities and skills. This structure also provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners.

The curriculum itself, covers all aspects of student learning and development, includes K-6 scope and sequence (course of study), KLA outcomes, course content, student activities, teaching approach and classroom management, implementing strategies for student assessment, and decisions made on the need and use of facilities and resources.

5. Mandatory Key Learning Areas

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (including study relating to Australia, History and Geography)
- Creative and Practical Arts
- Personal Development Health & Physical Education (PDHPE)

Coogee Boys' Preparatory School ensures that all courses of study in each of the six KLA's are appropriate for the level of achievement and needs of the students in each year level.

The courses of study are in accordance with any relevant guidelines developed by NESA and approved by the Minister of Education.



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6. CPS- Syllabus Time-line Projections

In accordance with Part 3 of the Education Act and requirement 3.3.1.1 of the Manual in relation to implementation of the NSW Primary Curriculum, Coogee Boys' Preparatory School has undertaken to deliver new NESA Syllabuses within the time-frames indicated and according to stated requirements.

- **English:** Introduced **2014** - Implemented in **2015**
- **Mathematics:** Introduced **2014** - Implemented in **2015**.
- **Science and Technology:** Introduced **2014** Implemented In **2015**; Introduction of new Science and Technology Syllabus in 2018 – **Implementation in 2019**
- **HSIE- History and Geography:** Introduced the new **2015 History Syllabus** Implemented in **2016**. Introduced **2016-2017** the new **Geography Syllabus** Implemented in **2017**
- **Personal Development, Health and Physical Education: 2015-2018** Current Syllabus; **2019 familiarisation, planning and implementation of new K-10 syllabus in K-6.**
- **Creative and Practical Arts:** Throughout 2015-2017
- **Languages:** Bahasa Indonesia Language study is taught K-6 as a stand-alone component of the curriculum- completed end of 2018. Mandarin Language program (non-mandatory) Implemented Term 2 2019.

Targeted Staff Curriculum PD:

- PD Health and PE new syllabus
- History
- Science and Technology

7. Time table allocation- time spent on Key Learning Areas per week

In all teaching/learning programs at CPS, time tables are established each term to ensure that for each KLA K-6 covered, the NESA recommended proportion of time spent on teaching is achieved. The following information provides the time tabled allocation of time spent on Key Learning Areas per week.

English 25-35%; Maths 20%; Science and Technology 6-10%; Personal Development, Health and Physical Education (PDHPE) 6-10%; Human Society and Its Environment (HSIE) 6-10%; Creative Arts 6-10%; Additional Activities up to 20%.

As a guide, 6-10% is approximately 1.5 to 2.5 hours in a typical teaching week. The 'additional activities' include all Co-curricular Program, external sporting events, including Saturday Sport, inter-school chess and debating and excursions and incursions that support the syllabus.

8. Co-curricula

The introduction of a Co-curricular Program in 2017 to further enhanced the sporting, cultural and ICT opportunities throughout the School. Whilst broadening the boy's experiences across a range of activities over the year, we have found that their skills level has developed, team work has improved greatly and overall self-confidence has increased. The Primary Grades (Years 4-6) who were involved in in the Sailing/Tennis/Golf/Coding/Art initiatives, Lawn Bowls Rock Climbing Water Polo. The K-3 initiatives, including Coding, Martial Arts, and Dance which were received favorable responses from the boys and teachers. These initiatives will continue in 2019, however will be reviewed for 2020 in December 2019.

An addition to the Co-curricular program and incorporating aspects of the History and Geography Curriculum, we organized a Rural NSW Tour in 2017 for our Year 5 and 6 classes. This tour gave staff and students a wonderful first-hand experience of life in country NSW, and was received favorably by staff, students and parents. This will be conducted in 2019.



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9. Curriculum Planning and Programing follows the following protocols

Coogee Boys' Preparatory School plans curriculum and develops teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and registration requirements.

Teachers have flexibility to use these guidelines:

- All teaching programs incorporate scope and sequence, syllabuses, Foundation Statements, Stage Outcomes/ Indicators, Teaching/Learning Strategies, use of resources and differentiated assessment procedures.
- Teaching programs incorporate assessment as an integral component. Teaching programs indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.
- All teachers are supported in their planning of curriculum and programing through allocated AIS/NESA Professional Development, Stage planning fortnightly, Staff Meeting Information Sessions in Curriculum changes and initiatives, Curriculum Mentoring.

10. Educational Program Components

10.1 Scope and Sequence:

- What Students are expected to know/do
- Targeted outcomes (codes)

10.2 Units of Work:

- Syllabus specific requirements and unit overview
- Targeted outcomes consistent with scope and sequence
- Syllabus Content
- Assessment for and as learning opportunities
- Explicit and detailed instruction relevant to the selected content and student needs
- Differentiated Learning- curriculum, environment, instruction assessment

10.3 Assessment Plan: (links to Scope and Sequence/Units of Work)

- Assessment of learning
- How well students are progressing and have achieved

10.4 Reporting Student achievement: (linked to Assessment Plan)

- Formal Reporting using the Common Grade Scale

The Principal, Head of School, Deputy Head, Curriculum Coordinator and Head of Infants have the overall responsibility for the development and implementation of curriculum at the School. Aspects of this responsibility can be delegated amongst the team and/or other staff members when and where appropriate to ensure curriculum delivery and program suitability. Professional Learning for all staff in areas of curriculum, programing, classroom organization and management, teaching / student learning, staff and student well-being, etc. is available to further enhance the quality of education and support offered at the School.



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11. Processes to Improve the Standard of Teaching and Learning

11.1 CPS Teaching Staff:

'Teachers' are defined by the NSW Teacher Accreditation Act as persons who are able to:

- Deliver courses for the NSW School Curriculum;
- Assess participation, performance and progress of students in those courses.

The Teacher Accreditation Act states that all teachers in NSW must be accredited. Coogee Boys' Preparatory School determines suitability of qualifications and experience of its teachers. The School also complies with all legislative requirements under the **NSW Teacher Accreditation Act** to ensure that all teachers meet Proficient Teacher accreditation and further to Highly Accomplished and Lead Teachers, if this is their chosen pathway.

The NSW teacher Accreditation system, overseen by **NESA** provides a rigorous assessment of evidence for a teacher's achievement of the seven Standards.

All Coogee Prep Teaching Staff are actively engaged in this process and are supported in the following manner to ensure a high quality of student learning is achieved:

11.2 Standard of Teaching- Documentation relating to Quality of Student Learning:

- Consistency between the various elements of the School's curriculum.
- Teacher reflection/evaluation of the effectiveness of teaching and learning activities.
- Progressive achievement of students over time.
- The school's analysis of student achievement data to inform teaching and learnings

Refer to the Coogee Boys' Preparatory School Assessment plan for a detailed outline of student engagement in learning and how the above is achieved.

11.3 Processes for achieving Quality of Teacher Learning:

- Processes for supporting teachers in attaining and maintaining accreditation, including the induction, mentoring and professional development of teaching staff.
- Processes for improving the collective standard of teaching at the school, including professional collaboration, which aims at improving teaching practices and student outcomes.
- Processes to ensure that ICT's are in place to support student learning K-6.
- Processes for implementing strategies designed to support and enhance student engagement in school and learning.
- Processes to ensure the standard of teaching is attained across the implementation of all NESA syllabus components, guidelines and expectations, are established to promote student engagement in learning and meet their educational, emotional, physical and psychological needs.

Coogee Boys' Preparatory School has developed processes to improve the standard of teaching to ensure the School's collective standard meets the requirements of the Teaching Standards.



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11.4 These processes include:

- Professional collaboration aimed at improving teacher practices and student outcomes
- Encouraging experienced teachers to attain higher levels of accreditation by taking on additional responsibilities
- Head of School, Deputy Head and Curriculum Coordinator Infants Coordinator through mentoring initiatives.
- Lesson observations by supervisors / mentors who may be Highly Accomplished or Lead teachers
- Encouraging participation in performance and development processes
- Ongoing performance reviews and supervisor meetings
- Facilitating activities to build relationships with parents/guardians and the wider School community
- Encouraging regular self-assessment by teachers of their standard of teaching
- Advertising and providing professional development opportunities
- Regular review of teaching programs
- Ongoing review of teachers' annotated teaching programs and assessment documentation, as well as student work samples.

11.5 Teacher's Responsibilities:

To support teachers in attaining and maintaining Proficient Teacher accreditation, the Coogee Boys' Preparatory School encourages teachers to take responsibility for designing and implementing learning and teaching programs using knowledge of curriculum requirements.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the School encourages experienced teachers to take responsibility for supporting their colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum requirements.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the School encourages highly experienced teachers to take responsibility for leading their colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum requirements.

11.6 The School is to maintain documentation for each calendar year of the current registration period that includes the following:

- Timetables for each Year Group (class) showing the allocation of time for each KLA
- An overview of the school's educational program indicating the following: the scope and sequence of learning/units of work in relation to outcomes of the NESA syllabuses for each KLA for each Year; resources and equipment available for each KLA; an assessment plan indicating how students' performances in each KLA is assessed, monitored and recorded and; an overview of the process for reporting student achievement.

11.7 Documentary evidence relating to the standard of teaching that includes:

- Consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment records and samples of student work;
- records of teacher reflection/evaluation of the effectiveness of teaching and learning activities;



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- records of the progressive achievement of students over time
- records of the school's analysis of student achievement data to inform teaching and learning;
- teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including Aboriginal and Torres Strait Islander students.
- For each calendar year, the school must maintain for each Year/class, until the end of that calendar year:
- Teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work;
- samples of student work that relate to the teaching program for that year.

12. Coogee Prep plans Assessments so that

Student's Learning is measured:

- Students can demonstrate their achievement of outcomes for their stage of learning;
- to ensure valid and reliable assessment strategies are used;
- according to timing, frequency and the nature of the assessment processes are efficient and manageable for teachers and students.
- assessment judgements are also made in the course of teaching and learning.

Teachers collect and record assessment information for the following reasons:

- Guide the ongoing teaching and learning process;
- to monitor and evaluate individual student's progress;
- to report student achievements to parents/guardians and relevant authorities in accordance with Coogee Prep Policies and Government mandated requirements.

12.1 Teachers use some or all of the following assessment methods:

What = name of specific assessment item or type/kind of assessment used

When = how often is the test/s conducted

How = whole class or individual, pen and paper, check-list, annotated notes etc.

- Use of Rubrics as a major assessment component across all KLA's
- Diagnostic testing – what, when, how
- Pre and Post Testing
- Support activity boxes – what, when, how
- Differentiation – needs to be explicit
- Types of formalised testing eg. Multiple choice, assignments
- Types of informal testing – what, when, how
- Approach to Parent / Teacher interview

13. Coogee Prep Reports to parents/carers in the following manner

The School will:

1. Provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.
2. Provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the Teaching Standards.



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3. Provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.
4. Disseminate to parents/carers the reports from state-wide testing programs (NAPLAN) and, as appropriate will provide opportunity for discussion between teachers and parents/carers

13.1 Annual Reporting to parents/carers:

- Term 1-** Textbooks and work sample sent home for parent/carers perusal prior to a Parent/Teacher interview
Term 2- Semester One Report (formal written report); parent/Teacher meetings to discuss concerns and support.
Term 3- Textbook and work sample sent home for parent/carers perusal prior to the Parent/Teacher Interview
Term 4- Semester Two Report (formal written report)

In addition, parents/guardians of Years 3 to 6 students receive their son's **ICAS** results from the University of New South Wales testing and Years 3 and 5 receive the results from **NAPLAN** testing. In 2019 the School will be introducing **REACH**, which is compulsory for students Yrs. 3-6. **ICAS** will become optional testing for students Yrs. 3-6. There are opportunities for teacher/parent discussions of test results.

Homework is emailed home each week. Years 5 and 6 students write their weekly Homework in their School Diary. Teachers and parents/guardians have open communication where homework/assignment problems can be discussed.

13.2 Formal Reporting:

The **Semester Reports** sent home twice a year to parents/carers cover the six Key Learning Areas. Teacher's comments are included as well as information regarding a student's attendance, achievements/progress and understanding of the subjects taught. Included in the report is the mandatory grading system '**A-E**' and the effort grade symbols '**A, O, S, R**'

'Effort Grades-attitude to learning and social context':

A-Always- demonstrates relevant attitude all of the time

O-Often- demonstrates relevant attitude on a regular basis

S-Sometimes- demonstrates relevant attitude periodically

R-Rarely- demonstrates relevant attitude, cause for concern

'Assessment Guideline A – E Grading'

The '**A to E**' Grading is as follows:

'A'- Advanced: (95%-100%)

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of ability in the processes and skills and can apply these skills to new situations.

'B'- Proficient: (80%-94%)

The student has a thorough knowledge and understanding of the content, and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.



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'C'- Competent: (65%-79%)

The student has a sound knowledge and understanding of the main areas of the content and has achieved a basic level of competence in the processes and skills.

'D'- Developing: (50%-64%)

The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

'E'- Experiencing Difficulty: (Below 50%)

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Kindergarten to 6 = 70% class assessment and 30% formal examinations, portfolio assessments

14. Student Learning Support and Disability Guidelines

Students may experience learning difficulties at any time throughout their school years. These difficulties may arise because of the manner or rate at which they learn. They may be evident before enrolment at the School or appear once Schooling has begun.

As many of these students have different educational needs and may require support services at various times throughout their schoolings, then the School has an obligation to provide the necessary support needed.

The school requires that parents/carers provide reports from specialists (paediatricians, child psychologists, speech therapists, occupational therapists, behavioural specialists) offering full disclosure to the School of any problems or concerns they may be aware of that will affect their child's ability to learn, and that may assist the Class Teacher and other staff with the educational needs of their son. During the interview, the Principal or Head of School will walk each family around the School to ensure that they are certain that our physical environment is suitable for their child.

At Coogee Prep, the requirements of the *Disability Standards for Education 2005* are complied with.

Special Needs:

Coogee Prep's definition of 'special needs' applies to students who may have: learning difficulties, family problems, behavioural concerns, issues associated with bullying, psychological and social difficulties, students who may have difficulties with the English language, students with specific religious or cultural observations, students with physical disabilities, health risks and students who require medication for various reasons.

Coogee Prep acknowledges its responsibilities to provide quality outcomes for all students. However, the School relies on parents/carers to provide full disclosure of any special needs prior to enrolment, so it can accurately assess its capabilities to meet a student's needs and to advise the parents/carers accordingly.

In addition to the class teachers, there are a number of support staff, including the following:

- 'Learning Support' teachers who work part- time, one in the Infants 3 days a week and one in the Primary 4 days a week. Both teachers also take Library lessons, covering Years K-6.
- A Teachers' Aide, also assist in an administrative capacity – 3days per week
- Outside providers, all sub-contracted – K-6 Music Teacher, PE staff (Transform-Us), Chess teachers, Martial Arts Instructor, RAWART (once a term) and Lego (twice a year) specialists.

15. School Profile: Class Groupings



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Coogee Boys' Preparatory School is a small independent boys' school in Randwick, located behind the Randwick Presbyterian Church on the corner of Cook Street and Alison Road. The School has a Licence Agreement with the Randwick Presbyterian Church. The school building consists of seven classrooms, a multi-purpose hall, a staff room and a Library/Learning Centre. The Principal, Head of School, Deputy Head and Secretary each have an office, or designated work space. The Executive includes the Principal, Head of School, Deputy Head and Infants Co-ordinator. Middle Management include a Curriculum Co-ordinator and a Sports Convenor.

Orientation to New Policies

When a new teacher arrives at CPS, the following procedures are adhered to:

- 1 The Deputy Head makes a time [preferably before the teacher begins the new term] to meet with the new teacher to outline the School's policies relevant to that teacher and his/her responsibilities. These policies are listed above
- 2 The Deputy Head will have a hard copy to give to the new staff member
- 3 The Deputy Head will also direct the new teacher to Sentral where all policies are online
- 4 It is the new teacher's responsibility to take the time to read the policies mentioned above and to discuss any questions or concerns with the Deputy Head.
- 5 The Deputy Head will meet with the teacher again and request that the teacher sign and date a Policy Register, acknowledging that he/she has read each policy and understood it and its consequences.
- 6 The Deputy Head will keep a hard copy of the Policy Register in his office, and also upload it to Sentral.

When a new policy is introduced at Coogee Prep:

1. The Principal will distribute a draft copy to the executive for consideration. This may come from NESA or the AIS.
2. The executive meet to discuss the policy and make any alterations and/or amendments.
3. The Principal presents the policy to the staff at the next available staff meeting.
4. The staff have time[usually a week] to read the policy before the next staff meeting where it will be discussed and they are able to make comment if needed.
5. The Principal amends the policy if required to do so, and prints out a final copy of the policy.
6. At the next staff meeting, the Principal distributes the updated policy to each staff member and also uploads the policy onto Sentral.

60. ASSESSMENT POLICY

Student achievement of the syllabus outcomes is the goal of planning, programming and assessing. As students participate in a range of learning experiences, teachers make judgements about student progress. Student work samples can provide information about what students know, what they can do and what they understand. Assessing involves the consideration of the individual needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. The completion of a course is also considered in conjunction with assessing the students, as it has its own set of requirements.

Assessment may be informal, as part of daily teaching strategies, or formalised through activities that indicate student achievement and progress. Both informal and formal assessment need to be systematic and planned. It is a continuous appraisal of progress towards the objectives of a program. Assessment strategies should be appropriate to the range of objectives as well as support the learning process. Assessment tasks must be accessible to all students whatever the assessment strategy used, particularly in terms of language suitability.



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Assessment and reporting

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students. The principles below underpin effective assessment.

- Assessment is integral to teaching and learning. It should be based on the learning outcomes in each strand that specify what students know, understand and are able to do. Ensure that a distinction is made between the assessment of students' knowledge and understandings, skills, values and attitudes.
- Assessment should seek to identify and make judgments about what students know rather than their enthusiasm or interest in a topic.
- A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do.
- Assessment procedures should relate to the knowledge and skills that are taught within the school program, and to the syllabus outcomes.
- Assessment must be reliable in that it consistently produces results that accurately reflect the student's ability to perform that task. It must be valid in that it actually measures what it is intended to measure.
- While the purpose of assessment is to determine what students understand, their use of English should be taken into consideration. They should demonstrate a competency of the English language which should be at the standard expected for the students' stage.

Assessment processes should:

- be consistent with overall school goals and general policies;
- arise from the everyday classroom learning experiences of students;
- enhance the self-esteem and motivation of the individual student;
- recognise and value the diverse backgrounds and experiences of students;
- be based on the syllabus outcomes and be closely related to the syllabus content.

Collecting assessment information involves:

- systematically observing students during activities;
- interacting with students to gain a deeper knowledge of what they know, understand and can do; ▪ analysing work samples by using indicators.

- Forms of reporting to parents

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Parent/teacher interviews 	<ul style="list-style-type: none"> • Half yearly report 	<ul style="list-style-type: none"> • Parent/teacher interviews 	<ul style="list-style-type: none"> • Yearly report



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<ul style="list-style-type: none">• Class tests and assessments sent home for parents/carers to sight and sign	<ul style="list-style-type: none">• Class tests and assessments sent home for parents/carers to sight and sign	<ul style="list-style-type: none">• Class tests and assessments sent home for parents/carers to sight and sign	<ul style="list-style-type: none">• Class tests and assessments sent home to parents/carers to sight and sign
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Diagnostic assessment

Information gained from assessment will be used in conjunction with other information to diagnose areas of need for individuals or groups of students and to determine students' future goals. This information informs planning and programming.

Formative assessment

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation of the student. The indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment provides a broader profile of the student than formal testing may provide. It is a valid and valuable part of overall assessment.

Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Formative and summative assessments complement each other, and both should be used to form a comprehensive profile of student achievement.

General Assessment Procedures

Assessment will be:

- integrated into the planning stage
- used to identify at risk students
- used to obtain information about students' academic, social and physical progress
- used to identify students' strengths and weaknesses
- reflective of teacher designed tasks as well as commercial assessments
- used to report to parents and provide feedback to students
- reflective of the content of the school's scope and sequence and learning programs as well as the Board of Studies Syllabuses



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Assessment is evident in the following forms:

- Diagnostic tests will be carried out at the beginning of the year, at the beginning of a students' schooling (if they have transferred from another school), at the beginning of a support teaching program and will be used to inform planning.
- Regular and ongoing formative assessment will be carried out throughout the year as part of classroom practice in all subjects.
- Half-yearly and yearly examinations will take place annually at the conclusion of Terms 2 and 4.
- Each teacher will use **Sentral** to record all assessed work (both informal and formal) and to monitor student progress.
- Standardised tests will be administered where appropriate, e.g. NAPLAN

Assessment for Learning

Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Goal of Planning

Students' achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum.

Quality Assessment Practices

The following principles provide the criteria for judging the quality of assessment materials and practices.

1. Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do



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- clearly expresses for the student and teacher the goals of the learning activity

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity

- provides ways for students to use feedback from assessment

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement

- helps students take responsibility for their own learning

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning

- is inclusive of all learners

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.



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ATTACHMENT 1

Anaphylaxis Management Plan

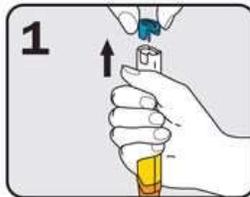


australian society of clinical immunology and allergy
www.allergy.org.au

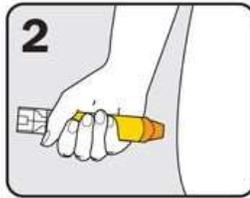
ACTION PLAN FOR Anaphylaxis

For use with EpiPen® adrenaline autoinjectors

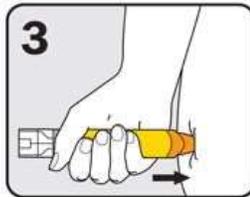
How to give EpiPen®



Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE.



PLACE ORANGE END against outer mid-thigh (with or without clothing).



PUSH DOWN HARD until a click is heard or felt and hold in place for 10 seconds.
Remove EpiPen®, Massage injection site for 10 seconds.

MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy, flick out sting if visible. Do not remove ticks.
- Stay with person and call for help.
- Locate EpiPen® or EpiPen® Jr adrenaline autoinjector.
- Phone family/emergency contact.

Mild to moderate allergic reactions may not always occur before anaphylaxis

Watch for **ANY ONE** of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

- 1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.**
- 2 Give EpiPen® or EpiPen® Jr adrenaline autoinjector.**
- 3 Phone ambulance*: 000 (AU) or 111 (NZ).**
- 4 Phone family/emergency contact.**
- 5 Further adrenaline doses may be given if no response after 5 minutes, if another adrenaline autoinjector is available.**

If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally.

EpiPen® is generally prescribed for adults and children over 5 years.

EpiPen® Jr is generally prescribed for children aged 1-5 years.

*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

IF UNCERTAIN WHETHER IT IS ANAPHYLAXIS OR ASTHMA

- Give adrenaline autoinjector FIRST, then asthma reliever.
- If someone with known food or insect allergy suddenly develops severe asthma like symptoms, give adrenaline autoinjector FIRST, then asthma reliever.

Instructions are also on the device label and at: www.allergy.org.au/anaphylaxis



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Asthma Action Plan

- 1 Sit the person upright**
 - Be calm and reassuring
 - Do not leave them alone
- 2 Give 4 separate puffs of blue/grey reliever puffer**
 - **Shake** puffer
 - Put **1 puff** into spacer
 - Take **4 breaths** from spacer
 - Repeat until **4 puffs** have been taken
 - Remember: Shake, 1 puff, 4 breaths**
 - OR Give 2 separate doses of a Bricanyl inhaler (age 6 & over) or a Symbicort inhaler (over 12).
- 3 Wait 4 minutes**
 - If there is no improvement, give **4 more separate puffs of blue/grey reliever** as above.
 - (OR give 1 more dose of Bricanyl or Symbicort inhaler.)
- 4 If there is still no improvement call emergency assistance (DIAL 000)**
 - Say 'ambulance' and that someone is having an asthma attack
 - Keep giving **4 separate puffs** every **4 minutes** until emergency assistance arrives
 - (OR 1 dose of Bricanyl or Symbicort every 4 minutes — up to 3 more doses of Symbicort.)

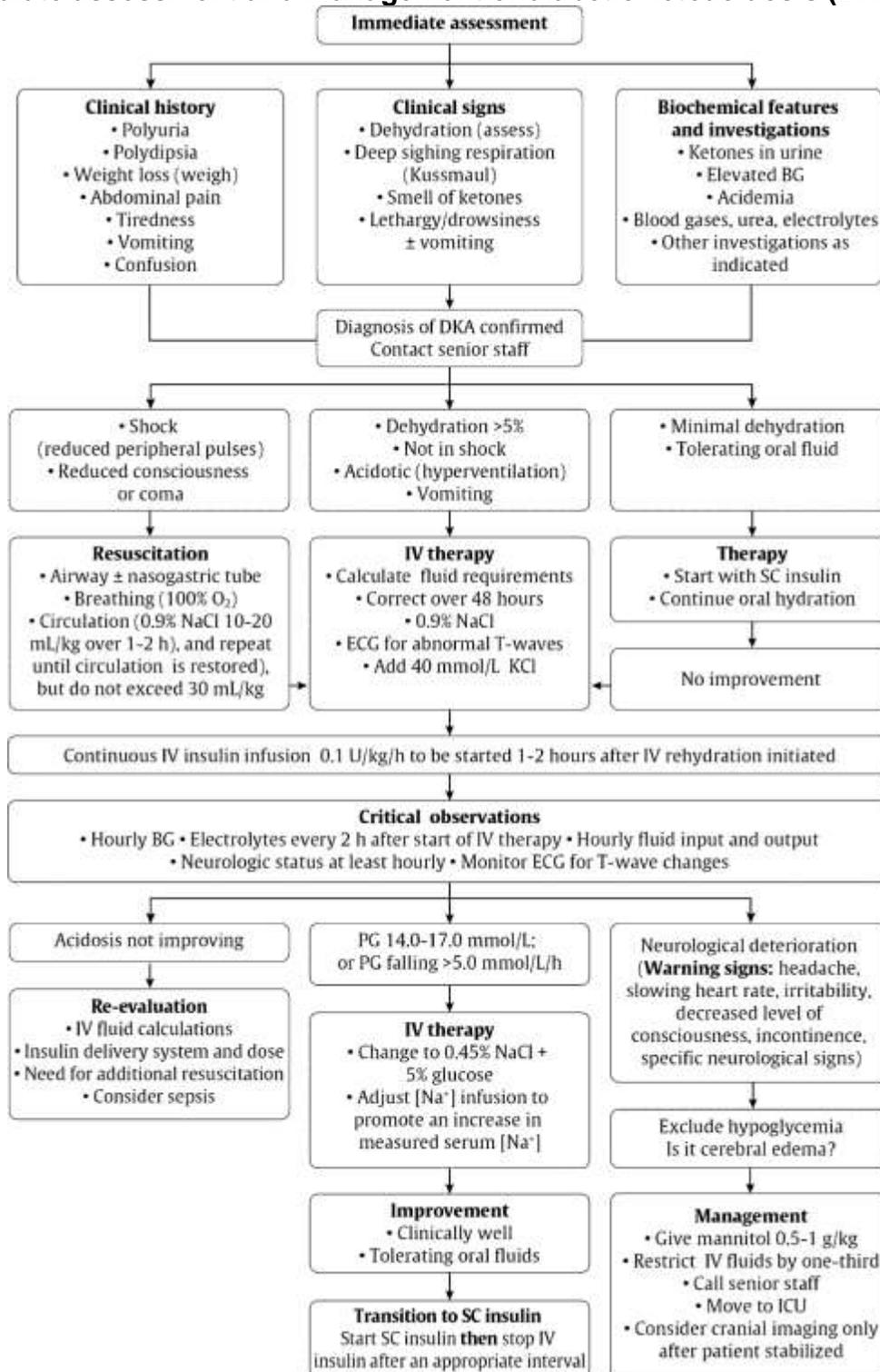
Call emergency assistance immediately (DIAL 000)

- If the person is not breathing
 - If the person's asthma suddenly becomes worse, or is not improving
 - If the person is having an asthma attack and a reliever is not available
 - If you are not sure if it's asthma
 - If the person is known to have Anaphylaxis - follow their Anaphylaxis Action Plan, then give Asthma First Aid.
- Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma



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Immediate assessment and management of diabetic ketoacidosis (DKA) in children.





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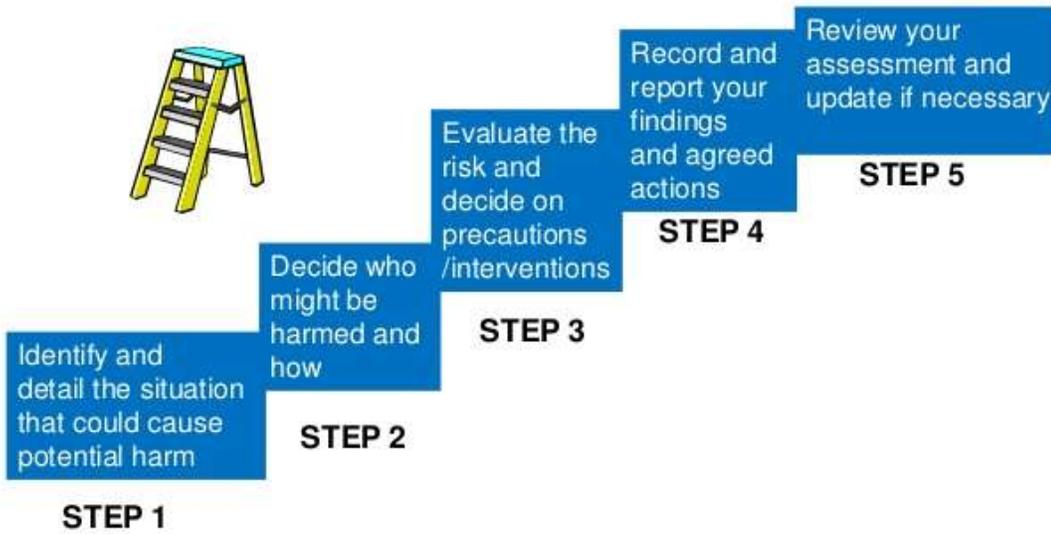
ATTACHMENT 2 Risk Assessment

RISK ASSESSMENT MATRIX						
Likelihood		Consequences				
		1. Insignificant First Aid Treatment Only	2. Minor Medical Treatment provided by medical professional.	3. Medium Admitted to Hospital.	4. Major Extensive permanent Injury. Extended hospitalisation	5. Catastrophic Death
A	Almost certain	Medium (M)	High (H)	High (H)	Extreme (X)	Extreme (X)
B	Likely	Medium (M)	Medium (M)	High (H)	High (H)	Extreme (X)
C	Possible	Low (L)	Medium (M)	High (H)	High (H)	High (H)
D	Unlikely	Low (L)	Low (L)	Medium (M)	Medium (M)	High (H)
E	Rare	Low (L)	Low (L)	Medium (M)	Medium (M)	High (H)



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The Five Steps to a Safeguarding Risk Assessment





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ATTACHMENT 3
Evacuation Procedures

Evacuation Procedures for staff and students

**When the Evacuation Alarm sounds please do
the following**

Do not panic.

Listen to your teacher and follow instructions.

Move quietly and sensibly out of the building
following your teacher.

Sit silently in the evacuation area listening for
further instructions.

Classroom procedures for EVACUATION & EMERGENCY

- **Evacuation**

Move your class quickly and quietly to the evacuation area. Await instructions.

- **Fire alarm**

When the alarm sounds please make your way outside to the evacuation point.

- **Bomb threat**

By phone – Do not panic, let the caller continue. Attract attention of another person. If they hang up – keep the line open. Dial 000. Evacuate building.

If a bomb is found

Do not touch or move it. Call 000 and give size and location of package. Evacuate building.

- **Personal threat – armed and unarmed**

Do not be heroic. Obey the offender's instructions but only do what you are told – nothing more. If you can leave the building do so immediately using evacuation procedures.



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Emergency Evacuation Plan

(Fire, bomb, hazardous material etc.)

As soon as you become aware of any emergency requiring evacuation:

Staff

- Notify the School Office, of the nature of the incident and location.

Secretary

- Sound the Emergency Siren (continuous siren).
- Call 000 and ask for the appropriate service.
- Take First Aid Kit to incident (if appropriate) and then to the park.

Class Teacher

- Close room door as you leave.
- Take class rolls to the park.
- In a calm, orderly manner, proceed to Alison Park via the main staircase (for Primary) and the back staircase (for Infants) unless blocked by fire or other hazards.
- No bag or property is to be collected.

Fire Officer

- Check attendance of all ancillary staff and visitors and report full attendance or any discrepancy to the Principal.
- No person is to re-enter the building until given the “All Clear” by the Principal or Deputy Head.

FIRE BELL: Continuous siren alarm

EMERGENCY: 000



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ATTACHMENT 4: Grievance Resolution

GRIEVANCE RESOLUTION PROCEDURE FLOWCHART

Step 1: Raise Grievance

Staff with a grievance must raise the issue to their immediate supervisor in writing within 3 working days.

The immediate supervisor investigates and provides a solution/ explanation and makes decision within 1 week.

Step 2: Staff not satisfied with outcome

If a staff member is not satisfied with the outcome by the immediate supervisor or the supervisor failed to respond to the grievance within 1 week, the staff member may raise the issue with the Head Master or a Board Member.

The Principal / Board Member will investigate and provide a solution / explanation or will make a decision within 3 days.

Step 3: Staff still not satisfied with outcome

Basis of Complaint:

Administrative decision unfair or unreasonable:

- Conduct of employee, agent or contractor is unfair and / or unreasonable
- Behaviour of an employee constitutes sexual harassment or workplace harassment.

A written grievance must specify:

- Attempts to solve the grievance
- The grounds of concern
- How the aggrieved has been adversely affected
- The action the aggrieved believes would solve the grievance

A grievance cannot be lodged when:

- Employee has not made reasonable attempts to resolve the issue of concern
- Issues of concern are the subject of another grievance procedure



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Staff Code of Conduct Policy and Guidelines

This policy is a guideline in areas where staff will need to make personal and ethical decisions.

All staff must aim for the highest standards of conduct in education, training and administration. These standards of conduct are closely aligned with the values and ethos of the School.

All staff members are expected to sign a declaration stating the following:

- I am not a 'disqualified person' who is no longer permitted to act as the Principal of Coogee Boys' Preparatory School
- I am not bankrupt or insolvent
- I have not been convicted of an offence that is punishable by imprisonment for 12 months or more
- I have not been prohibited by the Child Protection (Prohibited Employment) Act 1998 from seeking, undertaking or remaining in child related employment, and
- I will declare any personal interest or conflict in relation to my position as a responsible person for the School.

Code of Conduct for all staff is governed by the following legislative provisions:

- Anti-Discrimination Act 1977
- Child Protection Legislation Amendment Act 2003
- Children and Young Persons (Care and Protection) Act 1998
- Commission for Children and Young Persons Act 1998
- Education Legislation Amendment (Staff) Act 2006
- Government and Related Appeals Tribunal Act 1980
- Occupational Health and Safety Act 2000
- Ombudsman Act 1974
- Protected Disclosures Act 1994

The Code of Conduct clarifies the standards of behaviour that are expected of Coogee Prep Staff in the performance of their duties. This code also applies to the behaviour of contract staff and volunteers.

All members of staff have a responsibility to comply with legislation, school policy and procedures in order to perform their duties effectively and act in a manner that promotes a productive and harmonious working environment. They are required to comply with all lawful and ethical directions given by the School.



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The Principal and Board of Directors should make relevant information available to all staff. Staff are required to read and understand policy documents either given or circulated to them. If they are uncertain of the scope or content of policies, then they should seek clarification from the Principal or Executive Staff.

Staff should familiarize themselves with the legislation under which they are employed:

- Teachers (Independent Schools) (State) Award 2007
- National Agreement Preserving a State Award Teachers (Independent Schools) (State) Award October 2008
- School Support Staff (Independent Schools) (State) Award 2007
- National Agreement Preserving a State Award Support Staff (Independent Schools) (State) Award 2007
- Maintenance, Outdoor and Other Staff (Independent Schools) (State) Award 2007

Any member of staff, who is charged with or convicted of a serious criminal offence, is required to notify the Principal and Board of Directors immediately. Serious breaches of the Code of Conduct by staff will be deemed misconduct and may lead to disciplinary action. Breaches by contractors and volunteers may lead to a review of their engagement and/or termination.

Senior management has the responsibility of ensuring that all staff complies with this policy and any guidelines relating to it.

STAFF RIGHTS AND RESPONSIBILITIES

The fundamental goal of this policy is to ensure that all members of staff feel safe, free of discrimination, harassment and valued as integral members of the Coogee Prep Community.

- They have the right to feel safe in the workplace
- They have the right to be free of harassment and discrimination
- They have the right to feel valued and included
- They have the right to privacy and protection of their property and person
- They have the right to be treated with professional courtesy and respect

In order for the school to achieve this goal is to ensure that staff are familiar with the staff handbook which clearly outlines their roles and responsibilities within the school and that they are familiar with all policies pertaining to school based procedure and practices, pastoral care, staff and student welfare, child protection and work health and safety.



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It is the Principals responsibility to conduct induction programs, staff meetings, staff appraisals, individual staff mentoring to assist his team in achieving their own professional goals and those of the school.

Code of Professional Practice

All teachers should be guided by principles that involve their service to the public, their employer, students and school community.

These **General Principles** include the following:

- Staff behaviour should align with the values underlying Government and School Policy
- Staff should behave in a manner which promotes confidence in the integrity of the School
- Staff should not take advantage of their positions to influence other staff members in the performance of their duties, in order to gain undue or improper advantage for themselves or any person or organisation
- Duties should be performed objectively, making decisions according to established criteria and considering only and all relevant criteria
- The standard of care given to students should be commensurate with the maturity and self-reliance of the students in question
- Risks associated with an activity to be undertaken need to be assessed and addressed before the activity is undertaken
- Younger and less mature students require closer supervision and effective management of identified risks. All staff should receive adequate training and instruction in order to control and manage risks
- Policies and programs for Child Protection and Student Welfare should be effectively implemented by all staff
- Should any conflict arise between the Code of Conduct and the ethical codes of a staff member's professional standard, then the matter should be referred to the Principal for resolution
- The standards sought from and required by staff are effectiveness, sound judgement and quality of service. Staff should seek and are required to develop their levels of professional competence
- Teaching staff have a responsibility to ensure that students gain the knowledge and skills they require to become effective learners and ultimately effective and responsible citizens. In order to accomplish this, teachers should:
 - a. Devise and support effective learning programs and evaluation mechanisms
 - b. Meet the individual learning needs of students



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- c. Assist each student to maximise his learning outcomes
 - d. Undertake appropriate and ongoing Professional Development to promote competence in curriculum development, delivery, evaluation, classroom management and teaching skills.
- Senior staff should assist other staff in implementing this code by fostering the professionalism of all staff in an atmosphere that promotes integrity, appropriate behaviour and mutual respect
 - Staff should dress and behave in a manner which reflects their professionalism, model appropriate standards for students and show respect for others
 - Any unlawful or unprofessional conduct which damages the reputation of the School may require disciplinary action
 - Staff should treat all members of the School Community with respect, fairness and consistency
 - Staff are to conduct themselves in a manner which promotes cooperation and a harmonious relationship among colleagues
 - All school property should be treated with respect and looked after carefully.
 - Any decisions involving individuals should be made on the basis of factual information and in accordance with established procedures
 - All decisions should be made fairly, honestly, objectively and with integrity ensuring that the principles of procedural fairness are adhered to
 - All students are to be treated equally by all members of staff
 - Staff should carry out their work effectively, keeping up to date with advances and changes in their particular areas of responsibility
 - Theft, misuse or fraudulent misappropriation of School resources by staff may lead to a formal reprimand or review of employment
 - Staff should read very carefully any document they are asked to sign
 - Staff cannot sign on behalf of a colleague
 - A staff member cannot use another's email without his or her permission
 - No member of staff may be coerced to sign a document.

Ethical Decision Making

Staff should give proper attention to the values (professional and ethical) which should guide their decisions and actions.

Particular issues that arise may include:

- Conflict of Interest - This exists where a member of staff may be influenced or could be perceived to be influenced by a person of interest when performing their official function. Conflicts of interest may lead to biased decision making, causing constitute corrupt conduct.



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Examples of conflict of interest include:

- i. financial interests (of the member of staff, their friends or family)
- ii. personal beliefs or attitudes not relevant to the situation
- iii. party political activities or membership of politically active groups (conflict with School or Government policy)
- iv. personal relationships with other members of staff
- v. dealings with a friend, relative or colleague who is a parent at the School
- vi. Representational duties
- vii. approval of expenditure which may benefit yourself, a friend, relative or organisation you are identified with.

A person may create a conflict of interest within the School if;

- a) They were able to approve a privilege or benefit to themselves (e.g. allowances, leave, training etc.)
- b) They displayed favoritism by way of tutoring a child in their class for financial gain.

Expensive gifts from parents can compromise staff. Careful and deliberate thought must be considered when gifts are given or received. This does not include a Christmas gift of a reasonable and appropriate nature from a student or family.

Therefore, staff are required to disclose to the Principal any conflict of interest as soon as they become aware that there is, or may be a potential conflict. If a member of staff is offered a bribe (anything that is given in order to persuade a person to act improperly) then it must be refused and the Principal informed.

Relationships between Staff and Students

Staff are expected to always behave in ways that promotes the safety, welfare and well-being of students. Staff must know and comply with relevant Child Protection Legislation and related School policy. They must not engage in any inappropriate behaviour with students. Staff must not assault a student. Assault can involve either hostile or reckless application of force or the threat of force, regardless of whether harm to the student has been established.

Staff must not engage in any unreasonable conduct that could cause physiological harm to a student e.g. sustained or targeted criticism, belittling, teasing, severe verbal abuse, unreasonable demands, persistent hostility, scapegoating or rejection. Staff must be familiar with the Child Protection Act and abide by its rulings.



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Drugs, Alcohol or Tobacco

Staff must not use illegal drugs at any time, or alcohol whilst at School. They must not be in possession of them at any time, or be under the influence of them whilst at work. Staff may not smoke in the School building or grounds, or whilst attending excursions, including School Camp.

Discrimination, Harassment and Workplace Safety

The Principal and Board of Directors must ensure that appropriate steps are taken to ensure that the workplace is free from all forms of harassment and unlawful discrimination. The School's Harassment Policy should be available for all staff to read.

The School as an employer has an obligation (under the Occupational Health and Safety Act 2000) to provide a safe and healthy working environment.

Staff have an obligation to take steps to protect their own health and safety and that of their colleagues, students and visitors.

Staff should wear personal protective equipment where appropriate and observe risk management, health, safety and security procedures and requirements.

Information Protection

Staff should never reveal their home address, private contacts (home telephone, mobile number or email address) to parents/ guardians, volunteers or students. No staff member can reveal a colleague's details to anyone without their permission.

The Secretary will ask all staff to complete a Personal Information Form which is kept in their file in case of emergency.

Staff members should at no time discuss student details, particularly any confidential specialist reports, with another family or member of the public.

The exceptions are:

- If it is required as part of their duties
- Proper authority has been given for them to do so
- When required or authorised to do so by law
- When called to give evidence in court



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Health Policy and Guidelines

All students, staff, parent volunteers and visitors are entitled to medical assistance at Coogee Prep.

Immunisation is Mandatory at Coogee Prep to protect the School and wider community. All students enrolled must produce a copy of their immunisation certificate with their Medical Form before commencing at Coogee Prep.

All parents/ guardians must complete a Medical Form each year that details the student's immunisation, medical and special needs history as well as contact details for the family doctor, Medicare and private health details.

If a student is unwell, he is sent to the office, where he is monitored. If he is still unwell after one hour (or earlier if his condition deteriorates) his parents or emergency contacts are called, for him to be collected.

When a student is hurt/injured in an accident, whether in the classroom, playground or at a sporting event, the teacher or coach must attend to the child immediately and fill out an incident report.

Accidents can range from scraped knees to far more serious injuries that require hospitalisation.

If a child suffers an injury, he will be assessed by our designated First Aid Officer, or another member of Staff who will undertake the following action:

Minor injuries (bumps, cuts, scratches, bleeding nose)	Office
Sudden illness (stomach cramps, fever, and headache)	Office, parents/guardians called
Fractures, head injuries, dislocations	Ambulance called/ parents/ guardian notified.

Sick Students

*As recommended by the AIS (Association of Independent Schools) and The Nurses Association of N.S.W. **Paracetamol** (Panadol / Nurofen etc.) **will not** be given to a student at Coogee Prep without the parent/ guardian's written permission.*

If a child is sick during the day, his Teacher will monitor his condition and if he deteriorates, then he will be sent to the office. The designated First Aid Officer or School Secretary will assess the student and determine a course of action.

If a child has been absent with an infectious disease, a Doctor's Certificate must accompany the absent note upon his return. If the First Aid Officer or Principal is not satisfied that the student has recovered, then his parents will be asked to collect him.



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Coogee Prep reinforces basic hygiene rules with all students.

Any child, parent or staff member who has a disability or serious illness will not be excluded from Coogee Prep. Their condition must remain confidential and they will be allowed to take their required medication.

First Aid

It is the responsibility of the Principal, Deputy Head, First Aid Officer and School Secretary to:

- Provide first aid facilities and equipment based upon the needs of the School.
- Ensure all staff have access to first aid training
- Provide ongoing training in first aid for all staff
- Ensure that there is adequate signage for facilities and kits in accordance with Australian Standards
- Ensure that the School complies with all Health and other Government Legislation pertaining to the health and welfare of staff and students
- Ensure that there is a register of injuries (minor and major) kept in sick bay by the First Aid Officer.

The First Aid Officer at Coogee Prep must ensure the following:

- There is a regular audit of all first aid equipment, ensuring that there is an adequate supply of all necessary items and thermometers and asthma spacers are in good working order and are cleaned and stored hygienically
- Report any accidents involving trauma to a student to parents/guardians
- Restock first aid kits used in the classroom and for sport
- Ensure that Sick Bay is hygienic and well maintained and that sheets and pillow cases are changed regularly and that the paper coverings on the bed are changed after each use
- Maintain the injuries register and follow up serious incidents with parents
- Soiled dressings or paper towels must be disposed of appropriately
- That there is an ample supply of ice packs and they are returned at the end of the school day
- Any instruments (scissors, tweezers, splinter needles etc.) are kept locked away from students in a suitable cupboard

First aid kits should be available in each classroom and the staff room. Staff members should carry a first aid bag with them when on duty in the playground and attending excursions.

If there is a member of staff or a student who requires regular injections, then a 'sharps' disposal container must be supplied to dispose of the needle and syringe after it has been used.

If a student requires medication during the day, the First Aid Officer is the only member of staff who may administer this.



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For a student who requires medication during the day, a parent/guardian must complete a Medication Form and return it to the First Aid Office/School Secretary. If this document is not completed and returned, then the medication cannot be given.

All medication must be clearly labelled with the student's name and class.

It is the responsibility of parents/guardians to update the School on any medical condition, treatment, Doctor or Specialist details.

Staff Training

It is the responsibility of the School to ensure that all staff has relevant First Aid training and that it is updated regularly. Staff must also receive Specialist training by qualified practitioners in the following areas: asthma, anaphylaxis, epilepsy etc.

The Primary First Aid Officer should attend regular professional development relating to the management of childhood illness.

If a student requires a catheter or injection, until professional development can be attended, it is the responsibility of the parent/ guardian to attend to the student or for them to arrange for a district nurse to attend the school.

Sun Protection

- All students are required to wear hats before school, recess, lunch and at all outdoor sporting activities. The blue broad brimmed hat for Kindergarten – Year 2 and the White Cricket hat for Year 3 – 6
- If a student does not have his hat, he will have to sit under the trees during recess and lunch as hats cannot be shared (health precautions)
- Sun screen is available for all students; however, parents/ guardians may supply their own
- The bubblers are connected to a filter system and all students, Kindergarten to Six are encouraged to bring a water bottle to School and have it with them throughout the day.

Hygiene Procedures

- All wounds, cuts etc. on students or staff must be adequately cleaned and covered
- It is advisable for staff to wear rubber gloves before attending to a wound.
- Any blood, urine or faeces must be cleaned and the area disinfected (rubber gloves are to be worn)
- All linen and paper linen must be changed regularly (see First Aid Policy)
- The floor and sink of sick bay must be cleaned with disinfectant each day
- If there is an outbreak of a contagious disease, parents/guardians will be notified by note and email.



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Medications

- No medication will be given unless a Medication Form is completed by a parent/guardian and handed in to the School Office
- Medication must be placed in a sealed plastic bag with the student's name and class, dosage and time for administration clearly written on the bag
- Staff members may not complete a Medication Form on behalf of a parent/ guardian
- If medication is to be administered over a prolonged period (e.g. ventolin for asthma) then a Doctor's letter is required together with a covering letter from the parents/guardians. These letters must be renewed every three months
- Only Administration Staff and the First Aid Officer may administer medication
- If there are any anomalies between the bottle and parental instructions, then the School secretary will contact parents for clarification.

Bodily Function Accidents

- If a student attends the office after wetting his pants, he will be given clean clothing to wear. His wet or soiled garments will be placed in a plastic bag and given to him to put in his school bag
- If the student is distressed or unable to help himself, then two members of staff may assist him to change clothes
- If the student has soiled his clothing, then the student will be given time to clean himself and be provided with clean clothing
- Administration staff should contact the student's parents/guardians and relay what has happened. If the student is still distressed, parents/guardians will be asked to collect him from School.

Student Accidents

If a student suffers a head or body injury that requires he is sent to Sick Bay, a report will be written up and his parents/guardians notified. The student will be monitored carefully until he is collected by his parents. If the injury requires hospitalisation, the staff member who witnessed the accident should complete an Accident Form.

Seriously injured students, requiring hospitalisation will be accompanied to hospital by a member of staff. The child's parents/guardians will be notified that there has been an accident, the nature of the injury, the hospital the child will be taken to and the name of the member of staff accompanying the student. The child's Medical Form, which details the student's name, contacts and doctor's name will be taken by the member of staff.

If urgent medical attention is required, the procedure is as follows:

1. The student will be assessed immediately by a qualified First Aider who will evaluate the seriousness of his injury or illness and apply the appropriate first aid
2. If the student is unconscious or has suspected broken bones, then he must not be moved but covered to prevent shock whilst an ambulance is called



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3. The parent/guardian will be contacted immediately
4. A teacher will accompany the student to the hospital in the ambulance in the absence of the parent/guardian.

If the accident has occurred in front of other students, they will be calmly and quietly moved to another area or space in the room. The Principal and Executive Staff will discuss the need for counselling for these students.

Accident Management Principles		
Level 1 Injuries	Level 2 Injuries	Level 3 Injuries
<ul style="list-style-type: none"> • Minor injuries (band aid/ ice pack) • Injuries not requiring medical treatment 	<ul style="list-style-type: none"> • Cuts requiring stitches • Eye and Teeth injuries 	<ul style="list-style-type: none"> • Suspected spinal injuries • Severe fractures
		<ul style="list-style-type: none"> • Suspected fractures
		<ul style="list-style-type: none"> • Loss of consciousness
		<ul style="list-style-type: none"> • Head injuries
		<ul style="list-style-type: none"> • Dislocations
		<ul style="list-style-type: none"> • Ambulance required

PROCEDURE TO BE FOLLOWED

Level 1 Injuries	Level 2 Injuries	Level 3 Injuries
<ul style="list-style-type: none"> • Assess the student's injuries 	<ul style="list-style-type: none"> • Assess the student's injuries 	<ul style="list-style-type: none"> • Assess the student's injuries
<ul style="list-style-type: none"> • Send the student to Sick Bay 	<ul style="list-style-type: none"> • Send for a qualified person to assess the student (if available) 	<ul style="list-style-type: none"> • NEVER move the student
<ul style="list-style-type: none"> • Accident report to be filled in (if necessary) 	<ul style="list-style-type: none"> • Supervising Teacher to inform parents/guardians of the accident 	<ul style="list-style-type: none"> • Call off the activity
	<ul style="list-style-type: none"> • Parents/guardians to collect the student. If they cannot attend, their instructions are to be followed 	<ul style="list-style-type: none"> • Send for a qualified person
	<ul style="list-style-type: none"> • Supervising Teacher is to call the family that night 	<ul style="list-style-type: none"> • Telephone for an ambulance
	<ul style="list-style-type: none"> • Accident report if to be completed, sighted by the Principal and a copy placed in the student's file 	<ul style="list-style-type: none"> • Supervising Teacher to contact the parents/ guardians
	<ul style="list-style-type: none"> • Senior level 2 injuries must be reported to the Principal 	<ul style="list-style-type: none"> • Supervising Teacher or a designated member of Staff must accompany the student to hospital
		<ul style="list-style-type: none"> • Supervising Teacher must remain at the hospital until the parents/ guardians arrive
		<ul style="list-style-type: none"> • Supervising Teacher must contact the family that night
		<ul style="list-style-type: none"> • Accident report must be completed, sighted by the Principal and a copy placed in the student's file.



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MEDICAL TREATMENT FOR STUDENTS

Rationale:

This document is an information sheet for the Principal, executive and staff who are involved in making decisions about the medical treatment for students including important issues such as obtaining parental consent to issuing medical treatment and students who are anaphylactic.

1. Coogee Prep has a duty to take reasonable steps to care for the health and wellbeing of students under their care.
2. Coogee Prep must ensure it is in a reasonable position to:
 - a) provide first aid (including emergency treatment, if required);
 - b) provide temporary care when students become unwell at school;
 - c) manage the administration of prescribed medications and health care procedures; and
 - d) deal with particular health care issues that arise in relation to individual students, including the development of individual health care plans if appropriate.

General Comments:

3. Coogee Prep must provide reasonable first aid services and have adequately stocked first aid facilities.
4. Coogee Prep must ensure that every staff member have current first aid qualifications
5. Coogee Prep should ensure that they have required parents/guardians to provide all relevant medical information, including information as to:
 - a) medical conditions or illnesses and the treatments for same;
 - b) medical history;
 - c) allergies (including food allergies) and possible reactions should exposure occur;
 - d) medications taken by the student (including possible reactions);
 - e) Medicare number and private health care arrangements (if any); and
 - f) health professional contact details.
6. It is the responsibility of school staff to:
 - a) take reasonable measures to protect students against risk of injury or harm which should reasonably have been foreseen;



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- b) take reasonable care for the health and safety of all persons in the workplace and to cooperate with the school to ensure the health and safety of others, including assisting in an emergency.
7. Where medication must be taken by a student during school hours, the Coogee Prep should:
 - a) obtain information in relation to the administration of the medication, including dosage, time of administration, method of administration and possible reactions/side effects;
 - b) if the medication is prescription medication, it is advisable to require that the medication be provided to the school for storage and administration; and
 - c) ensure that it is provided to the child as and when required. Coogee Prep should keep a record of the time and dosage each time medication is taken by a student.
 8. Where possible, students should administer their own medication, under the supervision of an appropriate adult. The supervising adult should ensure that the medication is taken safely and in accordance with instructions.
 9. Where students attend off site excursions, Coogee Prep should ensure that all teachers are aware of student medical conditions and carry appropriate equipment for treatment
 10. Where students suffer from an illness or injury at school, Coogee Prep should seek to contact the student's parents or guardian immediately and, if appropriate, arrange the transfer of the pupil to an appropriate health care professional.
 11. Students should not be sent home without:
 - a) the permission of the parent/guardian; and
 - b) confirmation that the student will be sent home to the care of a parent/guardian.
 12. Parents should be advised of the requirement to:
 - a) cooperate with the school in relation to the health of their child;
 - b) inform the school of their child's health care needs;
 - c) liaise with the school and the child's health care practitioner in relation to any medical issues the child may face and forward relevant information from the child's medical practitioner to the school;
 - d) if appropriate, provide the required prescribed medication and instructions for use to the school;
 - e) undertake to provide updated medical information to the school as it comes to hand; and
 - f) prepare appropriate plans for dealing with specific conditions of the student, if appropriate.



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13. If a student requires an individual health care plan, that plan should be communicated to all staff members.

Parental Consent to Medical Treatment

14. There will be occasions when Coogee Prep is unable to contact a parent/guardian when a student is sick or injured.

15. Coogee Prep should seek a consent and authority from parents to obtain medical advice and treatment for students while under the supervision of the school. The consent and authority should deal with any special requirements in relation to the medical treatment to be administered.

16. Parents/guardians could be required to undertake to reimburse the school for any hospital, medical or ambulance expenses incurred by the school on behalf their child.

Students who are anaphylactic:

17. Coogee Prep should take special precautions in relation to students with anaphylaxis. The '*Anaphylaxis Guidelines for Schools – Second Edition 2006*' has been released in New South Wales for the management by schools of anaphylactic students.

See: <http://www.allergyfacts.org.au/PDF/AnaphylaxisGuidelinesFinal.pdf>

18. The guidelines provide:

a) if written information provided by the parent confirms that their child has been assessed as being at risk of anaphylaxis, **an individual health care plan must be formulated by the principal in consultation with the parent and staff**. The individual health care plan must incorporate an emergency response plan and a plan for the avoidance of known allergens, based on advice from the student's parent and medical practitioner.

b) The plan should be reviewed annually, as and when the student's medical condition changes or after the student suffers an anaphylactic reaction at school. The plan should outline:

- i. information about the student's diagnosis;
- ii. strategies that the school should take to minimise risk (and the person responsible for implementing these);
- iii. the location of the student's medication; and



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- iv. emergency contact details and an emergency response plan signed by the student's doctor (specifically an Australasian Society of Clinical Immunology and Allergy Anaphylaxis Action Plan).
- c) Coogee Prep should educate a student's peers about anaphylaxis.
- d) Coogee Prep should provide relevant and regular training to staff (preferably before the student enrolls, and including 'hands on' experience of administering an auto-injector) and notify staff of the students at risk.
- e) Coogee Prep should correctly store auto-injectors provided by parents in an easily accessible location on school grounds. The auto-injectors should be stored with the student's emergency response plan, any other medication, and a recent photograph of the student. Coogee Prep should regularly check the expiry date on auto-injectors and give parents at least one month's notice when the student's auto-injector is due to expire.
- f) In an emergency, a school should follow first aid procedures and the student's emergency response plan.

19. The guidelines set out the following action steps for the School Office:

- a) seek information from the parent about allergies that affect their child as part of health information at enrolment or as part of regular health updates;
- b) determine whether the information provided by the parent on the school medical form indicates the need for further discussion with the parent. If the form indicates the student has an allergy/s or has either been hospitalised or prescribed an EpiPen, a meeting should be organised with the parent. If not, add the form to the student's records;
- c) meet with the parent and:
 - i. provide the parent with Information for Parents and Carers and an Emergency Response Plan
 - ii. seek written permission to contact the medical practitioner and to share information about the student's condition with staff
- d) Provide staff with information about the individual student's severe allergy as agreed with by the parent;
- e) conduct an assessment of potential exposure to allergens in the student's routine and of issues to be addressed in implementing an emergency response plan. Consider:
 - i. routine classroom activities, including lessons in other locations around the school;
 - ii. non-routine classroom activities;
 - iii. non-routine school activities;



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- iv. before school, recess, lunchtime, other break or play times;
 - v. sport or other programmed out of school activities; and
 - vi. excursions, including overnight excursions and school camps;
- f) develop an individual health care plan in consultation with all staff, the parent and student to incorporate:
- i. strategies for avoiding the student's exposure to allergens
 - ii. medical information provided by the child's medical practitioner; and
 - iii. emergency contacts;
- g) review the individual health care plan annually at a specified time (e.g. beginning of the school year) and at any other time where there are changes in:
- I. the student's health needs;
 - II. staff
 - III. other factors that affect the plan, for example, when an allergic reaction or anaphylactic event occurs;
- h) in the event that the student enrolls in another school, provide the parent with a copy of the current individual health care plan and encourage them to provide a copy to the new principal. This will assist the process of health care planning in that school.
20. Even if no students have been identified as suffering from anaphylaxis, Coogee Prep should develop a management policy which states that the Principal is responsible for developing individual management plans, and a communication plan which details:
- a) the steps to respond to a student's anaphylactic reaction; and
 - b) procedures for informing students and staff of students at risk (including briefing staff at the beginning of the year, and again, during the year regarding the schools' anaphylactic management policy, causes, symptoms and treatment of anaphylaxis, identities of students at risk, how to use an auto-injector and the school's first aid and emergency response procedures).



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Student Incident Report Sheet

DATE OF REPORT: _____

DATE AND TIME OF INCIDENT: _____

INCIDENT TYPE: _____

INCIDENT DETAILS: _____

ACTIONS: _____

PRINCIPAL/DEPUTY HEAD SIGNATURE: _____

DATE:

TEACHER SIGNATURE: _____

DATE:

PARENT SIGNATURE: _____

DATE:



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Critical Incidents Policy

A critical incident is any event which has a stressful impact that overwhelms effective coping skills of either an individual or a group.

Critical incidents are typically sudden, powerful events and because they are so sudden and unusual, they can have a strong emotional effect even on well-trained, experienced people.

Critical incidents can range from small scale localised incidents lasting minutes through to large scale events requiring state level coordination and assistance from external agencies. Critical incidents can also be events which, by their nature, have the potential to leave lasting effects on those involved.

Some Critical Incidents that may affect a school community include:

- A death in the school community - following illness, by accident, by suicide or the result of criminal behaviour
- Serious injury to a member of the school community
- Students or staff lost or injured on an excursion/camp
- Violent assault on a member of the school community
- Witnessing a serious accident or an act of violence
- Significant damage to, or destruction of, part or whole of the school property, due to vandalism, accident, or fire, flooding or some other extreme of nature
- Bomb threat, explosion, gas or chemical hazard
- Use of violent weapons in the school
- Outsiders coming into school and being aggressive towards students and/or staff
- Disappearance of a student or staff member
- Social abuse of students or teachers
- Media coverage of issues in a way which is distressing to the school community
- Drug related incident.

Such incidents often involve:

- Rapid time sequences
- Overwhelming of usual coping responses of individuals and communities
- Severe disruption, at least temporarily, to the functioning of individuals or communities
- Perceptions of threat and helplessness, and
- Turning to others for help.



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Critical Incidents Management Team

- Principal and/or Directors
- Deputy Principal
- Senior Teachers
- School Secretary

Procedure Should a Critical Incident Occur

- Any Critical Incident should be conveyed to the Principal as soon as possible
- The Principal will gather the facts and decide if a Critical Incident has occurred
- Once this is confirmed, he will gather the Critical Incidents Management Team and will decide a course of action
- If outside support and/or emergency services are needed, then the Principal will contact them (or in his absence the Office Administration)
- The Critical Incident Team, led by the Principal may make contact with the immediate parties concerned
- 'At Risk' staff and pupils will be identified and additional support and counselling made available
- A staff meeting will be held as soon as possible. This could be during the day or evening depending upon the nature and gravity of the Critical Incident
- Pupils will be told only the facts and as soon as possible. If counselling is needed, then the management team will arrange this
- Parents will be notified by email or text if appropriate
- As soon as possible opportunities will be provided for children to discuss the facts; express their emotions and fears, discuss the School's response, voice their concerns and ask for additional help
- Do not discuss the incident with any member of staff, students, parents or the media until advised by the Principal/Critical Incidents Team
- **Only the Principal (or someone he or the Board of Directors nominates) may talk to the media**
- Sessions on trauma, loss, grief, symptoms to look for and how to be supportive, will be provided for parents and staff
- Discussion groups and information sessions will be used to promote 'closure' at the appropriate time.

Identification of an event will require consultation with the Principal, Deputy Head or designated Senior Teacher. The Critical Incidents Team can then quickly and efficiently take action.



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A Critical Incidents Plan will facilitate:

- Optimum response at a time of instability
- Recovery
- Return to normal routines
- A sense of cohesiveness with the school community
- A demonstration of caring and support at a time of need.

It is vital to anticipate what responses would be needed, necessary team response and how trained personnel would be mobilised.

The Most Affected:

- Immediate family and close friends
- Those who have not worked through recent problems or who have not completed the grieving process from previous losses
- Peers (students and teachers)
- Administrative Staff
- School Executive
- School Counsellors
- Personnel from support agencies and/ or emergency services
- The remaining school community.

A significant proportion of the management procedures for a Critical Incident can be prepared for. By being prepared, we can minimise the effect on the whole school community.

Outside Contacts for a Critical Incident

Emergency	000
Maroubra Police Station (centre Command)	9349-9299
Randwick Police Station	9697-1099
Randwick Fire Station	9398-7510
Sydney Children's Hospital	9382-1111
Prince of Wales Hospital	9382-2222
<u>Counsellors</u>	
Dr Andrew Greenfield	0412-341-201
Dr Fiona Martin	9960-1222
Dr Molly Tweedie	9398-5645



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Work Health and Safety (WHS) Policy

This policy sets out work health and safety requirements and Coogee Prep's commitment to the health and safety of everyone in its workplaces.

Policy Statement

Coogee Boys' Preparatory School believes that the provision of a safe working and learning environment for everyone at its workplaces is an integral and essential part of its responsibilities as a provider and is committed to the following objectives:

- providing everyone in its workplaces with a safe and healthy working and learning environment
- supporting and promoting health and wellbeing
- promoting dignity and respect in the workplace and taking action to prevent/respond to bullying
- providing appropriate information, training and instruction to facilitate safe and productive work and learning environments
- providing an effective and accessible safety management system for all employees and others to guide safe working and learning in all workplaces
- adopting a preventative and strategic approach to health and safety, using measurable objectives and targets to monitor performance
- providing return to work programs to facilitate safe and durable return to work for employees, where possible, for both work related and non-work related health conditions
- meaningful consultation with employees, their representatives and others on work health and safety (WHS) issues
- the reporting of incidents in accordance with statutory and regulatory obligations and internal policy requirements so that action can be taken to manage the incident, prevent further incidents, and provide support where required
- providing a program of continuous improvement through engaging with industry, new technology and considering changes to legislation and recognised standards.
- In accordance with the Disability Discrimination act the School has a commitment to ensure that persons with disability have access to all areas of the building and facilities provided and that the position stated below is adhered to:

The Disability Discrimination Act (1992) The *Disability Discrimination Act 1992* (DDA) makes it illegal for any person, business or authority to discriminate on the basis of a person's disability.

The legislation ensures that people with a disability have the same opportunities to access employment, education, transport, accommodation and buildings as other members of the community who do not have a disability. The legislation also makes harassment and victimization of a person with a disability, or their friends or family, against the law. The DDA was amended in August 2009 under the *Disability Discrimination and other Human Rights Legislation Amendment Act, 2009*.



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The definition of disability under this legislation is exceptionally broad. It may be in relation to a person's intellectual, physical, sensory, mental health, learning, behaviour and /or medical need or condition. Under the definition the disability may presently exist, may have previously existed but no longer exist, may exist in the future or is imputed to the person.

- In the work place provide access to all areas of the building by those with a physical disability. Provide safe entry into the building, gain ramp access to the hall and toilets and lift access to all other levels.
- Provide ongoing and regular maintenance to the entrance of the school, the ramp and lift to ensure their availability for all users of the facilities.

Audience and Applicability

Employees of Coogee Prep, Students, School Community and visitors while on the School property and whilst participating in authorized school activities.

Context

Through the provision of procedures, guidelines and other resources the School is able to provide safe workplaces for employees, students, visitors and others undertaking work.

Everyone in the School's workplaces has a responsibility for health and safety under the WHS Act 2011 and the Explosives Act 2003. Whilst the School's board and Principal have the primary duty of care, all employees have responsibilities while undertaking their duties to follow reasonable instructions and lawful directions in accordance with this policy. All instructions and directions should be carried out so far as they are reasonably able; this will assist in preventing harm to themselves and others.

Responsibilities and Delegations

The Principal, School Executive and Staff are to take actions to ensure this policy is implemented – in the following way:

- safe systems of work and WHS procedures and guidelines are implemented locally, risks are managed so far as is reasonably practicable and that they strive for continuous safety improvement
- employees and others undertaking work are supervised and receive the instruction, information and training necessary to safely perform their duties
- Meaningful consultation takes place with employees, their representatives and others on work health and safety (WHS) issues



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- workplace incidents are reported and investigated to ascertain the circumstances leading up to the incident, and appropriate action is taken to prevent further incidents from occurring
- effective emergency response plans and procedures are in place which include the provision of first aid and actions to support the resumption of normal operations
- audit and other compliance requirements are complied with and appropriate document management processes are in each workplace and employees with injury or illness are managed in accordance with their contract and WH&S Guidelines.

All Staff are to:

- take reasonable care for the health and safety of themselves and those under their supervision, and take reasonable care that their acts or omissions do not adversely affect the health and safety of others
- comply with any reasonable instruction or lawful direction as far as they are reasonably able, including wearing personal protective equipment supplied by the employer as required
- cooperate in following WH&S guidelines and procedures
- report incidents and hazards, and participate in training and consultation with the support of the School and AIS
- meet their obligations under the return to work program and other guidelines to support their return to the workplace following injury or illness.

All students and visitors, while visiting or conducting business on the school premises or participating in authorised school activities are to:

- take reasonable care of their own health and safety, and that their acts or omissions do not adversely affect the health and safety of others
- report health and safety issues and participate in consultation in work health and safety matters affecting them and
- follow local procedures in relation to work health and safety.

Work Health and Safety Guidelines

The purpose of this Policy is to establish a safe and healthy working and learning environment for staff, students and visitors in accordance with our legislative obligations. It is the intention of the School to comply with the obligations and requirements of the NSW Occupational Health and Safety Act 2000, the Work Health and safety Act 2011 and the Explosives Act 2003.



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Monitoring, Evaluation and Reporting Requirements:

The Principal, School Executive and the WH&S Committee are responsible for monitoring and evaluating the implementation and effectiveness of this policy, and for reviewing this policy as required.

Coogee Prep is committed to:

- Providing a safe and healthy workplace and working conditions that prevent injury and illness
- Eliminating or controlling hazards and risks that do, or have the potential to cause injury and illness (refer to Explosives Act 2003; Chemicals – hierarchy of control; Risk Assessment for Hazardous Substances).
- Providing for the welfare of our employees and students
- Consulting with employees and other stakeholders to achieve these objectives
- Clarifying the roles, responsibilities and accountabilities of the members of the school community
- Complying with and being guided by the related Work Health and Safety support material developed and provided.
- Maintaining and supporting the staff preferred WHS consultation arrangement

In order to achieve the aims and objectives of the Policy, Coogee Prep will:

Ensure that at all times the educational facility is adequate for the courses of study provided for the staff and students. It is the role and responsibility of the Principal, WHS team and all staff to take an active role in assessing and monitoring the current standard and state of repair of the facility. All parties are required to take into account the requirements set out in the relevant Government Legislation, such as, Work health and safety act 2011, Explosives Act 2003 –

- Review the School's Annual Work Health and Safety Policy each year
- Complete the relevant components of the Audit Tool at the end of each school year
- Identify, and assess all existing or foreseeable workplace hazards, eliminate the hazard, or develop strategies to control risks arising from a hazard that cannot be eliminated for practical reasons



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- Develop and maintain an appropriate workplace incident/injury reporting system
- Conduct an investigation of all incidents, and circumstances, that may either expose any person to the risk of injury or illness, or result in injury or illness
- Encourage employees to report any suspected workplace hazard, and suspected work related injury or illness affecting themselves or others, at the earliest opportunity, without prejudice to any employee
- Ensure that any equipment purchased or leased for use at our school meets the relevant occupational health and safety standard
- Provide for the welfare of our staff and students and for all injured employees prior to their return to work, in the development of their return to work plans, and in the rehabilitation process.

Coogee Prep will consult all our stakeholders (staff, parents, visitors, students) with regard to Work Health and Safety procedures and will inform them of the results of this consultative process.

Staff in particular, will be consulted regularly regarding WH&S and the implementation of this Policy will be discussed regularly during staff meetings and staff days.

All Coogee Prep employees, irrespective of their position, shall:

- Comply with their obligations under the policy
- Take reasonable care, to ensure the health, safety and welfare of themselves, students, and any other person under their control or supervision while at Coogee Prep (including excursions)
- Use in accordance with directions, all personal protective clothing or equipment (PPE) provided for their use, ensure it is in good order and ask for replacements when needed.
- Comply with any reasonable WH&S instruction or direction by the Principal or designated persons.
- Comply with WH&S policies, procedures and safe work practices
- Contribute to the school WH&S strategic plan and performance levels
- Report and record all incidents or hazards, that may cause injury or illness, and any damage or maintenance requirements affecting the workplace, or equipment used at work.
- Assist as required in school incident, injury and illness investigations



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- Participate in risk assessment and the development strategies to control risk of hazard and provide feedback on these measures
- Participate in relevant training or in-service seminars that supports the objectives of this policy
- Discuss with the Principal WHS issues, or information, brought to their attention, that will assist him to meet the School's obligations under the Act

Meeting Procedures:

A WH&S meeting will be held in weeks three and six of every School Term within a staff meeting. Staff shall consider information/action items as they arise.

N.B. If issues arise outside of these formal meetings, staff may bring these to the attention of the Principal or school executive for immediate discussion and/or action.

Staff members will have access to all information kept by the School Executive regarding accidents, occupational diseases and injuries at Coogee Prep and all proposed changes to the workplace which could affect the health and safety of staff.

Staff may request information and advice from the Work Cover Authority.

All staff are bound to observe the confidentiality of information provided on an individual or the school.

Workplace Inspections:

These must be carried out at intervals agreed between staff and the Principal but must be less than three months.

When a new hazard or accident (or possible hazard or accident) occurs, an immediate inspection will be convened.

Inspections may occur at any time with the Principal's approval.

Risk Management

Rationale:

Coogee Prep works towards meeting the safety needs of their respective communities as effectively as possible. A systematic process of evaluation will provide information on which to base plans for improvement, by reducing risk factors for accidents.



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Aims:

- To ensure that appropriate standards of workplace safety are maintained at all times.
- To create a team approach to risk management and safety issues within our school.
- To prevent accident, injuries and disease in the workplace.

Risk Management – Action Plan (refer to Risk Assessment for Hazardous Substances):

How:

- **Identify** risks and hazards in the workplace
- **Assess** risks and dangers
- **Control** risks and dangers
- **Review** risk assessments and controls

When:

- Ongoing basis i.e. before and after use of premises or equipment
- Before new equipment is installed or existing equipment moved
- When work systems or practices are changed
- Introduction of activities or duties that may introduce a new risk or hazard
- Whilst carrying out work duties
- When updated WH&S information is available.

Where:

- Weekly staff meetings

Coojee Prep has decided not to elect a HSR (Health and Safety Representative) and instead has an “other agreed arrangement”. During weekly staff meetings and problems within the school are reported to the Principal/Deputy Head and issues are dealt with through delegation.

All maintenance issues are directed to Mr. Bob McDonald who liaises with the Randwick Presbyterian Church, Property Manager Mr. Greg Foster.

In Mr. McDonald’s absence, Mrs Annette Black initiates the “Reporting problems within the school facility” form and discusses outcomes with either the Principal or Deputy Head. Form is located in folder in the staff room.

- Accident Book
- Repair and Maintenance Book
- Risk Management Procedure Checklist



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Evacuation Drills

Coogee Prep runs a practice fire drill on the last week of Terms 1 and 3. We also run a practice lockdown drill on the last week of Terms 2 and 4.

Safety Regulations

Part of this category is a document from Safe Work Australia titled “Work Health and Safety Regulations: Classification and labelling for workplace hazardous chemicals”. The school keeps record of all chemicals kept on the premises under such labelling and classification, in secure locked storage. Maintenance and cleaning have security clearance only to gain access to hazardous chemicals in use. (Refer to Hazardous Chemicals Hierarchy of Control)

Refer to the Hazardous Chemicals Guideline Chart which includes all dangerous chemicals found in a workplace and provides the correct storage requirements, labelling requirements and includes a risk rating and a hazard statement. (Refer to the Explosives Act 2003)

Child Protection Policy and Guidelines

Protecting and Supporting Children and Young People

This policy sets out roles and responsibilities of the Principal, Deputy Head, Executive and all staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

Objectives - Policy Statement

Education has an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. All staff have a responsibility to report risk of harm concerns about children and young people, within their roles, and to provide support to children and young people. Child protection reforms introduce an obligation for government and non-government agencies to coordinate decision making and delivery of services.

Coogee Boys' Preparatory School is committed to fulfilling its duty of care to all its students by:

- providing them with a learning environment that is safe, supportive and caring
- seeking to recognise promptly when any of its students are at risk of harm; and
- taking appropriate action to protect its students when the School or its staff become aware that its students are at risk of harm.

Accordingly, reportable conduct by staff towards students will not be tolerated under any circumstances. CPS expects all staff to honour the school's commitment to this policy and to work with it to achieve a safe learning environment. Coogee Prep is committed to complying with its obligations under NSW child protection legislation and to educating its staff as to those obligations. Coogee Prep recognises that there is a danger that its staff could be seriously affected by false, vexatious or misconceived allegations against them. Therefore, the school is also committed to investigating all allegations promptly and fairly.



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Audience and Applicability

Principal, Deputy Head, Executive Staff, Teaching and Administration Staff.

Context

Coogee Boys' Preparatory School recognises that care and protection for children and young people is a shared responsibility. It begins with parents, but when government support becomes necessary, it is not the sole responsibility of community services but a collective responsibility. Keep Them Safe: A shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.

Legislation

Children and Young Persons (Care and Protection) Act 1998; Crimes Act 1900, Privacy and Personal Information Protection Act 1998

Other relevant legislation:

Health Records and Information Privacy Act 2002; Commission for Children and Young People Act 1998; Ombudsman Act 1974, Education Act 1990

Responsibilities and delegations - Principal, School Executive and Staff.

Publication and Distribution

This policy will be permanently maintained on the school common drive available to all staff, under the heading School Policy Documents (in the current Year). This policy will be given to all new staff prior to the school year starting and who must, as part of their contract of employment, agree to its terms. This

policy will also be given to:

- Any person who makes a reportable allegation; and
- Any person, being a member of the School Community, who requests a copy.

Training

- The Principal and Deputy Head will ensure that at the first staff meeting prior to returning for the new school that - all staff have participated in an initial child protection induction. The policy and guidelines will be looked at and clarified if required to ensure all parties are aware of their responsibilities in regard to Child Protection. The deputy Head will maintain a record in the staff meeting minutes of all staff who were in attendance. Secondly, staff will be required to sign off on the meeting minutes that they read and understood the policies and procedures.

Within the context of this induction the Principal and Deputy Head must ensure that:

- All staff are aware of the indicators of abuse and neglect of children and young people.
- All staff are aware of their obligation to advise the Principal or School Executive of concerns about the safety, welfare and wellbeing of children and young people that arise during the course of their work
- All staff are aware of their mandatory obligation to report suspected risk of significant harm and of the procedures for doing so –under the ***Children and Young Persons (Care and protection) Act 1998.***



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Reporting by the Principal or Deputy Head

- Use appropriate tools to inform decision making, such as the online Mandatory Reporter Guide, professional judgment or specialist advice, where there are concerns about risk of harm;
- determine whether concerns about the safety, welfare or wellbeing of children or young people constitute risk of significant harm and, if they do, report these to Community Services;
- contact the AIS for advice to confirm correct protocols.
- Seek advice from the Child Wellbeing Unit where there is uncertainty about whether concerns amount to risk of significant harm;
- contact the Child Wellbeing Unit – DOCS about the safety, welfare and wellbeing of children and young people where:
 1. There are concerns about risk of harm, that do not meet the threshold of significant harm but are not trivial.
 2. the Mandatory Reporter Guide indicates this should be done
 3. a case has been reported to Community Services and did not meet the risk of significant harm threshold
 4. there is an observable pattern of cumulative harm that does not meet the threshold of significant harm

The Principal and Deputy Head establish effective systems in the workplace for supporting and protecting young people:

- Child protection concerns to be identified in the course of the work of staff, reported and action taken, where appropriate, so vulnerable children and young people are supported.
- reasonable steps to be taken to coordinate decision making and coordinate services to children and young people and their families with other local service providers, if required
- collaborative work with other agencies for the care and protection of children and young people in ways that strengthen and support the family and in a manner that respects the functions and expertise of each service provider
- exchange relevant information to progress assessments, investigations and case management as permitted by law
- use all best endeavours in responding to a request for a service from Community Services provided that the request is consistent with departmental responsibilities and policies.

Monitoring, evaluation and reporting requirements

The Principal, Executive and Administration Staff must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.



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- ***Evidence of such implementation is kept in the staff meeting records of the Deputy Head.***
- ***Staff are asked to sign a register log stating that they have read and understood the policies and procedures set down by the school.***
- ***All records of staff professional development in relation to Child Protection is logged by the Deputy Head and School Secretary on SENTRAL.***
- ***Staff who attend PD courses are required to in-service the staff at an allocated staff meeting- details logged by Deputy Head.***

A record is to be kept of reports to Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.

Child Protection Policy

The purpose of this policy is to be proactive in creating a safe and supportive environment for students, volunteers and staff. The school is committed to complying with the Children and Young Persons (Care and Protection) Act 1998, Child Protection (Prohibited Employment) Act 1998, Part 7 Commission for Children and Young People Act 1998 and Part 3 Ombudsman Act 1974.

Creating a Safe Learning Environment

Coogee Prep seeks to implement strategies which seek to create a safe learning environment. These will include educating all members of the school community about child protection issues.

- all staff must ensure that they become familiar with these strategies
- to assist the staff, achieve this end the executive will provide appropriate professional development opportunities to meet the needs of the staff in implementing this policy
- all reportable allegations must be taken seriously

The Principal is required to:

- Promote this policy within the school, with particular regard to the professional needs of the staff
- Monitor the strategies to create a safe learning environment

Staff must:

- Be aware of the content in the NSW child protection legislation, i.e. Ombudsman Act 1974, Children and Young Persons Act 1998.
- Report promptly to the Principal and in accordance with this policy and the associated protocols whenever they:
 - a) have reasonable grounds to suspect that a student is at risk of harm
 - b) become aware of a reportable allegation against a member of staff whenever or wherever the reportable conduct took place



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Staff Responsibilities

All members of staff, either full time or part time as well as contractors and itinerant teachers must complete a Prohibited Employment Declaration Form before commencing work at Coogee Prep. Further, all staff should be aware of Coogee Prep's policy and procedures regarding Child Protection.

In addition, any volunteers must also complete this form, which is given to them in conjunction with a Volunteers Information Form, which outlines the conduct expected of them and the limits of their interaction with students.

The School's Responsibilities

All members of the School Community have the right to be safe within our School environment. They should feel respected and supported, and that their emotional, psychological and physical 'wellbeing' are being looked after. In a safe and supportive environment, risk of harm is minimised not only in the physical environment, but also with regard to elements of verbal abuse by individuals. All members of the school community can expect to be treated with respect, feel valued, encouraged and have their health, safety and welfare considered a priority.

Coogee Prep has a responsibility to ensure that students are aware of the avenues of support available to them if they feel uncomfortable, bullied or threatened.

Staff are aware of their obligations regarding interaction with students during the school day, including excursions.

Students are at risk of harm if:

- Their physical/psychological needs are not being met or at risk of not being met
- Parents/guardians are unable or unwilling to arrange medical care
- Physical/sexual assault has occurred or is at risk of occurring
- Risk of physical or psychological harm due to domestic violence
- Psychological abuse has occurred or is at risk of occurring.

Staff are obligated to report any suspected risk of harm to a student.

Staff need to be aware of the process involved if an allegation is made against them and the support services available to them. Any member of staff under investigation has the right to expect that the investigation will be conducted with procedural fairness, thoroughness and confidentiality.

- Staff must not indulge in any conduct that could harm a student of Coogee Prep. This can include shouting, standing over a student in a threatening manner or using abusive language as this may constitute intimidation or verbal assault.
- Physical contact which is an inevitable part of everyday life does not amount to assault. There may be occasions, when it is necessary to intervene in order to protect, or administer



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first aid to a student. Reasonable action in these circumstances would not constitute assault.

- Any allegation against an employee (including volunteers) must be investigated by the Principal or an accredited investigator appointed by the Principal or Board of Directors.
- The investigation can find that the allegation is either 'sustained' or 'not sustained'. If sustained, then the employee may be subject to disciplinary proceedings which may include counselling, professional development, suspension or dismissal.

If the finding is not sustained, then no further action will be taken. ***A documented record of all findings will be kept.***

Each staff member will receive a copy of this policy at the beginning of each school year during the Professional Development meeting prior to the first school day. ***The Deputy Head will keep a staff sign off log indicating that they have read and understood the policy.***

Outline of Obligations under the Legislation

Upon receipt of an allegation of reportable conduct against an employee, the head of agency should determine whether or not it is an allegation about reportable conduct or misconduct that may involve reportable conduct.

All allegations against employees that may involve reportable conduct or misconduct must be reported within 30 days of receipt of the allegation to the Ombudsman. The allegations should also be reported to the Department of Community Services (DOCS) if there is a current concern for the safety, welfare and wellbeing of the child. The head of agency will need to:

- determine type of conduct and begin investigation of the allegation
- decide as to whether, on the balance of probabilities, the allegation has been sustained or not sustained
- decide on the disciplinary action, if any, to be taken against the employee.

At the conclusion of the investigation and the decision regarding disciplinary action, a complete report including the findings, disciplinary action decided upon and any other recommendations must be forwarded to the Ombudsman together with any information which the accused person requires to be included.

Completed relevant disciplinary proceedings should be reported to the Commission for Children and Young People unless the allegation was found to be false, vexatious or misconceived.



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Risk Assessment and Management

Upon the receipt of an allegation of reportable conduct against an employee, the head of agency 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 the risk:

- to a child or children who are alleged to have been victims of the abuse
- to a child or children who are alleged to have been victims of the abuse
- to the employee against whom the allegation has been made
- to other children with whom the employee may have contact
- to the proper investigation of the allegation.

This may result, for example, in the employee being temporarily relieved of some duties, being required to avoid certain pupils or, in some special cases, being suspended from duty.

Any decision to take action as a result of a risk assessment is in no way an indication of the guilt of the employee concerned.

The factors which should be considered during the risk assessment include:

- the nature of the allegation
- vulnerability of children
- nature of the position occupied by the employee
- the level of supervision of the employee
- disciplinary history of the employee
- safety of the employee
- any comments made by the employee.

Risk should be continually monitored throughout the investigation.

The Investigation

In conducting an investigation into allegations of reportable conduct, the head of agency should be guided by the following principles.

Conflict of Interest and Appointment of Investigator

All investigations must be conducted in an impartial, independent and objective manner and be open and transparent. The investigator must not show bias or favour to the alleged victim(s), or the person who is the subject of the allegation, nor in outcomes which might affect the reputations of the particular agency.

In some instances, the head of agency may call on an external expert to undertake the investigation. This may be the case where the agency determines that it does not have the expertise to satisfactorily conduct the investigation or in cases where a conflict of interest or bias may arise.



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The mere perception of a conflict of interest by an accused person is not sufficient in itself to require the appointment of an external investigator. However, if there is a clear history of conflict between the proposed investigator and the employee it would be advisable for another investigator to be appointed.

Confidentiality

Heads of agency and persons conducting investigations should maintain a high level of confidentiality throughout the investigation phase. Action for defamation could result in situations in which agencies have published allegations of reportable conduct against an employee. The person making the allegation also has a right to protection, and if appropriate, confidentiality. In a limited number of circumstances, it may be inappropriate to advise the accused person of the identity of the person making the allegation.

The employee should not discuss the allegations with students (including the alleged victim) nor with parents without the approval of the school.

Steps in the Investigative Process:

A proper investigation usually requires that an employee against whom an allegation has been made, be told promptly the substance of the allegation and be given the right to reply to the allegation.

If Community Services or police are investigating the allegation, advice should be received from them about when to inform the employee about details of the allegation. Otherwise, the decision of when to inform the employee will depend on the protection of notifiers and witnesses, the quality of evidence to be obtained and the possibility of prejudicing the conduct of the investigation.

Where possible employees should be given advance notice of an interview with the head of agency or an appointed investigator, details of the allegation (sufficient to allow the employee to respond) and be advised that they may have a witness at the interview.

While it is desirable for an employee to be given reasonable notice before being required to respond to an allegation, what constitutes reasonable notice will depend on the circumstances of the situation.

Employees may wish to have someone support them during the interview process. The support person may be a friend on staff or the chapter representative. However, such a person is there for support only and as a witness to the proceedings, and not as an advocate or to take an active role in the proceedings.

A record should be kept of the meeting, this could be made by a tape recording, a full written record or short minutes. The form of record may be dependent on the seriousness of the allegation.

Listed below are fundamental steps in the investigative process. These may need to be varied on occasions to meet particular circumstances. The employer should normally:



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- clarify the allegation and determine that it is an allegation of reportable conduct
- make appropriate notifications to DOCS, police, Ombudsman
- carry out a risk assessment
- collect all available relevant information (ensure full documentation);
- interview all relevant witnesses (ensure all interviews are adequately recorded)
- make the employee fully aware of the allegations
- possibly give the employee access to relevant documents on which the employer is relying unless such documentation needs to be kept confidential
- interview the person who is the subject of the allegations (ensure procedural fairness)
- consider all the evidence and make a preliminary finding as to whether the allegation is sustained, or not sustained.

Findings

At the conclusion of the investigation, the investigator will make a preliminary finding on the balance of probabilities that:

- the allegation was false
- the allegation was vexatious, that is, was made without substance and with the intent of being malicious or to cause distress to the person against whom the allegation was made
- the allegation was misconceived, that is, whilst the allegation was made in good faith it was either without substance or a misunderstanding on behalf of the person making the allegation occurred or the incident would not reasonably be considered as reportable conduct (irrespective of the definition), sexual misconduct or an act of violence
- the allegation was not sustained
- the allegation was not one of reportable conduct, but might constitute a breach of professional behaviour or judgment which requires further professional disciplinary action
- the allegation was sustained and the matter required disciplinary action.

A finding of 'not sustained' means that the investigator considers that there is insufficient evidence to determine that the alleged event occurred, on the balance of probabilities.

The employee should be told of the preliminary finding and given an opportunity to respond including, if they wish, in writing.

Disciplinary Proceedings

For the purpose of this recommended protocol, disciplinary proceedings are defined as the action taken as a consequence of the findings arising out of the investigation. When conducting disciplinary proceedings, the employer should have regard to procedural fairness. This will usually involve:

- giving the employee details of the final finding
- informing the employee of the possible action the employer may take
- giving the employee a right to respond verbally or in writing.



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When the investigation has been completed:

- The employee is entitled to ask the Ombudsman to review the investigation and findings if the employee believes the investigation was unfair, biased, incomplete or suffered some other deficiency giving rise to an incorrect finding.
- The employee must be advised if the employer has notified completed disciplinary proceedings to the Commission for Children and Young People (***Office of the Children's Guardian- OCG***).
- If the completed disciplinary proceedings are notified to the Commission for Children and Young People, the employee is entitled to inspect the employer file in accordance with Freedom of Information Principles, subject to any exemptions which may apply under that Act.

Notification to the Commission for Children and Young People (CCYP):

(Office of the Children's Guardian- OCG)

The Commission for Children and Young People Act requires all completed investigations into allegations of reportable conduct to be reported to it. It is an offence under the Act to fail to report unless the allegation is found to be either:

1. False (the alleged conduct did not occur);
2. Vexatious (without substance, malicious intent);
3. Misconceived (not reasonably considered to be reportable conduct).

Procedure for Informing Staff of their Obligations and Responsibilities in regard to Child Protection:

1. Principal/Deputy Head is to ensure that all Child Protection documentation is disseminated to staff at the beginning of each school year.
2. The documentation will be outlined and discussed at the first staff administration day prior to school resuming for the new school year.
3. This documentation will be revisited at least once or twice more throughout the school year at designated staff meetings.
4. All information regarding Child Protection and the Child Protection Act will be included in the staff handbook.

1. Reporting Obligation

- Any member of staff to whom a reportable allegation is made, or who becomes aware of a reportable allegation, or conviction must report this to the Principal immediately
- Any member of staff who has reasonable grounds to suspect that a student is at risk of harm, and those grounds arise during the course of, or from, the member of staff's work must report who the student is and the grounds for suspecting that he is at risk of harm to the Principal



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- The Principal is required to notify the member of staff who has brought this to his attention that he has reported the matter to either the police, DOCS and/or the NSW child protection Ombudsman. Immediate action by the Principal must be undertaken
- If the reportable allegation is against the Principal, or if the student is at risk of harm from the Principal, the report should be made directly to the CPS Board of Directors who must then comply with the reporting obligations
- The Principal must also ensure opportunities are provided to educate the staff and the school community about reporting structures. The Principal must also ensure that no person reporting to him under this section of the policy is disadvantaged as a result.

Reportable conduct does not extend to:

- Conduct that is reasonable for the purposes of discipline, management or care of children, which is age and stage appropriate
- The use of physical force or restraint, to ensure a child's safety from harm or injury and in trivial or negligible actions within the School's **Welfare and Disciplinary Guidelines**
- Conduct that is used to attract a child's attention, guide a child, or to comfort a distressed child is non reportable. A teacher raising his or her voice in order to attract attention in order to restore control in the classroom or the playground, administering appropriate medical care when a child is injured and actions found to be appropriate physical contact in classes such as sport, drama and music where assistance is necessary.

2. Investigation

This section of the policy applies unless an investigation is being carried out by the policy, DOCS, the Ombudsman or some other State or Federal authority. This section applies to any investigation carried out by the school, once an investigation carried out by an external authority has been completed:

- The guidelines set out in the Recommended Protocols for Internal Investigative and Disciplinary Proceedings (NSW Independent Education Union and the AIS), will be followed in any investigation
- The Principal must ensure all investigations are carried out in a way which affords procedural fairness to the member of staff involved. This means that before completing an investigation of a reportable allegation, the Principal must inform the member of staff of the substance of the allegation against them, and provide them with a reasonable opportunity to put their case forward (a support person of the member of staffs' choice can be used)
- The Principal must ensure the timing and the process do not compromise the investigation taking place



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- It also means that the Principal must:
 - a) Act fairly and without bias
 - b) Ensure an investigation is conducted without undue delay
 - c) Ensure the case is not investigated or determined by someone who may have a conflict of interest
 - d) Ensure the outcome is supported by evidence
 - e) Takes steps to maintain confidentiality for all parties involved in the said investigation

At the conclusion of the investigation the Principal may enact the following steps:

- If for a minor breach or misunderstanding of how comments or behaviour were represented, require from the member of staff an apology and a written commitment not to repeat the offence
- If it is more serious, require from the member of staff the following:
 - a) An undertaking to attend counselling
 - b) A written apology and commitment in writing to not offend again
 - c) In the most serious case, suspend or terminate the employment of the member of staff.

The Principal must advise, in writing, the victim's parents and the member of staff, the result of the investigation and the action taken. If the victim's parents or member of staff are unhappy with the conduct or result of the investigation, they may take their complaint further to the CPS Board, NSW Ombudsmen, DOCS, or any other relevant authority depending on the circumstances.

The Principal must, as soon as practicable after being satisfied that the investigation has been concluded:

- Send to the NSW Ombudsman a copy of any report prepared by, or provided to the Principal as to the progress or result of the investigation. Along with all copies of statements taken or documents collected in the course of the investigation
- Provide the NSW Ombudsman with relevant comments on the report and statements as required
- Inform the NSW Ombudsman of the action that has been taken, or proposed to be taken with respect to the reportable allegation of the member of staff, including any disciplinary action and reasons why this has been decided. This must include any written submissions made to the Principal concerning the allegations that the member of staff wished to have considered in determining what, if any disciplinary action should be taken in relation to them
- Notify the Commission for Children and Young People if such disciplinary action in regard to suspension or dismissal has been undertaken by the School. (***Office of the Children's Guardian- OCG***).



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3. Pastoral Care

Where a student is at risk of harm, or is the person to whom the reportable conduct has been allegedly directed, the Principal must immediately advise the student's parents or caregivers that the following has taken place:

- The school liaises with DOCS to notify the student's parents
- The school does not neglect its duty of care to the student
- The school makes available counselling to the student and parents
- Counselling may also be made available to any member of staff whom a reportable allegation has been made
- Counselling may also be made available to other staff or students who may have been traumatised by the said incidents
- Where relevant, staff students and their families may be referred to external agencies for relevant care and support.

4. Employment

Coogee Prep will not employ a person at the school without first requiring that person to disclose whether or not they are deemed a "prohibited" person. The School must carry out all relevant procedures of employment screening before hiring staff. (Refer to WWC Guidelines).

Finally, a member of staff who becomes a prohibited person must inform the Principal immediately and resign from employment at the School. Employment screening means ensuring that all relevant checks are made prior to child related employment. Such as:

- Criminal records, apprehended violence orders, previous employment proceedings against a person, acts of sexual misconduct, abuse or assault aimed at either a child or adolescent
- Relevant employment proceedings (disciplinary proceedings) against a member of staff by a school or professional body where reportable conduct or an act of violence by that individual has been alleged, must be followed up prior to any employment.

The following is deemed inappropriate or reportable conduct against a child or adolescent:

- Sexual assault, physical assault, and psychological assault
- Sexual misconduct committed against or in the presence of a child includes pornography, inappropriate conversations and comments of a sexual nature, inappropriate touching, sexual exhibitionism and 'grooming' behaviour
- Hostile or reckless behaviour with fear of injury or harm as an outcome
- Neglect or ill treatment or any behaviour which may cause psychological harm

5. Record Keeping

Coogee Prep is committed to keeping accurate records of all matters required by this policy:

- The school will collect and hold personal information relating to The Working with Children's Check in accordance with the Data Protection Principles endorsed by the NSW Privacy Commission



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- The school will keep securely and indefinitely records relating to reports to the NSW Ombudsman
- The school will not disclose any information obtained by it in connection with employment screening, except as allowed by law
- The school will take all reasonable measures to prevent unauthorised access to information held on paper or electronically

6. Review of Policy

The Principal and CPS Board of Directors will ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.

Enrolment Policy

Coogee Prep is not a selective school and accepts students in order of application and interview into grades that have vacancies. However, the School must evaluate all applicants to determine whether it can meet a child's specific academic, social and physical needs.

We are unable to accept overseas students that enter the country on their own visa as we are not registered to take them.

Kindergarten students are accepted if they have turned five or will do so before 1st of April. Later enrolments (children born between mid – late April) would be accepted after being interviewed by the Principal if deemed stage ready. Sons of Old Boys and siblings receive preferred entrance into the School.

The contact details of the person applying to the School will be recorded and prospective parents will be sent our weekly newsletter by email, as well as the Principal's Term Letter. Any necessary information affecting the enrolment process is emailed to prospective parents.

This ensures that our contact details are correct and the flow of communication between the School and prospective families is kept open.

Early participation in selected School events will enable potential clients to interact with current families which offers them the opportunity to ask questions about Coogee Prep and give us feedback before their son commences School.

When a parent/guardian requests an application package, they are offered a tour of the School. This allows potential families to see our students working and discuss any concerns they may have. This is particularly useful if a student has a disability. Parents and the student can view our facilities and decide whether or not Coogee Prep suits their needs.

Any correspondence (letters or specific emails) are included in the prospective student's file.



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The enrolment process not only involves written correspondence but a personal interview as well.

The written correspondence is based upon:

- A family's continued interest in sending their son to CPS
- A family being offered a place for their son.
- **Acceptance by the family of that place**
- Confirmation of their acceptance by the School.

An interview and offer of place can be made to a family twelve months prior to their son beginning School. Parent/guardians are asked to bring all relevant information including kindergarten portfolios, specialist reports and legal documents (if the student is being cared for by guardians or there are other special family circumstances).

Any student transferring from another School is asked to forward their latest School Report, Basic Skills or NAPLAN (if applicable) as well as specialist reports and any legal documents.

Application and Registration fees are non-refundable, except in extreme circumstances.

When a family accepts a position at Coogee Prep, they are given Personal Details and Medical Forms to complete. Once these are received, the information is stored in a database on the School's computer.

Once a family has accepted a position for their son at Coogee Prep they are required to sign and return the Conditions of Entry form, which outlines the School's program, philosophy and practices.

During the interview and in correspondence sent to parents, the School's philosophy, educational program and practice are elaborated on and parents/guardians are encouraged to ask questions and contact the School as often as they need in order to clarify any information if they are uncertain.

Enrolment Information to be Recorded

Once a family has accepted a position at Coogee Prep, the following information should be recorded electronically on the School Program

- Student's Name
- Date of Birth
- CPS Registration Number
- Date of commencement and Entrance Year
- House Group
- Pre-enrolment details (i.e. Pre-school/previous school)
- Year he officially leaves (Year 6) and school he will be attending
- Address and telephone number and family details
- If the student has a sibling at CPS



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- Mother/ father's name/ address/ work and mobile numbers/ email address
- Emergency contact

Parents/guardians will also receive a copy of the Parent Handbook outlining in detail the School's philosophy, expectations and general information.

ANTI BULLYING POLICY - UPODATED

1. Statement of purpose

Coogee Boys' Preparatory School recognises its duty of care to its students and aims to provide an environment in which students feel safe, secure and free from bullying, harassment, conflict and any form of violence. This document outlines the processes for preventing and responding to student bullying and reflects the school's philosophy and expectations. The aim of this plan is to create a safe and supportive environment for all members of the School Community. Developing a School Culture which is co-operative and in which harassment is not tolerated is a priority. The School aims to implement strategies which proactively deal with issues of violence, intimidation, harassment and bullying. All School Community members have a responsibility to work together to create an environment free from bullying.

- Coogee Boys' Preparatory School is an inclusive environment, where diversity is affirmed and individual differences are respected.
- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Coogee Boys' Preparatory School staff, students and parents/carers do not tolerate bullying in any form

The purpose of this policy is to promote an anti-bullying environment through clear and consistent guidelines. This will be achieved by better identifying bullying and have it decrease by responding quickly and effectively to bullying incidents by challenging the attitudes which are the cause of bullying behaviours. Coogee Boys' Preparatory School aims to be a respectful place of learning where students are free to reach their potential in a happy and safe environment and where staff act as positive role models emphasising our anti-bullying culture. Bullying response strategies are tailored to the circumstances of each incident and seek to restore broken relationships which is based on restorative, rather than punitive interventions.



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2. The School's position on Bullying

- All students have the right to be free from bullying
- Any form of bullying is contrary to School policy and will not be tolerated
- A student has the right to seek assistance from a staff member if being bullied or threatened
- Bullying is regarded as a serious offence and therefore ongoing or violent actions may lead to suspension, or expulsion may result
- Involves all members of our School Community

3. Definition:

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure on another.

Bullying involves the misuse of power in relationships. Bullying can involve all forms of harassment (including but not exclusively gender, race, disability, and sexuality), humiliation, domination and intimidation of others. The following examples of bullying behaviour are unacceptable at Coogee Boys' Preparatory School.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- social/indirect e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological e.g. spreading rumours, looks, hiding or damaging possessions; and
- Cyber-bullying e.g. malicious SMS and email messages, inappropriate use of phones, inappropriate use of social media.

4. What bullying is not

There are many negative situations children can face in a school scenario which, whilst may be potentially upsetting, do not normally constitute bullying. These include:

One off scenarios- aggression, thoughtlessness, inappropriate jokes or humour, shouting or swearing, loss of temper, carelessness, exclusion.

Mutual conflict scenarios- This occurs when there is a disagreement between students but not an imbalance of power in the relationship. Mutual conflict scenarios need to be closely monitored as they may evolve into a bullying situation.

5. Identifying Patterns of Bullying Behavior

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only makes things worse. They also feel it is wrong to 'dob on' or tell tales



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on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher. Changes of regular behaviour in a student may indicate bullying. These may include:

- Bruises, scratches or cuts that your child can't really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can't put a finger on
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

Parents/carers are encouraged to recognise signs of bullying and notify the School through the class teacher or Deputy Head if they suspect their child is a victim of bullying.

6. Procedures for Dealing with Bullying Behaviours

6.1 The Student process

- If a student is subjected to bullying then he must approach a teacher immediately and ask for assistance
- Other students witnessing inappropriate or bullying acts against a fellow student are encouraged to offer support, or seek assistance from a Teacher for the boy being victimized
- A student may bring issues of bullying directly to the Head of School to be dealt with.

6.2 The Parent process

- If a parent becomes aware of bullying, then it is his/her responsibility to bring it to the attention of the Class Teacher or the Head of School
- Parents should never undertake their own response, or action with the perpetrator, or with the child's parents.
- Parents should contact the Head of School immediately if there is a threat or confrontation from another parent.

6.3 The School process

- The Head of School or Deputy Head and/or teacher will interview the boys involved in incidents of bullying. A written report is made on Sentral and parents are contacted to discuss the incident



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- The teacher and/or Head of School develop an Action Plan, incorporating strategies and expectations for resolution and reconciliation of the issues and to advise all involved what the consequences will be for their actions
- Parents are notified of the strategies and student expectations. All written correspondence and interview transcripts are to be kept on file
- The Head of School and teachers are to ensure that the matter is dealt with fairly and consistently
- The School will view all matters seriously and employ appropriate action, once a report has been verified. It is critical that at each stage of the process, the issues are dealt with, rather than allowing emotions to govern the response or outcome
- An important outcome is to empower all students to deal with a range of 'bullying' scenarios, using a variety of workable strategies
- Students may need to receive counselling to develop appropriate and achievable skills and dialogue to overcome bullies. The positive education program 'Bounce Back' is employed throughout the School to help achieve positive outcomes within the class and on the playground
- Ultimately all students feel safe and supported within the School Environment.

7. Process for Dealing with Bullying Behaviours

- Ensure all students know the procedures for dealing with bullying behaviour
- Any bullying behaviour reported is investigated and dealt with as soon as possible
- All students involved are interviewed
- Classroom Teacher and students involved deal with smaller issues
- Larger issues are dealt with by the Head of School and/or Deputy Head
- Parents/carers and Class Teacher work together to identify any underlying problems and seek solutions
- Detentions or isolation are given for certain inappropriate and unacceptable behaviours
- If a student persists in displaying certain behaviours then intervention occurs in the form of a behavioural management plan or possibly support/ anger management
- An apology and/or restitution is required so that students understand the concept of rights and responsibilities, and the need to take responsibility for their own actions
- Victims are provided with support and appropriate strategies to deal with bullying.

8. Managing a Bullying Incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred or has been reported, the following strategies will be employed.



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9. Role of Teacher Receiving a Report of Bullying

- Determine whether report is of bullying, poor social skills or rule-breaking. This may be a one off situation or an on-going one. The teacher deals with the incident using the above strategies.
- Record details of the incident in Sentral, including all students involved, bystanders and witnesses.
- Give information to the classroom teacher for possible further follow-up.
- Inform executive team of the situation.

10. Role of Class Teacher and Executive Team in Receiving a Report of Bullying

- If bullying is determined to be occurring, the role of the class teacher is to notify the executive team.
- The executive team in conjunction with the class teacher will employ a problem solving approach.
- They will interview the student experiencing bullying and determine their feelings and who is involved, including student/s who bullied bystanders and colluders.
- A meeting will be held with all students involved in bullying and share with the group the feelings of all parties involved to highlight feelings of empathy.
- Student/s develop and implement a plan with the assistance of the teacher and/or executive team. This may involve mediation, buddy program or support from a teacher.
- Follow-up meetings will be organised with the bullied student and/or the bully to determine if the behaviour has changed.
- If incidences of bullying continue, further consequences in line with the Coogee Boys' Preparatory School Welfare and Discipline Policy may need to be applied and parents will be contacted.

A 'Restorative Dialogue' will be organised including students, parents (if necessary) and teachers. The incident must be acted upon in a timely manner of the report and parents informed of actions taken.

Bullying incidences once deemed as accurate will be recorded on Sentral to monitor any patterns of bullying. Ongoing support will be offered to the affected students through regular meetings, teaching of appropriate social skills and updates through the executive team.

The executive team will contact parents of the students involved to ensure the success of the resolution is being maintained. If the situation has deteriorated the matter will be dealt with in



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accordance with the School's Welfare/ Discipline Policy.

11. Anti-Bullying Conflict Management Plan

The School has implemented the 'Bounce Back' positive education program as a whole School initiative to instill a positive approach to behaviour and as a significant anti-bullying measure. The five-point anti-bullying strategy is also encouraged so that students can respond appropriately and confidently when they feel that they are being bullied.

11.1 The five-point plan is as follows:

1. Ask them to stop
2. Continue activity
3. Ignore them
4. Walk Away
5. Tell a teacher

11.2 Parent/ Guardian Expectations:

- To be kept informed regarding any issues that involve anti-social or bullying behaviour
- The programs implemented by the School will be explained regularly and are adhered to
- To discuss the plan with their sons and support its implementation
- Encourage co-operative behaviour in their children and discourage retaliation of any kind
- Encourage independence in their child
- Report any incidents of harassment to their Class Teacher or the Head of School
- Not to take matters into their own hands and confront the perpetrator and/ or his family

11.3 Student Expectations:

- To play safely and co-operate with other students and staff
- Report any incidents of bullying to a member of staff or the Head of School/Deputy Head
- Have a right to be treated with dignity and respect and in return to treat others the same way
- To be listened to if they are experiencing difficulties
- To be taught appropriate skills to deal with different social situations
- Students must learn to be civil and tolerant
- Students need to be respectful and friendly
- Never ignore physical bullying. This must be dealt with immediately by seeking adult assistance.
- To be treated with dignity and respect and in return they will treat others appropriately.
- That they will be listened to if they are experiencing any difficulties.
- That they will participate in ongoing training to provide them with appropriate skills to deal with social situations.



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11.4 Staff Expectations:

- To encourage co-operative behaviour through co-operative learning techniques
- Be vigilant and proactive whilst on playground duty
- Respond to students concerns and complaints
- Be positive role models for all students
- To be treated with dignity and respect by all members of the School Community (staff, parents and students) and in return treat others in the same manner.
- Support from parents when dealing with anti-social or bullying type behaviours
- Staff will be listened to and supported and that procedural fairness will be the basis for dealing with an issue.
- That students and parents understand that rights need to be balanced with responsibilities.

11.5 Parents and Careers- Our shared responsibility:

- The Coogee Boys' Preparatory School Welfare and Discipline Policy (which includes Anti-Bullying) are available to parents at the school office and on the school website. Parents and caregivers are encouraged to discuss these policies with their children. This information will also be addressed at the Parent Information session, held at the beginning of the year.
- Parents and carers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner. Parents and carers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the Coogee Boys' Preparatory School Student Welfare and Discipline Policy.
- Students who experience bullying are encouraged to speak to a trusted adult either at home or at school. The school will work in partnership with the home to resolve the situation. The Coogee Boys' Preparatory School expectations encourage the students to be respectful, fair and safe. During Term 1, each class decides on class expectations which specifically relate to the three school expectations. This actively discourages bullying type behaviours and ensures all students are working in a positive manner.
- We expect all members of our school community to share in the responsibility of building a safe and secure school environment.
- Parents/carers have the responsibility to model respectful and inclusive behaviour and attitudes towards:
 1. Other children
 2. Other parents/carers
 3. Teachers and members of staff
 4. Our neighbours and local residents.



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12. Whole School Anti-Bullying Strategies

Coogee Boys' Preparatory School recognises that the implementation of whole school prevention strategies is the most effective way in creating an anti-bullying culture within our community.

The following initiatives help form our overall anti-bullying culture:

Strategy	Implementation
Positive Education Program- Bounce Back	Classroom/ Playground/SRC
Classroom expectations created	Classroom
Principal's Awards	End of Term Assembly
Information on policy and workshops	Weekly Chronicle
Staff training and development	Staff Meetings
Appropriate playground activities	Classroom/ Playground
Active identification of students needing intervention	Classroom/ Playground/ Staff Meetings
Buddy Program	Year 6 and Kindergarten
Peer Support Program	Weekly Sessions Term 2
Bullying Contract	Assembly
Anti-bullying/Values posters displayed	Throughout the School
Discussions regarding bullying	Weekly Assembly/Circle Time/ Before play
Promotion of Safe and Supportive Environments	Teachers/Students/Parents/Chronicle
National Day of Action Against Bullying and Violence	Whole School- Yearly



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Classroom Strategies:

- Regular discussion regarding bullying in 'Circle Time'
- Intervention programs for students- Bounce Back
- Classroom Expectations based upon Student Welfare Policy
- Posters created by students
- Class training in anti-bullying strategies

13. Prevention

Bullying prevention strategies are implemented with the school on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately.

The following teaching programs further develop students' skills

- Bounce Back is a Positive Education approach to wellbeing, resilience and social-emotional learning. This social skills programs is taught from Kindergarten to Year 6. The programs address the environmental building blocks and the personal skills for fostering resilience in children and young people. The programs focus on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. These programs ensure all new students are introduced to the values which underpin the school. They ensure all classes start off the year with a positive message that bullying will not be tolerated, and how to deal with situations if they arise. **Responsibility: Deputy Head, classroom teacher.**
- Peer Support is a program that empowers students with practical skills and strategies to positively navigate life and relationships. The program supports schools to positively impact the wellbeing of children and young people. It provides students with Social and Emotional knowledge and skills and supports teachers to value student voice; and involve students in decisions about their school and learning. Year 6 students are trained in the Peer Support Dialogue in order to help resolve conflict around the school. **Responsibility: Deputy Head, classroom teachers.**
- Circle Time lessons will aim to empower students to deal with conflict in constructive ways. Skills may include conflict resolution, assertiveness training, negotiation, mediation skills and problem solving. **Responsibility: Classroom teachers.**
- Yearly Anti-bullying incursions. **Responsibility: Head of School/Deputy Head.**
- Refresher sessions at the beginning of each school year will allow staff to revisit the school Welfare and Discipline Policy. **Responsibility: Head of School/Deputy Head.**
- Class expectations based on student welfare and discipline policy. **Responsibility: Classroom teachers.**



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- Useful Anti-Bullying websites

Anti-bullying: antibullying.nsw.gov.au

Bullying. No Way! bullyingnowway.gov.au

National Centre Against Bullying- www.ncab.org.au

eSafety Commissioner- www.esafety.gov.au

Coogee Boys' Preparatory School is committed to providing a safe and secure environment for its students. In order to achieve this end, the School will review its anti-bullying policies and procedures, and the student welfare and discipline policies on a regular basis.

Please refer to the school's child protection policy and pastoral care principles and practices for more information regarding safe and supportive environment



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Orientation to Policies

When a new teacher arrives at CPS, the following procedures are adhered to:

- 7 The Deputy Head makes a time [preferably before the teacher begins the new term] to meet with the new teacher to outline the School's policies relevant to that teacher and his/her responsibilities. These policies are listed above
- 8 The Deputy Head will have a hard copy to give to the new staff member
- 9 The Deputy Head will also direct the new teacher to Sentral where all policies are online
- 10 It is the new teacher's responsibility to take the time to read the policies mentioned above and to discuss any questions or concerns with the Deputy Head.
- 11 The Deputy Head will meet with the teacher again and request that the teacher sign and date a Policy Register, acknowledging that he/she has read each policy and understood it and its consequences.
- 12 The Deputy Head will keep a hard copy of the Policy Register in his office, and also upload it to Sentral.

When a new policy is introduced at Coogee Prep:

7. The Principal will distribute a draft copy to the executive for consideration. This may come from NESAs or the AIS.
 8. The executive meet to discuss the policy and make any alterations and/or amendments.
 9. The Principal presents the policy to the staff at the next available staff meeting.
 10. The staff have time [usually a week] to read the policy before the next staff meeting where it will be discussed and they are able to make comment if needed.
 11. The Principal amends the policy if required to do so, and prints out a final copy of the policy.
 12. At the next staff meeting, the Principal distributes the updated policy to each staff member and also uploads the policy onto Sentral.
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VALUES TABLE

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VALUE	WHAT IS IT	WHAT THIS MEANS TO US	THIS IS SHOWN WHEN
Respect	I treat others the way I expect to be treated	<ul style="list-style-type: none"> Accept the rights of others Show tolerance and understanding of difference Value ourselves, others and property Listen to others without interrupting Recognise others' strengths and abilities and work alongside them 	<ul style="list-style-type: none"> I use good manners I listen to and speak politely to others I treat all people fairly I give people space I am considerate of the feelings, rights and opinions of others
Responsibility	I am trustworthy, reliable and able to make safe and sensible decisions	<ul style="list-style-type: none"> Follow class and school expectations Support the decisions of the school For every action there is a consequence Display self-discipline Actively problem solve to avoid conflict 	<ul style="list-style-type: none"> I can be trusted to do the right thing I look after my personal belongings and those that others allow me to use I contribute fairly, honestly and actively as a member of my school and community I help those who are less able to look after themselves I remember class roles and jobs
Honesty	I speak and act in a truthful manner	<ul style="list-style-type: none"> Display open and transparent actions Be trustworthy and fair Be truthful 	<ul style="list-style-type: none"> I respect others by telling the truth and treating them in a way that I hope to be treated I admit my actions when I have done something wrong I explain the situation correctly
Perseverance	I persist in doing something despite difficulty or delay in achieving success	<ul style="list-style-type: none"> Strive for our personal best Set and meet high standards Persist through challenges and difficulties in learning and friendships 	<ul style="list-style-type: none"> I try to do my best and don't give up I set goals for myself and work hard to reach them I am proud of my achievements I understand that things won't always go my way I don't give up when things are difficult I learn from my mistakes

Inclusivity	I understand that people have different ideas, beliefs, cultures and abilities	<ul style="list-style-type: none"> Maintain friendly, positive and caring relationships Make constructive and encouraging comments about others Listen to others who may have different views to yourself Include others in our play and activities 	<ul style="list-style-type: none"> I cooperate with, encourage and include others I offer help to others I have a positive attitude to others I accept and understand that everyone is entitled to share their opinions and that there will be no put downs
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