Coogee Boys’ Preparatory School

Annual Report
2015
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## Characteristics of Student Body

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Message from the Headmaster

Coogee Boys’ Preparatory School (Coogee Prep) is a boys-only, primary day school. The School is based on Christian principles and is open to all boys, irrespective of denomination or social background. The basic philosophy underpinning Coogee Prep is that all students are encouraged to adopt the traditional values of hard work, self-discipline and respect for others.

Throughout one hundred years of constant change, Coogee Boys’ Preparatory School has never wavered. It has remained a strong and unique institution, dedicated to providing an excellent ‘all-round’ education for young boys as they prepare for high school and life beyond.

What is most inspiring is, that the principles on which Mr. Bill Nimmo founded the school in 1914 – those of ‘Gentleman, Scholar and Sportsman’, still resonate and continue to give a clear message to all Coogee Prep Boys of what they can and should aspire to. Our Centenary Year provided us with an opportunity to reflect on our past, celebrate our achievements, appreciate and acknowledge our history and traditions and look forward to what the next one hundred years has to offer.

Post Centenary we find ourselves looking 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 into its next phase. 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. 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.

Our focus on the development of challenging programs across all Key Learning Areas still remains an essential element and contributing factor in the academic success of every boy as they transition through the school. Our commitment to investigation through IT, Working and thinking mathematically and scientifically in the classroom constantly exposes the boys to new learning processes and exciting experiences. The integration of the Spelling Mastery, mini and multi-IT programs and the ‘Magic Words’ has resulted in an obvious upward spike in the boys’ spelling, reading and writing proficiency throughout the school. Differentiated programs such as these enable all students to build on prior knowledge and consolidate their understanding. Our Curriculum has also embraced and exposed all students to the creative and practical arts – including the fine arts, music and drama along with a number of co-curricular activities such as chess, debating, and band. These programs help boys to express themselves creatively, develop new skills and build confidence through group work, competition and performance. We continue to experience success in both debating and chess at competitive levels.

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

A huge thank you to Stephanie Doble and Robert Risk who head up the 2015 / 2016 P&F Executive. It has been a pleasure to work alongside these parents, their support and ideas have been so appreciated throughout the year. Thank you to the 2015 class parents who have been amazing in both their contribution and also their dedication to their class year and all events undertaken by the P&F. Financially and socially we have had a very successful 2015 and we are delighted to report that we have provided the school with close to $40,000 which finalises the installation of air-conditioning on the lower levels of the school. The money has also provided books and sporting equipment and a cupboard for storage of musical instruments. It was all the events throughout the year that have made this possible, from our Welcome drinks party at the Clovelly Surf Club, to our Easter egg guessing competitions, stalls for Mothers and Father’s day and raffles for Grandparents. Also the delicious Fun Food Fridays and very successful Halloween annual Fundraiser.

To all the Coogee Prep Parents thank you for your continued support, attendance and generosity at all these special occasions in the Coogee Prep Calendar.

Mr John T Dicks
Headmaster
From the President of the Parents’ and Friends’ Association

It has been such a pleasure to come onboard this year and head the Parents and Friends Association at Coogee Boys Preparatory School alongside Stephanie Doble and Robert Risk. Together we agreed to build on our unique Coogee Prep culture and philosophy and organising keeping our popular functions for both socializing and fundraising and throughout the yearly calendar.

We started the school Term with record attendance at the Welcome Cocktail party. Our new venue was the Clovelly surf Club, a stunning location and a great opportunity to meet our new Kindergarten parents, welcome new families and catch up with friends after the holidays. Easter fundraising soon followed and in particular Kindergarten families ran an amazing Easter Raffle and Guessing competition. Our Mother’s Day breakfast, photoshoot and stall was another great success with Mums receiving beautiful gifts from the boys as well as a photo with their son in a handmade card. Grandparents Day never disappoints and this year was no exception. We again had record numbers attend a lovely Church Service followed by a classroom tour and delicious morning Tea. Father’s Day was another big morning on our Calendar, our volunteers churning out bacon and egg rolls for the Dads while they caught up over coffee. The stall was a huge success with Dads being surprised with Coogee Prep aprons tape measures and Hot Sauce. The major Fundraiser for the Year happened to fall in October so was very easy to theme. “A Frightening Affair” was all things Halloween. Clovelly surf Club was again our venue, perfect for the turnout, and a great night for raising funds for the school.

It has been an absolute pleasure to work with all the class parents, Stephanie Doble and Robbie Risk and all the teachers and staff. I can’t thank them enough for their continued support, advice and dedication, which makes my role so easy and such a joy.

Lastly, thank you to all the families of Coogee Prep, for all your input, continued support and generosity that improves facilities and resources for all our boys.

Katie Jaques
P&F President 2015/2016
Review of the Goals set in 2015 and 2016 update

Four major goals were identified in the 2014 Annual Report. Progress on each of these goals is outlined below.

<table>
<thead>
<tr>
<th>Target 1</th>
<th>Linking student assessment and reporting to parents through SENTRAL (new School database system)</th>
</tr>
</thead>
</table>
| **2015 progress** | • Created a whole School database on Sentral incorporating student assessment. Attendance, learning support, behavioral information, incident reporting and parent / teacher meeting records.  
• New student reporting format implemented K-6.  
• Implementation of electronic delivery of reports direct to parents.  
• Now achieving a more comprehensive and differentiated reporting methodology between School and home. |
| **2016 Update** | • Successfully utilizing the database for all aspects of School administration and reporting  
  - to parents  
  - to CPS Board of Directors  
  - to BOSTES  
  - to the DET  
• Effective reporting to and communicating with parents online and currently trialing an internal parent portal run from Sentral for Year 6 2016 parents (only at his stage).  
• More detailed relevant student data being logged (student records) and for teacher reference for parent / teacher interviews and written reports. |

<table>
<thead>
<tr>
<th>Target 2</th>
<th>Implementation of Mini Lit and Multi Lit programs for Learning Support (Year One - Year Four) with an emphasis on improved outcomes in spelling, reading and writing. Years One – Six implementation and consolidation of Spelling Mastery</th>
</tr>
</thead>
</table>
| **2015 progress** | • Moving to the Mini and Multi Lit program has ensured a more individualised spelling and reading program which meets the specific needs of students who qualify for Learning Support.  
• Spelling Mastery from Years One to Six has given a greater focus on the teaching and learning of spelling – with a marked improvement in phonological, sight word and written spelling across the grades.  
• Integration of both Learning Support and Spelling Mastery into the new English Syllabus is underway. |
| **2016 Update** | • The effective implementation of Mini Lit, Multi Lit and the Year One to Six Spelling Mastery program continue to improve student literacy outcomes in both practical and functional results. We have noticed a marked improvement in general spelling tests, written work and reading ability from all students.  
• Teachers have committed to the Spelling Mastery program and have incorporated assessment and student follow up into their English programs. |
## Review of the Goals set in 2015 and 2016 update

<table>
<thead>
<tr>
<th>Target 3</th>
<th>A consolidation of the new English and Mathematics NSW / National Curriculum. Implementation of Science and History, Geography curriculums.</th>
</tr>
</thead>
</table>
| 2015 progress | • In 2015 we consolidated the new English and Maths national curriculum (NSW Board of Studies documents) across K – Six.  
• Implementation of the new Science, History and Geography Syllabi K – Six.  
• Staff received on-going in-service and support to effectively plan program and implement into their classrooms. |
| 2016 Update | • In line with developments in the new Mathematics syllabus we have introduced iMaths K- Four and Prime Maths Five and Six.  
• We continue to use Mathletics as a support to the K – Four Mathematics program and Maths Space for Years Five and Six.  
• K- Six teacher programming and planning has focused on curriculum integration to assist with effectively and holistically managing content and outcomes. This will continue to be an important focus for the School over the next two years. |

<table>
<thead>
<tr>
<th>Target 4</th>
<th>Continued emphasis on the Creative and Practical arts.</th>
</tr>
</thead>
</table>
| 2015 progress | • Continued focus on chess, debating and public speaking from Years Two to Six with ongoing IPSHA involvement in debating and chess.  
• Major emphasis on IPSHA performing arts and School concerts and musicals remains an ongoing focus area within our curriculum involving all children from Kindergarten to Year Six.  
• The growing strength of our music team has had an enormous and positive impact on the program with the introduction of a School Band in 2015.  
• The fine arts and craft program has been better integrated across the curriculum by giving students a more creative context to work within and understanding of different mediums. This has been further enhanced by using RAWART to work with us once a term. |
| 2016 update | • The School band has grown in numbers and are preparing for their first public appearance.  
• Our choir and percussion groups continue to develop in musical understanding and skill thus lifting our performance confidence.  
• Recorder will be introduced to Infant’s classes in the second half of the year. |
Student Performance in Nationwide Tests and other Examinations

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 Headmasters on the readiness of Coogee Prep Boys for the challenges of high school.

NAPLAN

The NAPLAN testing was conducted for all Year Three and Five students in Government and Non-Government schools nationally in May 2015. The testing focuses on assessing the numeracy and literacy knowledge of students.

Coogee Prep performed well above the state average in the recent NAPLAN testing. The boys should be commended on their excellent performance.

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>33%</td>
<td>19%</td>
<td>24%</td>
<td>29%</td>
<td>34%</td>
</tr>
<tr>
<td>Band 5</td>
<td>19%</td>
<td>48%</td>
<td>29%</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td>Band 4</td>
<td>29%</td>
<td>24%</td>
<td>38%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Band 3</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
<td>-</td>
<td>18%</td>
</tr>
<tr>
<td>Band 2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5%</td>
</tr>
<tr>
<td>Band 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FIVE</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 8</td>
<td>23%</td>
<td>9%</td>
<td>27%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Band 7</td>
<td>27%</td>
<td>18%</td>
<td>32%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Band 6</td>
<td>23%</td>
<td>50%</td>
<td>18%</td>
<td>23%</td>
<td>41%</td>
</tr>
<tr>
<td>Band 5</td>
<td>27%</td>
<td>23%</td>
<td>23%</td>
<td>39%</td>
<td>9%</td>
</tr>
<tr>
<td>Band 4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Band 3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

International Competitions and Assessments for Schools (ICAS)

The ICAS testing is conducted by The University of New South Wales and 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.

<table>
<thead>
<tr>
<th></th>
<th>High Distinction</th>
<th>Distinctions</th>
<th>Credits</th>
<th>Merits</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>6</td>
<td>15</td>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>5</td>
<td>15</td>
<td>2</td>
<td>64</td>
</tr>
</tbody>
</table>
Overview of Curriculum and Program in 2015

Student Body Characteristics

In 2015, 157 students were enrolled in Coogee Prep. The majority of the students live within the suburbs of Waverley or Randwick City Council. Of the total student body, 35% are siblings, 10% are relatives of Old Boys and 55% make up the remainder.

The average student attendance per year in 2015 was as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>97%</td>
</tr>
<tr>
<td>Year One</td>
<td>96%</td>
</tr>
<tr>
<td>Year Two</td>
<td>95%</td>
</tr>
<tr>
<td>Year Three</td>
<td>96%</td>
</tr>
<tr>
<td>Year Four</td>
<td>95%</td>
</tr>
<tr>
<td>Year Five</td>
<td>96%</td>
</tr>
<tr>
<td>Year Six</td>
<td>95%</td>
</tr>
</tbody>
</table>

Regular attendance at school is essential to assist students 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 data base (Sentral) for follow up and reporting. Teachers roll books (through Sentral) are marked before prior to 9am each morning, the school office (via Sentral) follows up daily absences with parents/guardians. Frequent or prolonged absences from school, explained or unexplained are followed up and documented in accordance with Government guidelines and ministerial policy.

General Curriculum

Coogee Boys’ Preparatory School curriculum is based around a balance of both traditional and contemporary ideology and practice. A key element of this is the importance of learning the basics in numeracy and literacy and then appropriately being able to apply knowledge and skills across a range of challenges and learning experiences. We see the importance of integrating across the curriculum and diversifying and differentiating teaching and learning to meet the individual and collective needs and interests of our students. Technology and a diverse approach within the classroom has enabled students to maximise their learning using the resources that are made available to them. Finally, we endeavour to create a safe and secure environment where students are supported and support each other, and where they are not afraid to take risks and build on prior learning to achieve success.

A key element of Coogee Prep’s education is its diversity across all areas of learning, with extra-curricular activities such as creative and practical arts, debating, chess, drama and sport.
Overview of Curriculum and Program in 2015

Leadership Program

Coogee Prep’s philosophy adopts the traditional values of hard work, self-discipline and respect for others. This ethos is encouraged in all students. The School Motto ‘Gentleman, Scholar, Sportsman’ captures the essence of the ‘all-round’ education Coogee Boys’ Preparatory School offers every student. The Leadership Program supports the School motto and is an important component of the Senior Boys’ education as they prepare to take on the next stage of their lives with confidence and determination.

The Alpha Leadership Program continued to evolve in 2015. This program is designed to build the foundations of a responsible and confident young boy with leadership skills who in turn gives back to his community. These skills are an important grounding for our senior boys so they can lead by example and be outstanding role models and help set a positive culture within the School. This year the Year Five and Six boys participated in the ‘Young Leaders Program’ which focused on aspects of personal as well as public leadership. For the first time, some senior boys took part in the NSW Young Lawyers seminar which gave them the opportunity to witness some aspects of law making and decisions.

In 2015, Year Six embraced the ‘buddy system’ with enthusiasm and provided support and direction to their Kindergarten buddies to help them settle into school life. Year Six contributed greatly through their leadership to the sporting, cultural and co-curricular activities, ensuring their success across the School. We congratulate and thank our School Captain and Vice-Captain for their exemplary leadership and commitment to their roles this year.

Student Representative Council

The Student Representative Council (SRC) gives boys in from Kindergarten to Year Six an opportunity to have a say in daily school life and take responsibility for initiating and managing school and community-based projects. The SRC is led by the School Captain and Vice-Captain and is comprised of two representatives from each class.

2015 has been a marvelous year for the SRC. Each Term the SRC representatives in all classes demonstrated enthusiasm and excitement and executed a number of worthwhile initiatives. Some of these included the Day for Daniel which brought awareness of safety, the Colours Day where the boys wore their favourite football jersey to school and raised money for cancer and the World’s Greatest Shave, also raising money for cancer.

Chess

Seven Coogee Prep teams participated in the Eastern Division NSW Junior Chess League Competition this year. The boys continued to develop their chess skills and enjoyed the challenge of playing against other schools. The internal Chess Club continued to run during lunch times and provided another opportunity for practice and competition.

Debating

Public Speaking and debating have been an important element of a Coogee Prep education for one hundred years. The 2015 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. This debating season was a resounding success with the Team debating competitively and presenting many strong and compelling arguments. It has been particularly pleasing to see the enthusiasm and increased support for debating following the engagement of Ms Ticky Fullerton who is the dedicated debating coach for Years Five and Six. We look forward to the debating and public speaking program further strengthening in 2016.
Overview of Curriculum and Program in 2015

Music, Drama and Visual Arts

Music in particular continued strongly this year with Mr Lloyd Bowden and Miss Annette Ginis taking charge of the Primary boys and Ms Gershon working with the Infants’ boys. This year, we participated at the Sydney Town Hall in the Performing Arts Festival along with several other IPSHA schools, where the Primary boys excelled in the '4 Chord' performance incorporating singers, dancers and musicians.

The school concert saw a repeat performance of the '4 Chord Songs' which was another resounding success. The Infants’ boys showcased their talents in a musical play called 'Eddie the Penguin Saves the World' where they got to dress up as a myriad of animals!

Another successful DVD, ‘Dance Nation’ was produced by Miss Ginis, which included every boy and staff member of Coogee Prep and premiered at the School Concert.

Sport

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. During Saturday Sport and PE lessons we aim to teach students to respect their opponents, accept the referee’s decision and understand the importance of a team effort.

In 2015 Basketball replaced softball / t-ball as a Saturday sport choice. Our summer training for both Basketball and Cricket has been moved to the excellent indoor facility ‘All Sorts’ in Alexandria. Primary students are bussed there once a week for training from 3.00-4.00pm. Winter sport training (Rugby Union and Football) continues to be held in Alison Park.

The annual Swimming and Athletics carnivals are a highlight for the boys and following these carnivals teams are selected to represent the school in the Quadrilateral, South Harbour and IPSHA inter-school carnivals. Throughout the sport program including PE lessons, Saturday morning sport, internal competitions and inter-school competition, all coaches witnessed the boys develop during the year and look forward to further growth in their nominated sport in 2015.

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.

Outdoor Education

Our outdoor education program, which involves boys in Years Two to Six, incorporates structured programs held at appropriate sites in outer Sydney. These are of great benefit to the boys as they give them the opportunity to experience learning in an outdoor setting, and encourage them to try new activities which challenge them to move outside their comfort zone. These experiences are within a well-structured and safe environment under the guidance of instructors who are well trained and certified within this field.
### Overview of Curriculum and Program in 2015

#### Incursions and Excursions

Throughout 2015 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.

<table>
<thead>
<tr>
<th>INFANTS</th>
<th>Excursions</th>
<th>Incursions</th>
</tr>
</thead>
</table>
| Kindergarten | The Incredible Book Eating Boy  
                     Sculptures by the Sea  
                     The Zoo  
                     ABC Concert  
                     Australian Museum  
                     Randwick Library  
                     Christmas Rhythms Show | RAWART x 4  
                     Dance lessons  
                     The Surfing Scientist  
                     Rock-it  
                     The Power of One  
                     NRMA Day  
                     Surf Talk |
| Year One | The Incredible Book Eating Boy  
                     Sculptures by the Sea  
                     The Zoo  
                     ABC Concert  
                     Australian Museum  
                     Randwick Library  
                     Christmas Rhythms Show | RAWART x 4  
                     Dance lessons  
                     The Surfing Scientist  
                     Rock-it  
                     The Power of One  
                     NRMA Day  
                     Surf Talk |
| Year Two | The Incredible Book Eating Boy  
                     Sculptures by the Sea  
                     The Zoo  
                     ABC Concert  
                     Australian Museum  
                     Randwick Library  
                     Christmas Rhythms Show | RAWART x 4  
                     Dance lessons  
                     The Surfing Scientist  
                     Rock-it  
                     The Power of One  
                     NRMA Day  
                     Surf Talk |

<table>
<thead>
<tr>
<th>PRIMARY</th>
<th>Excursions</th>
<th>Incursions</th>
</tr>
</thead>
</table>
| Year Three | The Rocks  
                     School Camp  
                     Sculptures by the Sea  
                     ABC Concert  
                     Australian Museum  
                     Randwick Library | RAWART x 4  
                     Claymation  
                     The Surfing Scientist  
                     Rock-it  
                     The Power of One  
                     NRMA Day  
                     Surf Talk |
| Year Four | The Rocks  
                     School Camp  
                     Sculptures by the Sea  
                     ABC Concert  
                     Australian Museum  
                     Randwick Library | RAWART x 4  
                     Week of Tastes  
                     The Surfing Scientist  
                     Rock-it  
                     The Power of One  
                     NRMA Day |
## Overview of Curriculum and Program in 2015

<table>
<thead>
<tr>
<th>Year Five</th>
<th>The Rocks</th>
<th>RAWART x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Camp</td>
<td>The Surfing Scientist</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td>Rock-it</td>
</tr>
<tr>
<td></td>
<td>ABC Concert</td>
<td>The Power of One</td>
</tr>
<tr>
<td></td>
<td>Australian Museum</td>
<td>NRMA Day</td>
</tr>
<tr>
<td></td>
<td>Randwick Library</td>
<td>Surf Talk</td>
</tr>
<tr>
<td></td>
<td>Leadership Day</td>
<td></td>
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<tr>
<td></td>
<td>Soldier Boy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Six</th>
<th>The Rocks</th>
<th>RAWART x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Camp</td>
<td>The Surfing Scientist</td>
</tr>
<tr>
<td></td>
<td>Sculptures by the Sea</td>
<td>Rock-it</td>
</tr>
<tr>
<td></td>
<td>ABC Concert</td>
<td>The Power of One</td>
</tr>
<tr>
<td></td>
<td>Australian Museum</td>
<td>NRMA Day</td>
</tr>
<tr>
<td></td>
<td>Randwick Library</td>
<td>Surf Talk</td>
</tr>
<tr>
<td></td>
<td>Leadership Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fishing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soldier Boy</td>
<td></td>
</tr>
</tbody>
</table>

**Preparation for High School**
Staff Overview

Professional Staff Development

During 2015 all teaching staff were encouraged and supported to participate in regular professional development to broaden their skills, improve their curriculum knowledge and pursue particular areas of interest. The focus of the professional development was to ensure all areas of the new National Curriculum were covered. This included training for all teaching staff in ICT, BOSTES History and Geography new syllabi, English and Maths syllabus documents, child protection and first aid.

All teachers who are deemed within the scope provided by BOSTES in relation to the Australian Professional Standards for Teachers are currently actively engaged in meeting the seven standards that are required for teaching in NSW. Teachers within this scope are working within the domains of professional knowledge, professional practice and professional engagement. Within each standard they are focusing within their professional career stage, i.e. Graduate, Proficient, Highly, Accomplished and Lead. Monitoring of this process is conducted by the Headmaster and Deputy Head.

Staff Numbers and retention

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total full-time teaching staff</td>
<td>10</td>
</tr>
<tr>
<td>Total part-time teaching staff</td>
<td>2</td>
</tr>
<tr>
<td>Total full-time ancillary staff</td>
<td>3</td>
</tr>
<tr>
<td>Total part-time ancillary staff</td>
<td>1</td>
</tr>
<tr>
<td>Peripatetic Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total number of staff to leave at the end of 2015</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2015, average daily staff attendance rate was 98% and the full-time staff retention rate was 100%.

Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>15</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
</tbody>
</table>

The Coogee Prep Staff, both teaching and administration is comprised of the following in 2015:

Female: 6 full-time and 1 part-time
Male: 7 full-time and 1 part-time
Key Policies

Enrolment

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, so as 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 15th April 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 behavioral policy, school rules and fee payment schedule. When an offer of place is made (after an interview with the Headmaster), 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 at Coogee Prep, payment of a non-refundable Registration and Administration Fee is required for all Years K-6 of $500.

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 it 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.
Key Policies

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:

- Instill 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
Key Policies

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 Headmaster 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.

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 are being bullied. All incidents are treated seriously and confidentially. They will be investigated promptly and impartially.

Behaviour Management - Traffic Light System

All classes at Coogee Prep have a set of traffic lights in their rooms, ranging from green to yellow, orange then red. The system aims to encourage and reward good classroom behaviour.

Boys begin each day on green. For a minor infraction, a boy could be placed on yellow. From here the boy either returns to green (if the behaviour has improved) or to orange if the behaviour is continuing. For more serious offences – i.e. swearing, rudeness etc., boys go straight to orange. The red light indicates an immediate detention and is used as a very last resort for behaviour such as fighting, punching etc.

As positive reinforcement, any boy who stays on green 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 Headmaster.

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.

After School Care Policy

See Appendix A
### Improvement Goals for 2016

<table>
<thead>
<tr>
<th>Target 1</th>
<th>Assessment and Reporting to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015</strong></td>
<td>• Our focus has been to incorporate all assessment data both internally and externally (NAPLAN and ICAS testing) onto our new SENTRAL database to more effectively and comprehensively report to parents and stakeholders via student reporting, parent teacher interviews and to government bodies.</td>
</tr>
</tbody>
</table>
| **Progress in 2016** | • The progress for this year been on target with teacher feedback being extremely positive in relation to the new database. The capacity to retrieve and use information to effectively and professionally report to parents.  
• From a School administrative perspective, we have been able to hone the database to a level where store retrieve and report critical information quickly and efficiently to government bodies.  
• Attendance monitoring of staff and students has been greatly improved by the use of SENTRAL |

<table>
<thead>
<tr>
<th>Target 2</th>
<th>Curriculum K - Six</th>
</tr>
</thead>
</table>
| **2015** | • Our major focus has been to fully in-service and equip our teachers to plan, program and implement all new NSW syllabus to effectively meet all teaching and learning outcomes.  
• To compliment the syllabus implementation, it has been out focus to ensure that we have authentic assessment the following approach has been incorporated i.e. assessment for learning, assessment as learning, assessment of learning as they play an important role in the teaching and learning process |
| **Progress** | • We continue to look closely at the outcomes and content being covered and strive to find links across the curriculum developing units of work which integrate well across all KLA’s and meet the needs of our students.  
• In addition, this has enabled us to meet the diversity of learners, support students with special needs, gifts and talents and create more meaningful contexts for teaching and learning |
Improvement Goals for 2015

<table>
<thead>
<tr>
<th>Target 3</th>
<th>Sport and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>• Our emphasis is to broaden the student’s knowledge and skill base within a program of gross motor skill development, games and activities for the purpose of fitness, body awareness, team building and knowledge of rules for a variety of sports</td>
</tr>
<tr>
<td>Progress</td>
<td>• The second year of the subcontracting of a specialist sports team ‘Transformers’ has continued to enhance our sports program. This has been achieved by developing and implement a comprehensive gross motor program developing all students’ hand eye coordination and specific skill related movement for games. This includes player position, game strategies and rules</td>
</tr>
<tr>
<td></td>
<td>• The program has elevated the students’ overall fitness, as measured by ‘the beep test’, given an improved gross motor skill base and promoted better team cohesion and knowledge of particular games played at a competitive level.</td>
</tr>
<tr>
<td></td>
<td>• The introduction of Basketball to replace Softball and Tee ball program has invigorated our staff and student’s enthusiasm for Saturday Sport by introducing a new team sport which has highly motivated our students and give them a popular sport they can pursue as they move from Primary to High School</td>
</tr>
</tbody>
</table>
Parent, Teacher and Student Satisfaction

The ongoing streamlining of many administrative communications and procedures (both online and offline) that occurred throughout 2015 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 2015 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 Headmaster, 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. Introduction of the Skoolbag Ap 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 is 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.
Summary Financial Information for 2015

### Coogee Boys Preparatory School - Income by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>1,605,695</td>
<td>62%</td>
</tr>
<tr>
<td>Government Grants</td>
<td>839,226</td>
<td>32%</td>
</tr>
<tr>
<td>Other</td>
<td>163,718</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,608,639</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Coogee Boy's Preparatory School - Expenditure by...

- **Payroll**: 1,585,240 (59%)
- **Operations**: 703,540 (26%)
- **Occupancy**: 397,557 (15%)

<table>
<thead>
<tr>
<th>Category</th>
<th>2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,686,337</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Financial Statements

<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2,541,638</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2,608,639</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2,443,619</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2,686,337</td>
<td>100%</td>
</tr>
</tbody>
</table>
Coogee Boys’ Preparatory School

Cnr Alison Road and Cook Street (PO Box 190), Randwick NSW 2031
Phone 9398 6310  Fax 9398 3697  Email office@coogeeprep.nsw.edu.au
Web www.coogeeprep.nsw.edu.au  ABN 30000182490
Appendix A

Coogee Boys’ Preparatory School

AFTER SCHOOL CARE POLICIES AND PROCEDURES

1. Mission and Vision
2. Introduction
3. School Management Policies Applicable to After School 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
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

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 After School Care (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
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. After School Care 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 ‘After School Care’ operates on a non-profit basis to provide an after school care program for all boys within the school. We provide the use of all resources within the school for homework and recreational use.

The After School Care 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 after school care 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 AFTER SCHOOL CARE

The following policies of Coogee Boys’ Prep School also apply to the management of After School Care:

- Staff Code of Conduct
- Health Policy and Guidelines
- Medical Treatment for Students
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 After School Care 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.
- 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.

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 After School Care 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 After School Care. On the rare occasion that a child is not picked up, an After School Care 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 After School Care 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 After School Care 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.
- 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.

PROCEDURE

After School Care 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 6:15pm.
- At 6:30pm the School Headmaster/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 Headmaster/Deputy Head will contact the Department of Human Services Child Protection After Hours Service NSW for direction (phone 13 21 11).
- The Headmaster/Deputy Head may consider calling the police to assist with locating parents/guardians/authorised persons.
11 ARRIVAL AND DEPARTURE POLICY

All children attending After School Care 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 After School Care 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 After School Care staff member may take a child directly to their parents’ car as an official handover. 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 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 After School Care 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. After School Care 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.

PROCEDURE

☐ Fees are charged on a per session basis per child.

Parents have a responsibility to ensure that:

☐ Fees for the care of their child/ren 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 Headmaster 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 After School Care 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.

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 After School Care 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 Headmaster.

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 After School Care 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.

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 Headmaster/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 Headmaster, 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 After School Care 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 After School Care 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 Headmaster/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.

20 PRIVACY POLICY

Coogee Boys’ Prep School After School Care 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

After School Care 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.
- After School Care 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.
- 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 Headmaster/Deputy Head that a request for access has been made by a parent to view confidential records. The Coordinator and Headmaster/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 Headmaster/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 After School Care 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.

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 manner.
- 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 Headmaster/Deputy Head, who may take further action in accordance with School Policy.
23 ANTI-BULLYING POLICY

POLICY

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

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 Headmaster/ Deputy Head, who will take further action in accordance with School Policy.

24 PLANNING POLICY

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

PROCEDURE

The Coordinator is responsible to ensure that:
The After School Care 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 After School Care Coordinator must attend weekly school staff meetings with the specific purpose of reporting on any issues, concerns or changes to the After School Care program.

25 HOMEWORK POLICY

Children who attend After School Care 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.
- Mathletics is readily available on any computer, and the coordinator holds all passwords

26 EVALUATION POLICY

Coogee Boys’ Prep School After School Care 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. After School Care 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.
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 After School Care 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:

- Administration requirements including children’s records
- Children’s Games and equipment, both large and small items
- First aid equipment
- 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 Headmaster/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.
30 VIDEOS, TELEVISION, COMPUTERS, ELECTRONIC GAMES POLICY

Coogee Boys’ Prep School After School Care is an extension of home and children’s leisure time. The service endeavours 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 After School Care 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 After School Care.

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.
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 Headmaster/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 Headmaster/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

1. Staff will inform each other of any matters which impact on their work as soon as is practicable either in writing or verbally.
2. Staff meetings are utilised to ensure that all staff have the opportunity to work together and receive the same information.
3. 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.
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 Headmaster 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 Headmaster 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 Headmasters/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 Headmaster 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 Headmaster/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 Headmaster following any reported OH&S issues within an appropriate timeframe.

39 HEALTH OF STAFF POLICY

Coogee Boys’ Preparatory School will ensure that staff employed at After School Care 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 Headmaster/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 Headmaster 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 Headmaster 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.

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.

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 Headmaster.

**42 VOLUNTEER POLICY**

Volunteers are not permitted at any time to replace After School Care 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).

**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.

### 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 After School care 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 After School care 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.
- 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. After School Care will ensure that the policy is practiced.

PROCEDURE

The Staff have a responsibility to ensure that:

- After School Care 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.

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 After School Care 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.

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 Headmaster, giving details of the emergency.
- Co-worker will take other children to another part of the building.

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 Headmaster, 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

After School Care:

- 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.

53 EMERGENCY MANAGEMENT POLICY

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

POLICY

1. Emergency procedures will be known and practiced regularly by staff and children.
2. Staff will be trained to use necessary equipment i.e. fire extinguishers
3. 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.
- After School Care 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 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

1. Coogee Boys’ Prep School will store all dangerous products in a lockable cupboard/
cabinet.
2. Less toxic products will be selected for cleaning and other purposes where appropriate.
3. 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.

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 Headmaster, 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.
ATTACHMENT 1
Anaphylaxis Management Plan

ACTION PLAN FOR Anaphylaxis

For use with EpiPen® adrenaline autoinjectors

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 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

© ASCIA 2015. This plan was developed for use as a poster and to be stored with general use adrenaline autoinjectors.
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
Immediate assessment and management of diabetic ketoacidosis (DKA) in children.

Immediate assessment

**Clinical history**
- Polyuria
- Polydipsia
- Weight loss (weight)
- Abdominal pain
- Tiredness
- Vomiting
- Confusion

**Clinical signs**
- Dehydration (assess)
- Deep sighing (respiration) (Kussmaul)
- Smell of ketones
- Lethargy/drowsiness ± vomiting

**Biochemical features and investigations**
- Ketones in urine
- Elevated BG
- Acidemia
- Blood gases, urea, electrolytes
- Other investigations as indicated

Diagnosis of DKA confirmed Contact senior staff

- Shock
  - Reduced peripheral pulses
  - Reduced consciousness or coma

- Dehydration
  - Reduced
  - Not in shock
  - Acidotic (hyperventilation)
  - Vomiting

- Minimal dehydration
  - Tolerating oral fluid

**Resuscitation**
- Airway ± nasogastric tube
- Breathing (100% O₂)
- Circulation (0.9% NaCl 10-20 mL/kg over 1-2 h, and repeat until circulation is restored), but do not exceed 30 mL/kg

**IV therapy**
- Calculate fluid requirements
- Correct over 48 hours
- 0.9% NaCl
- ECG for abnormal T-waves
- Add 40 mmol/L KCl

**Therapy**
- Start with SC insulin
- Continue oral hydration

No improvement

Continuous IV insulin infusion 0.1 U/kg/h to be started 1-2 hours after IV rehydration initiated

**Critical observations**
- Hourly BG
- Electrolytes every 2 h after start of IV therapy
- Hourly fluid input and output
- Neurologic status at least hourly
- Monitor ECG for T-wave changes

Acidosis not improving

**Re-evaluation**
- IV fluid calculations
- Insulin delivery system and dose
- Need for additional resuscitation
- Consider sepsis

PG 14.0-17.0 mmol/L; or PG falling >5.0 mmol/L/h

**IV therapy**
- Change to 0.45% NaCl + 5% glucose
- Adjust [Na⁺] infusion to promote an increase in measured serum [Na⁺]

**Improvement**
- Clinically well
- Tolerating oral fluids

**Transition to SC insulin**
Start SC insulin then stop IV insulin after an appropriate interval

Neurological deterioration (Warning signs: headache, slowing heart rate, irritability, decreased level of consciousness, incontinence, specific neurological signs)

Exclude hypoglycemia
Is it cerebral edema?

**Management**
- Give mannitol 0.5-1 g/kg
- Restrict IV fluids by one-third
- Call senior staff
- Move to ICU
- Consider cranial imaging only after patient stabilized
## Risk Assessment

### Risk Assessment Matrix

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Almost certain</td>
<td>1. Insignificant First Aid Treatment Only</td>
</tr>
<tr>
<td>B - Likely</td>
<td>High (H)</td>
</tr>
<tr>
<td>C - Possible</td>
<td>Low (L)</td>
</tr>
<tr>
<td>D - Unlikely</td>
<td>Very Low (VL)</td>
</tr>
<tr>
<td>E - Rare</td>
<td>Very Low (VL)</td>
</tr>
</tbody>
</table>

### The Five Steps to a Safeguarding Risk Assessment

1. **Identify and detail the situation that could cause potential harm**
2. **Decide who might be harmed and how**
3. **Evaluate the risk and decide on precautions/interventions**
4. **Record and report your findings and agreed actions**
5. **Review your assessment and update if necessary**
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.
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 hazard.
- 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 Headmaster or Deputy Head.

**FIRE BELL: Continuous siren alarm**

**EMERGENCY: 000**
**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 Headmaster / 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**
If the staff member is still not satisfied with the outcome given by the Headmaster / Board Member or the Headmaster / Board Member failed to respond within 3 days, the staff member may raise the issue with the Chairman / Secretary of the Board.

**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
- Relates to a decision or discipline of the employee
- There is a decision to retire an employee on medical grounds
- There is a decision on policy, strategy, nature, scope, resourcing or direction of the School
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 Headmaster 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.

The Headmaster 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 Headmaster 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 Headmaster 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.

It is the Headmasters 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 Headmaster 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
  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, which may constitute corrupt conduct.

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 Headmaster 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 Headmaster 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.

**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 Headmaster 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
Health Policy and Guidelines

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

Whilst immunisation is not compulsory, it is vital that parents/guardians inform the School as to whether or not their child is immunised. All students who are immunised must produce a copy of their immunisation certificate with their Medical Form.

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 Sick Bay, 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.

Any child sent to sick bay must be written up in the Sick Bay Register.

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.

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:

<table>
<thead>
<tr>
<th>Minor injuries (bumps, cuts, scratches, bleeding nose)</th>
<th>Sick Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudden illness (stomach cramps, fever, and headache)</td>
<td>Sick Bay, parents/guardians called</td>
</tr>
<tr>
<td>Fractures, head injuries, dislocations</td>
<td>Ambulance called/ parents/ guardian notified.</td>
</tr>
</tbody>
</table>

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 Sick Bay.
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 Headmaster is not satisfied that the student has recovered, then his parents will be asked to collect him.

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 Headmaster, 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.

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.

**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

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 Headmaster and Executive Staff will discuss the need for counselling for these students.
### Accident Management Principles

<table>
<thead>
<tr>
<th>Level 1 Injuries</th>
<th>Level 2 Injuries</th>
<th>Level 3 Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minor injuries (band aid/ ice pack)</td>
<td>• Cuts requiring stitches</td>
<td>• Suspected spinal injuries</td>
</tr>
<tr>
<td>• Injuries not requiring medical treatment</td>
<td>• Eye and Teeth injuries</td>
<td>• Severe fractures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Suspected fractures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Loss of consciousness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Head injuries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dislocations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ambulance required</td>
</tr>
</tbody>
</table>

**PROCEDURE TO BE FOLLOWED**

<table>
<thead>
<tr>
<th>Level 1 Injuries</th>
<th>Level 2 Injuries</th>
<th>Level 3 Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the student’s injuries</td>
<td>• Assess the student’s injuries</td>
<td>• Assess the student’s injuries</td>
</tr>
<tr>
<td>• Send the student to Sick Bay</td>
<td>• Send for a qualified person to assess the student (if available)</td>
<td>• NEVER move the student</td>
</tr>
<tr>
<td>• Accident report to be filled in (if necessary)</td>
<td>• Supervising Teacher to inform parents/guardians of the accident</td>
<td>• Call off the activity</td>
</tr>
<tr>
<td></td>
<td>• Parents/guardians to collect the student. If they cannot attend, their instructions are to be followed</td>
<td>• Send for a qualified person</td>
</tr>
<tr>
<td></td>
<td>• Supervising Teacher is to call the family that night</td>
<td>• Telephone for an ambulance</td>
</tr>
<tr>
<td>• Accident report if to be completed, sighted by the Headmaster and a copy placed in the student’s file</td>
<td>• Supervising Teacher to contact the parents/ guardians</td>
<td>• Supervising Teacher to contact the parents/ guardians</td>
</tr>
<tr>
<td>• Senior level 2 injuries must be reported to the Headmaster</td>
<td>• Supervising Teacher or a designated member of Staff must accompany the student to hospital</td>
<td>• Supervising Teacher must remain at the hospital until the parents/guardians arrive</td>
</tr>
<tr>
<td></td>
<td>• Supervising Teacher must contact the family that night</td>
<td>• Supervising Teacher must contact the family that night</td>
</tr>
<tr>
<td></td>
<td>• Accident report must be completed, sighted by the Headmaster and a copy placed in the student’s file.</td>
<td></td>
</tr>
</tbody>
</table>
MEDICAL TREATMENT FOR STUDENTS

Rationale:

This document is an information sheet for the Headmaster, 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;
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.
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 of 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.


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.

6) 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

   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;
       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 Headmaster 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).
Student Incident Report Sheet

DATE OF REPORT: ________________  DATE AND TIME OF INCIDENT: __________

INCIDENT TYPE: _______________________________________________________

INCIDENT DETAILS: ____________________________________________________

ACTIONS: ___________________________________________________________

HEADMASTER/DEPUTY HEAD SIGNATURE: ____________________________  DATE:

TEACHER SIGNATURE: _______________________________________________

DATE:

PARENT SIGNATURE: _________________________________________________

DATE:
ACCIDENT / INJURY REPORT SHEET

Student Name:

Date of Event: / /  
Time of Event: : am/pm

Activity and Area in Which the Person Was Engaged at the Time:

Type of Injury and Part of the Body Injured/ Nature of Incident

Cause of Injury:

Treatment Given/ Action Taken:

Contacted Parents?  YES / NO
Name of Person Administering First Aid:

First Aider Signature: ___________________________

Headmaster/ Deputy Signature: ___________________________
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.

Critical Incidents Management Team

- Headmaster and/or Directors
- Deputy Headmaster
- Senior Teachers
Procedure Should a Critical Incident Occur

- Any Critical Incident should be conveyed to the Headmaster as soon as possible.
- The Headmaster 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 Headmaster will contact them (or in his absence the Office Administration).
- The Critical Incident Team, led by the Headmaster 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 Headmaster/Critical Incidents Team.

**Only the Headmaster (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 Headmaster, Deputy Head or designated Senior Teacher. The Critical Incidents Team can then quickly and efficiently take action.

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

<table>
<thead>
<tr>
<th>Emergency</th>
<th>000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maroubra Police Station</td>
<td>9349-9299</td>
</tr>
<tr>
<td>(centre Command)</td>
<td></td>
</tr>
<tr>
<td>Randwick Police Station</td>
<td>9697-1099</td>
</tr>
<tr>
<td>Randwick Fire Station</td>
<td>9398-7510</td>
</tr>
<tr>
<td>Sydney Children’s Hospital</td>
<td>9382-1111</td>
</tr>
<tr>
<td>Prince of Wales Hospital</td>
<td>9382-2222</td>
</tr>
</tbody>
</table>

Counsellors

| Dr Andrew Greenfield | 0412-341-201 |
| Dr Fiona Martin | 9960-1222 |
| Dr Molly Tweedie | 9398-5645 |
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.**

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 Headmaster 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 Headmaster, 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
• 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.
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.

Monitoring, Evaluation and Reporting Requirements:

The Headmaster, 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 Headmaster, 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

• 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 Headmaster 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

• 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 Headmaster 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 Headmaster 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 Headmaster 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 Headmaster’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.

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

Coogee 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 Headmaster/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. John Lehane.

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

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

**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 Headmaster, 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.
Audience and Applicability
Headmaster, 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:

Responsibilities and delegations - Headmaster, 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 Headmaster 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 Headmaster 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 Headmaster 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.

Reporting by the Headmaster 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 Headmaster 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 Headmaster, 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.

• 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 Headmaster 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 Headmaster 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

**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 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 Headmaster or an accredited investigator appointed by the Headmaster 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.

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 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.

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:

- 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.

**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. Headmaster/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 Headmaster 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 Headmaster
- The Headmaster 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 Headmaster must be undertaken
- If the reportable allegation is against the Headmaster, or if the student is at risk of harm from the Headmaster, the report should be made directly to the CPS Board of Directors who must then comply with the reporting obligations

- The Headmaster must also ensure opportunities are provided to educate the staff and the school community about reporting structures. The headmaster 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 Headmaster 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 Headmaster 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 Headmaster must ensure the timing and the process do not compromise the investigation taking place

- It also means that the Headmaster 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 partyed involved in the said investigation

At the conclusion of the investigation the Headmaster 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 Headmaster 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 Headmaster 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 Headmaster 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 Headmaster 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)*.

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 Headmaster 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 Headmaster 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 Principals endorsed by the NSW Privacy Commission
- 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 Headmaster 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 Headmaster 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 Headmaster’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. 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
- 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.