



H e r i t a g e C h r i s t i a n S c h o o l

Educating...Nurturing...Empowering

ANNUAL REPORT
for
HERITAGE CHRISTIAN SCHOOL
for the
2012 SCHOOL YEAR

General Introduction

Heritage Christian School is a K-12, independent school. It is a member of Christian Education National and is operated by the Hastings Associations for Christian Education (HACE) Ltd.

It exists primarily to provide Christ-centred education to families from around the Hastings region who are associated with local Churches. In doing so it assists parents in the upbringing of their children in a way that is both honouring to God and effective in witness and ministry.

Mission Statement

Heritage Christian school – a vibrant, engaged community: educating – nurturing – empowering

THE STRATEGIC PILLARS:

To develop students as Christians who are prepared for life; motivated to make difference.

To provide high quality teaching and learning programs.

To provide a safe learning environment.

To increase resources to support staffing and have a strong physical, financial infrastructure.

To be the Christian school of choice in the district.

1. Message from Chairman of the Board

HERITAGE CHRISTIAN SCHOOL

EDUCATING NURTURING EMPOWERING

Maybe you're thinking where have I seen that?

Well, it's on our letterheads, it's around the school, it's been in articles in the papers, and in our advertising.

What does it mean and are we as a school achieving these goals?

I jotted down these thoughts.....

EDUCATING – To help our students to achieve the best possible academic results that they can.
To help our students fulfil their Godly potential.
To have Jesus Christ, permeate through all subjects and areas of the school.

NURTURING - To care for and love all our students and accept them as they are, as Jesus would.
To help our students feel safe and free to express their personalities and ideas in a Godly way.
To help our students learn how to form true friendships, with each other and God.

EMPOWERING - To rise up Strong and Courageous Christians, who are willing and able to stand against the ideas and practices of a secular world.

I wrote these knowing that we don't always get it right. But also knowing that our great God is in control and that He works in everything.

Knowing that as a School, we are doing a lot right, we are changing lives and that we can always do a lot more. We are achieving our Goals.

If we allow God to be in control, if we allow Him to work in the School, and also in our individual lives.

With all the changes occurring in Education, we are so blessed to have one very big constant - GOD!

He has been with Heritage from the start and will be with us until our season is over.

Colin Lowe

Board Chairman

2. Message from the Principal

HACE AGM - 30 MAY 2013

The past twelve months have seen significant implementation of the school's plans regarding financial, educational and cultural development.

The financial report addresses in detail the school's performance over the past year, so I will only make a couple of brief comments regarding finances.

Firstly, the school has restructured its financial base over the past two years as part of the overall school restructure. This has made a significant change in the financial viability of the school, and the school is now in a great place to be able to weather the considerable investment needed to implement the National Curriculum and other aspects of the Federal and State Government plans for schooling over the next 5 to 10 years.

Secondly, continued diligence and restraint in relation to expenditure and income management over the next two years is vital.

From an educational perspective, the teaching and support staff have been working hard to continue to further develop their teaching practice, and as a bi-product of their commitment to 'professional practice', we are seeing student results continually reaching toward their potential. It is now widely accepted that the two are bound together, with the quality of teaching practice having the greatest impact on student outcomes of any of the variables impacting on student performance. I want to acknowledge the dedication and professionalism of our staff at all levels.

Of all the factors impacting on our school, however, it is the area of 'culture' that has the greatest impact on the life of our school. A significant amount of time and effort is being invested in to creating a culture in the school that encourages students, staff, parents and other stakeholders to experience God's grace in their daily lives.

We have created a school where it is OK for people to be themselves. A place where they can grow and develop as people under God's grace. We are recognised in the community as a school that will go the extra mile (or, 1.6 kilometres for those younger than Peter Garrett!).

Let me speak for a moment about what that looks like, because there are two verses that underpin what we are doing:

1. *Psalm 64:6*. This verse speaks of the fact that the very presence of God's people in a community should change that community for the better.
2. The second is the statement that we should be, "*in the world, but not of the world*".

These verses speak of a school that is engaged with the community in which it lives, but with the central purpose of impacting on, as well as serving, that community.

We are doing something very special here at Heritage. We are wrestling with issues and pushing boundaries that most schools don't go near. We are clear about the sort of school we want to be, and clear about the fact that our students have opportunities in terms of their development as people, as well as in their academic development that honours our call by God. We are striving to be God's hands and feet in this community.

Thank you to the Board, staff, parents, as well as our wonderful students. It is a pleasure to serve alongside of you.

Regards,

Geoff Brisby
Principal

3. Student Outcomes

The results achieved by Heritage Christian School students in external tests in 2012 were solid and tell part of the story. We aim for individual excellence in knowledge and skills, with all students being encouraged to do their best at all times, but we aim for this within the framework of the development of Christian character and godly relationships.

Student Outcomes in NAPLAN (2012)

The following table summarises results and compares them to state-wide scores. The number in brackets after the Year indicates the number of students in that year level who sat for these exams. This is significant as a reminder that we are dealing with very small groups in our school results. For example, if one student in Year 5 does poorly in the writing test, as a result from misreading the question, that will have a dramatic negative impact on the average score of our Year 5 group. Of course, a similar factor can also work in reverse and skew results positively.

| Year 3 (11) | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Data, Measurement, Space & Geometry | Number, Patterns & Algebra |
|----------------|---------|---------|----------|-----------------------|----------|-------------------------------------|----------------------------|
| NSW | 426.9 | 425.0 | 428.1 | 434.5 | 405.7 | 402.3 | 407.6 |
| Heritage | 443.3 | 402.7 | 429.5 | 445.9 | 419.1 | 414.9 | 419.8 |

| Year 5 (10) | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Measurement, Data, Space & Geometry | Number, Patterns & Algebra |
|----------------|---------|---------|----------|-----------------------|----------|-------------------------------------|----------------------------|
| NSW | 500.1 | 486.2 | 507.6 | 503.7 | 498.8 | 497.3 | 500.0 |
| Heritage | 495.1 | 450.6 | 459.0 | 495.7 | 506.9 | 514.7 | 497.1 |

| Year 7 (16) | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Measurement, Data, Space & Geometry | Number, Patterns & Algebra |
|----------------|---------|---------|----------|-----------------------|----------|-------------------------------------|----------------------------|
| NSW | 546.7 | 521.1 | 555.4 | 552.8 | 545.6 | 545.3 | 545.5 |
| Heritage | 566.7 | 471.3 | 554.2 | 534.1 | 546.6 | 534.8 | 552.5 |

| Year 9 (30) | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Measurement, Data, Space & Geometry | Number, Patterns & Algebra |
|----------------|---------|---------|----------|-----------------------|----------|-------------------------------------|----------------------------|
| NSW | 579.5 | 557.6 | 586.5 | 578.8 | 594.8 | 592.4 | 596.8 |
| Heritage | 553.8 | 485.8 | 533.3 | 546.3 | 562.8 | 565.9 | 558.8 |

Student Outcomes in HSC (2012)

There were 12 students from Heritage Christian School who presented for the Higher School Certificate - considerable care must be taken when comparing results against state averages

| Subject | Heritage Average Score | NSW Average Score |
|--------------------------------|------------------------|-------------------|
| Ancient History 2 unit | 64.90 | 69.35 |
| Biology 2 unit | 68.60 | 72.46 |
| Design & Technology 2 unit | 70.00 | 76.08 |
| English (Advanced) 2 unit | 71.28 | 79.56 |
| English (Standard) 2 unit | 65.17 | 68.27 |
| English Extension 1 1 unit | 33.53 | 40.24 |
| General Mathematics 2 unit | 66.77 | 69.20 |
| Hospitality Examination 2 unit | 76.90 | 75.50 |
| Mathematics Extension 1 2 unit | 61.90 | 81.42 |
| Mathematics 2 unit | 77.00 | 77.64 |
| Music 1 2 unit | 77.60 | 80.17 |
| Physics 2 unit | 66.10 | 73.82 |
| Studies of Religion 1 1 unit | 39.03 | 37.19 |
| Textiles & Design 2 unit | 79.80 | 77.27 |
| Visual Arts 2 unit | 75.45 | 79.39 |

4. Professional Learning and Teacher Standards

Heritage Christian School - Professional Learning Undertaken by Teaching Staff in 2012

| Teacher's Name | Professional Learning Undertaken in 2012 |
|----------------|--|
| G Brisby | 17/3/12-CEN Transforming Christian Education 26/3/12-CEN Annual Principals Conference 7/6/12-IEU Work Safety, Safety Regulations & Codes of Practice Seminar |
| D McDermott | N/A |
| M Hazelgrove | 14-16/5/12-Christian Schools Teacher/Librarian Conference 22-23/8/12-Youth Popular Culture & Texts Critical Report 13/9/12-Netbox Blue-Webinar-Cyber Safety & Learning Nexus Assessment |
| K Gunter | 16-17/10/12-NCAHS "Live Life Well at School" Program 30/10-1/11/12-AIS Mentoring Program |
| D Bayly | 31/10-1/11/12-AIS Mentoring Program |
| C Hindley | 16-17/10/12-NCAHS "Live Life Well at School" Program |
| L Lenord | 21/2/12-Sue Stacey's Grant Application Workshop |
| N McGrath | N/A |
| M Deutschbein | 14-16/5/12-Christian Schools Teacher/Librarian Conference |
| L Martin | N/A |
| C Baldwin | N/A |
| P Beaver | 13/11/12-NSW Institute of Teachers-Mathematics General 1&2 Programming |
| A Blackmore | N/A |
| J English | N/A |
| J Hopkins | N/A |
| R Kew | 13-14/6/12-UAC-Understanding the Scaling Report 7/9/12-CEN Deputy Principals Conference 26-28/11/12-AIS Mentoring Program |
| C Pattinson | 10/2/12-AIS Work Health & Safety Act Seminar 12-13/3/12-AIS Hospitality Orientation Training 2/4/12-Avondale College-Internal Audit Process for VET Delivery 3/5/12-Victorious Ministry Through Christ-Leadership Training 7/5/12-AIS-Mandatory Food Safety Supervisor Training 13-14/8/12-DET Hospitality Orientation 29/8/12-BoS Info Day-Consistent Teacher Judgement Workshop 3-7/12/12-AIS Certificate III Upgrade Hospitality |
| Y Sakamoto | N/A |
| S Tafai | N/A |
| L Taylor | 6-7/9/12-AIS Work Health & Safety (Science) 26-28/11/12-AIS Mentoring Program |
| M Vanderzee | 9/11/12-AIS Mentoring Program |
| D Walker | 13/11/12-AIS Teaching the New Stage 6 General Mathematics Course |
| B Weatherstone | N/A |
| G Cooper | N/A |

Heritage Christian School – Teaching Staff Details – 2012

| Teacher Name | Inst. Of Teach. Category | Institute Level & Reg No | Qualifications | No Years Primary | No Years Second. | Load | Classes/Areas of Responsibility |
|---------------|--------------------------|--------------------------------|--|---------------------|------------------|-------|---|
| G Cooper | I | n/a | Dip.Teach (Alexander Mackie CAE 1974), Grad.Dip.Adult Ed. UTS (1994), Cert.Teach (NSW Dpt Ed 1997) | 23 | 16 | 0.2 | Special Education |
| D McDermott | I | n/a | B.Health Serv Mgmt (Charles Sturt Uni 1996), Grad.Cert. Bus Admin (Uni of Newc 2001) B.Ed Early C/hood (QUT 2002) | 11 | 0 | 1.0 | Kindergarten |
| M Hazelgrove | I | n/a | Dip.Teach Primary (Uni of Syd 1987), Cert. Gifted Ed (UNSW 2006) | 14 | 0 | 1.0 | Year 2/1 |
| K Gunter | i | Provisional 232031 | B.Teach/B.Arts, with Honours (Uni.of Newcastle 2010) | 2 | 0 | 1.0 | Year 4/3 |
| D Bayly | i | Provisional 178684 | B.Ed. 2005 (Uni. Of South Australia) Junior & Primary | 7 | 0 | 0.65 | Year 4/3 |
| C Hindley | I | n/a | B.Teach (Christian Heritage Col 1998) | 15 | 0 | 1.0 | Year 6/5 |
| L Lenord | I | n/a | Dip.Teach (Nepean Col of Ad Ed 1988), B.Ed Gen Prim (Uni of West.Syd 1990) | 21 | 4 | 0.9 | K-7 Co-ordinator, Yr 7 English & Core, Yr 8 English |
| N McGrath | I | n/a | Dip.Teach (Newc College of Ad Ed 1980) | 23 | 0 | 0.4 | Special Education |
| M Deutschbein | I | n/a | Teach Cert. (NSW Dep.ofEd, 1968), Prof. Dev Course for Prim & Central School Teacher-Librarians (1986) | 48 | 0 | 0.3 | Librarian |
| L Martin | I | n/a | Tech Cert (Dep of Ed – NZ 1965), Dep of Ed NSW accept to teach – 1981 | 14 (NZ) 32 (Aus) | 0 | 0.8 | Year 5/6 Release, Curriculum Support |
| C Baldwin | i | n/a | B.AppSc (Enviro Studies) (CSU, 1996), Grad.Dip.Edu (Uni of Wollongong, 1999) Teacher's Cert (NSW DET, 2000) | 0 | 12 | 0.267 | Food Technology, Science |
| A Blackmore | i | Professional Competence 228148 | Grad. Dip. Ed.(QUT, 2007) | 4 | 6 | 0.65 | Music |
| P Beaver | I | Professional Competence 214150 | B.Arts Maths Major (Macq.Uni, 2005) | 0 | 8 | 1.0 | Mathematics |
| G Brisby | I | n/a | M. Ed, Grad. Dip. Ed, B.Teach, DD&M | 15 | 12 | 0.2 | Studies of Religion |

| | | | | | | | |
|----------------|----|--------------------------------|---|---|----|-------|--|
| J English | i | n/a | B.Teach. & B.Health & Phys Ed (U Newc, 2003) | 0 | 10 | 0.85 | PDHPE, PASS, Duke of Edinburgh |
| J Hopkins | i | n/a | Dip. AppSc (Ag) (Hawksbury Ag College, 1981), Teach. Cert (Dep.ofEd, 1985) | 0 | 29 | 0.62 | Science, Biology, Physics, DE Chemistry |
| R Kew | i | n/a | B.Art (Macq Uni, 1990), Grad.Dip.Ed (Uni of Melb 1992), M Ed. (Uni of Melb 1995), B Theo (NTM College, 1995) | 0 | 23 | 1.0 | Yrs 10-12 English |
| C Pattinson | i | n/a | Grad. Dip Design (UTS 1995), Teach. Cert (Dep of Ed 1981) | 0 | 16 | 0.8 | 8-12 Coordinator, Food Technology, Hospitality |
| Y Sakamoto | i | Professional Competence 222245 | B.Arts (Pool Gakuin Uni, Japan 2000), B.Arts (Tabor Adel 2005), Grad Dip in Learn & Teach. Secondary (USQ 2006) | 2 | 9 | 0.117 | LOTE (Japanese) |
| S Tafai | i | n/a | B.Graph Des (Auck Inst of Tech 1995), Dip.Teach Secondary (Auck Col of Ed 1998) | 0 | 14 | 0.75 | Visual Arts/Visual Design |
| L Taylor | i | Provisional Competence 248836 | B.Arts/B.Teach. (Uni of New England 2012) | 0 | 1 | 0.8 | Science, PDHPE |
| M Vanderzee | i | Professional Competence 224807 | B.Ed Des & Tech (Uni of Newc 2002) | 0 | 10 | 0.75 | D&T, PDHPE |
| D Walker | ii | Conditional 776904 | B.Arts Lib Arts (Uni of Arkansas, Little Rock US 1992), Juris.Doc - Law (Lewis & Clark School of Law 1995) | 0 | 5 | 0.87 | Mathematics, Ancient History |
| B Weatherstone | i | n/a | Dip.Teach (Syd Teachers Col 1977), B.Ed (Col of Christian High Ed Inc 2009) | 0 | 36 | 1.0 | K-12 Administration Coordinator, Core/History/Geography, Textiles, KYB |

These details are current as at December 2012.

Heritage Christian School acknowledges the funding provided under Smarter Schools National Partnership on improving Teacher Quality and facilitated by the Independent Schools Centre for Excellence. The funding for **supporting teacher accreditation** allows us to support teachers in their professional work and build teacher capacity across the independent sector in NSW.

5. Workforce Composition

General Statements

- All staff at Heritage are committed Christians equipped to design curricula, programs and lessons that substantially reflect the aims, philosophy and policies of the school.
- Staff church affiliation is multi-denominational.
- Staff are employed in accord with applicable Awards and Government requirements.
- All new staff are required to undertake professional development and appraisal using the NSW Teacher's Institute Competency Statements as applicable. Staff employed prior to the establishment of the Institute, utilize these same competencies as a voluntary code of professional development and appraisal.
- All teaching staff take part in professional development programs during the January and July Professional Development weeks. It is estimated that all staff participated in a minimum of 50 hours professional training and development, including: First Aid; Child Protection; Occupational Health and Safety; Programming; Curriculum Development; Assessment and Reporting; and Duty of Care issues.

Full Time / Part Time Staffing:

| Teaching Staff | Support Staff | Totals |
|------------------------|---|----------------------------|
| • 7.0 x FTE Teaching | • 1.0 x FTE Receptionist | Teaching Staff: 16.924xFTE |
| • 9.924 x PTE Teaching | • 3.8 x FTE Administration (including Principal & Business Manager) | Support Staff: 6.5 x FTE |
| | • 0.4 x FTE Teachers' Aides | |
| | • 0.7 x FTE Maintenance | |
| | • 0.4 x FTE Information Technology | |
| | • 0.2 x FTE Chaplain | |

Note: All teaching staff are qualified/registered as per the Institute of Teachers Act 2004. There were no Indigenous staff members employed during 2012. These figures are current as at December 2012.

Staff Gender Balance:

| Gender | Teaching | Non-Teaching | Totals |
|---------------|-----------|--------------|-----------|
| Male | 13 | 4 | 17 |
| Female | 11 | 8 | 19 |
| Totals | 24 | 12 | 36 |

Staff Qualifications:

| Teaching Qualifications | Number of Staff |
|---|-----------------|
| Degree | 24 |
| Masters, Honours or other Post Graduate | 2 |

Staff Retention

The following teaching staff were added to Heritage Christian School during 2012: Mrs Glenda Cooper and Mr Luke Taylor. The following teaching staff departed Heritage Christian School during 2012: Mrs Michele Deutschbein, Mr John Hopkins and Mr Darren Walker.

Staff Attendance

There were approximately 3177.56 FTE teaching days, with approximately 2.53% (80.5 days) sick leave loss.

6. Senior Secondary Outcomes

At Heritage we aim to equip and encourage our senior students to reach their full potential. We aim towards students reaching an ATAR score equivalent or higher to what is required for them to progress to University in the course that they desire. For those students who are wanting to head towards trades and other Tertiary Education, we endeavour to support them along the way towards their goals also.

7. Student Attendance and Management of Non-Attendance

Attendance Procedures

Purpose:

- a) Maintain an accurate register of enrolment
- b) Ensure that students enrolled at HCS (both compulsory school-aged children and post-compulsory school aged children) attend HCS as they are able
- c) Record attendance and absence accurately, efficiently and effectively
- d) Comply with all legal requirements

We believe:

1. School is an extension of the home and staff members act "in loco parentis" during school hours
2. Monitoring of enrolment and attendance is part of the school's duty of care

Therefore we will:

1. Encourage and expect all students to attend school where at all possible unless sickness, injury, appointment or a family matter prevails.
2. Maintain a register of enrolments that includes for each student:
 - a. Name, age and address
 - b. Name and contact telephone number of parent(s)/guardian(s)
 - c. Date of enrolment and, where appropriate, the date of leaving the school and the student's destination school.
 - d. For students older than 6 years of age, previous school or pre-enrolment situation
 - e. Where the destination school of a student below 15 years of age is unknown, a record that a Department of Education and Training Officer with home school liaison responsibilities was notified of the student's name, age and last known address.
3. Retain the register of enrolments for a minimum period of 5 years before archiving
4. Monitor the daily attendance/absence of students by:

- a. maintaining electronic class rolls which contain:
 - i. noting of only absences in accordance with the directions outlined in the roll
 - ii. reason for absence in accordance with the directions outlined in the roll
 - iii. documentation from parent/guardian to substantiate reason for absence from school or class. This documentation will include:
 1. child's name and class
 2. date of absence
 3. reason for absence
 4. signature of parent/carer
 - b. Marking the class rolls each day for K to 6 and for Years 7-12
 - c. Marking class lists at special events such as sporting carnivals, excursions and off-site activities and transcribing information into rolls
 - d. Maintaining a partial absence note system administered by Office personnel
 - e. Maintaining the privacy of information in the rolls in accordance with the Heritage Privacy Policy
 - f. Retaining the class rolls and documentation for 7 years after the last entry was made
 - g. Follow up unexplained extended absences by:
 - i. sending home an "Absence Note Reminder" form if a written reason from the parent/ guardian is not received
 - ii. alternatively phoning the parent/caregiver
 - iii. absences remaining unexplained toward the end of a reporting period are followed up by letter home
 - h. Follow up Partial Absence notes as needed
 - i. Providing parents and carers with pro forma absence notes for their use
5. Contact parents/guardians regarding poor school and/or class attendance. (Team Leader)
 6. Transfer unsatisfactory attendance information to students' files

Student Attendance Rates

| Year | Number of Students | Total Days Absent | Attendance Percentage | Average Days Absent/ student |
|---------------------|--------------------|-------------------|-----------------------|------------------------------|
| Kindergarten | 8 | 109 | 92.82% | 13.62 |
| 1 | 9 | 160 | 90.64% | 17.77 |
| 2 | 12 | 139 | 93.90% | 11.58 |
| 3 | 13 | 230 | 90.68% | 17.69 |
| 4 | 11 | 166 | 92.05% | 15.09 |
| 5 | 11 | 96 | 95.40% | 8.72 |
| 6 | 20 | 254 | 93.31% | 12.70 |
| 7 | 17 | 259 | 91.98% | 15.23 |
| 8 | 16 | 358 | 88.22% | 22.37 |
| 9 | 34 | 709 | 89.02% | 20.85 |
| 10 | 22 | 598 | 85.69% | 27.18 |
| 11 | 19 | 377 | 89.55% | 19.84 |
| 12 | 12 | 375 | 89.61% | 31.25 |

In 2012 the average student attendance is as follows:

Secondary campus

89.01%

Primary campus

92.68%

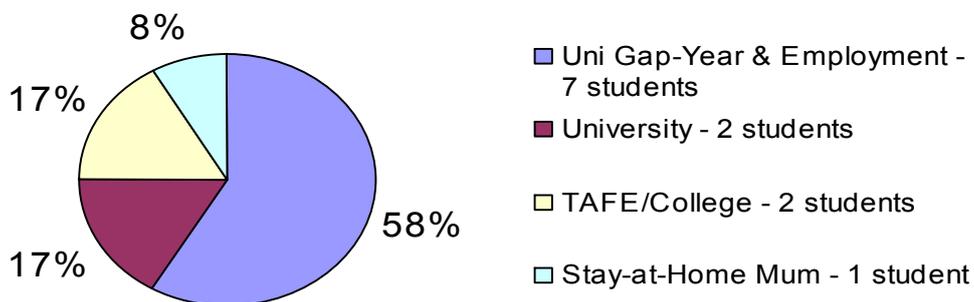
8. Retention of Year 10 to Year 12

| Year | Numbers in 2011 | Numbers in 2012 | Retention Rate % |
|--|-----------------|-----------------|------------------|
| 10 | 20 | 22 | >100% |
| 11 | 14 | 20 | >100% |
| 12 | 9 | 12 | >100% |
| TOTAL NUMBER OF STUDENTS (Yr 10-12) | 43 | 54 | |

Overall student retention rate from 2011 to 2012 was >100%.

9. Post-School Destinations

2012 (HSC) Higher School Certificate Post-School Destinations



10. Enrolment Policies and Characteristics of the School Body

- Enrolment Policy

RATIONALE

Heritage Christian School is based on the commitment to God by the members of the Hastings Association for Christian Education to build a school where Christian values form a basis of education.

While all people are created in the image of God, children do not possess the necessary skills, wisdom, knowledge or understanding to be self sufficient in the world. They are to be educated, and true education can only be carried out through the illumination of the Holy Spirit and the truths of the Bible.

In partnership with families it is the mission of Heritage Christian School to develop in our student's abilities, talents and values that will enable and empower them to fulfil their role in the world as the children of God.

The particular purpose of this policy is to:

- Provide a consistent and transparent process for enrolment at the School;
- Ensure that all parents and carers seeking enrolment are aware of and supportive of the Biblical foundation and teachings of the School;
- Comply with legal obligations and provide legal protection where policy and procedures are challenged.

POLICY STATEMENT

Heritage Christian School has designed and adopted the Enrolment Policy to:

- Reflect HCS's Biblical ethos and constitution
- Be transparent, fair and based on selection criteria informed by the Biblical foundations of the School;
- Ensure a just and equitable use of resources for the best interests of its current and future community, always conscious of the wider community within which it is situated, and in the context of meeting funding and legislative requirements;
- Promote partnership between the School and families and other entities in the best interests of the students;
- Develop a school community whose student population reflects the diversity of the social and financial circumstance and academic ability of the wider community.

DEFINITIONS

Parent, Guardian, Carer

The person/s charged with legal responsibility for the long term interests of the student until the student is 18.

Expression of Interest

The enquiry made by parents/guardians and carers expressing an interest in enrolling their student at some time in the future. If placed on the waiting list there is often the requirement of an administrative fee. An expression of interest is not a guarantee of enrolment.

Enrolment Application Form

The form is to be completed close to the time the parents/guardian or carers seek to have their child commence at the School. It provides the basis of the interview process which may lead to an offer being made to the parents/guardians of the applicant. All information sought must be provided prior to any offer being made. Filling in an application form does not guarantee an offer of enrolment.

Statement of Faith

As a condition of enrolment the parents/carers must be able sign the Statement of Faith in good faith.

Interview

This is a meeting of parents/guardians, the applicant student and a school officer. It is a step in the enrolment process and does not constitute an offer.

Offer

This refers to an offer of a place which may or may not be made to the parents after the interview. All offers are dependant on the conditions expressed in the Enrolment Contract being accepted by the parents/carers and are at the sole discretion of the Principal.

Enrolment Process

This process includes three steps that are usually taken to enrol a student in the School. The three steps are:

- The enrolment application form is completed and all information provided;

- The Interview stage, which may or may not lead to an offer;
- The offer and contract stage.

Parent/School Enrolment Agreement

This is a legally binding contract between the parents/carers and the School, signed by both parties.

Special Circumstances

Special circumstances are circumstances that may influence the decision of the School to make an offer to the student. They may include things like interstate or overseas transfer.

Full & Frank Disclosure

The enrolment interview is structured around the enrolment form and attached reports which must be complete. The enrolment form is checked to ensure all relevant information and required documentation has been submitted.

It is the responsibility of the School to ensure that parents/carers are made aware of the meaning of full & frank disclosure

Parents/carers will be required to discuss their financial capacity to pay fees and the options that are open to them.

The enrolment Form and other necessary documentation are required to be returned by a specific date.

RESPONSIBILITIES

The Board is responsible for:

- Ensuring that this policy is developed, complied with and reviewed as appropriate;
- Approving School fee structures.

The Principal has delegated responsibility for:

- Ensuring that the annual intake of new students reflects the diversity of the wider community;
- Considers the impact of the enrolment on the welfare of each class and the wider school community;
- Considers the stewardship of available resources to ensure the viability of the whole school community.
- Ensuring that the enrolment process is documented and published to the School community;
- Ensuring that all persons involved in the enrolment process are conversant and compliant with the Enrolment Policy and required documentation;
- Making all offers.

PRIORITY

Priority will be given to:

- Children of staff members;
- Brother or sister of a student already enrolled;
- Children from Christian families who have already been sending their child/children to a school with a similar ethos / constitution to Heritage Christian School, or had children enrolled at Heritage prior to moving away from the district;
- Children from homes where one or both parents are Christians;
- Children from non-Christian homes where parents nevertheless keenly support the School's aims.

FEES

Fees are set by the Board with a view to affordability for families who are expected to honour their financial obligations under the contract of Enrolment.

There is in place a hardship discount facility. The Business Manager and the Principal are authorised to reduce fees (in accordance with "Education Assistance Guidelines") at their discretion in cases where a family has demonstrated that payment of full fees is likely to cause financial hardship.

OFFER & CONTRACT OF ENROLMENT

An offer of placement will be communicated in writing. The offer of placement needs to include a Parent/School Contract of Enrolment.

The parent/carer must sign the Parent/School Contract of Enrolment indicating their acceptance of the offer on the conditions on which it has been made. This is to be returned to the School by the specified date.

The signed Parent/School Contract Agreement is retained by the School and a copy is available to the parent/carer.

UNIFORM

The designated school uniform that reflects the standards of the School and identifies students as a member of Heritage Christian School must be worn appropriately at school and school associated functions. Implementation is under the Principal's control.

ENROLMENT REGISTER

The Enrolment register is maintained by administration staff in consultation with the Principal. There is one Register for the school. The Principal maintains ownership of the entire enrolment process and performs the day to day enrolment transactions, including organising assessments and interviews. The Principal has the authority to approve straightforward enrolments and reports to the Board changes in enrolment of the school. Enrolments involving special circumstances are made in consultation with the Board.

| | |
|------------------------|----------------------|
| Prepared by | HCS Policy Committee |
| Original Date Prepared | 19 November 2009 |
| Monitored by | HCS Board |
| Review by | HCS Board |
| Date for Review | 14 May 2013 |
| Status | Adopted Policy |

11. School Policies

- **Grievance Policy**

RATIONAL

The purpose of this policy is to promote better relationships during difficult circumstances, through the encouragement of fair and just procedures and a Christ-like manner.

Scripture recognises the fact that there will be divisions, dissensions and disputes even among Christians living in a fallen world. The manner in which complaints and disagreements are handled can mean the difference between harmony and tension in a community. This policy sets out for parents, employees and others the way to deal with complaints and disagreements consistent with Scripture, and places responsibility on the person who has been offended to take the initiative in seeking resolution (Matt 18:15-17).

As a community of Christians we should consider every aspect of our relationships in the light of the word of God. We need to remember that "If it is possible, as far as it depends on you, live at peace with everyone." (Rom 12:18) and, "Be kind and compassionate to one another, forgiving each other just as in Christ God forgave you." And finally "Be completely humble and gentle; be patient, bearing one another in love. Make every effort to keep the unity of the Spirit through the bond of peace." (Eph 4:2-3)

GENERAL STATEMENT

AIM

Within the school community, it is our desire that all authority is maintained and that we actively promote mutual respect, harmony and Christian unity. This Policy seeks to identify areas of potential conflict and to give guidance as to the procedures for handling them.

People must act;

- Respectfully to others,
- Discreetly, maintaining confidentiality in all circumstances

RESOLUTION OF GRIEVANCES PROCEDURES

Christians are called upon to resolve disagreements amongst themselves. If we have a concern about, or complaint against another believer, the first step is to take it to the person directly and deal with it in a Christ-like manner. If the matter is still not resolved other believers are to be called upon to assist in finding a resolution to the issue.

All steps must be taken in a true spirit of reconciliation. Complaints should be dealt with promptly and not be allowed to fester. It is important that the Board and Principal are aware of issues that may generate concerns within the community. Wise judgement and careful introduction of any changes will help others who have not had the benefit of debate and discussion to see developments in a positive light.

The following procedure will be helpful in dealing with grievances, remembering that the principles of Christian grace and forbearance should apply at every step along the way.

PROCEDURAL FAIRNESS

Any mediation or investigation in to grievances is to be conducted in accord with the principles contained in the Investigations Policy on Page__ of this policy document.

The following principles apply to the handling of grievances amongst the school community:

- Maintain confidentiality
- Act impartially
- Deal with issues raised as promptly as possible
- All investigations should be conducted as transparently as possible, taking into account the

WHO TO APPROACH CONCERNING A PARTICULAR ISSUE

Policy & Administration Matters

Speak to the Principal. If you are not satisfied then you can write to the Board Chair.

General School Issues

If the issue relates to the playground, bus, sport etc then arrange to speak with the Principal. If you are not satisfied then you can write to the Board Chair.

Classroom Issues

In relation to matters of discipline or any other classroom query then speak to the teacher as soon as possible to clarify the situation. After that, if the issue is not resolved, make an appointment to see the Principal.

If these avenues do not clarify the query then you can write to the Board Chair.

Disputes Between Members

Disputes between members are not the responsibility of the school. However, if the dispute is affecting the school then write to the Board Chair.

Controversial Issues

Members agree not to promote controversial issues within the school. The Board of Directors has the authority to determine whether particular issues are controversial or divisive within the meaning of this provision.

Staff Grievances

In accordance with Matt 18:15 and Luke 17:3b-4, if a disagreement arises between members of staff, the parties involved must first meet together in a spirit of submission to the Lord in an attempt to resolve the matter.

If agreement is not reached, the matter should be referred to the Principal for resolution through discussion with the parties concerned. If the matter is still not resolved satisfactorily, or if the grievance involves the school Principal, it can be referred in writing to the Board Chair.

Should the staff member still feel aggrieved, mediation will be arranged by the Board with CEN Ltd. Teachers may in some situations wish to avail themselves of the disputes procedure under their Industrial provisions.

POLICY ACCESS

It is an inherent part of procedural fairness that all stakeholders have access to the appropriate procedures, policies and supportive information that spells out the rights and responsibilities of all parties. The School Board is to ensure an outline of this policy is published in the School Newsletter at the beginning of each school year, and in any student or parent handbooks produced by the School. In addition, the Principal should promote awareness amongst the staff and student body through regular staff meetings and the Student Representative Council.

| | |
|------------------------|----------------------|
| Prepared by | HCS Policy Committee |
| Original Date Prepared | 1 August 2006 |
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| Review by | HCS Board |
| Date for Review | 1 August 2013 |
| Status | Approved Policy |

- **Discipline Policy**

RATIONAL

It is helpful to place discipline within the broader context of discipling. Discipling involves encouragement, teaching, censorship, exposure, redirection, exclusion, modelling, nurture and the like. It is a community rather than a them and us process.

GENERAL STATEMENT

The aim of the Christian home is to raise a child of Christian character. This process of discipling endeavours to promote a discerning self-discipline that sees the consequences of poor behaviour and attitudes, results in its own sorrows; and the consequences of good behaviour and attitudes has its own reward. Heritage Christian School seeks to be an extension of the home and forms one of its strongest partnerships with parents in this area.

Discipling occurs during every minute of school life. It is shaped by the school buildings, prayer, the size of the class, Bible study, the outside play areas, the cohesiveness of staff, the outlook of the teacher. It is concerned with the expectations placed on students when completing given tasks, when lining-up, when playing, when interacting in groups, when working individually.

The promotion of ones rights is by-and-large counter productive to Christian discipline. Just as Christ gave up his rights and privileges for his people, so we must do likewise in our response of love. At Heritage Christian School there is an emphasis on responsibilities, seeking the good of others, and the consequences of our actions.

Expectations are promoted within an atmosphere of mutual trust, where one's effort not one's achievement is what counts.

At Heritage they are summarised as-

- R respect for others
 for property
 for self**
- O obedience to God's Word
 to those who care for you**
- C compassion for those in need at HCS
 for those in need elsewhere**
- K know Jesus and make him known**

Discipling is not only concerned with what is positive and praiseworthy, it also deals with what is wrong. The over-riding motivation in such circumstances is that of reconciliation. When poor behaviour/attitudes are present it is necessary to restore relationships and undo wrong. This must be done on the basis of Bible truths. Counselling of students' needs to point them toward God, His forgiveness and His direction.

HERE ARE FIVE LEVELS OF CORRECTIVE DISCIPLINE:

Level 1

- Reprimand / reminder / correction
- Time out in classroom or a buddy class (15 min max)

- Loss of privileges

Level 2 - Red Zone

- 10 minutes time out during lunch, followed by a short review of behaviour with another teacher

Level 3 - Detention

- Students serve a lunch detention, completing tasks set by their teacher, and/or counselling. The teacher issuing the detention is to complete the Detention Record Folder entries.
- Staff complete a Management Review form to reflect upon how to deal with the behaviours presented.

Level 4 - Management Plans

- After four detentions in any term, a letter is sent to parents informing them of their child's behaviours from detentions served.
- Any further incident will lead to the following-
 - A conference with the parents and Principal will be held as soon as possible.
 - The Board will be informed.
 - The parent (outside of school) will undertake counselling for the student.
 - The situation will be referred onto staff meetings for management review and behaviour plan formulation.
- Behaviour Plans may include-
 - Being assigned to another teacher for a short time.
 - Students, teachers and parents involved in a behaviour review sheet, monitoring daily behaviours

Level 5 - Suspension and Expulsion

- An immediate suspension or expulsion would apply to any student: in possession of an illegal drug; initiating or involved in violent behaviour, or threatening serious physical violence; in possession of a prohibited weapon; who verbally abuses or threatens staff.
- Incidents that occur during the implementation of a Behaviour Plan will lead to suspension and/or expulsion
- An expulsion of a student must be ratified by the Board.

CONDUCT OUTSIDE OF SCHOOL

Sometimes students are involved in improper conduct outside the school. If this activity is brought into the school through shared knowledge of the student body, the school will be compelled to respond. This usually involves informing those effected by the student's actions, and could involve the Police Service.

CORPORAL PUNISHMENT

Heritage Christian School does not support, encourage or allow any form of corporal punishment to be implemented during the course of any disciplinary procedures. The school does not carry out corporal punishment, nor does the school explicitly or implicitly condone the administration of corporal punishment on behalf of the school by any person, including parents.

History

| | |
|------------------------|-------------------------|
| Prepared by | Geoff Brisby, Principal |
| Original Date prepared | 15 November 2005 |
| Monitored by | HCS Board |
| Review by | HCS Board |
| Date for Review | 14 May 2013 |

- **Student Welfare Policy**

Heritage Christian School has also developed policies which relate to student welfare. Discipling and welfare are very similar ideas at Heritage Christian School, so much of what is contained in the discipline policies above could easily be interpreted as being important for student welfare too.

The main policies we have that relate to student welfare include the **Child Protection Policy**, the **Sexual Harassment Policy**, and the **Critical Incident Policy**.

- **The Child Protection Policy**

RATIONAL

The Bible speaks clearly about the responsibility of adults (and parents in particular) to value, love, cherish, nurture, support, direct and teach children. Children are different to adults in their degree of responsibility, level of accountability and the protection afforded them.

The Bible also speaks clearly about the reality and effect of sin on humankind. This document is in response to the many ways in which children feel the effects of sin through those whom should care for them. Heritage Christian School strives to afford its students greater levels of Child Protection. Our school is a safe place where disclosure is welcome and acted upon because speaking the truth in love is encouraged. It is a place where students are protected. It is a place where risk factors are identified and addressed where possible.

In particular, the staff of Heritage Christian School takes seriously the task of reconciliation. They will do everything possible to attract students to the gospel. The staff will not engage in abusive behaviours.

To protect students in its care from *risk of harm*

Protection of students occurs through both curriculum opportunities to promote protective behaviours/attitudes and also by notifying/reporting any current or anticipated risk of harm to students.

Reduce risk factors

We can minimise the risk of child abuse by:

- having a honest and open attitude towards child abuse that recognises that child abuse exists in all areas of our community,
- discussing the risks and indicators of child abuse and this policy frequently,
- believing children at their word and
- generating family and community involvement in child protection

PASTORAL CARE STUDENTS/PARENTS

Curriculum teaching including bullying and sexual harassment

When risk of harm is disclosed or suspected through a cluster of indicators:

1. Staff at Heritage Christian School are required to notify the Principal any current or anticipated risk of harm to students through any form of abuse.
Risk of harm can arise because of the presence of any or more of the following-
 - the students basic physical or psychological needs are not being met or at risk of not being met
 - the parent or other carers have not arranged and are unable or unwilling to arrange for the student to receive necessary medical care
 - the student has been, or is at risk of being, physically or sexually abused or ill-treated

- the student is living in a house where there have been incidents of domestic violence and, as a consequence, the student is at risk of serious physical or psychological harm
- a parent or other carer has behaved in such a way towards the student that the student has suffered or is at risk of suffering serious psychological harm
- sexual abuse or misconduct (describes a range of behaviours or a pattern of behaviour aimed at the involvement of children in sexual acts. Some of these behaviours may include: inappropriate conversations of a sexual nature; comments that express a desire to touch in a sexual manner; unwarranted and inappropriate touching; sexual exhibitionism; personal correspondence, including electronic communication, with a young child or young person in respect of the adult's sexual feelings for a child or young person; deliberate exposure of children and young people to sexual behaviour of others including display of pornography; possession of child pornography in the workplace. Sexual assault refers to the involvement of children in sexual acts or acts of indecency).
- physical abuse (non-accidental injury to a child by a parent, caregiver or another person responsible for the child).
- emotional abuse (encompasses a range of behaviours that harm a child. It includes excessive or unreasonable demands, failure to provide the psychological nurturing and affection necessary for a child's physical and emotional growth and development, scape-goating or rejecting, severe verbal abuse and threats of abuse. These behaviours by caregivers can destroy the confidence of a child, and the subsequent emotional deprivation and trauma impairs the child's social, emotional, cognitive and intellectual development. Witnessing domestic violence can have a profound effect on children and constitutes a form of emotional abuse).
- neglect (when a child is harmed by the failure of a person whose job includes care and responsibilities towards a child, to provide basic physical and emotional necessities of life, including failure of such a person to provide or arrange for the provision of adequate and proper food, nursing, clothing, medical attention or lodging for a child in that person's care).

It is important to realise that failure to report risk of harm of a child (under the age of 16 years), based on reasonable grounds, is an offence under Section 316 of the NSW Crimes Act.

For a suspicion to be reasonable, it does not necessarily imply that it is well founded or that the grounds for the suspicion must be factually correct.

The Principal will report via the Department of Family and Community Services Teleservice - 133627

A list of indicators of risk of harm is found in **Attachment 1**.

2. Staff are not to investigate allegations or suspicions of risk of harm. Only investigators specifically appointed for the purpose must carry out investigations. This includes the seeking of collaboration from others.
An outline of appropriate questions to use in a disclosure situation can be found in **Attachment 2**.
3. Staff are required to report any allegations or evidence of risk of harm only to the Principal, and discussion with others should be avoided. Failure to limit communication in this way will not only be a breach of this policy, but will also leave staff open under the law from potential civil proceedings for defamation.
4. The Principal will report any matter that has been notified as required by the relevant legislation. The staff member will be advised of the action taken. If it is decided that there are not "reasonable grounds to suspect" risk of harm and consequently the matter is not going to be reported by the Principal, the staff member, as the original notifier, will have an obligation to report under the legislation if they believe that reasonable grounds exist.

Staff are required to advocate for the student's safety and wellbeing within the system of reporting and investigation. This includes following-up what has been done and will be done.

5. If a student discloses risk of harm, the staff member is obliged to notify and also to NOT investigate the matter. Guidelines for assisting a student who discloses can be found in **Attachment 2**.
6. Investigation of allegations or evidence of risk of harm must ONLY be carried out by the appointed investigators (from Department of Family and Community Services or elsewhere) whose duties will include informing parents or carers that a report has been made. Staff should not make any contact with parents or carers regarding the reporting unless specifically authorised by Department of Family and Community Services to do so.
7. Staff are required to confer with the Principal before responding to a request by Department of Family and Community Services or any other officers to attend an interview with a student. Staff cannot be required by Department of Family and Community Services to attend such an interview, and the advantages and disadvantages of attendance need to be carefully assessed before a decision is made.
8. Staff may be required to report in a detailed manner on any matter regarding risk of harm about which the staff member notified. The confidentiality of such a report will be maintained unless otherwise required by a court order. Information relating to any matter of risk of harm is to be entered on the appropriate form. These can be found as **Attachments 3a through 3e**.
9. Legislation requires all staff to be cleared under the Working with Children Check.
10. All volunteer helpers are to complete the Prohibited Employment Declaration. **Attachment 4**.
11. The Ombudsman Amendment (Child Protection and Community Services) Act 1998 requires that staff disclose to the Principal:
 - 11.1 if they have been charged and/or convicted of a child abuse offence;
 - 11.2 any information about misconduct, which you become aware concerning an employee of the school involving child abuse. Where allegations are made against the Principal, such allegations should be referred to the Chairperson of the Board.
12. **All** allegations of reportable conduct to a student against staff must be reported to the Ombudsman. Whilst reasonable grounds does not apply, the staff member subject to the allegation must be clearly identifiable and the allegation must detail specific conduct or a pattern of behaviour that indicates abuse within or outside school (this includes the possession of child pornography). Any staff member notified of causing risk of harm to a student, that the school deems will be substantiated, will be immediately suspended from duties. If substantiated, it will be grounds for summarily dismissal from the date of suspension. If proved false, staff will be reinstated in full without prejudice.

REPORTED ALLEGATIONS

TO PROTECT STAFF from mischievous and false allegations

What not to do

1. Staff must firstly be unequivocally innocent. The staff of Heritage Christian School will not engage in any activity that subjects a student to risk of harm. This includes physical, emotional and sexual abuse and neglect.

2. Staff will be particularly mindful of not exposing or subjecting a child to behaviour that psychologically harms the child. Such abuse has two elements.

First, there must be certain inappropriate behaviour by a staff member. Such behaviour can include:

- scape-goating, rejection, humiliation and verbal abuse;
- the deliberate failure to respond appropriately to threats of self-harm or suicide;
- the use of language to ridicule or intimidate a child;
- the use of language to humiliate or denigrate a child or his or her family;
- excessive or unreasonable demands above the capacity of a child's developmental level;
- the failure to provide an environment which encourages a child's physical, emotional and social development.

Second, there must be evidence that the staff member's behaviour has psychologically harmed the child. For example:

- destroy the confidence of a child, resulting in significant emotional deprivation or trauma;
 - impair a child's social, emotional, cognitive or intellectual development;
 - disturb a child's behaviour.
3. Never close the door when one-to-one. Maintain clear vision with outside people. Secrecy is a predominant feature of sexual abuse and is both inappropriate and not tolerated at Heritage Christian School.
 4. Appropriate professional relationships between teachers and students must be encouraged at all times. As students become sexually aware, the actions and/or language of a staff member can easily confuse them.
 5. Should any students make any advances toward a staff member or should the staff member suspect that a student may have or may be developing a romantic infatuation with them they should report their suspicion to the Principal. Married staff are also encouraged to tell their spouse. Staff members also have a responsibility to inform another staff member if the former believes a student is infatuated with the latter.
 6. Staff who find themselves thinking or fantasising about students in a sexual or inappropriate way will immediately seek counselling and speak to the Principal. Should these thoughts continue the staff member should consider the appropriateness of their position at the school and discuss this with their counsellor and the Principal.
 7. Staff members should never punish a child using physical force, or strike a student for any reason. Staff members may use physical force to restrain a child if they reasonably believe that child may cause damage to themselves, another person, materials or equipment.
 8. Staff members should not engage in any activities that systematically or continually belittle, embarrass or victimise a student or students.

What to do

- Model appropriate behaviours.
- Overnight stay excursions must have both male and female staff/adult supervision.
- Generally staff should only touch students on the shoulders or upper arms. Staff must never touch students on the thighs, buttocks, genitalia or breasts except in cases when not doing so would threaten the safety of the student.
- Students will be treated with love and respect.

STAFF TRAINING

Staff training will be undertaken at least once per year in either the January or July in-service weeks.

Training shall include a revision of: staff obligations in terms of Mandatory Reporting; and relevant Policies and procedures within the school.

New staff covered under relevant legislative requirements are to undergo relevant checks in terms of

Prohibited Employment Declaration and Child Protection Screening, and are to be made aware of their responsibilities under Mandatory Reporting Legislation, and the School's Policies and Procedures.

Staff are to familiarise themselves with the NSW 'Keep Them Safe' legislation (Handbooks available at the Office), and the NSW Ombudsman Act which outline specific responsibilities those in 'child related' employment have in relation to the care and protection of children.

In addition to formal training undertaken annually or at the time of induction in the case of new staff, regular staff meetings are to be used to keep teachers aware of their specific responsibilities in relation to child protection issues relevant to our students, any changes in legislation, or any advisories received which may assist staff and the school in ensuring the safety and wellbeing of our students.

Attachment 1

GENERAL INDICATORS OF ABUSE OR NEGLECT

- Marked delay between injury and presentation for medical assistance
- History of injury which is inconsistent with the physical findings
- History of injury which is vague, bizarre or variable
- Where the child gives some indication that the injury or event did not occur as stated
- Where the child tells you she/he has been abused
- When the child tells you she / he knows someone who has been abused, may be referring to herself / himself
- Someone else tells you such as a relative, friend, acquaintance or sibling that the child may have been abused
- Where the child tells you that they have secrets that are unhappy or bad.

INDICATORS OF NEGLECT

➤ **Indicators in Children**

- Poor standards of hygiene leading to social isolation
- Scavenging or stealing food
- Extended stays at school, public places, others homes
- Being focussed on basic survival
- Extreme longing for adult affection
- A flat and superficial way of relating, lacking of a sense of genuine interaction
- Anxiety about being dropped or abandoned
- Self comforting behaviour, e.g. rocking, sucking
- Non-organic failure to thrive
- Delay in developmental milestones
- Loss of 'skin bloom'
- Poor hair texture
- Untreated physical problems.

➤ **Indicators in Parents or Caregivers**

- Failure to provide adequate food, shelter, clothing, medical attention, hygienic home conditions or leaving the child inappropriately without supervision
- Inability to respond emotionally to a child
- Child abandoned
- Depriving of or withholding physical contact or stimulation for prolonged periods
- Failure to provide psychological nurturing
- One child treated differently.

INDICATORS OF PHYSICAL ABUSE

➤ **Indicators in Children**

- Facial, head and neck bruising
- Lacerations and welts from excessive discipline or physical restraint
- Explanation offered by the child that is not consistent with the injury
- Other bruising and marks which may show the shape of the object that caused it, e.g. a hand-print, buckle
- Bite marks and scratches where the bruise may show a print of teeth and experts can determine whether or not it is an adult bite
- Multiple injuries or bruises
- Ingestion of poisonous substances, alcohol or other harmful drugs
- Ruptured internal organs without a history of major trauma
- Dislocations, sprains, twisting
- Fractures of bones, especially in children under 3 years
- Burns and scalds
- Head injuries where the child may have indicators of drowsiness, vomiting, fits or retinal haemorrhages suggesting the possibility of the child having been shaken

General indicators of female genital mutilation which could include:

- having a special operation associated with celebrations
- reluctance to be involved in sport or other physical activities when previously interested
- difficulties with toileting

➤ **Indicators in Parents or Caregivers**

- Domestic violence
- Direct admissions by parents or caregivers that they fear they may injure the child
- Family history of violence, including previous harm to children
- History of their own maltreatment as a child
- Repeated presentations of the child to health or other services with injuries, ingestions or with minor complaints.

INDICATORS OF EMOTIONAL ABUSE

➤ **Indicators in Children**

- Feelings of worthlessness about life and themselves
- Inability to value others
- Lack of trust in people and expectations
- Lack of inter-personal skills necessary for adequate functioning
- Extreme attention seeking behaviour
- Other behavioural disorders, e.g. disruptiveness, aggressiveness, bullying.

CHILDREN SUSTAIN EMOTIONAL HARM FROM ALL THE TYPES OF ABUSE

➤ **Indicators in Parents or Caregivers**

- Constant criticism, belittling, teasing of a child, or ignoring or withholding praise affection

- Excessive or unreasonable demands
- Persistent hostility and severe verbal abuse, rejection and scape-goating
- Belief that a particular child is bad or 'evil'
- Using inappropriate physical or social isolation as punishment
- Situations where an adult's behaviour harms a child's well being
- Exposure to domestic violence.

INDICATORS OF SEXUAL ABUSE

➤ **Indicators in Children**

- Describe sexual acts, e.g. 'Daddy hurts my wee-wee'
- Direct or indirect disclosures
- Age inappropriate behaviour and / or persistent sexual behaviour
- Self-destructive behaviour, drug dependency, suicide attempts, self-mutilation
- Persistent running away from home
- Anorexia, over-eating
- Going to bed fully clothed
- Regression in developmental achievements in younger children
- Child being in contact with a known or suspected perpetrator of sexual assault
- Unexplained accumulation of money and gifts
- Bleeding from the vagina or external genitalia or anus
- Injuries such as tear or bruising to the genitalia, anus or perineal region
- Sexually transmitted diseases
- Adolescent pregnancy
- Trauma to the breasts, buttocks, lower abdomen or thighs.
- General indicators of child stress should be considered such as:
 - poor concentration at school
 - sleeping / bedtime problems, e.g. nightmares, bed wetting
 - marked changes in behaviour or mood, tantrums, aggressiveness, withdrawal
 - child complains of stomach aches and headaches with no physical findings.

➤ **Indicators in parents, caregivers, siblings, relatives, acquaintances or strangers**

- Exposing the child to prostitution or child pornography or using a child for pornographic purposes
- An intentional exposure of child to sexual behaviour of others
- Ever committed / been suspected of child sexual abuse
- Inappropriate curtailing or jealousy regarding age-appropriate development of independence from the family
- Coercing child to engage in sexual behaviour with other children
- Verbal threats of sexual abuse
- Denial of adolescent's pregnancy by family
- Perpetration of spouse abuse or child physical abuse.

Offenders use a range of tactics including force, threats, grooming, having secrets and tricks to engage children in sexual contact and to try to silence the child. They may also try to gain the trust and friendship of parents in order to obtain access to children.

Attachment 2

Children often try to tell about physical abuse or sexual abuse but find it very difficult and painful. They are often ashamed and frightened and cannot find the right words.

Adults can help by recognising when a child is trying to talk about some difficult subject. Adults who develop the habit of listening to children and helping them to talk about their worries are building the kind of trust that makes it easier for a child who does have something difficult to say.

When children approach something in a roundabout way it may be because they are finding the subject painful or are feeling ashamed and looking for a sign from an adult that it is alright to open up and talk. The child may begin by hinting that something is wrong. A child may simply say, "I don't like so and so. Do you like so and so? "Or I don't want to go to see so and so ". Or, (particularly in relation to child sexual abuse), 'I've got a secret". Often adults misunderstand these messages and fail to respond. When this happens children becomes very confused. They may think the adult does not care or does not believe them. This makes it harder for them to raise the subject again or to approach another adult.

If children are unable to talk to adults about abuse or make adults understand what they are trying to say, their distress comes out in other ways, usually in the way they behave. This is referred to as ("acting out". Some children "act out" by being violent and aggressive to others or by being passive and withdrawn. (Fact Sheet 2 NSW Child Protection Council)

IF A CHILD TELLS YOU ABOUT ABUSE

You need to be well prepared so that you can be supportive of the student and clear about your responsibilities at the same time. It is essential that you remain calm and supportive of the student. If a student informs you of being abused you should:

- Immediately say that you believe the child;
- Stress that what has happened is not the child's fault;
- Commend the child for telling you about it, they have done the right thing by speaking about it;
- Acknowledge that it is very hard to talk about such things;
- Seek a confidential place to talk;
- Actively listen without probing for detail or asking leading questions;
- Refrain from questioning excessively even if unsure of whether to notify;
- Avoid using leading statements (eg Did s/he touch your vagina/penis?);
- Only ask open-ended questions that are designed to provide sufficient information about whether the suspicion of abuse is reasonable and to clarify comments made by the student. For example, if a student tells you that "someone touched me in my private part" you could ask "who touched you in your private part";
- Use vocabulary used by the child to discuss body parts;
- Talk gently and reassuringly, pointing out that you are there to help, that you believe them;
- Remain calm, avoid reacting/recoiling/withdrawing/accusing;
- Where the abuse is taking place outside the school's control, never assure the child that the abuse will stop as this cannot be guaranteed;
- Do not make a promise that you will not tell anyone. In fact, if considered appropriate, inform the child that you have a responsibility to inform the Principal and the Department of Community Services.
- Report to the Principal A.S.A.P.
- Inform the Principal of all disclosures of child abuse or ill treatment even if you do not consider further action is warranted.

IF A CHILD BEGINS TO MAKE A DISCLOSURE IN A GROUP SITUATION:

- Acknowledge that you have heard the child;
- Indicate support and concern by explaining to the child that what was said sounds important and that it would be better to talk about it later;
- Discreetly arrange to talk to the child away from other students ASAP.

Attachment 3a

Notification Checklist

This checklist is to be treated as confidential to the Principal

- ❖ Has the staff member (teacher, school counsellor) who originally reported (using Form 3e) the suspected risk of harm to the Principal been informed of the decision about notification to Department of Family and Community Services?

- ❖ Has Form 3 - i.e. the Form for the Notification to the Department of Family and Community Services - been completed and used as the basis to telephone Department of Family and Community Services?

- ❖ Has the Chairman of the school's Board been advised?

- ❖ Has Department of Family and Community Services informed Parent/Caregiver that a notification has been made?

- ❖ Has Department of Family and Community Services advised the name of the Department of Family and Community Services key worker assigned to the case?

- ❖ Has a school copy of Form 3b and any related documentation been filed in a secure and confidential place?

Attachment 3b

Form for the notification to the Department of Family and Community Services

Fill in form and use as reference when calling 133 627

Name of child _____ Date of birth _____

Home Address _____ Home Phone No _____

Name of parents or caregivers and relationship to child

Name _____ Name _____

Phone No _____ Phone No _____

Relationship _____ Relationship _____

Notification made to the Department of Community Services

To _____ (name)

Notification date _____ Time _____

Grounds for concern (including contact with the child by alleged perpetrator/s)

Do you consider the child's safety or well being is at immediate risk?
Why? (If necessary attach further information)

Where is the child at the time of notification?

Other relevant information, including any known previous notifications and action, need for an interpreter (language/sign etc).

School Principal's full name _____

Signature _____ **Date** _____

RETAIN FOR SCHOOL RECORDS - RESTRICTED ACCESS TO FILE

Attachment 3c

**Form to be used to record details of Department of Family and
Community Services
removal of a student from the school**

Student's Name _____ Class _____

Date _____ Time _____

Department of Family and Community Services Assistant Manager or delegated officer
who authorised the removal _____

Department of Family and Community Services officers involved: *(names, designations)*

Identification sighted _____

Intended place of lodgement of student _____

Reason for removal _____

Comments _____

Attach a photocopy of the Section 60 notice to this form.

School Principal's full name _____

Signature _____ **Date** _____

RETAIN FOR SCHOOL RECORDS - RESTRICTED ACCESS TO FILE
Send copy to Department of Family and Community Services

Attachment 3d

**Form to be used by the school to record details of Department of Family and Community Services involvement at School
(Student interviews, protection planning meetings)**

Student's Name _____ Class _____

Date of Department of Family and Community Services visit _____

Department of Family and Community Services officers involved (*names, designations*)

Identification sighted _____

Action taken _____

Interview details (*person(s) interviewed, reasons, those present, time*) _____

Other agencies involved _____

Outcome of interview _____

School Principal's full name _____

Signature _____

Date _____

RETAIN FOR SCHOOL RECORDS - RESTRICTED ACCESS TO FILE
Send copy to Department of Family and Community Services

Attachment 3e

**Form to be used for school record of staff member's concern
re: suspected child abuse**

Student's Name _____ Class _____

Name of staff member reporting concern _____

Reason for concern _____

Any special needs of the student (*disability, language*)

DEPARTMENT OF FAMILY AND COMMUNITY SERVICES Contacted

Yes No

Date contacted _____ Time _____

If not contacted, reason _____

Teacher's full name and signature _____

School Principal's full name _____

Signature _____ Date _____

RETAIN FOR SCHOOL RECORDS - RESTRICTED ACCESS TO FILE

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|------------------------|-------------------------|
| Prepared by | Geoff Brisby, Principal |
| Original Date Prepared | 15 November 2005 |
| Monitored by | HCS Board |
| Review by | HCS Board |
| Date for Review | 14 May 2013 |
| Status | Approved Policy |

- **The Sexual Harassment Policy**

RATIONAL

Heritage Christian School is committed to encouraging a standard of behaviour which reflects Godliness in both Christians and non-Christians, and selflessness in relationships which far exceeds the requirements of the relevant Federal and State legislation. Although our goal is to develop such outward behaviour by the inner change in people through their knowledge and love of God through Christ, the school recognises the need in this complex society for a clear statement of policy and regulation to: minimise the incidence of harassment; and to provide a clear basis for resolution of such issues at an early stage.

Notwithstanding this, there are laws which make harassment unlawful in the work place, and all people - Christians and non-Christians - are bound to obey the laws of those whom God has placed in authority over us.

Policy Statement

1. HCS is committed to providing all staff and students with a working and learning environment free from sexual harassment. Sexual harassment is unacceptable and will not be tolerated at HCS under any circumstances. All staff, members of Hastings Association of Christian Education and students are required to honour and support this commitment.
2. This policy in no way detracts from the School's requirements relating to appropriate professional behaviour between staff and student. An action may not constitute harassment but could still be unprofessional conduct.
3. The sexual harassment of staff and students is unlawful under the Federal Sex Discrimination Act 1984 and the NSW Anti-Discrimination Act, 1977. These Acts explicitly prohibit:
 - the sexual harassment of a student by a staff member. Of course, this prohibition supplements the School's general policy requiring staff members to act in an appropriate and professional manner towards students at all times;
 - the sexual harassment of an adult student (ie: a student who is aged 16 years or older) or staff member by another adult student, and sexual harassment of any student or staff member by another adult student;
 - the sexual harassment of staff, or applicants for staff positions by adult students or other staff.
4. While religious schools are exempt from a number of the employment provisions of the Federal Sex Discrimination Act 1984 and the NSW Anti -Discrimination Act, 1977, they are covered by the sexual harassment provisions of this Act in relation to both employment and education.
5. The Principal will take appropriate action if, as a result of an investigation, allegations are shown on the balance of probability to be true. Students under 16 years of age who are so identified as perpetrators of sexual harassment will be dealt with under the school's standard disciplinary procedures and legislative responsibilities. Sanctions enacted could range from detentions to suspension and possible expulsion, depending on the severity of

the situation, or mandatory reporting to Department of Family and Community Services. Victims will have access to advice and support services.

DEFINITIONS

WHAT IS 'SEXUAL HARASSMENT'

Sexual harassment is defined as verbal or physical conduct of a sexual nature, imposed on another because of physical, psychological or social power exercised by the offender over the victim, creating an intimidating, humiliating, offensive and/or hostile environment. It can be verbal, physical, written, electronic or visual.

Sexual harassment has nothing to do with mutual attraction or consenting friendships. It is uninvited, unreciprocated, unwelcome and/or repeated.

Examples of sexual harassment may include:

- the distribution or display of offensive pictures or material, including electronically such as e-mails, bulletin boards, news groups and screen savers, or accessing unacceptable web sites,
- repeated unwelcome requests for social outings or dates;
- offensive comments about a person's physical appearance, dress or private life;
- jokes, intrusive questioning, messages or telephone calls of a sexual nature;
- direct propositioning or subtle pressure for sexual favours;
- leering, gesturing or unnecessary familiarity;
- sex-based innuendo/jokes/suggestions;
- indecent exposure;
- unwanted physical conduct, such as patting, pinching or touching;
- sexual assault;
- inappropriate differential treatment of people based on gender.

Obvious difficulties can arise in determining what behaviour goes beyond the boundaries of what is 'welcome'. Everyone covered by this policy should be careful not to risk being misunderstood and thus becoming the subject of complaint. Remember, some people may find particular types of behaviour offensive when others would not. The behaviour must always be considered from the point of view of the person receiving it. Innocent intention is no defence to sexual harassment.

VICTIMISATION

In relation to sexual harassment it is against the law to victimise a person who

- has made a complaint;
- intends to make a complaint;
- acts as a witness;
- intends to act as a witness;
- supports a victim; or
- intends to support a victim.

A person is victimised if threatened, harassed, harried or subjected to any form of detriment.

The Role of Staff

All staff have a duty to ensure that any sexual harassment brought to their attention or witnessed by them does not become the subject of gossip and is addressed as soon as possible in accordance with the procedures set out below.

It is the legal responsibility of the School and all employees to take all reasonable steps to prevent sexual harassment and victimisation by enforcing this policy, and through proactive education and intervention when witnessed.

Responsibilities of School Management

The Principal must:

- a. ensure that staff and students in their area are familiar with this policy and, as far as is practicable, ensure that the provisions of this policy are adhered to;
- b. inform staff and students that sexual harassment will not be tolerated at HCS;
- c. conduct staff development and student information programs on a regular basis to raise awareness of sexual harassment policy and issues;
- d. ensure that their behaviour provides a model of conduct in line with the principles of this policy,

Anyone who believes that they are being or have been sexually harassed should make it known that the comments, attention, contact or behaviour is unwelcome and offensive. If the sexual harassment continues, or if the staff member or student is unable or unwilling to handle the matter themselves they should contact one of the following advisers for information, advice, or to make a formal complaint:

Harassment of students by other students or by an adult

- Principal
- Class teacher
- Any other member of staff with whom the student feels comfortable

Harassment of staff by an adult or by students

- Principal
- Board Chairperson

Harassment of a parent or HCS community member

- Principal
- Board Chairperson

SUMMARY

Investigations of complaints will be conducted in a prompt and fair manner, and as confidentially as possible. The only staff members and students who will be made aware of a complaint will be those people whose involvement is necessary to resolve the problem. The facts of who, what, where, when and how (but not the irrelevant why) will be documented.

No staff member or student will be disadvantaged as a result of making a complaint.

The Principal will take appropriate action if allegations are proved as a result of an investigation. Disciplinary proceedings will range from the offender being told of the legal implications and ordered to desist from such behaviour, to dismissal/expulsion. Depending on the circumstances it may become appropriate to involve relevant authorities such as the Human Rights and Equal Opportunity Commission, or the Police in the investigation.

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|------------------------|-------------------------|
| Prepared by | Geoff Brisby, Principal |
| Original Date Prepared | 15 November 2005 |
| Monitored by | HCS Board |
| Reviewed by | HCS Board |
| Date Reviewed | 14 May 2013 |
| Status | Approved Policy |

- **The Crisis Management Policy**

RATIONAL

The Critical Incident Policy seeks to assist the school community to manage a critical incident and cope with any trauma associated with it.

GENERAL STATEMENT

This Policy should be implemented when a critical incident has taken place, for example in a major accident involving students; incidents involving staff; events where school routines are significantly disrupted such as building damage as a result of storms or major vandalism.

Whilst it is our hope that such incidents might never occur, we have a responsibility to ensure that our response assists and supports those affected. Staff are to be aware of the plan and know and understand the role they are to play in the event of a critical incident.

Phase I - Preparation

Staff should acquaint themselves with all school emergency policies and procedures, including emergency contact lists and procedures located adjacent to phones. Whilst Administration Staff are more likely to be the point of contact in the event of a bomb threat or hold-up, all staff should be aware of all relevant procedures in the event they need to respond to a critical incident.

All staff should direct any enquiry from the media to the Principal, and should not make statements to the press, government agencies, police or others with regard critical incidents. In the event that staff should encounter such a situation they should inform the persons concerned that if they leave their name, organisation and contact details the Principal will contact them as soon as he/she is available. In the event that the Principal is not on site, the Senior Teacher or Board Chair will be the point of contact for all enquiries made by the press and other agencies.

Phase 2 – Incident Management

- Student and staff safety should be the first concern in any critical incident event. Ensure students are out of danger, and ensure the Principal and other staff have been informed as to the nature of the incident, and the immediate risks/dangers.
- Follow the procedures outlined in the policies. For example, in the event of a bomb threat follow the checklist located near each of the phones. Remember, staying calm, and complying with reasonable instructions can help to de-escalate a situation.
- Property is not as important as people. Do not take risks or do/say anything that may provoke and agitate an offender.
- Once the immediate situation is contained seek assistance.
- In incidents involving students, the Principal will organize what information should be given to parents. It is better they are informed by the school, but in some cases they may hear of an incident through the media, or other parents.
- Key liaison people from emergency services must be identified. Normally the Principal will arrange for Police, Fire, Ambulance, and other support to attend the scene.

Phase 3 – Post Event Management

It is important to support students, staff and other stakeholders during both the time immediately following a critical incident, and the longer term. For this reason a debriefing will take place as soon as practicable following any critical incident. Staff will meet with the Principal to determine the best way to facilitate this. Separate debriefings for identifiable groups within the school community may be appropriate, and this is to be facilitated by the Principal in consultation with the Board Chair where necessary.

In the longer term, following events where Post Traumatic Stress Syndrome could be a factor, on-going counselling support will be offered to those involved. Staff should look for indicators of change following critical events, not only in their students, but also in other staff and stakeholders with whom they have contact.

Note: *The best preparation for dealing with critical incidents is to: know the School policies; place student and your own safety above all other considerations; keep the Principal informed and follow their directions or the directions of their nominee; in consultation with the Principal involve emergency services as soon as practicable by calling 000.*

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|------------------------|-------------------------|
| Prepared by | Geoff Brisby. Principal |
| Original Date Prepared | 19 March 2010 |
| Monitored by | HCS Board |
| Reviewed by | HCS Board |
| Date for Review | 14 May 2013 |
| Status | Approved Policy |

12. School-Determined Improvement Targets

- Successful completion and implementation of the school's Registration and Accreditation Inspection process, during 2011. This occurs in a five year cycle and involves a complete reviewing of all school programming and policies.
- Development of a Capital Works Strategy for the school that will layout the process of managing existing and future school assets needs.

13. Initiatives Promoting Respect and Responsibility

During the year the school has again further developed its Pastoral support program via its two Chaplains, including a closer working relationship with students, Department Heads and others within the school community, and the development of a student leader's pathway where senior students have the opportunity to participate in leadership and peer focused programs.

14. Parent, Student and Teacher Satisfaction

Community satisfaction is a priority issue with the Board. In the recent past, school surveys revealed that there is a high level of satisfaction with the school, once again identifying; the caring and nurturing environment; professionalism and dedication of staff; the re-development of significant infrastructure projects such as the new Library and the refurbishment of the Creative Arts Centre (previously known as the Woolshed); the further development of gardens and landscaping around the school grounds; and the high standard of academic outcomes for students. Surveys of parents, students and teachers regarding the continued development of the Chaplaincy Program revealed strong support for its continuation and a high level of satisfaction with the levels of communication and services provided.

During 2012, feedback has been sought through formal meetings at Association (parent) level, Board, staff meetings and student conference levels. Overwhelmingly, the feedback is supportive of the school, with particular positive feedback in the areas of hospitality, technology and Pastoral Care.

15. Summary Financial Information

2012 Income

