



Kihma

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

The 2013 AGM was the first year using the revised constitution. Changes had been made to the timing of notice required, so the AGM was rescheduled and the call for nominations resulted in six candidates standing for election for three positions. Kinma Board welcomed the three elected members, Lisa Grauaug, Melanie Grieve and John Broadbent. At the first Board meeting the Board voted to co-opt Stephen Cole as treasurer and Peter Ferguson for his governance expertise.

At Kinma, parents, as well as our children, form strong bonds with staff. This is a very positive aspect of being part of the Kinma community. Unfortunately there can be negative aspects when staff leave.

Renee Dixon and Amy Webster took over the role of running the Kinma playgroup at the beginning of 2013. Playgroup is an important community service and a feeder for our preschool. There were significant numbers of playgroup parents enrolling their children in preschool during the year. Thanks Renee and Amy for your ongoing commitment to this very important job at Kinma.

At the beginning of the year we welcomed Kay Matthews as our new Nominated Supervisor in the preschool. Kay, together with Christine, managed a difficult first term but as staffing settled, the preschool powered ahead. Ben, Pat and Lizzie formed wonderful relationships with the children and in term 4 Felicity returned to work after maternity leave.

A change in government requirements for the operation of the preschool meant that the preschool was assessed under the new National Quality Framework in September. Thanks to our wonderful staff and parents, the preschool obtained the highest possible rating (exceeding). Preschool is an important feeder for our primary school. At the end of 2013, a record number of children (over 65%) leaving preschool for primary chose to transition to Kinma primary.

Primary experienced the least change during 2013. At the start of the year Bea and Andy continued the care for Group 1 children. Group 2 teachers were Juli G and Suzanne and Suzanne and Michelle taught Group 3. This year there were three pre-high students. The Kinma farewell for these young people was, as always, a moving experience as they spoke about their experiences at Kinma and their hopes for the future.

I would like to take this opportunity to thank my fellow Board members for their ongoing commitment to the school. They put in many hours of volunteer work over and above what they do as parents in the school.

In December the Board and Julie Carr and Juli G met for a whole day's strategic planning. We covered many diverse topics including future growth (financial and cultural optimums), parental involvement in the community, environment and maintenance, education and technology, communicating outcomes effectively, becoming a 'lighthouse' for progressive education and risk management. These are all topics that will be at the forefront of Board discussions during 2014.

Kinma relies on parents being involved in many aspects of the school, be it in the classroom, helping maintain the environment, contributing to snack attack, helping with our successful social events and the big fund raising auction, attending learning forums and many other activities. Thank you for your contribution and making Kinma the great school and community that it is.

Last, but certainly not least, on behalf of the parents and the Board I would like to thank all of 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. My personal thanks go to Julie Carr, our Manager extraordinaire and Juli G, our education coordinator. Having such competent, cooperative, hardworking and wonderful people supporting the Board, staff, parents and students makes the work of a Chairman and Board so much easier.

Pam Webster

Education Committee

Sixty eight children bounding in to start the primary school year in 2014 speaks volumes about the educational energy of the 2013 Pre-school and Primary learning spaces at Kinma.

15 Pre-school children chose to move to 'big-school' and importantly, their parents backed their decision. Their experience in the carefully crafted Pre-school environment with the tremendous team spirit of Kay, Christine, Felicity, Lizzie, Pat and Ben is keenly reflected in this move. The care in following the children's interests together with honing assorted new staff offerings such as 'mushrooms', 'sculptures', music corner, garden world and bushwalking to name a few, as well as the breadth of the family contributions in cooking, crafting, gardening and cultural experiences, made for a rich and stimulating learning world for our 3-5 year olds.

Many of our preschoolers grow some of their discovery wings from their experience at playgroup. If you are around on Mondays from 9.30-11.30 you are most probably keenly aware of this. The energy in the hall, the old Pre-school and its environs runs joyful, hilarious, beautiful and loud as newborns to 5 year olds create their worlds. Amy and Renee gathered with parents and carers, to provide a space suited to the exploratory pursuits of this age group. The playgroup has strengthened over 2013 to find a burgeoning 2014 group gathering- even on days of inclement weather!!

Both of these groups; Playgroup and Pre-school, fuse with Primary. Watching the interactions grow richly among the children in assorted scenarios has been a wonderful feature of 2013....and into 2014. Excursions from the pre-school, while many to the Primary; the library, Claire, Carin, Celine and Julie in the office, the Christmas market, tinkering, old-preschool, Group 1, the kitchen and the laundry, extended beyond our land. They ventured to hear an Aboriginal storyteller at Council chambers and they visited Kimbriki recycling centre.

The Primary were thrilled to be invited back to Pre-school which saw small groups of Primary children sharing skills with their Pre-school friends as well as playing delightfully together. The progressive lunch was a highlight for the whole community with all the Kinma children preparing a delicious 4 course meal for their families.

As the flow increased through 2013 between Pre-school and Primary so the energy of building a Primary dynamic also saw material form in the school in 2014 with the guidance of the staff; Andy, Bea, Suz, Michelle and Juli. Buddy reading, student leaders at tinkering, whole school tinkering days, group 3 teaching bush dances to group 1, recorder and musical experiences, friendship band making days as well as game playing on choice afternoons, all exemplified the greater cross fertilisation of ages and classes.

The developing relationships among younger and older children in buddy reading was reflected directly in the younger children seeking out their buddies if they needed support in play scenarios and out-time. What a pleasure to see this in action.

Tinkering saw families and students offering their passions and skills and all the children learning richly as a result. A highlight in 2013 was whole day tinkering wherein children moved among exciting pods of experiences throughout a whole day.

Critical thinking is always a priority at Kinma. Each class explored new avenues. Pre-school focused on language of questions in the sandpit. Group 1 developed a risk assessment strategy for the bush with the 5-7 year olds. Group 2 built a plot for and scripted a play by fusing 18 character ideas. Group 3 unpacked MABO and worked through some complex challenges in our society posed by a range of views on indigenous wellbeing. Daily mathematical, scientific and literary forays through contextual experience and creative problem solving scenarios all added richly.

Each primary class had their own highlights; an experience in real sustainability for group 1 by resourcing their needs by travelling to Mongolia and trading water, food, shelter (yurts) and clothing, group two explored stories from 26 cultures, enacting the tales through music, colour, dramatic play and much dialogue and group 3 enjoyed a Blue Mountains trip which included a visit to the Jenolan Caves and a powerful walk in West Head with an indigenous guide who introduced them to the area in a way they could not have expected.

Educationally, the year ended on a high with the Pre-school exceeding the National Standard in the Ratings and Assessment Process. Well done to the newly formed team in 2013, Julie Carr and all the community who supported the efforts. A wonderful result.

Kinma continued to host students from assorted universities at workshops, practica and internships and in so doing the children were offered the rich resources of many different folk and we were able to share our unique way of learning as a community.

Our immeasurable thanks to all the families who give so generously through their time, their energy, their skills and their resources, to help provide many of the seeds planted for the children's learning.

Entering 2014 we are all aware of the bombardment of children with excess stimuli and take our learnings from 2013 into creating lots of spaces into which children can move; empty spaces. As we consider the above plethora of experiences on offer, it serves us all well to take a breath into unfilled space and remember to allow our children room to fill it.

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, 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.

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+4: Student performance in state wide or equivalent tests and examinations

Learning, Monitoring, Assessment, and Reporting

Learning at Kinma

"The future wellbeing of human society and its environment depends upon the quality of peoples' interactions with each other" p7 HSIE document '98 – NSW Board of Studies Syllabus.

More than any other skill, the building of genuine relationships with others; those with similar and dissimilar values, is vital for our children. Communication – incorporating social justice, inter-cultural understanding and democratic principles are at the heart of this process.

At Kinma School we believe the above statement and have immersed our students in the creation of a democratic based community. In so doing, they live the system, in which they are expected to function upon leaving school. They ask challenging questions, foster their curiosity, focus on developing their inquiry learning skills through meaningful experiences by engaging with actual day to day life issues and action their decisions. The school has experimented with the teaching of democracy in various ways over its 43 year history; exploring a range of interesting projects.

The students' experience may be compared to that of any apprentice; simultaneous immersion and formal study.

Students raise a broad range of issues, topics, suggestions for events and problems in class and meetings, e.g. excursions, behaviour issues such as exclusion, and class systems such as clean up. The issues are debated and decisions made.

By empowering students with choice, they become stakeholders in decision making and assume greater responsibility for activities and projects than would otherwise be the case. The students generate units of work in all KLAs. Staff are able to blend the knowledge, skills and values espoused in the syllabi while tailoring learning needs to individuals.

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

School performance in statewide tests and examinations

1. **Imposition of statewide and national tests contravenes our constitution.** Kinma's constitution (1972) states that competitive testing is not to be used to measure student progress. Kinma's educational philosophy is founded on the principle of non-competition because such competition creates a version of excellence that is too narrowly defined for real learning competency. Instead Kinma promotes a form of education that values all types of child intelligence and learning styles, many of which cannot be measured statistically or competitively.
2. **Testing risks test driven curriculum.** Such tests result in students and teachers 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 recommended the cessation of standardised testing. Their voice is spreading to assorted groups in Australian society. Kinma offers student driven program consistent with a learner driven pedagogy – a major contribution to educational development in Australia.

3. **The benefits of testing don't apply.** While schools with large class sizes, large staff numbers and high teacher turnover might indeed benefit from such testing, this is not the case for Kinma. Kinma groups are well below mandatory levels. Staff numbers are limited to 6 individuals who are in constant communication about each child's progress, and teacher turnover is very low.
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 child's progress and able to make decisions about programming that are sensitive to all aspects of a child's performance and make best use of each teacher's creative expertise. Peer teacher observation and dialogue, parent/teacher monitoring and conversation and student/teacher communication provide a much richer indication of learning progress than standardised measures.
5. **Testing absorbs scarce resources.** State and National tests take time in preparing students for testing, running the tests and preparing the paperwork to comply with reporting. With such small staff numbers and an administration staff of 2, tests could seriously jeopardise the School's ability to continue.
6. **Standardised, normed tests results are harmful.** When children learn that they are judged to be sub standard or exceed standards, their self-concept is artificially moulded and their confidence is easily damaged. Such judging creates division in school communities. Kinma is a strong and cohesive school community and is deeply concerned about the harmful effects of testing on children and the community as a whole. Note that at Kinma, where appropriate topic pre and post testing are utilised. The former to provide information for the teachers on the what and now of current student knowledge. The latter to provide input into assessment and monitoring and as a reflection base for teachers' practice.

Monitoring Our Beliefs

"Education is not preparation for life; education is life itself." (John Dewey)

When your child joins Kinma, they bring their whole self with them, not just their schooling self. They have already amassed an array of experiences: joyful moments, sad times, a range of firsts, frustrating incidents and insightful episodes. These experiences have shaped who your child is, how they decide to do what they decide to do and...why. At Kinma, we join in your child's learning journey. The teachers spend much time observing and assessing your child: how they learn, who they choose to mix with and how social interactions unfold, where they feel comfortable and where they do not, the situations that facilitate learning and those that pose challenges.

We look, we listen, we learn...about your child, from your child, with your child. And we do so with the family. Assessment is embedded in this relationship and is integral to our programming.

Your child brings his/her world into Kinma. We observe. Based on our observations, we join in your child's learning by providing appropriate stimuli to facilitate further learning. In this way, ongoing observations provide teachers with a rich monitoring and assessment tool which feeds the growing curriculum.

When your child enrolls at Kinma, a number of staff observe her/him both within the classroom and outside in the playground. Observations focus on your child's interactions with other children, adults and the physical environment. Assessments are made of your child's emotional and social behavior, their physical engagement plus their literacy and numeracy development.

Over the course of the school year, further assessments are made. These are compared with the individual's assessments from earlier in the year. In this way, individual progress over the year is documented. This is known as developmental assessment.

Monitoring assists children, parents and teachers to be aware of the individual's:

- changes over time
- perceived strengths and weaknesses
- interactions
- concerns
- approaches to learning
- needs to be addressed

We monitor children's development through observation and reflection based inference.

1. Observation (not inference) of children at work and play. This is perhaps a teacher's most profound tool, often constituted as a kind of mental checklist, which derives from a knowledge of content and processes relevant to school, a knowledge of childhood and knowledge of the individual child. Observations are undertaken by a number of staff at different times. A team approach allows for as much diversity and support as possible.
2. Reflection based inference The observations from above are collated and discussed with staff, children and families at appropriate times. The dialogue itself; the creation of the inferential material, makes the monitoring so effective and useful for the student's learning, the family's learning and the teaching staff's opportunities to create appropriate learning scenarios. The following is a list of practical monitoring strategies.

- Writing and collation of anecdotal notes
- Collection of samples for portfolios. Samples include but are not limited to photographs of the child engaged in experiences which reflect changes in their physical, social, emotional and/or intellectual learning. The photographs are beneficial with PE, CAPA and some S+T and Maths creations which could not otherwise be recorded. Portfolios contain significant pieces of work and provide a longitudinal view of your child's development and progression. Other work is

sent home at the conclusion of a unit of work.

- Child's, teacher's and peer's assessment of various pieces of work
- Self-assessment (children reflect on themselves and their learning process: what experiences do they enjoy, what do they excel at, what experiences do they dislike, what poses a challenge? Self-assessment can take various forms: labelled diagrams, written responses, diary entries and verbal responses.)
- Teacher-student conferences (teacher and student discuss a piece of work throughout the process, not just when completed. Conferences allow teachers to identify and address needs in context.)
- Learning outcome continuums
- Skills checklists (Maths, English)
- Group discussions and feedback.
- Pre and post tests on topic areas – mainly stage 2+3

Assessment practice

Assessment practice at Kinma

*“enables students to demonstrate their learning in a range of different contexts;
Is reliable, free from bias and provides evidence that accurately represents a student’s
knowledge, understanding and skills;
Enables students and teachers to use feedback effectively and reflect on the learning process
Is inclusive of and accessible to all students and is part of an ongoing process where progress is
monitored over time “ (NSW BOS Advice on Assessment 2012)*

Students’ progress is assessed and reported comparative to self, with records kept of each individuals’ progress. Such records can be openly consulted at any time by the three way partners in learning; student, parent and staff. However, as seen through the use of running records in reading and SENA in maths teachers use a range of measures to gauge the child’s approximate stage level. Families are involved in discussions and planning if a child’s needs require particular attention.

Staff are keenly aware of too simple, fast and conclusive judgements. Further, they appreciate that any one individual can only observe within the realms of their reality. Hence, much of staff’s time at Kinma is taken with dialoguing the observations made both formally inside the classroom and less formally, outside the class, by staff. One distinct advantage of our small school is that all staff; learn with, play with, and build relationship with all children. This provides staff with at least 3 or 4 way perspective on each child’s learning when twice yearly reporting takes place.

*“ 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”
(NSW BOS Kindergarten – Year 6 assessment strategies Principles of effective assessment)*

Modes of assessment

Key Learning Area	Self – Assessment Opportunities	Teacher Assessment Opportunities	Peer/Other Assessment Opportunities
English - reading	<ul style="list-style-type: none"> ☐ Questionnaire ☐ Reflection as part of teaching and learning cycle ☐ Sociogram/brainstorm/mind map for bi-annual report 	<ul style="list-style-type: none"> ☐ Running record (PM benchmark kit and text the child is reading) ☐ Sight words (Understanding Words) ☐ Dialogue forum 	<ul style="list-style-type: none"> ☐ Buddy Reading
English - writing	<ul style="list-style-type: none"> ☐ Self-editing pro-forma ☐ Reflections – written, illustrated, diagrammatic, charted ☐ Questionnaires 	<ul style="list-style-type: none"> ☐ Dolch spelling lists ☐ Multi lit spell check ☐ Teacher/student conference ☐ Work samples (see scope and sequence) ☐ Check list for genre writing (from What, Where, How to to teach English) ☐ Handwriting checklist 	<ul style="list-style-type: none"> ☐ Peer conference ☐ Dialogue forums ☐ Writing plays for class or other groups
English - Talking and Listening	<ul style="list-style-type: none"> ☐ Questionnaire ☐ Reflections written, illustrated, diagrammatic, charted ☐ Daily life 	<ul style="list-style-type: none"> ☐ Observation and anecdotal notes of daily life at school ☐ Presentations ☐ Poetry festival / Plays ☐ Class forums ☐ Class and whole school meetings 	<ul style="list-style-type: none"> ☐ Class and whole school meetings ☐ Natural feedback
Maths	<ul style="list-style-type: none"> ☐ Questionnaire ☐ Reflections - written, illustrated, diagrammatic, charted ☐ Daily life (shopping , cooking) 	<ul style="list-style-type: none"> ☐ Work samples and photos ☐ Anecdotal notes ☐ SENA ☐ Presentations and Observation ☐ Predictions ☐ T designed pre-tests ☐ Pre and post testing in topic areas 	<ul style="list-style-type: none"> ☐ Share reflections ☐ Working in groups

Key Learning Areas	Self – Assessment	Teacher Assessment Opportunities	Peer / Other Assessments
Science and Technology	Reflections – written, illustrated Diagrammatic, charted Questionnaire – brainstorm Mind maps	Work samples – particularly experiment records and data Photos Model designs Observations Pre and post test topics – as appropriate in stage 2	Share reflections
Creative and Performing Arts	Reflections – written, illustrated	Art / craft samples observation Anecdotal notes photos Models designs Plays poetry festival end year celebration	Share reflections Peer coaching
Human Society and its Environment	Reflections Conversation	Presentations Photos Anecdotal notes	Conversations / dialogue / role

Reporting

Reports are one outcome of monitoring and assessment. The aim of reporting is for the teacher to communicate their understanding of the child to his/her family. Reports are followed up with formal or informal discussions, allowing parents, teacher and child to build a common understanding of the child's development and jointly plan future learning paths. From there, the aim is to develop an agreed pathway forward for the child's future education, highlighting both the child's strengths and challenges.

Reporting is a dialogue involving teacher, parents and child. Each has an active role to play. The information contained in reports are supported by a variety of other means of informing parents, including:

- weekly newsletters
- letters as reports
- classroom displays
- class or school meetings
- informal discussions
- parent information evenings (held each term)
- performances
- student self-reports
- learning forums.

There is some flexibility here to allow for additional reports, however the basic arrangement is:

- 2 formal interviews per year (terms 1 and 3)
- 2 formal written reports (terms 2 and 4)

The format these reports take is responsive to the changing needs of students and staff and the experiences of the semester which they reflect.

Transition from Group to Group

When considering a child's transition between groups, many factors are taken into account. These include the child's needs, those of the family (e.g. separation, death in family) and the school's structure. The child's emotional, social, academic and physical development will influence this decision. Consultation takes place between the child, parents and teachers to ensure that the child is in the most supportive learning environment.

When a child moves to a new group, the previous teacher will discuss and pass on any relevant information to the child's new teacher. The child's portfolio, anecdotal notes and letters are also exchanged and read.

Developmental Stage Statements as Safeguards

The teacher's knowledge of a child grows as the child grows, largely through observation. As a teacher gleans more information, they are better able to tailor a supportive, appropriately challenging learning environment. This process never stops. The teachers are aware of each child's changing needs as they pass 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.

Reporting item 5: Professional learning and teacher standards at Kinma in 2013

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

Professional Learning

Description of the Professional Learning Activity - Internal	Number of participants
<p>Programming, Planning and Practice Term 1 - Choice - looking at what is offered and the resources. Evaluation. How are our relationships formed through the choices we make as staff? How are our relationships formed with children? Tinkering – What is it? How to utilise the preschool model of learning from play</p>	<p>6 primary staff 1 management 2 preschool staff</p>
<p>Brain Gym workshops T1 - 4</p>	<p>10 staff</p>
<p>Bush Awareness (local) workshops Term 1+2</p>	<p>8 staff 2 parents</p>
<p>Programming, Planning and Practice Term 2 Conflict Management - considering new models, Active listening Kinma Philosophy and Practice Literacy (spelling, handwriting) WHS – risks in our environment – identifying, owning, minimising, living with</p>	<p>6 primary staff 1 management 2 preschool staff</p>
<p>Programming, Planning and Practice Term 3 Progressive Education – ongoing discussion Information Technology – looking at ways to streamline evaluations, assessment and record keeping</p>	<p>6 primary staff 1 management 4 preschool staff</p>
<p>Programming, Planning and Practice Term 4 Conflict Management – How are we using the doughnut methodology? Tinkering – success, support</p>	<p>6 primary staff 1 management 5 preschool staff</p>

Description of the Professional Learning Activity - External	Number of participants
PETAA Derewianka workshop – Grammar in context (Term 1)	1 staff
PETAA Derewianka workshop 2 (Term2)	1 staff
Information Technology UNSW- Management team network (Term 3)	1 staff
Conflict Management – Resilience doughnut workshop – Lyn Worsley (Term 3) The Secret of strong kids – How to create resilient moments	6 primary staff 1 management 5 preschool staff
First Aid Training (Term 2-3)	4 staff
Certificate III in Children’s Services (RPL) (Terms 2-3)	2 staff
NSW Syllabus Australian English - Board of Studies	1 staff

Description of the Professional Learning Activity - Community	Number of participants
Community Development Day (Term 1) collaboration of educators, non-teaching staff and parents to identify and prioritise the needs of the School – Environment, Governance, Tinkering	All staff 110 parents
Learning Forum (Term 2) Communicating with our children – working with challenge	4 staff 30 parents
Learning Forum (Term 3) Reading and Literacy – including reading a book to your child	4 staff 15 parents

Reporting Area 6: Workforce Composition

2013 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 2013 the average daily staff attendance rate was 98%

Retention rate from 2013 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



Education &
Communities

Public Schools NSW

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 115 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 2013 student attendance rate was 92%.

Reporting Item 12: School Policies

Kinma Ref	Policy Name	Board Approval Date	Scheduled Review Date	Accessibility
PS7	Acceptance and Refusals of Authorisations Policy	2013	2016	Pre and Administration
PS6	Access and Equity Policy	2013	2016	Pre and
K15	Additional Needs Policy (inc IEP)	2013	2016	Pre and Administration
K9	Anaphylaxis and Allergies Policy	2012	2016	Pre and Administration
PS23	Anti-Bias Policy	2012	2016	Pre and Administration
K12	Asthma Policy	2013	2017	Pre and Administration
P9	Attendance Guidelines	2013	2014	Pre and Administration
K3	Behaviour Management	2012	2014	Pre and Administration
K25	Board Induction Papers	2013	2016	Administration
K26	Board Roles	2013	2016	Administration
P1	Certificate for exemption from attendance	2012	2014	Administration
K10	Child Protection Policy	2014	2017	Pre and Administration
PS14	Child Safe Environment Policy - Physical Environment	2013	2016	Pre and Administration
K21	Community Maintenance	2012	2017	Pre and Administration
P2	Complaint Management	2012	2014	Pre and Administration
K27	Compliance Guidelines (BOS)	2013	2015	Administration
P1	Compulsory school attendance	2012	2014	Administration
K18	Confidentiality Policy	2013	2017	Administration
K1	Constitution of Kinma	2012	2020	Pre and Administration website
P1	DEC Exemption Guidelines		2014	Administration
PS2	Enrolment and Orientation Policy		2014	Pre and
K22	Environmental Guidelines	2011	2017	Pre and Administration
K28	Excursion Consent Form		2014	Pre and
	Excursion Objectives and Risk Assessment		2016	Pre and Administration
K14	Excursion Policy		2016	Pre and Administration
P11	Facilities Management	2013	2018	Administration
PS3	Fees Policy	2013	2014	Pre and Administration

Kinma Ref	Policy Name	Board Approval Date	Scheduled Review Date	Accessibility
K7	First Aid and Accidents Policy	2013	2016	Pre and Administration
PS10	Food Handling Policy		2016	Pre and Administration
K19	Governance and Management of Service Policy	2013	2016	Pre and Administration
PS16	Handling Strong Chemicals - Safety Policy		2016	Pre and Administration
	Homework Policy		2016	Administration website
PS9	Hygiene Policy		2016	Pre and Administration
PS12	Illness and Infectious Diseases		2016	Pre and Administration
PS11	Immunisation Policy	2013	2016	Pre and Administration
PS10	Incident Form	2013	2016	Pre and Administration
PS5	Interactions with Children Policy	2012	2015	Pre and Administration
K2	Kinma's Core and Guiding Principles	2011	2017	Pre and Administration website
PS17	Learning Teaching Cycle	2010	2016	Pre and Administration website
P3	Learning, Monitoring, Assessment and Reporting		2014	Pre and Administration website
K8	Medical Conditions	2012	2016	Pre and Administration
PS13	Nappy Change and Toileting Policy	2012	2016	Pre and Administration
K11	Nutrition Policy	2012	2017	Pre and Administration
K4	Parent Handbook	2012	2016	Pre and Administration Website
PS4	Parent Involvement Policy		2015	Pre and Administration website
P1	Parental application for exemption		2014	Administration
PS19	Policy on Developing Self Esteem and Self-Reliance	2012	2015	Pre and Administration
PS20	Policy on Guiding Children's Behaviour	2012	2015	Pre and Administration
K6	Policy Regarding Emergencies	2013	2015	Pre and Administration
K23	Premises and Buildings Monitoring	2013	2017	Administration
PS8	Procedure for Emergency Arrangements for Children left at Preschool after 3pm	2012	2015	Pre and Administration
PS8	Procedure for Safe Collection of Children - Unfit Carer	2012	2015	Pre and Administration
PS18	Programming - How the Program Works		2015	Pre and Administration

Kinma Ref	Policy Name	Board Approval Date	Scheduled Review Date	Accessibility
P10	Relief Staff Information		2014	Administration
K24	Responsible Person Board Members	2014	2019	Administration
P10	Responsible Person School Policy		2018	Administration
P12	Return to Work Program		2017	Administration and Pre
PS21	Road Safety Education Policy	2012	2016	Pre and Administration
P5	Role of Student Leadership		2017	Administration
P6	Safe and Supportive Environment	2012	2017	Pre and Administration
PS8	Safe Arrival Policy	2012	2015	Pre and Administration
P7	Safe Collection Emergency Arrangements	2012	2016	Pre and Administration
K20	Security Policy		2017	Pre and Administration
PS25	Staff Handbook		2017	Pre and Administration
K17	Staffing Policy - Code of Conduct	2013	2017	Pre and Administration
PS27	Staffing Policy - Participation of Students and Volunteers		2014	Pre and Administration
PS26	Staffing Policy - Responsible Person	2012	2017	
P8	Student and Community Welfare		2016	Pre and Administration
K15	Sun Protection Policy	2012	2017	Administration
PS15	Trauma, Sudden Death, Critical Incident	2012	2016	Pre and Administration
PS22	Water Safety Policy	2012	2016	Pre and Administration
K16	Work Health and Safety - in practice	2012	2015	Pre and Administration
K16	Work Health and Safety Policy	2012	2015	Pre and Administration
P13	Work Health and Safety Policy	2012	2015	Pre and Administration
K13	Work Health and Safety Statement	2012	2015	Pre and Administration

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 a 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 taken 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 ¹ and did occur
Not sustained (insufficient evidence)	The conduct was reportable but there is not enough clear evidence to prove it occurred.
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 alleger thought it was (eg, a

¹ 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.

	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)

BEHAVIOUR MANAGEMENT AT KINMA

Philosophy

At Kinma, children are encouraged to be responsible, independent and develop discipline for themselves from within. Children respond in kind to courteous and considerate treatment by adults, and will approach activities with concentration and motivation when tasks are suited to their needs and interests.

We encourage children to respond to limits and gradually develop the skills to set their own limits. We carefully consider the development of each child in all areas, including their behaviour. At Kinma we create learning environments to develop children with self-discipline, respect for others and their difference, honesty in action and thought; children who value co-operation, who take pride in their school, classroom and groups.

The objectives of our approach to behaviour management are:

- To develop a sense of responsibility for behaviour
- To limit the disruption to others from inappropriate behaviour
- To develop non-violent and non-aggressive approaches to conflict resolution

How we manage behaviour

We actively develop a relationship

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

We promote independence in children

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

Today's children have little or no 'power' over their world and at Kinma, staff are constantly looking for ways to empower children, which in turn leads to a greater self-awareness and increased self-esteem. Children 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 children's ideas and involve children in decision-making so that they can make a positive contribution in their own lives at Kinma. For example, weekly school and class meetings; brainstorming themes to be studied.

We establish clear limits

Children and staff have agreed on our school standards, along with children's rights and responsibilities. We use these standards to shape children's behaviour and let them know what is expected. We communicate this by talking about desired behaviour rather than focusing on misbehaviour, explaining reasons for the limits, saying "yes" often, stressing positive nouns such as "walk", rather than "don't run". We have few rules to remember. They are listed below.

Three rules:

1. Respect yourself
2. Respect other people and living things
3. Respect our environment.

The following actions are inappropriate and will not be accepted:

- Bullying or violence (verbal or physical) with the intent to harm;
- Speaking to teachers, parents, visitors or other children in an offensive manner;
- Deliberately damaging or defacing, or stealing school property or other property or acting in a way likely to cause damage;
- Not acting responsibly to 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. Rights:
- We have the right to play and learn
- We have the right to be safe and happy in the playground
- We have a right to speak and be heard
- We have right gain access to buildings, first aid and staff
- We have a right to a clean environment Responsibilities:
- We have the responsibility to learn and share with others
- We have a responsibility not to hurt others by word or action
- We have the responsibility not to abuse our rights
- We have the responsibility to maintain a clean environment.

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 children make errors constructive feedback is provided so that children can learn from their mistakes.

We are good role models

People are more likely to adopt healthy-lifestyles and an optimistic view of the world if others in their lives do likewise.

We expressly prohibit corporal punishment

The School supports the emotional wellbeing of children and teachers and abstains from corporal punishment and other coercive and manipulative approaches. The School does not support the administration of corporal punishment by non-school members including parents to enforce discipline at school.

Kinma acknowledges that:

- Some testing of the limits of acceptable behaviour is normal for children;
- Children 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 child's expression of underlying factors. Teachers take steps to

understand the intent of children's 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 children.

- A copy of Guiding Children's Behaviour is attached to this strategy for further understanding and education.

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How we respond to inappropriate behaviour

If a student is found to be in possession of a banned item (weapon, drugs etc.), we will confiscate it. Parents may collect it from the office.

If inappropriate behaviour involves damage to, or theft of property, the property must be repaired, replaced, or returned.

Our other responses to inappropriate behaviour are:

- Withdrawal of rights (e.g. excursions, play areas);
- Removal of children from classroom/school for the safety of themselves and others.

Our responses to inappropriate behaviour always follow discussions with the child(ren) involved to find out what happened and why. Depending on the individual circumstances of each case, our responses may also involve discussions with other children, staff or parents. If the child/children involved have displayed similar behaviours previously staff will contact parents to arrange a formal meeting.

The School has responsibility for the wellbeing and education of all the school community at all times.

This is an ongoing part of children's socialisation at Kinma. Children are respected as individuals, but are expected to be an involved member of the whole group. Support and guidance in managing this will be depending on the circumstance.

Removal of a child from School (extended suspension/expulsion)

Where staff believe the nature of the behaviour may require an extended absence from the School the student and the parent will be formally advised. The following process will be undertaken:

1. Parents and student will be informed in writing of the serious nature of the issue; a copy of the Behaviour Management Strategy will be included.
2. A written report will be forwarded to the Manager
3. The Manager will convene a meeting with the Education Committee
4. The parents will be invited to the meeting to listen to the concerns raised and to have an opportunity to further discuss the issue. The Manager will offer a support person of their choice) to attend with the family.
5. A recommendation is made to the School Board
6. Board responds to both Education Committee and the family with a preliminary finding and decision. Board requests written response from family.
7. A review process of the preliminary decision can be requested by all parents.
8. A meeting will be scheduled with the full Board to take any additional information into consideration.

9. Board will forward to Education Committee and the family its final decision
10. This process will take the minimum time possible – 7 days would be the goal.
11. The school does not prevent any student admission to another school.

Other readings to support knowledge and understanding include and are not limited to :

- Restorative Justice - Terry O'Connell
- Non Violent Communication – M. Rosenberg
- Beyond Discipline: From Complaints to Community – A. Kohn
- Peaceful World – R. Grille
- Children are People Too – Louise Porter
- Raising Caring, Creative Confident Kids – R. Wylde
- Compassionate Classroom -Relationship based teaching and learning – F. Hart, V. Kindle-Hodson
- International Human Rights of the Child. Universal Declaration of Human Rights – General Assembly of the United Nations 1948.pdated

Other organisations / support groups include and are not limited to:

- Queenscliff Health Service - 9466 2500 Chatswood Assessment Centre - 9448 3182
- School Liaison Police – Dennis Goodwin - 9414 8499, good2den@police.nsw.gov.au
- AIS – Robyn Yates - 9299 2845

Reporting Item 10: School determined improvement targets achievement of priorities as identified in the

School's 2013 Report

Area	Achievements
Facilities and resources	<ul style="list-style-type: none"> • Heating -Annual fundraising (auction) contributed funds • Sustainability – updated policy and discussions around ‘in practice’ options for community. Increased awareness by students and involvement was impressive. Ongoing discussions with families.
Teaching and learning	<ul style="list-style-type: none"> • Gardening / sustainability Two community gardens are now operating in the school. First one is a newly built plot outside group 1. It was jointly designed and constructed by students, families and staff on tinkering days. Ongoing weekly sessions. There is a core group of children who tend the garden. They are increasing the involvement of other students. The second is the community garden which is managed and monitored by differing groups. During the winter period it became overgrown. Parents supported the resurgence. The whole of group 1 became involved, with support from group 2, with much thematic fusion of literacy and numeracy. Gardens are enmeshed in school life. Sustainability principles are likewise naturally in curriculum areas with staff using assorted daily events and formal teaching units to include discussions on promoting better care for our environment and out living friends. • Indigenous story supporting our understanding of our own stories Group 3 fused indigenous story through their whole year program. One of the most pleasing outcomes is students asking and dialoguing indigenous community considerations in most topics raised. In this way unpacking the stories directly related to MABO and in exploration on excursions to both local areas (e.g.: West Head National Park) and those further afield (Blue Mountains National Parks) has simply raised it as a serious area for ongoing care. Involvement of a range of indigenous folk who learnt in different ways to those with which the students were accustomed had great impact on their ways of learning. Groups 1 and 2 studied assorted stories in their contextual units with indigenous themes. Group 2 studied story telling throughout the world and looked at families / differences of the indigenous tales to those further afield. Group 1 read a range of stories in their morning story sessions. Preschool visited a local elder’s storyline at a council site. The children thereafter use the structure and animal symbols to create their own stories, games and worlds over a period of weeks.

Student Interest	<ul style="list-style-type: none">• - music : raised profile of music in class/ school <p>All students in group 2 learned recorder. There was a group of core students whose ability and interest were high and we had a parent who was able to work in a special group with them. Some of them decided to learn reading music. Two of them started learning other instruments outside of school. They all wanted to perform at the annual celebration concert – and did so to great applause!. Parent support enabled small group sizes and great gains were made.</p> <p>Singing profile both in individual classes and as a whole school has significantly increased over 2013. The students are building an impressive bank of shared songs and are choosing to perform in any number of combinations at family and school gatherings.</p> <p>The use of percussion instruments is on the rise. The pre school started weekly sessions in 4th term and they have led to larger play sessions as requested by children. The instruments are used in a variety of ways in the Primary. Most often they are used by small groups of children including them in their multiple role plays. Their use on tinkering days in children writing their own songs was started in term 4. Lastly, with parental support, the instruments are being used in formal drama works, which in the last 3 years, have had a vital role in the school’s regular calendar.</p>
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Areas for 2014

Area	Priorities
Facilities and resources	<ul style="list-style-type: none">• School –wide Environment and Maintenance Plan• Ongoing renewable heating
Teaching and learning	<ul style="list-style-type: none">• Conflict management – Pre-school and Primary• Thematic based units developed across three or more KLAs
Student Interest	<ul style="list-style-type: none">• Science based projects – Tinkering and in class

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

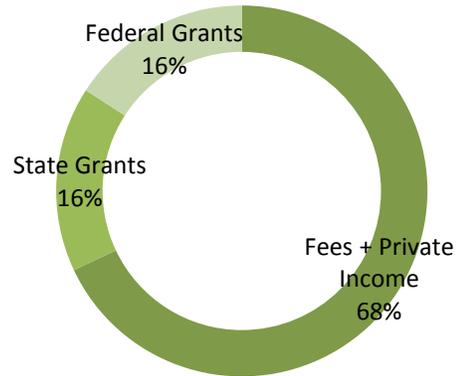
Relationship is paramount in our philosophy and practice. We believe that families are the child's first teacher. The family is the most powerful influence on a child's learning and development. Our aim is to build strong connections with each family in order to make the transition into school as smooth 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.

Kinma recurrent/capital income 2013



Kinma recurrent/capital expenditure 2013

