



Kinma

Inspiring a passion for learning, for life
PRIMARY • PRESCHOOL • PLAYGROUP

Kinma Core and Guiding Principles at Kinma we:

1. strive for each child to achieve his or her full academic, physical, and social potential in a supportive stimulating learning environment
2. develop an educational program which is child-centered, innovative and based on an understanding of child development
3. respect the individuality of the child
4. foster self-determination in the child
5. develop the child's exploration, critical thinking and creative abilities
6. stress co-operation rather than competition
7. emphasise active involvement in a wide range of learning situations
8. utilise the resources of our bush environment and the community
9. maintain high academic standards
10. are non-denominational and co-educational, with small, flexible multi age groups and no uniforms
11. support the emotional wellbeing of children and teachers and abstain from corporal punishment and other coercive and manipulative approaches
12. conduct individual assessments and not competitive exams
13. respect and safeguard the professional status of teachers
14. strive for co-operation amongst teachers, other educators, parents, and children and provide regular educational and social opportunities for close relationships amongst them to be formed, including the involvement of parents in aspects of the day to day work of the school
15. allow pupil participation in the affairs of the school and encourage their involvement in the community outside the school
16. apply the latest findings from education, psychology and related fields to improve teaching and learning within the school.
17. stimulate public interest in education in general, especially modern approaches to learning. In doing this, Kinma acts as a demonstration centre from which educational practices and innovations may diffuse to other schools.

Reporting Area 1: A message from key school bodies

Chairperson's Report

As I sit to write what is my final Chairman's report, my mind wanders back, in particular, over the past 14 odd years when I re-established my contact with Kinma when I was invited by the then Chairperson, Andrew Kennard, to join the Board as the Community Representative. A lot of water has flown under the bridge; staff have come and gone (and come back again), students who were just in preschool have now finished high school, the school has weathered some difficult times as numbers dropped and then recovered, old buildings have gone and new ones been built, but some things stay the same and some just get better.

Having Julie Carr at the helm through thick and thin has been a great blessing for Kinma. She is "the glue" that holds the school together while accommodating all the changes that necessarily happen over time. I am extraordinarily grateful for the help and support she has given me, especially in my last three years as Chairperson.

Kinma is also fortunate to have Juli G as our educational advisor. Because Kinma stands outside the "normal" education system, having a person who is so articulate and passionate about progressive education helps spread the word about the benefits that this approach brings to our children and, in my opinion, to the adults in our community.

2014 was a year of consolidation, with some bumps along the way. We welcomed a record number of children into Group 1 from our preschool. Grace joined Andy from the UK to teach a lively group of 28 kids. Then, shortly after, Grace had to return to the UK, but we were very pleased to welcome her back in Term 2. Bea took up her new role as the full time teacher in Group 2 with Michelle working part-time with that group. Suzanne ably continued her work with Group 3, with 10 pre-high students leaving to go to high school at the end of the year.

Preschool started the year with small numbers but it quickly grew over the year back up to being full or nearly full on most days. Kay, our wonderful preschool supervisor, Christine, Pat, Lizzie, Nina and Rosie have continued to provide the excellent preschool program that gained 'Exceeding' in the National Quality Standard for Early Childhood Education. It is pleasing to see Felicity back on deck after her illness and to have welcomed Lizzie's baby, Stanley, and to have Lizzie continuing to be present in her new role as a parent.

Playgroup continued to grow and provide a warm, supportive, and educational experience for parents and young children. Many playgroup parents took the opportunity to combine a visit to preschool with their playgroup visit, and have enrolled their child in preschool as a result. Thanks to Amy and Renee for their commitment to ensuring that playgroup ran smoothly each week and to Nic and Rosie who have taken on the task for 2015.

At the AGM in May John Broadbent, Michelle Dixon, Mel Grieve and Peter Ferguson retired as Board members and we welcomed Rosie Lane, Jonathan Kelt and Dylan Forbes as new members to join Bea Pierce, Nick Georges, Stephen Cole, Lisa Grauaug, Ginny Neighbour and myself on the Board. After a short time on the Board, Rosie resigned to take up her role on the preschool staff. The Board of six parents and two community representatives met each month. This year we had a particular focus on strategy, governance, risk management, setting up an approach for the Lighthouse project as well as monitoring the review of school policies. Board members with

particular portfolio responsibilities reported regularly and they have outlined their activities in separate reports.

During the year the cottage on the school grounds underwent internal renovations and has been let out at commercial rates.

A number of parents and I met with the Mayor of Warringah and the Head of Roads and Traffic to see if any improvements could be made to Coolowie Road to make it safer for children walking or riding to school. The result was a widening of the road surface to the top of the hill, which has helped with water erosion of the edges. Our request for a mechanism to slow traffic approaching the corner of Coolowie Road and Larool Road was not successful, rather a stop sign at the intersection was installed.

It has been a joy to be involved with such a wonderful group of parents, children and staff at Kinma. Each and every one of you make an important contribution to our community whether it be in the classroom, driving on excursions, helping maintain the environment, contributing to snack attack, attending learning forums, helping with our successful social events and participating in the major fundraising events, tinkering and the list goes on. Thank you for your contribution and making Kinma the great school and community that it is.

A big thank you to all my fellow Board members for their ongoing commitment to the school. They all put in many hours of volunteer work over and above what they do as parents. Last, but certainly not least, on behalf of the Board and all the parents I would like to thank all the teaching and administrative staff for their commitment and energy that provides our children with a safe, but stimulating environment in which they can grow and develop. Having such competent, cooperative, hardworking and wonderful people supporting the Board, parents and students makes the work of a Chairman and Board so much easier.

Pam Webster

Education Committee

A vibrant and varied program was experienced by the Kinma community in Playgroup, Pre-school and Primary 2014/ 15. A cohesive and collaborative staff team consistently weave and fuse rich offerings with families and students. The highlights were many

- Drama – Group 1s smorgasbord of plays, group 2's film festival and Group 3s Butterfly Shoes play brought the groups together. In Suz's words "enabling us to see each other in different roles and with different skills and work together to produce an outstanding performance"
- Enriching our lives through excursions – Yurt farm for all, Canberra for grp 3, Group 2's bush night incursion, Group 1's theatre experience of Pamela Allen, Pre-school's visit to New Leaf Nursery and getting the chickens
- Internships – both in pre-school and primary a host of different interns brought their energy, passions and a willingness to share and learn with all our children!
- Professional Development – Literacy, Conflict Management, First Aid, Technology tools and many conferences where staff presented and represented Kinma : Reggio Emilia, AIS Creativity and Critical thinking conference, ADEC and IDEC conferences, Australasian and International Democratic and Progressive Education Conferences - so much learnt, so much shared! A special night for pre-school staff to watch *Schooling the World* which most staff have now seen! And a learning forum to unpack and dialogue it.

Playgroup grows in numbers, diversity and experiences with an increasing group of parents taking roles in setting up and assuming greater responsibility. The equipment base grows as does the group with primary parents often joining for chats with new families. Children transition smoothly from playgroup to pre-school.

Pre-school has grown over the year and is now almost at full capacity all five days. Families comment on the warmth and ease of communication with staff. The space balances new offerings with old and openness with stimulus. Reflection processes, positively noted by the Government Assessment team in 2013, continue to expand; children, families and staff contributing to large floorbooks which provide a record of the days events. Assorted gatherings inside and outside the pre-school reflect the growing community.

Kinma Primary, like all independent schools in NSW, undergoes a reregistration process. The NSW Board of Studies conducts this process and if successful, the school is reregistered for the full 5 years. In 2014, Kinma was once again reregistered successfully for the full term. Our thanks to all for the support, particularly the staff.

While mathematics features throughout Kinma at all times, it seemed to find its way into everything in the last 18 months; inquiries, projects and abundant patterning in art, sport and HSIE (Human Society and its Environment). The group 2 garden project found the children measuring plots, estimating and drawing to scale. Cooking continues its presence not only for taste and practical life reasons. From measuring teaspoons full in the pre-school, children in groups 2 and 3 are converting recipes to any large catering size and working decimals, percentages and fractions. We had a particularly large number of ex students reporting on success in their varied high schools, not only in mathematics but regularly in the area. They mention processes and open ended problem solving scenarios as particular strengths.

Music continues to further enrich the lives of children at Kinma. Following great jamming sessions among children, families and staff at Yurt farm in 2013 and 14, a family run choir ran for two terms. Violin is offered to all group two children for 6 months. If they choose to continue, they can do so. In the latter half of the year, the older group one students start. We are grateful to Holly for the

program. Singing and percussive workshops run in all the classes and music features in the plays of the children and in their daily 'out-time' life. The Musica Viva program in 2014 and 2015 is introducing the children to different genres of music and the ongoing programs accessed by the Primary classes through Musica Viva are exciting and much enjoyed by the children.

Not only music has increased at Kinma, sports on offer this last year have also grown - the usual basketball and swimming feature as well as yoga, jiu jitsu and tennis for different groups. While at playgroup and pre-school, self elected and shared-managed games continue throughout sessions, in primary they do so at out-times (soccer, handball and creative running games feature regularly, with elastics seeing a big come back!). In both groups 2 and 3 most mornings in-time start with games chosen and run by the children and the inclusion of movement in group 1's maths program is a regular event.

Tinkering is blossoming – our ongoing thanks to all for sharing their passions, resources and ideas. The children are presented with 7-8 pods in each of three 75 minute sessions. These balance experiences across physically moving/ still, artistic, scientific, indoor/ outdoor. There is nearly always cooking, gardening and sewing options, three core skills of life. The children choose from among the options, moving freely among them. Children have been staying longer and longer at the one pod. We feel that this has happened after they have had the opportunity to roam freely among what is on offer.

The programs become richer and deeper each year as we have an incredibly dedicated staff team. Team members grow individually and their connections grow. In doing so , the community gains tremendously. Thanks to all the staff and families for a terrific 2014/15 learning year.

Juli Gassner

Education Co-ordinator

Reporting Area 2: Contextual information about the School

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to day education.

Intrinsic motivation - Intrinsic motivation consists of wanting to do something for its own sake—to read, for example, for the pleasure of reading along. On the other hand, extrinsic motivation exists when the task isn't quite the main point; one might read in order to receive a reward or a good grade. These two kinds of motivation are not only different, but they tend to be inversely related.

Studies show that the more you reward people for doing something, the greater chance that they will lose interest in whatever they had to do to get the reward. Researchers have found that giving children “positive reinforcement” for being helpful and generous ends up undermining those very behaviors, and encouraging students to improve their grades results in their becoming less interested in a learning system.

Prioritising and self-regulating - In an era of constant distractions in the form of portable play devices, iPod, computers, and televisions for even young children, it is hardly surprising to discover that children find self-regulating and prioritizing their time challenging. Kinma is an environment of mutual respect where children gradually learn to respond to limits and to gradually develop the skills needed to set their own limits.

Reporting Area 3: Student outcomes in standardised national literacy and numeracy testing**LEARNING, MONITORING, ASSESSMENT AND REPORTING**

"Education is not preparation for life; education is life itself."¹

OVERALL POLICY

This policy shows the Kinma approach to student learning.

LEARNING VALUES

"The future wellbeing of human society and its environment depends upon the quality of peoples' interactions with each other"²

At Kinma, building genuine relationships with people having similar and dissimilar values is a vital part of our students' learning. At Kinma we incorporate social justice, inter-cultural understanding and democratic principles into our daily learning practice. We immerse our students in the practices of a community based in democracy. The Kinma learning environment immerses students in the political and social systems of our wider community. Students at Kinma are in a sense apprentices – their learning derives from simultaneous immersion and formal study.

As members of the Kinma community, the students are encouraged to

- ask challenging questions
- foster curiosity
- engage with actual life issues
- develop project-based learning skills through meaningful experience
- action their decisions.

Students play an active role as decision-makers and leaders in Kinma's learning practice. Student ideas and interests generate units of work in all Key Learning Areas. The role of teachers then becomes blending the knowledge, skills and values set out in the relevant syllabi and tailoring learning to individual needs. At class and school meetings, students raise issues, suggest events and propose resolutions to problems. Student input also plays a key role in planning excursions, responding to behaviour issues, and classroom management. Students and teachers together debate the issues and make decisions. Kinma students who are thus empowered assume greater responsibility for activities and projects than in the majority of schools.

Kinma welcomes both the new English and Maths syllabi (2013) as the values and attitudes espoused therein sit so comfortably with what is stated above.

MONITORING AND ASSESSMENT AT KINMA

"Assessment activities should:

- enable students to demonstrate their learning in a range of different contexts
- be reliable, free from bias and provides evidence that accurately represents a student's knowledge, understanding and skills

¹ John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education*, 1916

² Page 7, Human Society and Its Environment Syllabus, 1998, NSW Board of Studies

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 8 of 55

NSW Board of Studies Annual Report – Kinma School 2014

- be inclusive of and accessible to all students
- be part of an ongoing process where progress is monitored over time. “³

Kinma meets all the assessment requirements of the Board of Studies.

Observation and reflection

At Kinma, assessment is made up of observation of each student, shared reflection on these observations and monitoring of progress against each student’s learning needs. The mantra for Kinma teachers in assessment is “we look, we listen, we learn about each student, from each student, with each student, along with the family”.

Every student enters Kinma as a whole person. Each student has already formed a personal outlook and sense of him/herself from an array of experiences: joyful moments, sad times, successful new activities, frustrating incidents and insightful episodes. Students bring their world into Kinma.

As soon as a student enrolls at Kinma, teachers start active observation both within the classroom and outside in the playground. Observations focus on interactions with other students, adults and the physical environment. Teachers observe

- how each student learns
- who each student chooses to mix with and how social interactions unfold
- where each student feels comfortable and where they do not
- the situations that facilitate a student’s learning and those that pose challenges.

Observation is perhaps a teacher’s most profound tool, often constituted as a kind of mental checklist, which derives from knowledge of content and processes relevant to school, knowledge of childhood and knowledge of the individual student. Observations are undertaken by a number of staff at different times. Teacher observations are the subject of individual and shared reflection by staff that helps identify options for interpreting the observed activities or behaviours. A team approach allows for as much diversity and support as possible.

The results of reflections (known as “reflection based inferences”) are collated and discussed with staff, students and families at appropriate times. The rich dialogue itself makes the assessment effective. It is deep and probing and gives insight to all concerned (students, staff and families) regarding the ideas, the challenges and the potential routes for learning.

Observation and reflection provide the basis of ongoing monitoring of each student’s learning requirements and learning progress, and the monitoring allows students, parents and teachers are aware of changes over time in

- strengths and weaknesses or concerns
- interactions with others
- approaches to learning
- development needs.

On the basis of teacher observations, teachers join students’ learning by providing appropriate stimuli and opportunities. Teachers overlay their ongoing observation and reflection with active assessment of student development across informal and formal learning areas (like literacy and numeracy). In this way, ongoing observations provide teachers with a rich monitoring and assessment tool that feeds the growing curriculum.

³ NSW Board of Studies, Syllabuses for the Australian Curriculum, Advice on Assessment (2012)

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 9 of 55

Developmental Stage Statements as Safeguards

The teacher's knowledge of a student grows, largely through observation. As teachers glean more information, they are better able to tailor a supportive, appropriately challenging learning environment. This process never stops. The teachers are aware of each student's changing needs as the student passes through different developmental stages. Such stages are not hard and unbending. They are general guidelines to aid teachers in planning appropriate learning experiences. The teachers use various developmental stage statements (NSW Board of Studies documents, Department of Community Services guidelines and other relevant developmental continuums) to guide their programming and assessment for each individual.

These actions and guidelines help teachers make decisions about the best ways to facilitate further learning for each student. The individual observation and planning ensures that students are progressing commensurate with their ability. If teachers note a discrepancy between a student's potential and the developmental stage statements, they:

- clarify understanding of the areas of need, through focused tasks and observation
- consult with parents (this is ongoing)
- provide opportunities for skill development
- continue to monitor skill development
- record observations in anecdotal notes.
- consult specialists if needed.

It is this core mix of observation, communication, respect, facilitation and stimulation that roots the learning process at Kinma in the present. It is this process that allows each learner to continue the unique learning journey with which s/he has entered the school.

Assessment

Teachers make ongoing assessments over the course of the school year. Each new assessment is compared with the individual student's previous assessments. In this way, Kinma teachers document individual progress over the year. This approach to assessment is known as "developmental assessment".

Records of Kinma student development are kept in each student's portfolio of work. Portfolios consist largely of samples of work. Samples include but are not limited to photographs of the student engaged in experiences that reflect changes in their physical, social, emotional and/or intellectual learning. The photographs are particularly beneficial with PE, Creative and Practical Arts and some Science and Technology and Maths creations that could not otherwise be recorded. Portfolios contain significant pieces of work and provide a longitudinal view of students' development and progression.

Assessment Tools

The practical tools that Kinma teachers use in their monitoring and assessment of students include:

- writing and collation of anecdotal notes
- collection of samples for portfolios
- sending work home at the conclusion of a unit of study
- student, teacher and peer assessment of various pieces of work
- teacher-student conferences
- self-assessment by students
- learning outcome continuums
- skills checklists (maths, English)
- group discussions and feedback.

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 10 of 55

NSW Board of Studies Annual Report – Kinma School 2014

- pre and post tests on topic areas, where appropriate (mainly stage two and three studies)

A detailed list of assessment tools is set out in Appendix 1 to this policy.

Teacher-student conferences provide opportunities for discussion on works in progress throughout the process, not just when completed. Conferences allow teachers to identify and address needs in context.

Student self-reflection covers the whole of their learning process: what experiences are enjoyed, in what do they excel, what experiences do they dislike, what poses a challenge? Self-assessment can take various forms: labelled diagrams, written responses, diary entries and verbal responses.

Pre and post testing provides information for the teachers on the state of the student's current knowledge, and is usually done at the start of a unit of study. The post testing, undertaken at the end of a unit of study, shows the new level of student knowledge and provides input for the teacher's assessment of ongoing learning requirements. It is also used as a reflection base on teacher practice.

“ Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement in their learning.”⁴

At Kinma, an individual student's progress is not assessed comparative to other student's progress. In reading and SENA (Schedule for Early Number Assessment) in maths, teachers use a range of measures to gauge the student's approximate stage level. Teachers make and retain records of individual learning and development. These records can be consulted at any time by the three-way partners in student learning; student, parent and staff. Families are involved in discussions and planning if a student's needs require particular attention.

Staff are keenly aware of the danger posed to learning by making quick, simple or conclusive judgments. They appreciate that they can only observe within the extent of their own (inner and sensory) vision. To compensate for this natural limitation, much of staff's time at Kinma is taken with dialogue. One distinct advantage of our small school is that because staff learn with and play with all our students, they build relationship with all students. This provides a student's classroom teacher with several other well-informed perspectives on each student's learning.

TRANSITION TO THE NEXT GROUP

Kinma students work in three groups working in three classrooms. Transition between groups can occur at the start of the school year or during the school year.

Teachers take many factors into account when considering a student's transition between groups. The most significant factor is the benefit to the student. Teachers consider the student's emotional, social, academic and physical development. In addition, teachers take into account family issues (e.g. separation, death in family) and the school's structure.

Teachers always consult the student, parents and other teachers to ensure that the student is in the most supportive learning environment. When a student moves to a new group, the previous teacher will discuss and pass on any relevant information to the student's new teacher. The student's portfolio, anecdotal notes and letters are also exchanged and read.

⁴ NSW Board of Studies, Syllabuses for the Australian Curriculum, Kindergarten – Year 6 Assessment Strategies (2012)

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 11 of 55

REPORTING AND FEEDBACK

The aim of reporting is for teachers to give feedback and communicate their understanding of the student to his/her family. Reporting is a dialogue involving teacher, parents and student. Each has an active role to play.

Kinma supports a wide range of feedback and reporting opportunities. They include:

- teacher reports on class activities in the weekly newsletter
- letters to parents
- classroom displays
- class or school meetings
- informal discussions between teacher and parents
- parent information evenings (held each term)
- student / school performances
- student self-reports
- Kinma learning forums
- formal parent-teacher interviews
- written half yearly reports for each student.

In terms one and three, teachers set up formal interviews with each family to discuss the individual student, to build a common understanding of the student's development and learning needs. The outcome of these discussions is a jointly planned future learning path for each student, highlighting both strengths and challenges for that student. In terms two and four, teachers issue "formal" written reports to parents. The format these reports take is responsive to the changing needs of students and staff and the experiences of the semester that they reflect. Kinma's reports are detailed and individual, rather than formulaic.

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 12 of 55

PLANNING CONTROL

- Distribute to all staff
- Publish in parent information kit
- Use in staff induction

Next Scheduled Review: 2018

VERSION CONTROL

Version	Date Approved	Approved By	Brief Description of changes, rationale
1.1	5/08/2014	Education Coordinator, Juli Gasner	Re-organisation of document and establishment of schedules for information on standardised testing.
1.2	10/09/2014	Chair, Pam Webster	
x.x	dd/mm/yyyy	Title (name)	
x.x	dd/mm/yyyy	Title (name)	

Contact Officer: Education Coordinator, Juli Gasner

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 13 of 55

APPENDICES

1 TEACHER ASSESSMENT TOOLS

2 STANDARDISED TESTING

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 14 of 55

APPENDIX 1: ASSESSMENT TOOLS AT KINMA

Key Learning Area	Self Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
English - reading	Questionnaire Reflection as part of teaching and learning cycle Socio-gram / brainstorm / mind-map for bi-annual report	Running record (PM benchmark kit and text the child is reading) Sight words (Understanding Words) Dialogue forum	Buddy reading
English - writing	Self-editing pro-forma Reflections – written, illustrated, diagrammatic, charted Questionnaires	Dolch spelling lists Multi lit spell check Teacher/student conference Work samples (see, scope and sequence) Checklist for genre writing (from What, Where, How to teach English) Handwriting checklist	Peer conference Dialogue forums Writing plays for class or other groups
English - Talking and Listening	Questionnaire Reflections - written, illustrated, diagrammatic, charted Daily life	Observation and anecdotal notes of daily life at school Presentations Poetry festival / Plays Class forums Class and whole school meetings	Class and whole school meetings Natural feedback
Maths	Questionnaire Reflections - written, illustrated, diagrammatic, charted Daily life (shopping, cooking)	Work samples and photos Anecdotal notes SENA Presentations and Observation Predictions Teacher designed pre-tests Pre and post testing in topic areas	Share reflections Working in groups

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 15 of 55

NSW Board of Studies Annual Report – Kinma School 2014

Key Learning Area	Self Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
Science and Technology	Reflections - written, illustrated, diagrammatic, charted Questionnaire – brainstorm mind map	Work samples – particularly experiment records and data Photos Models / designs Observations	Share reflections Peer coaching
Creative and Performing Arts	Reflections - written, illustrated, diagrammatic, charted - Questionnaire	Art / craft samples Observation Anecdotal notes Photos Models / designs Plays / Poetry festival / End year celebration	Share Reflections Peer coaching
Human Society in its Environment	Reflections Questionnaire	Work samples Group dialogue	
Language other than English	Reflections Conversation	Observation and anecdotal notes Work samples Presentations	Conversations / dialogue / role play

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 16 of 55

APPENDIX 2 – STANDARDISED TESTING

Kinma’s educational philosophy is founded on the principle of non-competition. Our constitution bans competitive testing. There are several reasons for this rejection of competitive testing.

1 Not all learning competency is amenable to simple statistical analysis

Kinma promotes a form of education that values all types of student intelligence and learning styles, many of which cannot be measured statistically or competitively. Standardised testing creates a narrower version of excellence that does not reveal real learning competency.

2 Standardised, normed tests results are harmful to students

When students are judged to be sub-standard or to exceed standards, their self- concept can be artificially moulded and their confidence easily damaged. Such judging creates division in school communities. Kinma is a strong and cohesive school community and is deeply concerned about such harmful effects of testing on students and the community as a whole.

3 Standardised testing limits educational opportunity

When schools are judged on student performance in standardised testing, students and teachers start to focus their work on improving test results. This means responding to the needs of the tests at the cost of individual learning needs or the integrity of school philosophy. This was recognised by Australian Literacy and English University Teaching Boards over 2010-2013 with public statements in the media and educational literature. Both organisations recommend the cessation of standardised testing. Their voice is spreading to assorted groups in Australian society. Kinma offers a student driven program consistent with a learner driven pedagogy – a major contribution to educational development in Australia.

4 Testing undermines teacher expertise

Because of its size and philosophy, Kinma provides an ideal educational environment where staff members are highly attuned to each student’s progress and make decisions about programming that are sensitive to all aspects of a student’s performance. Close observation and individual assessment are a better use of each teacher’s creative and professional expertise. A richer indication of learning progress than standardised measures are found in modes such as:

- peer teacher observation
- ongoing staff reflection and dialogue,
- parent/teacher monitoring and conversation and
- student/teacher communication

5 Any benefits for other schools don’t apply at Kinma

While schools with large class sizes or high teacher turnover might identify some information they can use from standardised testing, this is not the case for Kinma. Kinma group sizes are small and teacher numbers are low. Teachers are in close contact with all the students and are well aware of student progress and development without needing to consult standardised test results.

6 Testing absorbs scarce resources

Teachers need to prepare students for state and national standardised testing, and to then run the tests and prepare paperwork to comply with reporting requirements. These activities take teacher

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 17 of 55

time away from more beneficial teaching and assessment activities. With such small staff numbers and an administration staff of two, tests impose a serious administrative burden.

5. Whitlam Institute 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy, Interim Report*:15
 Australian Literacy Educators' Association (ALEA) 2013, *Submission to the Senate Standing Committee Inquiry into the effectiveness of the National Assessment Program – Literacy and Numeracy*, June 2013: 2

6. Wyn, J, Turnbull, M and Grimshaw, L. 2014, *The impacts of high stakes testing on schools, students and their families: Parental Attitudes and Perceptions Concerning NAPLAN*
 Howell, A. 2012, *The Silent Voice in the NAPLAN Debate: Exploring children's lived experiences of the tests*

7. *Professional Voice- A NAPLAN DEBATE*. A national symposium held by AEU (Australian Education Union) in Sydney in July, 2010. "Advice for Ministers and ACARA on NAPLAN, the use of student data, MySchool and league tables". Contributors include Alan Reid, Margaret Wu, Allan Luke and Brian Caldwell.

Please note that Kinma school has copies of all these articles (and more) should you be interested in reading them.

Learning, Monitoring, Assessment and Reporting Policy	Version 1.2
BOS	3.6.2
Contact: Education Coordinator	Page 18 of 55

Reporting item 5: Professional learning and teacher standards at Kinma in 2014

The following educators were employed :

Category	Number of Teachers
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, or	6
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications, or	0
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 context (Manual, page 39)	0

Description of the Professional Learning Activity - Internal	Number of participants
Programming, Planning and Practice Term 1 - First aid – anaphylaxis – asthma WH+S Additional Needs	6 primary staff 1 management 2 preschool staff
Pi Corbett Talk for Writing	6 staff
Programming, Planning and Practice Term 2	6 primary staff 1 management 2 preschool staff
Programming, Planning and Practice Term 3 Progressive Education – ongoing discussion Information Technology – looking at ways to streamline evaluations, assessment and record keeping	6 primary staff 1 management 4 preschool staff
Programming, Planning and Practice Term 4 Literacy – punctuation and grammar checklists Critical Thinking Framework from PETTA	6 primary staff
Teacher Professional Accreditation Preparation Workshop	3 staff

2014 Annual Return to NSW Board of Studies

Description of the Professional Learning Activity - External	Number of participants
Conflict Management	6 staff
Creativity and Critical Thinking (presenters)	2 staff
Australasian Democratic Education Conference (ADEC)	2 staff
Autism Workshop	6 staff
First Aid Training (Term 1)	6 staff

Description of the Professional Learning Activity - Community	Number of participants
Board Planning Day	8 Board members 2 staff members
Community Day	6 staff 65 parents
Learning Forum (Term 2) Mathematics and how we do it	4 staff 30 parents
Learning Forum (Term 4) Defining Progressive Education	5 staff 23 parents
Governance Workshop	8 Board members 2 staff members

Reporting Area 6: Workforce Composition

2014 Staff Employed	Full time	Part time
Primary teaching	3	3 (2.3 fte)
Support teaching	0	1 (0.3 fte)
Management	1	
Administration	0	2 (0.62 fte)

In 2014 the average daily staff attendance rate was 98%

Retention rate from 2014 was 100% .

Reporting Area 8 – Student attendance and management of non-attendance

Attendance Guidelines

Kinma is a comprehensive co-educational K-6 school (non graded classes) providing an education underpinned by democratic values and operating within the curriculum guidelines of the NSW Board of Studies. Once enrolled, students are expected to support the school's core values and beliefs and comply with the school rules to maintain the enrolment. All absences are to be reported to the school by the parents/guardians on a daily basis.

Procedures

The class teacher

- will monitor the daily attendance/absence of the students
- Will check with the Manager and or the Attendance/Absentee File
- will follow up any absence from school or class with the student and parent/guardian
- notify parent(s) and/or guardian(s) regarding poor school and/or class attendance
- will note the absence in the attendance role and in the student's file
- negotiate strategies with the student and the parents to address the problem.
- document unsatisfactory attendance information in the student file and the interview report to the parent
- at the end of the year will archive all student data including documentation for reason of absence

The Manager –

Will keep a register of enrolments that includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- the register of enrolments retained for a minimum period of five (5) years preceding the current date
- the register of daily attendance retained for a minimum period of seven (7) years preceding the current date

Will keep a record of all telephone and email communications of student absence notifications in the Daily Attendance/absentee File held in the Office which will include the following information:

- date of communications
- name of care giver who makes the notifications
- reason for absence

Will notify teacher at morning tea of any notifications received

Where the destination of a student under fifteen (15) years of age is unknown

- will send a certified letter to the last known address
- will fax/email a Department of Education and Training Officer with home school liaison responsibilities to notify them of the student's name, age and last known address

Compulsory school attendance

Information for other government and non-government agencies and organisations



Students who attend school are more likely to be successful at school and have better career and life choices than students who are often absent from school.

This brochure outlines some of the options available to education systems in resolving students' non-attendance issues and some of the ways in which other agencies, organisations and/or community groups may be able to assist.

Who is responsible for student attendance?

In New South Wales, 'compulsory school-age' means that all children from six years of age are legally required to be enrolled at and attending school or to be registered for home schooling. After they complete Year 10, and until they turn 17 years of age, students then have the following options. They may also be in:

- full-time further education and training (e.g. TAFE, traineeship, apprenticeship);

- full-time, paid employment of an average of 25 hours per week; or
- a combination of both of the above.

Parents or carers are responsible for making sure that their children comply with these legal requirements. Schools support parents by monitoring student attendance and helping to address attendance issues when they emerge. Where schools have unsuccessfully tried a range of strategies to help resolve a student's non-attendance, schools can request assistance from regional attendance officers of the Department of Education and Communities for additional support.

Some examples of important Legislative changes

The *Education Act 1990* provides additional options for dealing with the habitual non-attendance of students of compulsory school age. Prior to 2010, when all other strategies had failed to restore a student's attendance, the only legal option available was for matters to be referred to the local court, where the only option available to magistrates was to fine parents or carers. Now, other options such as these outlined below, provide additional support in helping to identify and resolve the barriers to a student's attendance. Often these issues are broader than what schools can manage alone, and this is when

other agencies, organisations and/or community groups may be asked to assist.

- Sharing information

Legislation allows for the exchange of information between government agencies and non-government organisations involved in the safety, welfare or wellbeing of children and young people. Provisions include working collaboratively, which is a focus of Keep Them Safe and is also set out in Chapter 16A of the *Children and Young Persons (Care and Protection) Act 1998*. Additionally, the *Education Act 1990* part 5 (22)(A) allows for information to be provided to the Department of Education and Communities about children of compulsory school-age to assist in ascertaining the age, identity or whereabouts of a child who is not meeting their compulsory obligations. Providing such information in good faith does not give rise to any liability to civil, criminal or disciplinary action and is not a breach of professional etiquette or ethics or a departure from accepted standards of professional conduct. The identity of any person providing this information will not be disclosed.

- Compulsory attendance conferences

The Children's Court or the Director-General of the Department of Education and Communities can direct that a conference takes place, convened by a trained conference convenor, where a child of compulsory school age is not attending school. The aim of a conference is to reach an agreement under which the child will regularly attend school. Conferences involve parents, sometimes students and other people who are likely to be able to help resolve attendance issues, including representatives from other agencies and organisations. The conferencing process also presents an opportunity for other professionals or individuals to identify and provide support to a student and their family to help restore a child's school attendance.

Who can attend a compulsory conference?

The Wood Special Commission of Inquiry into Child Protection Services

in NSW (2008) showed that vulnerable children may need assistance from multiple sources. The support of other agencies and providers is vital in addressing student non-attendance issues. 'Authorised' conference convenors negotiate who will attend the conference by consulting with education officers to get a better understanding of the issues that may be contributing to the student's habitual school non-attendance and the types of supports that might help to resolve the issues. Examples of some issues might include drug and alcohol issues, access to transport, accommodation and respite care and support for other family members.

Education officers make arrangements for the conference to occur and contact any other person(s) the convenor identifies who may be able to assist. Such people might include government agencies and non-government service providers such as those in the charitable sector, and community representatives such as Aboriginal elders. This contact occurs after the student and their parents or carers have agreed to seeking such support to help resolve underlying issues.

What might be some of the outcomes of a conference?

Conferences should identify the issues preventing the child from regularly attending school and provide a plan of support for the child, parent and/or school to help reduce the impact these issues are having. This includes identifying and resolving any issues in dispute (whether between the child, the parents and the school, or with other relevant agents) and identifying any other services that may support compulsory schooling. The outcome could be that the school or parent has to provide breakfast, a school uniform or transport to school. The parent may also be directed to participate in, or seek support from programs and services run by other agencies or organisations. Examples might be parenting skills programs or the provision of a disability respite service.

If you would like more information about compulsory attendance conferencing, please contact the student services staff at the local Department office.

Further information regarding school attendance can be obtained from the following websites

Policy, information and brochures:

<http://www.schools.nsw.edu.au/gotoschool/a-z/attendance.php>

New School Leaving Age:

<http://www.schools.nsw.edu.au/leavingschool/index.php>

Keep Them Safe:

<http://www.keepthemsafe.nsw.gov.au/home>

Student Attendance - Exemption Criteria

Background

In response to the national agenda and changes to the *Education Act* resulting from the Wood Royal Commission and the new School Leaving Age, there are significant changes required to school processes and practices around student attendance.

In January 2010 the NSW Government raised the mandatory school leaving age to 17 years

From January 2012, all NSW schools will be required to use the state attendance codes to record student attendance on the attendance register or roll. A copy of the Attendance Codes is kept in all class rolls.

In introducing the attendance codes, the NSW Minister for Education has delegated the power to grant or cancel Exemption Certificates to non-government school principals within strict guidelines. This delegated authority ensures that independent school principals have the same level of authority as principals in government schools. It allows principals to provide an Exemption Certificate for students to be exempt from attending school for up to 100 days in a year or an exemption to leave school following the completion of Year 10 to undertake an apprenticeship or traineeship.

Process

The Manager will seek the advice of AIS – Robyn Yates, Director Government Education Policy on 92992845 prior to undertaking the use of Ministerial delegation.

The process for considering an application for exemption is:

- Parent/legal guardian completes parental application
- Manager reviews the parent's application against the criteria in the DEC guidelines
- If application is supported issue certificate of exemption (original) to parent
- Keep a copy of the application, certificate and Minister's delegation on the student's file.

Other Relevant information:

Keep Them Safe Legislation

Compulsory School Attendance Guidelines (DEC) – Government and Non government bodies

Compulsory School Attendance Guidelines (DEC) – Parental Information

DEC Exemption Guidelines

Reporting item 11: Enrolment Policies

Enrolment strategy

Kinma is a stimulating alternative to the traditional model of education where children from 3 - 12 years enjoy learning; where co-operation, trust, integrity and friendship are the building blocks of our educational philosophy. Kinma operates within the policies of the NSW Board of Studies and other legislative bodies.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are encouraged and supported to support the school's ethos and comply with the school rules to maintain the enrolment.

Procedures

1. All applications should be processed within the school's enrolment strategy.
2. Consider each child and their family and invite them to spend time at the school.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons. A more detailed breakdown of procedures is held in the Staff and Parent's Handbook.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student population

At Kinma we have 117 children in Preschool and Primary. As Kinma is a parent managed school, parent involvement is fostered at all levels, be it in the classroom, on excursions or at home. Each parent along with the children are valuable members of the school. Our students live in a number of suburbs that span the complete Northern Beaches, and Lower North Shore Area.

In 2014 student attendance rate was 96%.

Reporting Item 12: School Policies

Reference	Policy Name	Via Ed Com	Scheduled Review Date
PS7	Acceptance and Refusals of Authorisations Policy	No	2016
PS6	Access and Equity Policy	Yes	2016
K15	Additional Needs Policy (inc IEP)	Yes	2016
K9	Anaphylaxis and Allergies Policy	No	2016
PS23	Anti Bias Policy	Yes	2017
K12	Asthma Policy	Yes	2016
P9	Attendance Guidelines	Yes	2018
K3	Behaviour Management	Yes	2014
K25	Board Induction Papers	No	2016
K26	Board Roles	No	2018
P1	Certificate for exemption from attendance	Yes	2014
K10	Child Protection Policy	Yes	2017
PS14	Child Safe Environment Policy - Physical Environment	Yes	2016
K21	Community Maintenance	No	2017
P2	Complaint Management	No	2014
K27	Compliance Guidelines (BOS)	No	2015
P1	Compulsory school attendance	Yes	2014
K18	Confidentiality Policy	No	2017
K1	Constitution of Kinma	No	2020
P1	DEC Exemption Guidelines	Yes	2014
PS2	Enrolment and Orientation Policy	Yes	2014
K22	Environmental Guidelines	No	2017
K28	Excursion Consent Form	Yes	2014
	Excursion Objectives and Risk Assessment	Yes	2016
K14	Excursion Policy	Yes	2017
P11	Facilities Management	No	2018
PS3	Fees Policy	No	2015
K7	First Aid and Accidents Policy	No	2015
PS10	Food Handling Policy	No	2016
K19	Governance and Management of Service Policy	No	2016
PS16	Handling Strong Chemicals - Safety Policy	Yes	2018
	Homework Policy	Yes	2018
PS9	Hygiene Policy	Yes	2016
PS12	Illness and Infectious Diseases	No	2018
PS11	Immunisation Policy	No	2016
PS10	Incident Form	Yes	2018
PS5	Interactions with Children Policy	Yes	2016
K2	Kinma's Core and Guiding Principles	Yes	2018
PS17	Learning Teaching Cycle	Yes	2018
P3	Learning, Monitoring, Assessment and Reporting	Yes	2018
K8	Medical Conditions	Yes	2017
PS13	Nappy Change and Toileting Policy	No	2017
K11	Nutrition Policy	Yes	2017
K4	Parent Handbook	Yes	2016
PS4	Parent Involvement Policy	Yes	2016
P1	Parental application for exemption	Yes	2018
PS19	Policy on Developing Self Esteem and Self- Reliance	Yes	2016
PS20	Policy on Guiding Children's Behaviour	Yes	2016
K6	Policy Regarding Emergencies	Yes	2015
K23	Premises and Buildings Monitoring	No	2016

Reference	Policy Name	Via Ed Com	Scheduled Review Date
PS18	Programming - How the Program Works Relationships - EYLF and Kinma	Yes	
PS8	Procedure for Emergency Arrangements for Children left at Preschool after 3pm	No	
PS8	Procedure for Safe Collection of Children - Unfit Carer	No	
PS18	Programming - How the Program Works Relationships EYLF and Kima	Yes	
K24	Responsible Person Board Members	No	2019
P10	Responsible Person School Policy	No	2018
PS21	Road Safety Education Policy	Yes	2016
P5	Role of Student Leadership	Yes	2017
P6	Safe and Supportive Environment	Yes	2017
PS8	Safe Arrival Policy		2015
P7	Safe Collection Emergency Arrangements	Yes	2017
K20	Security Policy		2017
PS25	Staff Handbook		2017
K17	Staffing Policy - Code of Conduct	No	2017
P8	Student and Community Welfare	Yes	2016
PS27	Staffing Policy - Participation of Students and Volunteers	Yes	2015
PS26	Staffing Policy - Responsible Person	No	2016
K15	Sun Protection Policy	No	2017
PS15	Trauma, Sudden Death, Critical Incident Policy	Yes	2017
PS22	Water Safety Policy	No	2016
K16	Work Health and Safety - in practice	No	2017
K16	Work Health and Safety Policy	No	2017
P13	Work Health and Safety Policy	No	2017
K13	Work Health and Safety Statement	No	2017
P12	Return to Work Program	No	2017

STUDENT AND COMMUNITY WELFARE

‘Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.’ Margaret Meade

Kinma community believes that education is a process of growth which continues throughout life. Therefore Kinma is not preparation for life, but the opportunity for children to discover life and the world within a safe and secure environment. Education is not the transmission of facts, but the development of understanding and thinking skills. Education at Kinma must reflect life, where learning is undertaken through the integration of specific disciplines, the use of concrete materials and real life experiences.

Children take an active role in their learning, while the teacher takes a role as facilitator providing opportunities for students to investigate at their own rate within their own learning style. Children are given the opportunity to bring their pre-existing knowledge, understanding and interests to their learning. In this way education becomes meaningful and purposeful to children. Responsibility for their own learning enables the development of self-discipline as children discover the consequences of their actions and develop their own limits for behaviour.

Kinma provides an environment which respects and nurtures the individuality of its members. It promotes an active, creative and generative movement for all its members, an environment which allows and actively encourages children to reach their potential in all areas. Kinma staff believe that children have an innate desire to learn. Through the recognition and understanding of developmental stages of childhood and individual learning, teachers design the educational program to engage with that idea. Implicit in this program is the belief that play and imagination are central to learning and that a broad curriculum is most appropriate in the primary years. It is basic to Kinma's philosophy and day-to day operation that home and school environment are compatible and that parents are aware and involved in their child's education.

Parents are valued members of the Kinma community. It is intrinsic to the values of Kinma that staff, parents and children work together in order to further understand and 'know' each other well as to develop a true sense of community. Parents are consulted and counseled before making Kinma their final choice of school as it is vital to the community and child's development that home and the school environment are compatible. Parents are made aware of, and are involved in, their child's day-to day education.

At times throughout a child's learning journey individuals and small groups need additional support to assist their understanding of feelings and events that they cannot control. Staff take time to support students and can gain the assistance of the Education Co-ordinator and Manager if required. In consultation with the family staff identify behaviours that may benefit from a professional body (e.g. neck specialist, psychologist, natural therapist). At Kinma we have a list of support professionals within the wider community to access. Detailed information is held in the Health Support File in Administration.

KEEPING STUDENTS SAFE AT KINMA

CHILD PROTECTION POLICY

OVERALL POLICY

Kinma is committed to providing a safe environment for its students. It uses a range of practices to achieve this:

- Empowerment of students
- Safe staff recruitment
- Appraisal and development of staff
- Management of complaints against staff and volunteers
- Reporting of children at risk
- Ongoing assessment and management of environmental risks
- Ongoing assessment and management of other risks to students
- Compliance with child protection laws.

Kinma is committed to ensuring that any incidents or reports of harm to children or risks of harm to children are promptly and fully investigated, putting the safety and well-being of students above any other consideration.

Workers covered by this policy include paid teaching and non-teaching staff, contractors and volunteers.

EMPOWERING STUDENTS

Children are inherently vulnerable and the adults around them have a responsibility to protect them. Kinma recognises that it can take steps to reduce children's vulnerability by making sure that:

- they are active participants in their school community;
- their voices are clearly heard;
- they understand what is acceptable conduct; and
- they are confident that their concerns will be taken seriously.

Active participation by children is fundamental to Kinma's philosophy. Kinma's parent information kit explains that "Kinma children are encouraged to work in a style and at a level suitable to their developmental stage. They are involved in determining their needs together with their parents and teacher."

Kinma supports the active participation of Kinma students in all areas of their school life:

- *Learning themes*: class discussions at the start of each term set themes for that term's study. The teacher weaves Board of Studies requirements into the theme.

- *Class meetings*: Primary classes hold class meetings on a fortnightly basis. Kids set the agenda, chair the meeting and determine its outcomes. Teachers abide by the chair's decisions. Class meetings determine conduct standards in the classroom.
- *Special events*: Kinma students run their own events, including stalls at Kinma markets, the annual poetry festival and year six farewell.
- *Disputes*: Kinma staff rarely intervene in disputes between students unless either party requires assistance or a mutually agreeable solution cannot be reached. Staff will listen to all parties to the dispute. The issue is generally resolved when all parties agree and accept the resolution. Accepting a resolution is easier when individuals feel empowered by being part of the decision-making process.

SAFE STAFF RECRUITMENT

Selection process

Applicants for paid positions at Kinma must provide a written application and must nominate referees, preferably ones who have supervised them in child related work.

Shortlisted applicants are interviewed by a selection panel including the Manager, the Education Coordinator and a Board Director. Applicants are asked about their past experience with children and their understanding of children's development and learning needs.

The Manager verifies educational qualifications and checks that they meet statutory requirements for the relevant role before employment is offered.

On occasion an applicant may be invited to give a supervised class to students as part of the selection process. A staff member is present during this teaching period.

NSW Working With Children Check

Kinma only engages staff and volunteers who have a Working With Children Check in accordance with the current legislative requirements. All existing paid staff were checked if they were engaged after the commencement of the 2000 Working With Children Check.

The following categories of worker must have a Working With Children Check under the 2012 *Child Protection (Working With Children) Act*:

- All staff and volunteers who have face-to-face contact with children
- School cleaners, whether or not they have face to face contact with children

The following categories of worker do not need a Working With Children Check under this Act:

- Parents and close family members volunteering at Kinma
- One-off visiting speakers, performers etc, where adults are present at the event.

The new Working With Children Check applies immediately for new paid staff. It is required for existing paid staff and volunteers between 1 April 2017 and 31 March 2018.

Kinma is prevented by law from engaging any staff or volunteers who are barred under the *Child Protection (Working With Children) Act* from working with children or who are subject to an interim bar against working with children. Kinma is prevented by law from engaging staff or volunteers who do not have a Working With Children Check clearance or a Check application in progress by 31 March 2018.

Kinma does not seek a Working With Children Check on any person exempted from the Check.

Kinma reminds any businesses hiring its facilities about the Working With Children Check. Kinma is not responsible for determining whether staff or owners of businesses hiring Kinma facilities have had a Working With Children Check.

The Manager records Working With Children Check numbers at recruitment. She verifies the status of each check and the expiry date of each clearance. Where the website indicates that the applicant does not hold a current or valid Working With Children Check, or has been barred (whether a full bar or an interim bar), the Manager terminates any engagement offered, in accordance with the law. A person denied child related employment in these circumstances has no right to compensation.

The Manager re-verifies any Check still in progress at least once a month until its final status is determined. The Working With Children Check team will advise the Manager if the final status means the holder is barred from working with children. Six months before a clearance is due to expire, the Manager reminds staff of the need to renew the Working With Children Check.

APPRAISAL AND DEVELOPMENT OF STAFF

All staff, particularly new ones, are closely supported and supervised by the Education Coordinator. This is supplemented by formal appraisal at least once every two years and more often for staff experiencing difficulties. More detail is provided in the Staff Appraisal Policy.

Teaching staff have up to six training and development days each year. These sessions are to extend and develop skills and capacities and will be targeted to the individual teacher's needs.

All staff attend in-house training on child protection at least twice annually, and one staff member represents Kinma at external training on child protection once every two years. The Manager attends external training every three years to maintain accreditation as an investigator of allegations involving risk of harm or harm to a child.

All staff are required to have an up to date First Aid Certificate. The Manager monitors expiry dates for staff Certificates and books refresher training for staff when the Certificate needs to be renewed. More detail is available in the Performance Development Policy.

The Kinma Code of Conduct for staff sets out expectations of conduct and behaviour for all staff. All Kinma staff must sign the school's code of conduct when they start work at Kinma. The Code of Conduct is provided to Kinma parents in the information kit and published on the website so they are aware of the school's expectations of staff. There is a separate Code of Conduct for Kinma parents that is also included in the information kit. Parents review their code of conduct at full school development days. Children develop informal codes of conduct through their class meetings.

MANAGEMENT OF COMPLAINTS AGAINST STAFF AND VOLUNTEERS

Inappropriate conduct towards students is unacceptable, and will have serious consequences at Kinma.

Handling Allegations

Where any member of the Kinma community makes an allegation of inappropriate conduct towards a student, it must be reported immediately to the Manager. The Manager notifies the Board Chair immediately of significant allegations. If the Manager is the subject of the allegation it must be reported direct to the chair of Kinma Board.

The first action taken in relation to any such allegation is to ensure that the student or students in question are currently safe and remain safe. This is done through a risk assessment to establish whether there are any risks to the alleged victim, other students, members of the Kinma community or the alleged perpetrator. Considerations will include the nature of the allegation, the vulnerability of the child/children, the type of contact the staff member has with the child/children, the staff member's history and attitude. The Manager will take steps to protect those at risk – actions may include the temporary separation of the staff member subject of allegations from the child/children involved. While such a step may need to be taken rapidly, the Manager should always consult the Association of Independent Schools in these situations, to ensure the protective steps are appropriate. It is important that there is no assumption of wrong-doing against any person before the investigation has been completed. The Manager is also responsible for protecting the privacy of all parties to the allegation.

When all necessary action has been taken to ensure that the student(s) are currently safe and that ongoing risks have been managed, the Manager assesses the allegation to determine the appropriate further actions in relation to the allegation. These may include:

- Reporting the allegation to the Police
- Reporting a child at risk (as a Mandatory Reporter)

- Disclosing a reportable allegation to the Ombudsman
- Seeking advice on the best way forward from experts (for example the Association of Independent Schools).

Reporting allegations of criminal conduct to the Police

The Manager should report allegations of criminal conduct involving sexual or physical abuse of students to the Police if there is any evidence at all in support of the allegations. The Police are best placed to investigate these serious matters, while a school-based investigation could contaminate evidence and reduce the chances of a successful prosecution. The Manager should consult with the Association of Independent Schools where there is an allegation that may require reporting to the Police.

Where a matter reported by the Manager is under investigation by the Police, the Manager must work with Police and the Association of Independent Schools to make sure that students at the school remain safe during the investigation.

Mandatory reporting of abuse and neglect

Under the NSW *Keep Them Safe Program* all schools are mandatory reporters of abuse and neglect. If an allegation of abuse or neglect is made, or if the Manager is concerned that a student at the school is being abused or neglected, or is likely to be abused or neglected, she must take the steps set out in the Mandatory Reporters Online Guide at http://www.keepthemsafe.nsw.gov.au/v1/reporting_children_at_risk.

Records of the notification should be made by the person notifying the risk, and held in a secure file by the Manager.

The Manager may provide confidential information about the student or students at risk to other agencies who have a role in supporting, treating or caring for the child in question in accordance with Chapter 16A of the *Children and Young Persons (Care and Protection) Act 2003*. The Manager would normally seek legal and strategic advice from the Association of Independent Schools on the rare occasions when such a disclosure is proposed. The Manager may not reveal any identifying information about student(s) in discussions with the Association.

Mandatory reporting to the Ombudsman

An allegation must be reported to the Ombudsman if it is about the following conduct:

- a) any sexual offence, or sexual misconduct committed against, with, or in the presence of a child, including child pornography offences, or
- b) any assault, ill treatment or neglect of a child; or
- c) any behaviour that causes psychological harm to a child, whether or not the child consented.

Exceptions to this reporting obligation are provided for:

- conduct reasonable for discipline, management or care of the children, having regard to their age, maturity, health or other characteristics and any relevant codes of conduct or professional standards

- trivial or negligible use of physical force that will be properly investigated
- conduct listed in the Ombudsman's agreement with the Association of Independent Schools. Members of the Association do not need to report certain allegations if they are investigated by a properly accredited investigator.

As Kinma's Manager is accredited by the Association of Independent Schools to conduct investigations, Kinma is exempted from the requirement to report:

- first time allegations of hitting a child
- inappropriate but minor and transitory restraint of a child
- inappropriate pushing or pulling of a child.

The Manager must report to the Association when it has completed an investigation report on this type of conduct.

The Manager must report allegations of sexual misconduct, more serious physical assault, or other reportable conduct to the Ombudsman within 30 days. Notification forms are available on the Ombudsman's website at www.ombo.nsw.gov.au/publication/forms.

Undertaking investigations

Whether an allegation is reportable to the Ombudsman or not, the Manager must investigate it.

Investigation process

There are several practices that the Manager must use in an investigation:

- Establishing the facts: the Manager must make every attempt to find out what actually happened, using the principles of natural justice. All people who had a role in the incident should have the chance to tell their story. Where a child's story is to be told, the child must be interviewed in an age appropriate, safe and supportive way. The Manager must tell the accused person what they have been accused of, and must provide that person with the opportunity to give their own explanation of the incident(s). Investigation is a specialised skill and the Manager should liaise with the Association of Independent Schools to ensure that correct processes are used. The Ombudsman has detailed guidelines and up to date fact sheets to assist investigators carrying out workplace investigations. The Guidelines and fact sheets are published at www.ombo.nsw.gov.au/publication.

The investigation is highly confidential and the Manager must protect the privacy both of the alleged victim(s) and the alleged offender(s) during and after the investigation. The Manager reports serious matters to the Chair of the Board in confidence, but cases are only reported to the Board when there is a finding of misconduct against a staff member or volunteer. The Board must approve any disciplinary action resulting from such a finding.

Staff involved in a complaint may seek professional support or counselling. Any support sought from the school will be considered by the Chair of the Board.

- Making a finding: the Manager must take into account all the information provided in the investigation process, and analyse it in the context of surrounding events and circumstances to form a conclusion about what happened and whether the conduct of the accused person amounts to any form of misconduct. The findings available to the Manager are
 - the conduct did not occur
 - the conduct did occur but was not any form of misconduct
 - the conduct did occur and was misconduct (whether reportable or not)
 - there is insufficient evidence to be certain whether misconduct occurred

Some conduct may be a breach of professional standards, but does not involve behaviour relating to children’s safety and welfare. For example, falsifying qualifications or stealing school property would amount to professional misconduct, but is not reportable conduct.

- Record-keeping: the manager must establish a confidential file for each investigation and document all steps undertaken, including
 - details of the allegation, who made it, who it relates to
 - when the conduct was alleged to occur, what elements make it reportable
 - who was interviewed, what questions were asked and what responses were given
 - what other information is relied on to form a conclusion
 - what conclusion was formed and why
 - what steps were take once the conclusion was formed.

The Manager must ensure that the records of the allegation and investigation remain confidential and cannot be accessed by other members of staff, volunteers or members of the school community.

Reporting findings

The findings of an investigation must be analysed against the reporting requirements of the Ombudsman and the Working With Children Check, with reports made to these bodies in accordance with their legislation.

Ombudsman reporting

If the allegation needed to be reported to the Ombudsman, the findings must also be reported to the Ombudsman. The Ombudsman’s listed outcomes are mapped below against the possible findings of the Manager.

Ombudsman	Kinma
Sustained	The conduct was reportable ⁵ and did occur
Not sustained (insufficient evidence)	The conduct was reportable but there is not enough clear evidence to prove it occurred.

⁵ Reportable conduct for the Ombudsman is: sexual offences and misconduct, including grooming and child pornography, physical assaults, neglect and ill treatment of a child or conduct leading to and psychological harm of a child.

False	The conduct was reportable and did not occur.
Vexatious	There was never any substance in the allegation and it was made with malice.
Misconceived	The conduct is not what the allegor thought it was (eg, a child was restrained, but to protect her from a danger that the reporting person did not witness)
Not reportable conduct	The conduct is not reportable, whether or not it occurred

The findings of an investigation into a reportable allegation need to be notified to the Ombudsman in these terms, using the forms provided on the Ombudsman's website.

Working with Children Check reporting

Where the Manager finds that certain types of conduct did occur, she must report them to the Working With Children Check for future use in assessing whether a person may work with children. When a report is made on a person who already holds a clearance to work with children, there will be a new assessment of that person. If the conduct suggests serious ongoing risks to children, the review could lead to a bar against working with children. Such a bar may be appealed. While a person who is barred from working with children may not remain in child-related work, the Administrative Decisions Tribunal may issue an order that stops the operation of that law while an appeal is underway. Any proposal by the Manager to continue employing a barred person during an appeal process must be approved by the Board.

Findings that the following conduct occurred must be reported to the Working With Children Check:

- Sexual misconduct committed against, with or in the presence of a child, including grooming a child
- Any serious physical assault of a child.

The Manager must consult Working With Children Check fact sheet "Reporting Certain Misconduct Involving Children" to determine which matters must be reported to the Working With Children Check. Initial notification to the Working With Children Check is online. Once the online notification is submitted, the Check officers will ask the Manager for her full report.

RESPONDING TO FINDINGS

Where an investigation finds that misconduct occurred, whether it is reportable misconduct or non-reportable professional misconduct, the Manager needs to consider what Kinma's response should be. The Manager's recommended response must be approved by the Board. The response should be appropriate to the seriousness of the conduct and its impact on the whole school. Appropriate responses may be in the following range:

- no action
- informal warning

- formal warning
- change in duties, including demotion
- dismissal

Dismissal is appropriate where the conduct is such that the ongoing safety of students or any part of the school community cannot be restored, or where continuing damage is being done to the school's standing and reputation, or where the finding supplements other relevant findings and formal warnings.

MAINTAINING A SAFE ENVIRONMENT

It is essential that we provide a safe environment for Kinma students. We do this by:

- Allergy management – Kinma is a nut free school;
- Behaviour Policy – ban on weapons, drugs etc;
- Cleanliness – in rooms, toilets and kitchens;
- After-School collection supervision – a teacher remains until all children are collected;
- Communication – weekly newsletter, facebook group for parents and phone tree operates to keep the school community informed;
- Excursion supervision – we use a high ratio of adults to children on excursions;
- Medical support – a first aid kit is available and emergency contact numbers are clearly displayed by the office phone;
- Playground and classroom supervision – children have access to teacher support at all times;
- Poisons – cleaning and gardening supplies are locked away from children;
- Regular fire drills and alarm tests are held;
- Sunscreen and hats – are worn when outdoors; and
- Visitor supervision – all visitors to Kinma are greeted and taken to the Manager

KEY DOCUMENTS

Ombudsman:

- Child Protection Fact Sheets at <http://www.ombo.nsw.gov.au/news-and-publications/publications/fact-sheets>
- Child Protection in the Workplace Guidelines at <http://www.ombo.nsw.gov.au/news-and-publications/publications/guidelines/child-protection/child-protection-in-the-workplace-responding-to-allegations-against-employees>

Working With Children Check:

- Fact sheets and resources at <http://www.kids.nsw.gov.au/Working-with-children/New-Working-With-Children-Check/Resources>

Association of Independent Schools:

- Class or Kind Agreement with the NSW Ombudsman at [http://www.aisnsw.edu.au/Services/ChildProtection/Documents/Class%20or%20Kind%20Determination%20\(2012\).pdf](http://www.aisnsw.edu.au/Services/ChildProtection/Documents/Class%20or%20Kind%20Determination%20(2012).pdf)

PLANNING CONTROL

- Held in Policy folder
- Distributed to staff
- Next Scheduled Review: 2016

VERSION CONTROL

Version	Date Approved	Approved By	Brief Description of changes, rationale
1.0	25/03/2014	Manager (Julie Carr)	New policy to reflect changes in legislation.
1.1		Chair (Pam Webster)	Updated to include specialised child protection training for staff and to adopt standard template for Kinma policies.

Contact Officer: Manager (Julie Carr)

BEHAVIOUR MANAGEMENT POLICY

OVERALL POLICY

Behaviour management at Kinma is applied to achieve a well functioning school that allows all students, staff and families to be treated fairly and with dignity. We do so in an environment that supports cohesion and inclusion; free from disruption, intimidation, harassment, victimisation and discrimination.

The School supports the emotional wellbeing of students and teachers and abstains from corporal punishment and other coercive and manipulative approaches. The school does not support the administration of corporal punishment by anyone including parents enforcing discipline at school.

KINMA CONTEXT

Students respond to courteous and considerate treatment by their friends and adults, and will approach activities with concentration and motivation when tasks are suited to their needs and interests.

At Kinma, students are encouraged to be responsible, independent and develop discipline for themselves from within. We encourage students to respond to limits and gradually develop the skills to set their own limits. We carefully consider the development of each student in all areas, including student behaviour. At Kinma, we create learning environments to develop students who:

- have self-discipline and a sense of responsibility for behaviour
- have respect for others and their differences
- display honesty in action and thought
- value cooperation
- take pride in their school, their classrooms and their groups.

Kinma acknowledges that:

- some testing of the limits of acceptable behaviour is normal for students
- students gain a sense of security in their school environment knowing that, if necessary, limits will be placed on their behaviour and that of others
- misbehaviour is often a student's expression of underlying factors
Teachers take steps to understand the intent of students' misbehaviour and to respond to the underlying issues as well as the misbehaviour. This is done in collaboration with students and where appropriate with parents, always giving due consideration to the goal of developing self-discipline in students.

EMBEDDED PRACTICE

We actively develop a relationship

Staff, parents and students develop good relations based on open communication, humour, respect and shared learning experiences.

We promote independence in students

At Kinma we believe it is important for students to develop independence and a sense that "I can do it". While staff are on hand to support all situations, we encourage students to "have a go" or to gain assistance from peers; not to turn automatically to an adult for the answers.

At Kinma, staff are always looking for ways to empower students, as empowerment leads to a greater self-awareness and increased self-esteem. Students with good self-esteem are in a sound position to develop self-discipline.

We create opportunities for students to contribute to the Kinma community

Staff listen to, and act on, students' ideas and involve students in decision-making at every opportunity so that they can make a positive contribution to their own lives at Kinma. Key opportunities for student involvement include daily Kinma life, weekly school and class meetings, inquiry-based learning and brainstorming study themes.

We make encouragement a habit

Encouragement focuses on effort and is positive and empowering. The focus is on improvement and confidence building and is offered at all times.

We develop a healthy attitude to mistakes

Our mistakes have the potential of providing our greatest learning opportunities. When students make errors, constructive feedback is provided so that students can learn from their mistakes.

We are good role models

Students are more likely to develop a healthy lifestyle with positive self-esteem and an optimistic outlook if others in their lives demonstrate this through their own behaviour.

STANDARDS

To support these outcomes, students and staff have agreed on three basic rules at Kinma. Both students and staff use them to shape behaviour. They are:

- respect yourself
- respect other people and living things
- respect our environment

Staff and students have agreed that students have the right to:

- play and learn
- be safe and happy in the playground
- speak and be heard
- access resources, first aid and staff
- have a clean environment

Staff and students have agreed that students have the responsibility:

- to learn and share with others
- not to hurt others by word or action
- not to abuse our rights
- to respect and maintain school resources and our physical environment

The following actions are inappropriate and unacceptable:

- bullying or violence (verbal or physical) with the intent to harm
- speaking to teachers, parents, visitors or other students in an offensive manner
- deliberately damaging, defacing or stealing school property, other property or acting in a way likely to cause damage
- not acting responsibly towards people when outside the school community
- being in possession of an object, the purpose of which is to inflict harm to another or to property
- being in possession of cigarettes, alcohol, or unlawful drugs

Students and staff discuss desired behaviour during a range of interactions. The focus from staff at all times is on the desired behaviour, not the misbehaviour. For example, we would say, “walk please” rather than, “don’t run”. We then discuss our school standards, along with students’ rights and responsibilities. We use these standards to guide behaviour and support an understanding of expectations.

PROTECTIVE BEHAVIOURS

Guiding behaviour is an ongoing part of socialisation for students at Kinma. Kinma staff are well equipped to support students. Students are respected as individuals, but are expected to participate appropriately as members of the whole group. Support and guidance in managing inappropriate behaviour will depend on the individual circumstances of each instance.

The first action generally taken in response to inappropriate behaviour is discussion with the student/s involved to find out what happened and why. Depending on the individual circumstances of each case, Kinma’s responses may also involve discussions with other students or staff.

If there is disruption to the group, the student/s may be required to work in the library or office until such time as they, and staff, feel they can contribute appropriately in the group.

If the student/s involved have displayed similar behaviours previously, or the behaviour raises staff concerns, staff will contact parents to arrange a meeting. At this meeting, staff will advise parents of the ongoing behaviours and discuss strategies, and what parents may do to support the student.

Where the student/s behaviour involves serious risk to him/herself, others or school property, the Manager or delegate will take immediate protective action. This could include the family being contacted and the student being taken home for their own and/or others’ safety.

If any of these behaviours above also involve damage to, or theft of property, families will be expected to repair, replace or return the property.

EXPLICIT DISCIPLINE, SUSPENSION AND / OR EXPULSION

If the situation escalates significantly, where the school is considering suspension or expulsion, the family will be formally advised in writing. The process, as documented below, will be managed as efficiently and expeditiously as possible. The School will endeavour to complete these actions within 7 days if possible. The formal disciplinary process follows the steps set out below.

- Step 1 Manager or staff member (as appropriate) prepare a report on the behaviour.
- Step 2 Manager provides written information to family about the behaviour.
- Step 3 The Education Committee convenes a special meeting to consider the behaviour and appropriate action. The family may present its position to the Committee in person at the start of the meeting, and may bring a support person. The support person is not a participant, and does not represent the parent. After any family presentation, the meeting continues in closed session to consider all information available. The Education Committee may seek specialist external advice to guide its considerations, for example from the behavioural or executive team at the Association of Independent Schools.
- Step 4 The Education Committee makes a full report on its considerations and makes recommendations to the Board.
- Step 5 The Board considers the Education Committee's report and makes its preliminary finding and decision on actions to be taken. This finding and decision is provided to the family and the Education Committee. The Board seeks a written response from family. The family may request a review in its written response, and must provide any further information that it wants the Board to consider. If there is no written response from the family in the timeframe (at least one week must be provided), the preliminary findings and decision become final.
- Step 6 The Manager arranges any requested Board review.
- Step 7 The Board makes a final finding and decision. The Board must consider any new information provided when undertaking its review. The Board provides its final decision to the family and to the Manager.
- Step 8 The Manager implements any decisions made by the Board.

The process and decisions are confidential. The school would not prevent any student's admission to another school.

PLANNING CONTROL

- Review by Education Committee
- Publish on website

Next Scheduled Review: 2017

VERSION CONTROL

Version	Date Approved	Approved By	Brief Description of changes, rationale
1.0	Date not known	Julie Carr, Manager	
2.0	September 2014	Juli Gasner, Education Coordinator	Education Committee review to refine practices.
2.1	November 2014	Julie Carr, Manager	Review of sections 5 and 6.

COMPLAINTS POLICY

1. OVERALL POLICY

This policy is to guide members of the school community on how they can give feedback and raise concerns about the operations of Kinma, and to guide volunteers, staff and Board members on how to manage and respond to complaints.

Kinma is committed to fair and efficient resolution of complaints. Members of the Kinma community have a right to raise concerns and have them handled well in an orderly, objective and timely manner. Kinma is committed to use every opportunity to improve services. Feedback from the Kinma community, including the feedback in complaints, will always be used to monitor and improve Kinma's performance.

High standards of confidentiality and privacy are applied by all parties in the complaints process.

This policy applies to the full school community, both staff and complainants, including all staff, volunteers and families of Kinma students.

1.1. Exceptions

This policy does not cover the management of grievances and disputes by members of staff (see Grievance Policy).

This policy does not cover the management of child protection concerns (see Child Protection Policy "Keeping Children Safe at Kinma").

This policy does not cover the management of issues or conflict between members of the Kinma community outside of school activities.

2. KINMA CONTEXT

Members of the Kinma community interact and communicate with each other all the time, at drop off and collection, at school events and activities and in their private lives outside the school. Naturally these interactions will involve sharing our Kinma experience or particular Kinma activities. Sharing in community is a valued strength of Kinma.

Where a member of the Kinma community has a concern, it is important to raise the issue with a staff member who is in a position to resolve it. Kinma warmly encourages parents to raise any concerns so that problems are addressed early and do not fester, causing stress for all parties.

The best strategy for avoiding problems at Kinma is regular communication between parents/carers and teachers. Kinma teachers encourage parents and carers to drop in for a few minutes now and again to exchange information about how things are going at home and at school. Home issues can impact on a student at school. When teachers are aware of home issues, they can support the student better at school. These issues can be large or small – not sleeping well, a serious illness, a parent travelling for work, a new pet and so on. At Kinma we call this "prepare and pre-empt".

Most parents/carers drop-off or collect at least a few times a week. It is very desirable to use these times for keeping teachers up to date. Parents who do this may avoid problems through building valuable relationships with the teacher. These relationships reduce the likelihood of concerns arising, and can make it easier to resolve any that do arise.

Many concerns are resolved by early informal discussion with the teacher. Where that is not possible, more formal steps can be taken.

3. TYPES OF COMPLAINTS

3.1. Student learning and welfare

Examples of student learning concerns include:

- students needing more teacher support
- students in conflict with each other
- dangerous items used in play or class
- student welfare (also refer to Kinma's Child Protection Policy)

3.1. Staff conduct

- concerns about teacher style or capacity
- 4. concerns about teacher management of learning program

3.2. Community issues

- concerns about conduct or behaviour of other parents/carers at school or at Kinma activities

4. INFORMAL COMPLAINTS

4.1. Student learning and welfare

The classroom teacher (for primary students) or Preschool supervisor (for preschool) is the first person to talk to about any student learning or welfare concerns. Kinma encourages face-to-face discussion to for this. Where face to face discussion is not possible, telephone discussions are preferred. The process is:

- parent/carer arranges to meet with the teacher to discuss the issue
- teacher documents the issue and the outcome in a file note.

Meetings with classroom staff should be completed before 8:55 am or started after 3:05 pm. Teachers are not available at other times as they are in class with their students.

4.2. Staff conduct and community issues

These concerns should be raised with the Manager. The process is:

- parent/carer arranges to meet with the Manager to discuss the issue
- Manager documents the issue and the outcome in a file note.

5. FORMAL COMPLAINTS

5.1. Nature of formal complaints

Some concerns are not appropriately or effectively managed informally. Examples of concerns that are best dealt with in a formal complaints framework are:

- serious issues about staff performance or behaviour
- complaints that have not been successfully resolved through discussions

- complaints about governance of the school or preschool

5.2. Making a formal complaint

A formal complaint should be made in writing. It should explain the problem and what has been done to date in response to it. It should be identified as a formal complaint.

5.3. How a formal complaint is managed

The Manager of Kinma is responsible for managing formal complaints. All complaints except those about student learning are directly managed by the Manager or Kinma. Complaints about student learning are delegated by the Manager to the Education Coordinator. Complaints about the Manager are managed by the Chair of the Board.

A formal complaint made to any other staff member or any Board member will be re-directed to the Manager for action. The only exception is where a formal complaint relates to the performance of the Manager. The Chair of the Board is responsible for responding to formal complaints about the Manager. Any other staff member or Board member who receives a formal complaint relating to the Manager will re-direct that complaint to the Chair of the Board for action.

5.4. Setting up the investigation process

In most complaints, Kinma's standard investigation process will be appropriate, but the person responsible for managing a complaint may have a good reason to propose an alternative approach. The staff member responsible for managing a formal complaint will take the following steps to confirm the appropriate process before a complaint is investigated:

	Action	By whom	Timing
1	Acknowledge receipt of the complaint, and advise the complainant of the proposed investigation process	Manager/ delegate	Two working days
2	Respond to proposed process, agreeing or suggesting changes	Complainant	Two working days
3	Determine process if changes suggested. Note, the Manager's decision on process at this point is final.	Manager/ delegate	Two working days

If the complainant proposes an alternative process at Step 2, the responsible person responsible must give due consideration to the suggested approach and should give reasons for a decision not to accept it. The staff member's decision on process, whether that decision is to accept or reject alternatives, is the final decision.

5.4.1. Investigation process

The investigation process must commence within two weeks of the complaint's being made. The standard investigation process is:

	Action	By whom	Timing
1	Meet with complainant(s) and person(s) complained about to find out more about the issues and perspectives.	Manager/ delegate	Within two weeks of complaint being received

	Action	By whom	Timing
2	Further individual or joint meetings to arrive at agreed definition of issues of concern, and options for resolving the complaint	Manager/ delegate	Within two weeks of the first meeting
3	Document the identified issues and proposed actions for resolving the complaint, including timetable for implementation and process for monitoring implementation	Manager/del egate	Within one week of last meeting
4	Obtain formal response to proposed resolution	All parties	Within one week of the documented solution.
5	Implement the agreed resolution	Named parties	In agreed timeframe
6	Report back on success of the implementation	Named parties	In agreed timeframe

In proposing a resolution to any complaint, Kinma staff must take into account the advice and comments of all involved parties, and the obligations set out in the Kinma constitution and policies. A template is available for documenting the proposed solution to a complaint. The document must provide for all parties to sign it.

Usually the Manager is responsible for monitoring agreed implementation steps and outcomes. Where the Manager has delegated the complaint, or where the Chair is responsible for it, the delegate or Chair is responsible for monitoring implementation and outcomes.

If no agreement can be reached through the investigation process, the complaint is escalated to the review process at Section 5.4.4 of this policy.

5.4.2. Supporting parties to a complaint

A family member making a complaint may bring a support person to a meeting about the complaint. That person may be a friend or a family member. Kinma staff may not be the support person for a family member.

A member of staff who is subject to a complaint may bring a support person to a meeting about the complaint. For a member of the classroom staff, the support person will normally be the Education Coordinator. For a member of the pre-school staff, the support person will normally be the pre-school supervisor.

Support persons are not participants in the complaint. Their role is to be a friend to and provide advice to the party they are supporting.

5.5. Review process

Where a party to a complaint is not satisfied with the options for resolving it, or with the actions taken after an agreement has been reached, the complaint is escalated to the formal review process.

The person responsible for complaints review is the Chair of the Board. The Chair may delegate the review role to another member of the Board.

When a complaint is escalated to the review process, the Chair will convene a panel consisting of the Chair, and two other Board members. The panel must be convened within ten working days of receiving the escalated complaint. The panel is to determine the complaint in a timely manner. As complaints at this level may be complex, an absolute timeline is not set, but as a guide, it is desirable that complaints are resolved within four

weeks.

The panel will obtain from the Manager all the documentation of the complaint from informal and formal processes taken to date. The panel will then invite the parties to the complaint to put their positions through written submissions or hearings. Unless the Manager of Kinma is a party to the complaint, the Manager provides guidance and support to the panel and attends all hearings and panel meetings.

The panel may ask the Manager to obtain advice from the Association of Independent Schools about the management of the complaint and options for resolving it. The AIS will provide advice only to the Manager or the Chair. Unless the Manager is the subject of a complaint, the Chair will not approach the AIS direct. The panel must also take into account the constitution of Kinma and Kinma policies in proposing a resolution to the complaint.

The panel is able to:

- call both parties together for guided discussions
- suggest strategies to be taken to manage issues while the complaint remains open
- make a binding resolution.

The panel's resolution of the complaint must be documented and provided to all parties. Reasons for any decision must be given in the document. The panel's resolution of the complaint, including actions for parties to take and follow up steps, is the final determination of the complaint.

5.6. Learning from experience

Documentation from formal complaints is collated twice a year for review by the Board. complaints analysis, using the attached template, makes up part of the Manager's six-monthly risk management reporting.

Collated documentation of complaints involving student learning are also reviewed by the Education Committee before they are referred to the Board. Trends and unresolved issues must be identified by the Manager/delegate for review by the Education Committee and the Board. The Education Committee may propose policy changes as a result of concerns raised at any time. It does not need to wait for an annual report of concerns.

The names of complainants, and any other identifying information about complainants, are not provided in reports to either the Education Committee or the Board.

In addition, all members of the Kinma community who have raised concerns or complaints will be invited by the officer handling the concern or complaint to complete a feedback form about the complaints process. These forms will be collated by the Manager for annual feedback to the Board.

PLANNING CONTROL

- Published on website
- Provided in parent information kit
- Provided to all staff

Next Scheduled Review: 2018

VERSION CONTROL

Version	Date Approved	Approved By	Brief description of changes
2.0	18 July 2014	Ginny Neighbour, Director	Full review of existing policy to refine policy settings, processes and roles.
2.1	30 July 2014	Ginny Neighbour Director	Adjustments following Manager's advice on existing practices.
2.2	10 Sept, 2014	Pam Webster, Chair	Added expectations for confidentiality to the overview.

Contact officer: Manager, Julie Carr

Appendices

1. Template for recording investigation (process)
2. Template for recording complaints and resolutions (issues and actions)
3. Template for monitoring implementation and outcomes
4. Template for reporting to the Board
5. Template for feedback from complainants

Reporting Item 10: School determined improvement targets

<p>Teaching and learning</p>	<p>Conflict management - Pre-school and Primary Conflict management has been developed in a three pronged fashion. The staff have worked as a team on two areas; physical conflict management and emotional support. Thirdly, each staff member has set and made gains on personal goals regarding conflict management in their own classes. Our team work has seen us participating in a non violent physical support program through AIS which every staff member has found to be beneficial in their work with high physical needs children. Our dialogue around emotional support has centred on ever deepening listening processes and better supporting each other through inter-class mechanisms when our high needs children are particularly 'needy'. Together with the individual goal setting of each teacher, there seems to be through both, a greater confidence in staff in their engagement with conflict. As a result there is a growing greater calm in the student population.</p>
<p>Facilities and resources</p>	<p>School –wide Environment and Maintenance Plan It has been a real pleasure to watch the growing profile of Environment and maintenance on every level at school. Two parents have stepped up to co-ordinate the broader community plan, to which most families are now contributing. Children are working with both their families and their classes on 'Caring for Kinma'. From the obvious growth of the number of gardens in the school to literacy connections in daily clean up rosters, instructions, procedures and persuasive writing within the school and to external bodies. Our school feels more 'cared for' but similarly we recognize there is a long way to go so we are continuing this goal into 2015.</p>
<p>Student s</p>	<p>Thematic based units developed across three or more KLAs Traditionally at Kinma, our teaching/ learning programs are integrated around a theme. The goal of this year's learning was to inject new ideas and a stronger fusion of at least 3 KLAs. Each class in the school has looked at different combinations of KLAs and fresh learning processes have grown out of the openness with which staff engaged in their learning. The profile of the music in particular has been raised with the drama performances all incorporating strong musical elements, which in all cases was linked to mathematics. Naturally the scripting of the plays was steeped in much literacy so each class took different paths in grammar, spelling, writing and reading priorities. The growing processes have led to our two new goals for 2015; Choice and Team teaching.</p>
<p>Student s</p>	<p>Perhaps one of the students most favoured KLAs at Kinma is Science and Technology. The staff set out to work with children on clarifying their interests, specifically the questions driving the areas of learning and then to tailor experiences to both group and individual needs. The gardening unit in our group 2 was a tremendous success with the children taking ownership of a piece of the school land and traversing assorted science outcomes through it (as well as bounteous maths, literacy and PdHPE). Experimentation in group 3 was far more clearly focused with children's investigations and written skills growing strongly. The tinkering whole school program, inclusive of our Pre-school saw experts in the school in assorted areas. We will continue this in 2015 and hence the whole area of tinkering, not just in science, but across all KLAs has been set as our goal in student interest.</p>

Areas for 2015

Area	Priorities
Facilities and resources	Ongoing Renewable Heating – continue the solar journey
Teaching and learning	Choice - guiding children's choice making behaviour: Intellectual, Physical and Social/Emotional Choice - teaching strategies to support team teaching
Student Interest	Tinkering - broadening scope of the program and bridging connection with in class - Pre-school and Primary programming Supporting the students to become masters in a skill or passion and allow them the opportunity to master their teaching teachers

Reporting Item 11: Initiatives promoting respect and responsibility

The essence of the demand for freedom is the need of conditions which will enable an individual to make his own special contribution to a group interest, and to partake of its activities in such ways that social guidance shall be a matter of his own mental attitude, and not a mere authoritative dictation of his acts.

- John
Dewey Democracy and
Education

At Kinma we hold the belief that human relationships are the fundamental basis of all learning and that we all learn and develop in different ways. Humans are social beings and from a young age we support them to develop their self- concept and abilities. Therefore, it makes sense that we are not bound to any one model of education. We are eclectic in our practice, continually evolving and striving towards better education for all children.

Since 1972 Kinma has seen the importance of social and emotional well- being. This impacts on every aspect of society: work, relationships, parenting, the economy and political structures, even our use of the physical environment.

‘ Achieving happiness, emotional balance and good relationships are ‘ good things’ in themselves, and need no further justification, although there are many such justifications.’ (Weare 2000)

The School is the location for a large proportion of child socialisation, therefore schools are crucial in social and emotional development either explicitly or implicitly.

Through the following Kinma allows children to develop from within a respect of themselves and others:

- Building relationship
- Really listening
- Non judgment
- Student autonomy
- Self- motivation
- Experiential learning
- Teacher as facilitator
- Learner centred
- Peer learning
- Co-operative group work
- Build in small steps
- Teacher clarity

Reporting Item 12: Parent, student satisfaction

Relationship is paramount in our philosophy and practice. We believe that families are the child's first teacher. The family is the most powerful influence on a child's learning and development. Our aim is to build strong connections with each family in order to make the transition into school as smooth as possible for parents and children. We believe that an educational experience is as much about the parents and families as it is about children and teachers. At Kinma parents, children, extended families and staff form a community.

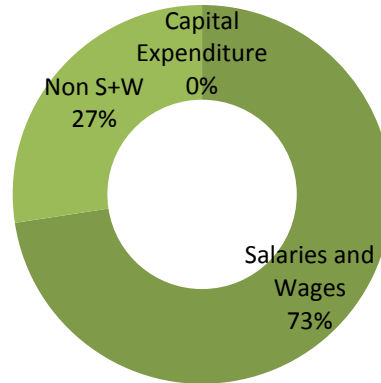
Parents are not only invited to become involved in the operation of the School community through participation, for example Council, Education Committee or Finance Committee, but parents are recognised as collaborators in the education of their children. In our view parents are 'experts' on their children, we encourage the sharing of this knowledge to enrich children's learning by helping us build a more complete overall picture of each child.

Involvement is welcomed and encouraged. All meetings are open to Kinma families and we conduct the following to review our practice:

- Teacher appraisals (one per annum) - survey is sent to all parents and children;
- We have a community liaison co-ordinator;
- We hold an annual community gathering day at the beginning of each year;
- Two formal interviews with parents each year (30 minutes each) – numerous informal throughout the year;
- A Visioning Week end annually where Board and staff attend a three day retreat
- One parent Information evening held each term, and
- Two Learning Forums held each year
- Democratically aligned classroom practices – weekly school meetings chaired by students.

Reporting Item 13: Summary of financial Information for 2014

Kinma recurrent/capitalexpenditure 2014



Kinma recurrent/capitalexpenditure 2014

