



ANNUAL REPORT 2008

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EDUCATIONAL AND FINANCIAL REPORTING

POLICY

The School will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School as required from time to time

PROCEDURES > Annual Report

Procedures for implementing the policy include:

- ▶ The Director of Marketing & Enrolments and the Principal will be responsible for coordinating the final preparation and distribution of the Annual Report to the Board of Studies and other stakeholders as required.
- ▶ The Deputy Teaching and Learning is responsible for the collection, analysis and storage of performance in State-wide tests and examinations and providing the relevant data and information to the co-ordinator for inclusion in the Report.
- ▶ The Principal will be responsible for collecting, storing and providing data for details on all teaching staff
- ▶ The Deputy Teaching and Learning and the Director of Marketing & Enrolments will be responsible for collection, storage and providing relevant data on retention rates and enrolment policy.
- ▶ The Heads of Junior School, Middle School and Deputy Student Welfare will be responsible for providing information on policies relating to student welfare, discipline, and reporting complaints and resolving grievances.
- ▶ The Principal in consultation with the School Executive sets the School determined improvement targets and the Deputy Teaching and Learning in conjunction with the Principal will provide the information for the Report.
- ▶ Determination of the specific content to be included in each section of the Report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- ▶ Preparation of the Report in an appropriate form to send to the Board of Studies.
- ▶ Setting the annual schedule for:
 - > delivery of information for each reporting area to the coordinator.
 - > preparation and publication of the Report.
 - > distribution of the report to the Board of Studies and other Stakeholders.

Requests for additional data from the NSW Minister of Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal will be responsible for coordinating the School's response.

The Principal is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The Business Manager will be responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Statements by Representative Bodies

School Council Report

It has been quite an amazing year in the world, with so many changes and developments. 2008 has been another year of good progress with a number of important initiatives based on the 2007-11 Strategic Plan being the priorities. Highlights include the work around Music and Drama, with both the introduction of the Year 3 Music Programme and the expansion of the Drama Department; the focus on pastoral care, including the emphasis on weekly Chapel, Alpha for Years 11 and 12, and the School Council's Christian Faith sub-committee that has allowed more informed prayers and support of the wider school community. Further implementation of excellent learning and development tools such as WOW (Watching Others Work) and "Teaching with the Difference in Mind" have been important. The Executive has spent more time considering how to create one, unified School, while at the same time recognising the important role Junior, Middle and Senior sections play and this will continue to be important into 2009 and beyond.

There has been much work by School Council this year around the Master Plan for the Headland Road site and our longer term options for meeting the needs of the School. I am pleased to advise that we have now approved a long term Plan which will be implemented in phases as funds and planning approvals permit. Work on the School's infrastructure is one of our most pressing priorities. In developing the Master Plan there has been a balanced focus around sound environmental planning, the needs of students and staff, and importantly, the requirement for major improvements in such facilities as learning spaces, specialist art, performing arts, sports and expanded play space. The Plan has now been submitted to Warringah Council and we hope that Stage 1 will commence in late 2009. Unfortunately, during the year, despite much focus, our planned sports centre at Harbord was deemed unworkable, following extensive work with local council and architects.

The financial markets and economic challenges of the last year have had a major impact on many, locally and around the world. St Luke's is in a solid financial position and we are planning for 2009 to be a year of progress and further investment, but will be monitoring our financial position closely.

On behalf of School Council, I would like to thank the school families for their continued support of St Luke's, and contribution to the school community. Also, I wish to extend our thanks to our committed teaching staff who are vital to achievement of all our goals as a School. Finally, my thanks to Mrs Robinson and her Executive, who collectively have a vision for the School that is both worthy and motivating, and for their strong personal commitment and work ethic.

My family and I are moving to New Zealand for some years, and it is with regret that I need to stand down as both a Council member and Chairman. I have enjoyed my time at St Luke's since 2004, and wish to thank all Council members for their hard work and wise counsel, and for the time they give to the School. Mrs Robyn Harris will be the new Chairman. Robyn has much experience with the School, having been on Council since 2003, and her relationships through the School community will be a big help in her playing an important leadership role into the future.

Andrew Thorburn
Chairman of Council

Members of Council
Dr Jean Ashton
Ms Megan Frost
Mrs Robyn Harris
Mrs Victoria Hayman
Mr Brian Johnstone
Mr Dugald Mackenzie
Rev'd Clifton McDonnell

Ex Officio
Mrs Jann Robinson, Principal
Mrs Jane Lockie, Business Manager
Mr Jack Chalmers, SASC

Parents and Friends Association

P&F President's Report for AGM 2008

The year of 2008 has been exciting and challenging one. The P&F Committee have applied themselves with passion to their portfolios and to the P&F as a whole. The Portfolios are: **Class Parents** which has done a great job building the parents' network which is the most critical network in the school; **Music** which raises funds to support the Music Department; **Sport** as an advocate for Sport, providing feedback on issues to the Director of Sport, working hard to move the sports facility site forward; **Canteen** which at every level is excellent and has a well deserved reputation for quality healthy food; **Library** with the Literary Lunch at Limani on Narrabeen Lakes as a great success for fund raising and building the social side of our school community; **School Shop** has been phenomenal and where a competent band of volunteers can be relied upon to dive in and get the job done.

Key initiatives have been:

- the second hand book sale and more
- the very successful Trivia Night
- the setting up class lists on a new system
- review of the P&F website
- improve use of technology to better communicate with current, past and potential school families.

A huge number of volunteers help with Father's Day stalls, canteen, gala days, the school shop, functions and more. This year the P&F continued to provide support to the School not just as volunteers but through providing funds. Our main purpose is to supplement facilities and activities that enhance the students' learning experience and promote the healthy future of the School.

This year has seen our long time Junior School Head depart and a great new Head arrive. We have seen the school develop its Strategic Plan and whilst sadly, from my point of view, the sports facility isn't part of it, I know there is excitement about the plans for our Headland Road site.

During the year we held a number of day time P&F meetings but, as the Class Parents network kicked in the need for them has diminished and we will return to night meetings.

This is my last year as President. I have enjoyed the experience, chiefly as a result of a having great committee and of course having a school that I am passionate about. The Committee and I have worked hard to make it clear that the P&F is the entire Parent Body, not a closed club in any way.

The years bring many changes and ultimately that has been what has made this school great. One thing that I, and we, all strive not to see change is the smiling faces of the students who are learning and enjoying in an environment of caring peer support. That, I believe, is our greatest asset.

Bill Marynissen

President

Parents and Friends Association

Committee

Mrs Margo Lowe

Mrs Julie Russell

Mr Treavor Easterbrook

Mrs Kaye Gaille

Mrs Terri Chapman

Ex Officio

Mr Michael Harvey

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

Higher School Certificate 2008

The students performed at a high standard in the Higher School Certificate in 2008. Our top UAI was 99.6 and approximately 25% of students achieved a UAI over 90, with approximately 45% of students achieving a UAI over 80.

Five students were nominated for the ARTEXPRESS Exhibition of Visual Arts major projects, the work of one student was selected for exhibition, and one student was nominated for DesignTECH.

Course	Candidates	Performance Band achievement by number and %	
		Bands 3 – 6 (E3 and E4 for Extension courses)	Bands 1 – 2 (E1 and E2 for Extension courses)
Ancient History	24	83.34	16.66
Biology	27	92.6	7.4
Business Studies	28	89.29	10.71
Chemistry	12	100	0
Design & Technology	4	100	0
Drama	8	100	0
Economics	5	100	0
English Standard	17	100	0
English Advanced	51	98.04	1.96
English as a Second Language	13	100	0
English Extension 1	21	66.67	33.33
English Extension 2	7	85.72	14.28
Geography	8	100	0
Information Processes & Technology	2	100	0
Legal Studies	8	100	0
General Mathematics	47	95.75	4.25
Mathematics	17	94.12	5.88
Mathematics Extension 1	18	88.88	11.10
Mathematics Extension 2	10	100	0
Modern History	19	100	0
History Extension	4	100	0
Music 1	6	100	0
Music 2	3	100	0
Music Extension	0		
Personal Development, Health & Physical Education	23	95.66	4.34
Physics	8	100	0
Software Design and Development	5	100	0
Studies of Religion 2	2	100	0
Visual Arts	18	94.45	0
Chinese Background Speakers	9	100	0
French Continuers	3	100	0

COMPARATIVE PERFORMANCE OVER TIME : HSC RESULTS

Course	Performance Band achievement by % Bands 3 – 6 (Bands E3 and E4 for Extension subjects)					
	2008		2007		2006	
	School	State	School	State	School	State
Ancient History	83.34	80.98	100	81.64	100	87.4
Biology	92.6	89.10	100	89.05	100	84.7
Business Studies	89.29	85.78	92.31	81.06	85	82.8
Chemistry	100	88.66	61.55	91.11	100	89.3
Design & Technology	100	94.52	100	92.64	90	92.6
Drama	100	97.75	100	94.04	100	94.4
Economics	100	87.02	87.5	88.10	100	90.41
English Standard	100	79.06	91.67	77.69	100	80.2
English Advanced	98.04	99.00	100	98.98	100	98.2
English as a Second Language	100	85.18	92.31	86.95	100	84.2
English Extension 1	66.67	83.94	80	80.45	86	83.7
English Extension 2	85.72	82.00	80	79.27	67	79.3
Geography	100	90.70	100	93.48	100	92.8
Information Processes & Technology	100	82.79	100	86.88	87.5	85.6
Legal Studies	100	90.98	100	86.24	100	88.9
General Mathematics	95.75	82.24	100	83.74	93	76.5
Mathematics	94.12	87.65	86.37	87.98	88.5	83
Mathematics Extension 1	88.88	81.63	60	74.6	85.7	71.5
Mathematics Extension 2	100	90.42	66.66	82.85	84.6	81.9
Modern History	100	92.04	100	88.35	100	91.4
History Extension	100	73.19	33.33	72.66	80	65.9
Music 1	100	97.04	100	98.96	100	95.85
Music 2	100	100	100	95.21	N/A	N/A
Music Extension			100	92.28	N/A	N/A
Personal Development, Health & Physical Education	95.66	85.69	88.24	86.32	100	84
Physics	100	88.73	62.5	89.19	83	90.9
Software Design & Development	100	91.46	N/A	N/A	100	88.6
Studies of Religion 2	100	93.82				
Visual Arts	94.45	98.81	100	99.28	100	99
Chinese Background Speakers	100	97.79				
French Continuers	100	97.42	100	80.3	N/A	N/A

SCHOOL CERTIFICATE 2008

The students achieved above the level of the State in most of the subjects tested at the School Certificate in 2008.

2007 Test Number of Students = 80	2008 Test Performance Band achievement Number of Students (%)		2007 Test Performance Band achievement Number of Students (%)	
	Bands 3 - 6	Bands 1 - 2	Bands 3 - 6	Bands 1 - 2
English Literacy	75 (100)	0 (0)	79 (98.75%)	1 (1.25%)
Mathematics	70 (94.6)	4 (5.4)	77 (95.07%)	4 (4.93%)
Science	73 (97.34)	2 (2.66)	79 (98.75%)	1 (1.25%)
Australian History	72 (96)	2 (4)	79 (98.75%)	1 (1.25%)
Australian Geography	75(100)	0 (0)	79 (98.75%)	1 (1.25%)
Computing Skills	HCOMP: 59 (78.66) COMP: 16 (21.33)	CND: None	HCOMP+COMP: 80 (100%)	CND: 0

COMPARATIVE PERFORMANCE OVER TIME: School Certificate RESULTS

Test	Percent of students in Performance Bands Bands 3 - 6					
	2008		2007		2006	
	School	State	School	State	School	State
English Literacy	100	96.15	98.75	92.28	96.5	96.5
Mathematics	94.6	78.70	95.07	76.08	97.7	97.7
Science	97.34	86.69	98.75	90.18	98.8	98.8
Australian History	96	82.71	98.75	84.78	97.7	97.7
Australian Geography	100	89.15	98.75	89.08	98.8	98.8
Computing Skills	HCOMP: 78.66	HCOMP: 57.27	HCOMP: 85	HCOMP: 58.06	HCOMP: 74.4	HCOMP: 74.4

NAPLAN

In Year 3 and Year 5 in all elements, St Luke's students achieved a mean above the National Average. The elements contributing to the Literacy score are Reading, Writing, Spelling and Grammar and Punctuation. The elements contributing to the Numeracy score are Number, Algebra, Measurement and Space.

2008 NAPLAN Test	Year 3 Percentage of students in band		Year 5 Percentage of students in band	
	Bands 2 - 6	Band 1 (Benchmark Year 3)	Bands 4 - 8	Band 3 (Benchmark Year 5)
Literacy	100	0	100	0
Numeracy	100	0	100	0

2008 NAPLAN Test	Year 7 Percentage of students in band		Year 9 Percentage of students in band	
	Bands 5 - 9	Band 4 (Benchmark Year 7)	Bands 6 - 10	Bands 5 (Benchmark Year 9)
Literacy	100	0	99	1
Numeracy	100	0	100	0

In 2008 all students in Year 3, 5, 7 and 9 were above the benchmark for Numeracy. All students were above the benchmark for Literacy in Years 3, 5 and 7. One student in Year 9 was below the benchmark for Literacy. Specific targeted support is being provided for that student.

LITERACY 2008	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	Mid to High Band 5	High Band 6 to Mid Band 7	Low Band 8 to High Band 7	Mid to High Band 8
National Average	Mid Band 4	Low Band 6	High Band 6 to Low Band 7	High Band 7

NUMERACY 2008	Year 3 (Bands 1-6)	Year 5 (Bands 3-8)	Year 7 (Bands 4 – 9)	Year 9 (Bands 6 – 10)
School Average	Mid Band 5	Low Band 7	Low Band 8	Low Band 9
National Average	Low Band 4	High Band 5	Low Band 7	High Band 7

POST SCHOOL DESTINATIONS

The majority of students who completed the HSC in 2008 received preliminary or first round offers of a place at university. Those who did not choose to go to university received offers of apprenticeships or places in colleges of TAFE or private colleges or were undertaking a GAP year.

Post School Destinations 2008	Number and Percentage of Students	
University	58	72%
TAFE	2	3%
Full Time Employment / Other	21	26%

DETAILS OF ALL TEACHING STAFF

Teaching Staff 2008

Total number of teaching staff	68
Number of full-time teaching staff	50
Number of part-time teaching staff	18

Having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	67
Having qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition guidelines but lacking formal teacher education qualifications	1
Not having qualifications as described in (i) or (ii) but having relevant teaching experience or appropriate knowledge relevant to the teaching context	0

Professional Learning

The staff professional development days at the beginning of each term in 2008 have allowed for teachers in the Junior, Middle and Senior schools to receive updated information about the Bullying Policy, the Academic Care Policy and Restorative Justice. Professional Development activities were after school on The Academic Care Charter.

As well, staff undertook professional development in the following areas:

Description of Professional Learning Activity	No of staff participating
Christian Ministry	3
New Teachers in Anglican Schools	1
Conferences –Careers, Business Studies, Economics, Legal Studies, Library, Gifted and Talented Education, Visual Arts, Science, English, Geography, IT, School Counsellors, Ancient History, Director of Studies	16
First Aid – provided updated skills in First Aid	46
Junior School Curriculum	15
Senior School Curriculum	32
Leadership seminars for executive and senior staff	11
Technology – new approaches to integrating the use of ICT into teaching including new skills in using interactive whiteboards	15
Gifted and Talented / Learning Support	5
Student Management	3
OH&S	4
Teaching With a Difference - Differentiation	18

The average teacher attendance rate across the whole school was 97.61%. Over the whole year teachers were away on average for 3.6 days.

During and at the end of 2008, seven staff across the whole school left. Two teachers retired, 4 took up positions at other schools (one for promotion, one for family relocation, one for professional development), and one teacher left the profession.

Student Attendance:

In 2008 in the Years 7-12 the average attendance was 95.31%. This is consistent with the pattern of attendance. The figure includes students who are absent because of illness and Principal approved leave.

RETENTION RATES

Comparison of School Certificate to Higher School Certificate years:

Actual: Actual rates of retention across the School reveal minor movement in the student population. [ie: There were 17 students from Year 10, 2006, who have not continued into Year 12, 2008 at St Luke's. They moved to other schools to complete their schooling.] Such vacancies are absorbed by new enrolments from the Waiting List as well as overseas student enrolments.

Apparent: Apparent retention rates are stable across the school. [ie: Year 10, 2006 =87 .Year 12, 2008 =81]

ENROLMENT POLICY (see Appendix 1)

1. St Luke's has a comprehensive intake and is open to all students regardless of ethnic background or religious denomination. For full text of Policy see Appendix 1.
2. There are no pre-requisites for continuing enrolment. A student's enrolment may be withdrawn where a serious breach of the School Rules in relation to prohibited substances or for serious breaches of conduct or if fees are not paid.

Enrolment profile

St Luke's has approximately 886 students, made up of:

- ▶ **Junior School** Pre-Kindergarten to Year 5 > 343 **students**
- ▶ **Middle School** Year 6 to Year 9 > 303 **students**
- ▶ **Senior School** Year 10 to Year 12 > 258 **students**

There are two classes in each year to Year 5 and an additional class is added in Year 7, making three streams throughout Years 7 to 12. Students come from the local Northern Beaches area. Approximately 5% of the student population is from overseas. There are approximately equal numbers of boys as girls in the school.

POLICIES FOR STUDENT WELFARE, DISCIPLINE AND REPORTING COMPLAINTS AND GRIEVANCES

Policies are accessible via the Staff Handbook, Student Diary and the OH&S Manual which are available on request from Reception

Student Welfare

Student welfare focuses on wellbeing, inclusion and engagement. It supports anti-discrimination, anti-bullying and anti-harassment policies and promotes an environment committed to building positive mental health in students. Wellbeing, inclusion and engagement link student's to school.

Student welfare aims to:

- ▶ Establish a system in which every student is known very well by at least one professional member of the staff
- ▶ Provide positive, appropriate and effective student management
- ▶ Eliminate psychological, social and physical bullying so that students can attain their potential confidently in a safe, supportive environment
- ▶ Foster the academic, spiritual, social, emotional and physical development of every student
- ▶ Promote individual empowerment and leadership
- ▶ Create an environment in which students are encouraged to recognize their individual gifts and talents and in which students have the confidence to push through their comfort zones to experience new challenges, opportunities and personal achievements

Student welfare involves student management, leadership and co-curricular involvement. Wherever possible, the Parent / Staff / Student team is acknowledged and used in student support.

The following policies and procedures were in place in 2006

Policy	Changes in 2008	Access to full text
Child Protection <ul style="list-style-type: none"> ▶ Definitions ▶ Legislation ▶ Reportable conduct ▶ Reporting procedures 	Policy updated in light of changes to legislation	Staff Handbook
Security Policy <ul style="list-style-type: none"> ▶ Evacuation ▶ Lock down ▶ Security of grounds 	New evacuation plan to incorporate completed building. Lock Down policy extended Changes to persons responsible	OH and S Manual
Codes of Conduct <ul style="list-style-type: none"> ▶ Staff and student ▶ Behaviour management 	Supervision of students on camps and excursions revised to reflect risk management	Staff Handbook
Pastoral Care policy <ul style="list-style-type: none"> ▶ Roles and responsibilities ▶ Critical incident policy 	New roles of Year Co-Ordinator established Deputy Student Welfare New position created Head of Senior School	Staff Handbook
Internet Policy <ul style="list-style-type: none"> ▶ Internet use ▶ Plagiarism 	Email policy reviewed and updated Notification of Workplace Surveillance	Student Diary Staff Handbook
Anti bullying Policy <ul style="list-style-type: none"> ▶ Definition ▶ Actions 	Policy rewritten 2006 Updated in 2008 to reflect changed structure of the school	Student Diary Staff Handbook
Staff Grievance Policy	Policy confirmed	Staff Handbook

Policies for Student Discipline

Student management aims to:

- i. Acknowledge and celebrate student achievements and successes
- ii. Facilitate students taking responsibility for their actions
- iii. Involve the Parent / Staff / Student Team if a student needs ongoing support

Consequences for inappropriate behaviour vary from community service to loss of playground privilege, withdrawal from class, Friday detentions, Saturday detentions and, in extenuating circumstances, suspension from class and school.

Student support can occur at differing levels depending on student response. These levels include the subject teacher, Home Teacher, Middle School Coordinator, Year Coordinator, Head of Department, Counsellor, Chaplain, Deputy Student Welfare and the Principal.

Positive acknowledgement includes a system of class awards, certificates and pennants in the Junior School. Bronze, silver, gold and pennant awards in Middle School, and certificates, pennants and colours in Senior School. Bronze awards are presented as immediate acknowledgement while silver, gold and pennant awards are cumulative awards.

Policies for Complaints and Grievances

The School has structures in place for responding to complaints from students and parents. The full text is available in the Staff handbook. Parents and/or students have access to the senior management team of the school.

Respect and Responsibility

Respect and Responsibility: in 2006 the School introduced a community service program for students in Years 7-9. The students undertake community service outside of school time and find projects within their own communities.

Each year the School runs programs to promote respect and responsibility. The student leadership teams are mentored by senior staff members. Years 10-12 undertook leadership training and these focussed on promoting responsibility.

The Peer Support Program and the Buddy Program are used across the School to promote responsibility and respect.

Student, Staff and parental satisfaction

Staff and parent satisfaction: In 2006 surveys were conducted of parents and staff. Parents reported high levels of satisfaction with the school particularly highlighting the positive and supportive environment that the School provides. The Staff was satisfied overall. There were some concerns about the extra work load caused by changes to Syllabus documents and the extended roll out of the School's data base.

Student satisfaction is high. This was reflected in exit surveys completed by Year 12 students and in interviews with students leaving the school. Surveys as part of an anti bullying strategy gave positive feedback from students who felt the school was a safe and supportive environment.

SCHOOL DETERMINED IMPROVEMENT TARGETS

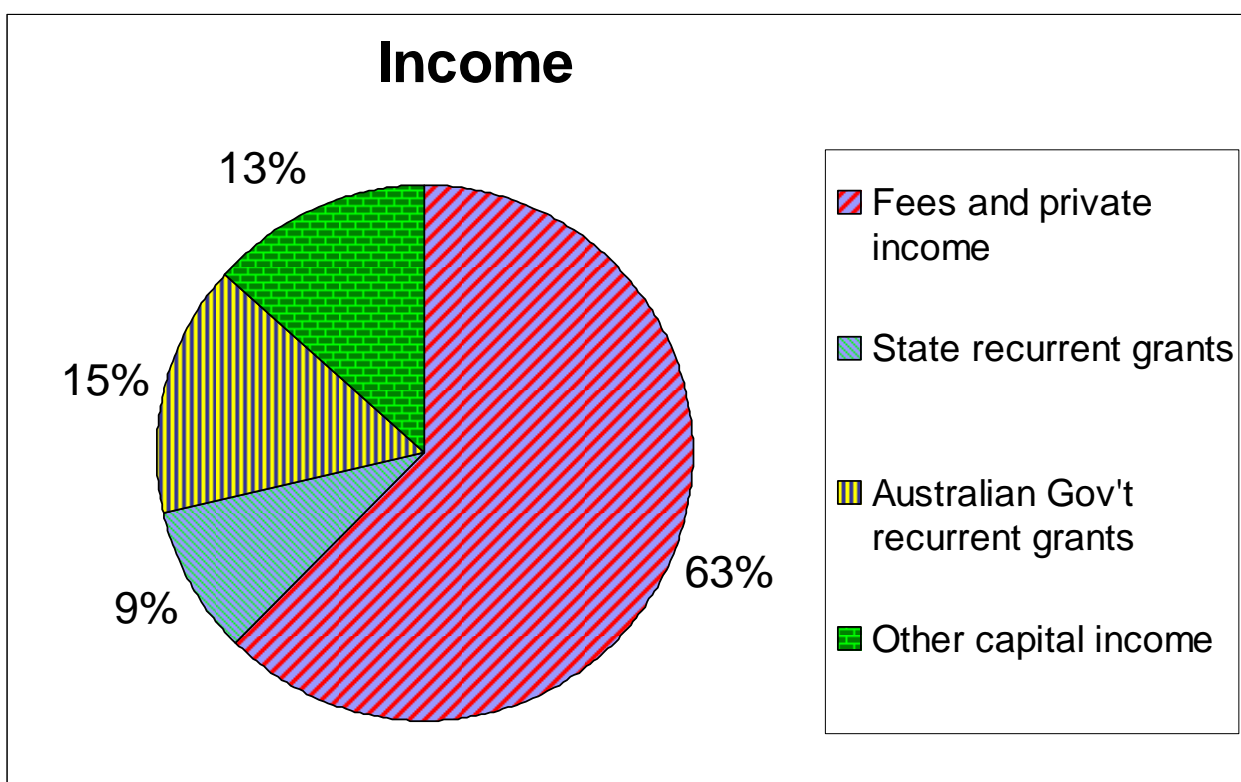
Management:

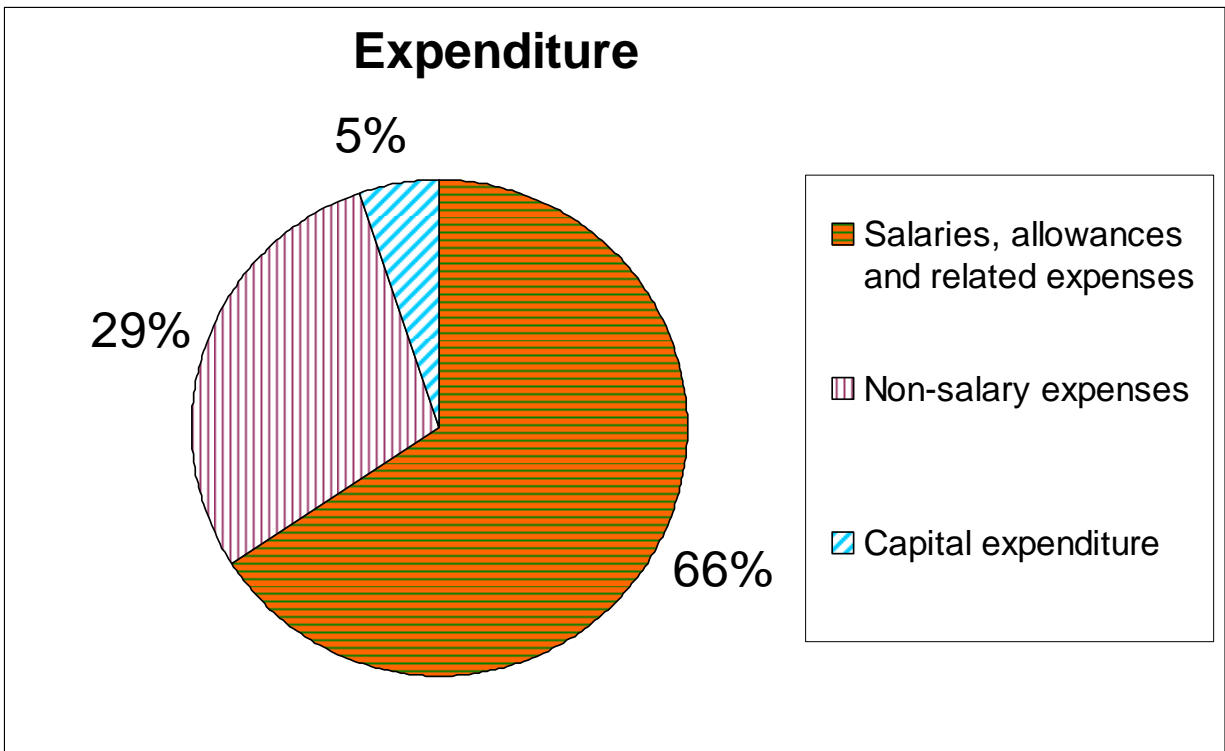
1. The use of the School's Administrative Platform for maintaining all student records across the school
2. Enhancing of communication: *This has been achieved through using Edumate/ adding more Notice Boards to the school/ increased displays and photos*
3. Improvement to the Headland Road Entrance: *Garden complete: signage yet to be undertaken*

Teaching and Learning:

1. Greater Integration of IT into the Curriculum: this has been achieved as teachers have increased their use of Inter-active Whiteboards.
2. Assessments for Years 10-12 Loaded on Edumate for student access: *Undertaken and completed*
3. Year 3 Music Program preparation in anticipation of 2008 introduction: *undertaken and completed*

FINANCIAL STATEMENT SUMMARY





ABOUT THIS REPORT

In preparing this Report, the School Executive has gathered information from evaluations conducted during the year and analysed other information about the School's practices and student learning outcomes. The Executive has determined targets for the School's future development.

Members of the School Executive Committee included:

Mrs Jann Robinson	Principal
Dr Peter Downey	Deputy, Student Welfare
Mrs Gaynor MacKinnon	Deputy, Teaching and Learning
Mr Chris White	Chaplain
Mr Huon Barrett	Head of Senior School
Mrs Julie Oates	Head of Middle School
Mr Timothy Johnson	Head of Junior School
Mrs Judy Faulkner	Deputy to the Head of Junior School
Mrs Jane Lockie	Business Manager
Mrs Danielle Hargrove	Director of Marketing and Enrolments

APPENDIX 1

ENROLMENT POLICY

At St Luke's Grammar School, we enrol students according to the Policy described below.

A. ENROLMENT CRITERIA AND ETHOS

Our selection criteria are established to reflect the ethos of our School. Consequently, we seek to enrol those children we judge to be best able to benefit from the Academic Program we offer, who demonstrate a willingness to participate in the full range of activities, and whose families understand and are supportive of the Christian aims and objectives of the School. We will assess all applications to enrol against the following criteria:

- > The prospective student has a parent or sibling who is an ex-student of the School.
- > The prospective student has a brother or sister who is a current student at the School.
- > The prospective student has an affiliation with a church.
- > The date of application.
- > The ability of the prospective student to benefit from the educational offering of the School.
- > The ability of the prospective student to contribute to the School community.
- > School reports, test results and aptitudes.

None of the above by itself is a determining factor, nor is there any particular order in which the criteria are considered. Enrolment decisions taken are the responsibility of the Principal. No discussion of these decisions will be entered into.

B. ENROLMENT PROCESS "POINTS OF ENTRY"

The School's normal entry points are Pre-Kindergarten (Cottage), Kindergarten, Year 7 and Year 11. We will however, consider applications for entry to other Years when places become available. Due to the high demand for places, we advise parents to submit an *Application to Enrol* for their child well before the desired Year of entry.

The School has limited places to offer. After these places are offered, a waiting list is drawn up. This list will be used to make later *Offers of Enrolment* if students to whom initial offers were made decide not to accept their offers, or if students already enrolled withdraw from the School.

C. RECEIVING AN Offer of Enrolment

The School's Enrolment Process is outlined on Page 3 of this document. All *Offers of Enrolment* are subject to an interview with the Principal. Prior to the School making an *Offer of Enrolment*, an *Application to Enrol*, together with an *Application Fee*, needs to be received and processed. All Applicants are assessed against the Enrolment Criteria, and Applicants that meet the Enrolment Criteria are sent an invitation to participate in the Enrolment Interview. Successful Applicants then receive an *Offer of Enrolment*.

D. DEFERRING AN Offer of Enrolment

Whilst it is possible to defer a student's *Application to Enrol* to a later point of entry, it is not possible to defer an *Offer of Enrolment*. If we offer a student a place for a particular entry point, that offer only applies to that point of entry - it does not apply for a later entry point.

For example, if we offer a child a place at the School starting in Kindergarten, but the parents decide that they wish to defer the child's entry until Year 7, they cannot defer the original offer to take it up at the later entry point. They can however, choose to have their child remain on the normal "List of Prospective Students" for the next point of entry. We will reconsider their *Application to Enrol* at the next entry point, with all other applications.

E. ENROLMENT CONTRACT

Parents may accept a place for their child by signing the *Enrolment Contract* and paying the required Enrolment Fee. This will establish the parents' agreement to support the School Rules and Policies, to pay the School Fees and Charges, to accept the Conditions of Enrolment and the consequences of suspension or termination of Enrolment.

F. FEES DURING THE ENROLMENT PROCESS

- Application Fee (\$125) to be paid and forwarded with the *Application to Enrol* form. This amount is non-refundable and does not guarantee a place at the School.
- Enrolment Fee (\$1800), comprising two components, is to be paid as follows:
 - Acceptance Fee (\$800): This Fee is payable within twentyone (21) days of the *Offer of Enrolment*, unless otherwise specified at the time of offer, and is non-refundable.
 - Security Bond (\$1000): This Fee is payable twelve months prior to commencement of Enrolment, and is refundable, subject to Condition #5 of the *Conditions of Enrolment, on the Enrolment Contract*.

G. PRIVACY OF INFORMATION SUPPLIED

All Enrolment information that parents supply during the Enrolment Process will be kept confidential and accessed only by those staff involved in the Enrolment Process. If an *Application to Enrol* is not successful we will retain the information, with the permission of the parents, in case a place should become available later.

H. PARENT'S DECLARATION

In completing the *Application to Enrol* form we will ask Parents to declare that to the best of their knowledge they have:

- > disclosed any special needs of their child
- > provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s) and
- > completed fully the *Application to Enrol* form

If a parent withholds information relevant to the Application and Enrolment Process then we will reserve the right to refuse, or terminate the Enrolment Process on these grounds.

I. WHEN GUARDIANS OR CARERS ARE ENROLLING STUDENTS

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most of our enrolments involve the natural parents of children so we have chosen to use this terminology to simplify our documents. However, we readily accommodate an *Application to Enrol*, where guardians or carers have responsibility for a student's application.

J. ENROLMENT POLICY CHANGES

The School reserves the right to alter its Enrolment Policy. Parents are encouraged to contact the School to find out if there have been any changes.

K. FURTHER INFORMATION

In the event that you have any questions, or need further information, please contact:

Mrs Danielle Hargrove
Director of Marketing and Enrolments
St Luke's Grammar School
Tel: 02 9438-6245
Email: dhargrove@stlukes.nsw.edu.au

ENROLMENT PROCESS

The School's Action	Parents' Action	Comments
<p>Stage One: We receive requests for information regarding the School.</p> <p>We send an Application to Enrol form with School Prospectus.</p> <p>We receive and process completed Application to Enrol forms.</p> <p>We send a letter confirming our receipt, and outlining our Enrolment Process and our Enrolment Policy document.</p>	<p>Parents complete the Application to Enrol, and return it together with the Application Fee, to have their child placed on the "Waiting List".</p>	<p>> As we receive each Application to Enrol, we add the child's name and contact details to our "Waiting List" for the relevant Year.</p> <p>> The Application Fee is non-refundable and paying it does not guarantee a place.</p>
<p>Stage Two:</p> <p>Cottage and Kindergarten Entry: Upon receipt of an Application to Enrol form, we assess the application and send an invitation to participate in an Enrolment Interview with the Principal, to applicants that meet the Enrolment Criteria.</p> <p>Years 1 – 11 Entry: Prior to the desired date of Enrolment, we send a Confirmation of Interest to Enrol form to all students on the "Waiting List".</p> <p>We receive and process the completed Confirmation of Interest to Enrol form. We assess applications against our selection criteria.</p> <p>We send an invitation to participate in an Enrolment Interview with the Principal, to applicants that meet the Enrolment Criteria.</p> <p>Or, we notify them that we are not able to consider their child for a place at the School.</p>	<p>Attend the scheduled Enrolment Interview with the student, at the time notified.</p> <p>If parents wish to proceed with their application they will complete the Confirmation of Interest to Enrol form and return it to the School.</p> <p>Attend the scheduled Enrolment Interview with the student, at the time notified.</p>	<p>For Cottage and Kindergarten entry, a place can be confirmed in the School from birth, subject to a successful Enrolment Interview and the payment of the Enrolment Fee.</p> <p>For Years 1 – 11 (not including Year 7), a place can be confirmed in the year preceding the desired date of entry.</p> <p>For Year 7 entry, a place can be confirmed a maximum of 2 years prior to the desired date of entry, unless the child is already a student at St Luke's, which guarantees automatic entry into Year 7 at the School.</p> <p>For entry into Years 1 – 11, we will send all prospective students on the list a Confirmation of Interest to Enrol form as follows: > Years 1 – 11 (not including Year 7): Sent approx 31 March, in the year prior to entry. > Year 7: Sent approx 31 March, 2 years prior to entry.</p> <p>We need to receive all completed Confirmation of Interest to Enrol forms by the date requested at the time, Applications received after this time will be processed if a place becomes available.</p> <p>We must receive the following enclosed with the Confirmation of Interest to Enrol forms: > Requested Medical and / or Specialist Reports, Court Orders and Parenting Plans. > Evidence of date of birth (Copy of Birth Certificate, Citizenship Papers, Australian Visa or documentary explanation). > A copy of the student's last two School Reports (Not applicable for Pre-Kindergarten and Kindergarten entry).</p> <p>> Interviews will most likely be held early in Term 2. > Interview questions will focus on Enrolment Criteria.</p>
<p>Stage Three: Successful students receive an Offer of Enrolment, and an Enrolment Contract for parents or guardians to sign.</p>	<p>Accept the Offer of a place by signing the Enrolment Contract and paying the non-refundable Acceptance Fee, (plus the refundable Security Bond if the desired date of entry is within 12 months), or reject the Offer.</p>	<p>We will usually make an Offer of Enrolment within 2 – 3 weeks of the Enrolment Interview taking place. Depending on availability though, Offers can be extended right up until the time of desired date of entry. > The number of places offered reflects the number of positions available. We will advise parents if we are offering a place, if we're placing their child on a waiting list, or if we are not able to consider their child for a place. > The Enrolment Fee is payable for each student for whom a place is accepted.</p>

APPENDIX 2

CODE OF CONDUCT

FOR THE

CARE AND PROTECTION OF CHILDREN

CONTENTS

1. Introduction
2. The Legislative Context
3. Duty of Care and Legal Liability
4. Staff Code of Conduct
5. General Guidelines
6. **RESOURCES**
 - Responding to Allegations:** Protocols for Investigations
[To be reviewed following implementation of amendments to the legislation]
<http://portals.studentnet.edu.au/industrial>

 - The Working with Children Check Guidelines:**
www.kids.nsw.gov.au/check/employer.html

 - NSW Ombudsman – Child Protection Guidelines** [revised 2004]
www.nswombudsman.nsw.gov.au/publications

1. INTRODUCTION

The care and protection of children according to the parameters set out in NSW legislation is both complex and sensitive. Since the NSW Government introduced its legislation in 1998 there have been a number of significant developments which have resulted in the passing through both Houses of Parliament the “child Protection Legislation Amendment Act 2003”. Both the NSW Ombudsman and the Commission for Children and Young People have re-drafted their guidelines in relation to child protection as a result of these amendments.

The 2004 amendments to the child protection legislation require schools to develop a Code of Conduct which will apply to their employees. Such a Code should help establish parameters for employees who work in child related employment. This document has therefore been formulated to identify to staff the type of conduct that is required of them in the way they deal with children in the performance of their duties. It is also intended to provide practical assistance for staff members if they encounter ethical problems, and to provide greater explanatory detail in relation to the Code of Conduct adopted in April, 2004.

This Code may require amending over time.

2. THE LEGISLATIVE CONTEXT

Everyone who is concerned in a professional capacity with the care and protection of children needs to have a clear understanding of the essential elements of the law as it applies to the care and protection of children.

Legislation in NSW relating to the care and protection of children is currently contained in the following Acts of Parliament:

- ▶ Children and Young Persons [Care and Protection] Act 1998
- ▶ Commission for Children and Young People Act 1998
- ▶ Child Protection [Prohibited Employment] Act 1998
- ▶ Ombudsman Act 1974 [Part 3A]
- ▶ Child Protection Legislation Amendment Act 2003

3. DUTY OF CARE AND LEGAL LIABILITY

Staff can be deemed legally liable if they have been negligent in relation to their responsibilities under the legislation as it pertains to the care and protection of children.

Generally speaking, a person owes a duty not to injure another as a result of his or her own negligent act or omission. The duty does not usually extend to the taking of steps to prevent injury where one has not caused or contributed to the risk giving rise to the injury.

There exists, however, special duty relationships between some members of our society which give rise to more onerous duties of care. The relationship between teacher and pupil is one of these.

The general law of negligence provides that a person may be negligent if:

- ▶ S/he owes a duty of care to the person injured, that is, the standard judged reasonable in all of the circumstances, and
- ▶ S/he did not carry out that duty to the legal standard required, and
- ▶ The person suffered damage as a result of the failure to observe the duty of care.

With regard to care and protection the following principles apply:

- ▶ Staff must take reasonable care to ensure that their students are not harmed.
- ▶ They have a duty to protect their students against foreseeable risks of personal injury or harm.
- ▶ The standard of care is that of a reasonably prudent parent. The degree of care depends on such factors as the age of the students.
- ▶ There must be an efficient system of supervision in operation in the school.

Duty of care applies while the students are under the care of the school. This applies equally to school based activities and out of school activities. The same duty of care applies to employees who volunteer their services to the school.

Employees are required to follow good standards and approved practice. An example of good standards or approved practice would be compliance with the School's Code of Conduct.

4. STAFF CODE OF CONDUCT

The School seeks to provide each student and member of staff with a safe and supportive environment in which to develop socially, emotionally, academically, spiritually and physically. Relationships should be based on mutual respect and understanding. In particular, staff must provide a positive and professional role model to students including appropriate standards of behaviour, dress and communication.

To address issues related to Child Protection, and the professional expectations of staff, the School has established this Code of Conduct for Staff, in which all staff must:

- ▶ Seek to act, at all times, in the best interest of the students through caring, supportive, affirming, consistent and age appropriate management strategies
- ▶ Teach and act in a way that is sensitive to cultural differences and consistent with the Christian ethos of the School
- ▶ Treat students, colleagues and other members of the school community with dignity and respect on all occasions
- ▶ Treat others in a fair, competent and empathetic manner

- ▶ Refrain from inappropriate physical contact with students [such as pushing, grabbing clothing, hitting, kicking, shaking, throwing objects]
- ▶ Refrain from inappropriate sexual conduct, such as flirting, inappropriate touching, making sexual reference to students
- ▶ Refrain from inappropriate physical conduct, sexual conduct, or other inappropriate behaviour in relation to colleagues and other members of the School community
- ▶ Refrain from inappropriate behaviour, such as threatening, shaming, belittling, swearing at or ridiculing students
- ▶ Refrain from accessing pornography or other inappropriate material on the Internet at the School or bringing pornography or other inappropriate material to the School premises
- ▶ Maintain appropriate confidentiality [as per Privacy Legislation] with information related to students, parents and colleagues

The School response to a breach in the Staff Code of Conduct will vary, according to the circumstances and the level and type of breach. Actions could include awareness raising, supportive counselling, informal or formal warnings or some form of disciplinary action.

Staff at the School includes teaching staff, ancillary staff, administrative staff, contract staff and volunteers.

Adopted as Policy on 30 April 2004, to be reviewed Term 1, 2006

5. GENERAL GUIDELINES

The school is committed to the achievement of the highest standards of education in which the security, protection and comfort of students is a high priority. The following guidelines are to be adopted for the care and protection of students and staff.

5.1 Supervision of Students

1. Staff must take all reasonable care to ensure that no student is exposed to any unnecessary risk of injury. Staff are to remember that they are in loco parentis – the standard of care required is that of a skilled professional.
2. Staff should be familiar with and adhere strictly to the school's evacuation procedures.
3. Ill or injured students should be attended to by the supervising staff member. Should additional assistance be required contact should be made with the relevant school office.
4. Students should not be left unsupervised either within or outside of class. Staff are reminded of their duty of care obligations in this regard. Staff should be punctual to class and allocated supervision.
5. It is recognised that individual music tutors must work with students alone in enclosed studios. External monitoring is made possible with a window in each studio door.
6. Staff should remain with students at after school activities until all students have been collected. In the event that a student is not collected staff should remain with the student until collected or return to school with the student.
7. Playground supervision is an integral part of the responsibility of staff. It must take precedence over other activities. It is unacceptable to be late. Staff should actively supervise their designated area, being vigilant and constantly moving around.
8. Staff should be alert to bullying or any other form of discriminator behaviour, and report incidences to the appropriate staff member.

5.2 Relationships with Students

1. Staff should avoid situations where they are alone in an enclosed space with a student. Where staff are left with the responsibility of a single student they should ensure that this is in an open space in view of others. Where this is not possible or practical, it should be discussed with the immediate supervisor.
2. Staff may as part of their pastoral care role engage in discussion with students. This is entirely appropriate. However, staff must be cautious of making personal comments about a student or asking questions that probe their own or a student's sexuality or relationships.
3. When staff wish to conduct a private conversation with a student they should consider the time and venue carefully to avoid placing themselves in a vulnerable situation. It is preferable to leave the door open. The staff member should not locate themselves between the student and the door.
4. Staff should never drive a student in their car unless they have specific permission from their supervisor to do so. In the event of an emergency, staff should exercise discretion but then report the matter to the appropriate supervisor.
5. Staff should notify the Principal immediately should they suspect a situation involving any form of reportable conduct (formerly referred to as child abuse). It is not staff responsibility to investigate. Similarly staff should report to the Principal any suspected case of neglect.
6. Social relations between staff and students outside the school can be problematic. Staff should refrain from visiting students at their home unless they have the express permission of the Principal. Staff must be alert to the risk involved in social relations with students and be conscious that their position places extra obligations on them.
7. Staff should not engage in tutoring or coaching students from the school for monetary return.
8. When physical contact with a student is a necessary part of the teaching/learning experience, staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff should seek reassurance from the student by asking for a volunteer to demonstrate a particular activity.
9. Attention to the toileting needs of young children should be done with caution. It may be appropriate to have the door open. In respect to students with a disability, the management of toileting needs should be included in the student's individual management plan.
10. Staff should not supply or condone the use of alcohol, tobacco or other drugs for themselves or any student in their care.
11. When congratulating a student, a handshake, pat on the shoulder or brief hug may be acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
12. Assessing a student who is injured or ill may necessitate touching. Always advise the student of what you intend doing and seek their concurrence.
13. Staff must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
14. Staff who communicate with students electronically must abide by the terms of the School's Staff Internet Policy. Transmission of messages or files which are sexually explicit or offensive are totally inappropriate.
15. Sometimes during the course of your work you may be in receipt of a gift from a student. In such circumstances where the receipt of a gift could be considered outside of usual custom you are to inform your immediate supervisor.
16. Staff should ensure that they are familiar with and adhere to the school's policy in regard to the storage and administration of medical products to students.
17. Sometimes in ensuring duty of care, staff may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the school's behaviour management practices.

5.3 Discipline of Students

1. All staff should be familiar with and adhere to the school's Discipline Policy.
2. Smoking is not permitted on the school premises. Furthermore, smoking is not permitted at any school function or activity whether these functions/activities are on the school premises or not.
3. Alcohol is not to be consumed on the school premises or at school camps or excursions. The only exceptions will be those occasions deemed appropriate by the Principal.

4. No students should be allowed to leave or be sent from a class other than for personal hygiene matters, medical issues or authorised leave. In extreme cases, students can be sent to the Deputy Principal's Office or the relevant Junior School Office.
5. At all times when speaking with students, care must be taken to use appropriate language.

5.4 Communication Issues

1. Staff are required to respect and adhere to the established lines of communication in the school.
2. Staff should be mindful of confidentiality when in discussion with parents. Staff can never guarantee confidentiality if the matter under discussion requires mandatory reporting.
3. Staff should not speak about another staff member to students or parents.
4. Staff should present a courteous professional manner to students, parents, visitors and other staff members. Confrontation and criticism in public is to be avoided at all times.
5. All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with students.
6. The media should not be given access to students or allowed entry to the school without the express permission of the Principal, who is the only person to communicate with the media.

5.5 Camps / Billets / Excursions

1. In the case of activities involving overnight accommodation of boys and girls, both genders should be present in the group of supervisors.
2. Excursion information must be communicated to parents.
3. A mobile phone must be taken on all excursions. The teacher in charge must always have a complete list of student contact numbers with them on excursion.
4. A co-ordinator will be appointed to oversee billeting arrangements. The co-ordinator will ensure that lines of communication are known to all students, their parents and host families.
5. Students being billeted should have access to supervising staff. The overriding principle is 'to act in the best interests of the child'. If the child expresses discomfort or unease, the child should be removed from the situation immediately.
6. Parents of students to be billeted must complete consent forms and medical information forms. Host families will complete a Prohibited Employment Declaration form, or equivalent.

5.6 Duty to Disclose

1. Staff are required to report to the Principal any allegation of 'reportable conduct' [formerly referred to as child abuse].
2. Staff who are the subject of an Apprehended Violence Order or a Reportable Conviction are required to inform the Principal immediately they are in receipt of such an Order of Conviction.

APPENDIX 3

THE DISCIPLINARY STRUCTURE & PRACTICES AT ST LUKE'S

Minor misdemeanours [inside/outside classroom]

- > Caution
- > Warning
- > Uniform demerit [recorded]
- > Lateness [recorded]
- > Diary comment

Persistent minor misdemeanours [inside/outside classroom]

- > Counselling by teacher
- > Lunchtime detention [inform Middle School or Stage Co-ordinator]
- > Withdrawal from class [complete proforma]
- > Friday detention

Major misdemeanours [inside/outside classroom]

- > Withdrawal from class [complete proformas] Friday detention
- > Interview with Middle School or Stage Co-ordinator [and or Deputy Principal]

Persistent major misdemeanours

- > Middle School, Stage Co-ordinators and Deputy Principal [and or Parents]

Major breach of School Rules

- > Inform Middle School Co-ordinator or Stage Co-ordinator [parents to be contacted]
- > Inform Deputy Principal [Parents to be contacted]
- > Saturday Detention, internal/external suspensions [withdrawal]

Ongoing issues

Academic

- > discuss KLA Co-ordinator
- > inform Middle School or Stage Co-ordinator

Behavioural

- > discuss Middle School or Stage Co-ordinator

Social/Emotional

- > discuss Middle School or Stage Co-ordinator
- > may involve School Counsellor

Notes

1. Staff will keep middle School and Stage Co-ordinators informed who, in turn, keep Deputy Principal informed.
2. Communications to parents
 - (i) through use of School Diary
 - (ii) through direct contact, usually by Middle School or Stage Co-ordinator
3. Records of students and/a parent interview to be kept, including notes of phone conversations

Detention System

1. Individual staff may organise their own lunchtime Detentions.
2. The School will conduct both Friday and Saturday detentions, as follows:
Friday: 3:30 pm to 4:30 pm
Saturday: 9:00 am to 12 noon
3. Detentions are usually given by staff for repeated and serious breaches of school rules, failure to do work etc.
4. Saturday Detentions are given only after consultation with the relevant Stage Co-ordinator or Middle School Co-ordinator and Deputy Principal.
5. It is the responsibility of the staff member issuing the Detention to ensure that work is set, if appropriate, for the time of the Detention.
6. The supervising of detentions is a staff responsibility, shared between the members of staff. All members of staff should expect to share in this task. As a general rule each full-time member of staff can expect to be asked to supervise at least one Friday detention and one Saturday detention each year.
7. Part-time members of staff whose load is less than 0.5 FTE will be allocated, as far as possible, to supervise a Friday rather than a Saturday detention.
8. Friday detention: Students are to sit up straight, no communication, no books, no pen, and no paper. Students may be asked to perform "Community Service" during Detention. However, in certain circumstances, work may be set.
9. Saturday detention: Students are to bring work, a book to read and are required to turn up in full school uniform. Students may also expect to do some "Community Service". [Supervising staff are to wear professional attire.]
10. In view of the small number of students being awarded Saturday detentions, these detentions will be scheduled once per fortnight rather than weekly; in this case, detentions will be held as scheduled even if only one student is to be supervised, so that the detention can be held reasonably close to the time of offence. As a rule, there will be one female and one male member of staff to supervise.
11. Where a member of staff awards detentions for the same offence at one time to a group of five or more students, the detentions should be held separately, and supervised by the member of staff concerned.

Middle School [Years 6-8] will generally have separate detentions, organised by the Middle School Coordinator

Probationary Students

- ▶ Students are placed on probation for continuing major misdemeanours and/or major breaches of school rules.
- ▶ Students are placed on probation by the Principal [or, in his absence, by his Deputy] for a period of time usually not exceeding one semester.
- ▶ Parents will usually be informed **before** a student is placed on probation both verbally [phone or interview] and in writing by the Principal.
- ▶ The meaning of "probation" will be fully explained to the student and the parents together with future expectations, usually by the Principal.
- ▶ Staff will be informed of a probationary student, particularly those who teach him/her.

A student on probation will;

- ▶ Be expected to follow all expectations placed on him/her with respect to attitude, behaviour, appearance, punctuality etc.
- ▶ Meet regularly (at least fortnightly) with his/her Stage Coordinator to review progress.
- ▶ In the case of a Middle School student being placed on probation, then the Middle School Coordinator monitors progress in conjunction with the Home Teacher. The Stage or Middle School Coordinator is to keep a record of all such interviews and, in turn, report to the Deputy Principal.
- ▶ Meet regularly [at least twice per term] with the Deputy Principal. Records will be kept and a report given to the Secondary Executive. Parents will also be kept informed by either the Stage Coordinator, Middle School Coordinator or the Deputy Principal.
- ▶ Toward the end of the probationary period, the Stage Coordinator or Middle School Coordinator and Deputy Principal will make a recommendation to the Principal as to whether the probation period should either be terminated or extended.
- ▶ The Principal will interview the student informing him/her if his decision re probation and write to the student's parents accordingly.
- ▶ Once probation is removed, the student should continue to be monitored by the Stage or Middle School Coordinator.
- ▶ Following any breach of rules or expectations, the student will be interviewed by the Stage or Middle School Coordinator. Parents may be contacted.

Suspension

- ▶ The school reserves the right, should the need arise, to suspend a student from school for a period of time for a major breach of discipline. Should this occur, parents would be immediately informed of the suspension, and the reasons for it.
- ▶ During this period the student is not allowed into class or to have contact at recess or lunchtime with fellow students and will be supervised. If at home, the student is not allowed to come into school until the suspension is completed.
- ▶ The students are suspended by the Principal or his Deputy for a period of time usually not exceeding one week.
- ▶ Staff will be informed of a student's suspension.
- ▶ A suspended student will be interviewed both before and after the suspension period by any of the following as is deemed appropriate: Principal, Deputy, Middle School Coordinator, Stage Coordinator, School Counsellor.

To facilitate a student's return to school, expectations will be clearly explained together with any possible consequences for a repeat breach of school discipline.

APPENDIX 4

BULLYING AND HARASSMENT POLICY

A formal Bullying and Harassment Policy was developed for St Luke's in 1995. The policy was developed by students and staff as part of the School's concern for the pastoral care and welfare of all members of the School Community.

It was drawn up following discussions and input from the School's Tutor Groups, and reflects the views of students and staff. It is issued to students in Years 6 and 7 at the beginning of each school year and re-visited for all students during Tutor Groups later in the year.

Since its implementation in 1995, a number of surveys have been conducted to test its efficacy. These surveys are completed in Tutor Groups under the guidance of the School Counsellor.

The Policy is published to students in pamphlet form. The text of the pamphlet is printed below and a copy of the questionnaire is appended. All staff members should be alert for signs of bullying or harassment in their classrooms and elsewhere within the School Community.

St Luke's Grammar School believes that every person in the school should be valued and cared for.

Therefore...

Harassing behaviour has no place in our School

Harassing behaviour such as bullying, teasing, picking on someone over a period of time is a problem that causes distress.

This issue is the responsibility of everybody in our School.

This should be understood, freely talked about and worked at so that all students feel safe and comfortable at School.

- ▶ Students who are being harassed are encouraged to tell a senior student or teacher.
- ▶ Students who are harassing others will be counselled to recognise the harm they are doing. They may be punished for their actions.
- ▶ Teachers and/or senior students will act promptly on complaints of teasing or bullying.
- ▶ All students and staff should watch out consistently for, and support students who are being excluded, teased or bullied.

BULLYING / HARASSMENT > Protocols

All observed or reported incidents of bullying and/or harassment are to be recorded on the Bullying/Harassment Notification proforma and copies distributed as per the schedule.

Generally, in the case of a **first** reported incident, the student will be interviewed by the Home Teacher [if the students are in Middle School] or by the Stage Coordinator [if the students are in Senior School]. Notes are to be taken during or after this interview and copies given to Middle School Coordinator or Head of Middle/Senior School.

A further interview with a third party or third parties will likely be necessary including other students involved. If this involves "cross-school" consultation e.g. in the case of a Senior student bullying/harassing a Middle School student, then the relevant Home Teachers/Stage Coordinators must

consult, converse and conduct appropriate further interviews. Notes are to be taken and copies given to Middle School Coordinator or Head of Middle/Senior School.

Depending on the severity/level of bullying/harassment, parents are to be contacted as soon as possible, even pending full investigation and informed of the result.

Appropriate consequences are to follow which may include verbal or written apology, community service, detention or even suspension.

Students may be referred to the School Counsellor.

In the case of **further** bullying/harassment of either a victim or by a perpetrator, then the Middle School Coordinator and Head of Middle/Senior School are to act immediately by:

- a) Informing parents and inviting for an interview
- b) Interviewing students
- c) Informing Principal
- d) Keeping accurate records of all interviews
- e) Writing letters to parents informing action taken or to be taken

Should there be any yet further instances of bullying/harassing behaviour by a student, then the student will be interviewed by the Principal [together with either the Middle School Coordinator or Head of Middle/Senior School] and parents will be notified.

BULLYING / HARASSMENT NOTIFICATION

Student Name: _____

Date of incident: _____

Home/Tutor Group: _____

Brief Details of the incident: _____

Action Taken: _____

- Copies to:**
- (a) Middle School Coordinator [Years 6 – 8]
 - (b) Stage Coordinator [Years 9 – 12]
 - (c) Deputy Principal
 - (d) Student File
 - (e) School Counsellor