
NEWINGTON COLLEGE ANNUAL REPORT 2022



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MESSAGES FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN

It was wonderful to see our community out and about again in 2022, after the challenge of the previous years. The College continued to thrive and work towards empowering our students to develop great hearts, inspired minds and strong wings.

It was heartening to see how the students and the College bounced back from the pandemic stronger than ever and there were some remarkable achievements and strategic goals delivered throughout the year.

We are now three years into the current Strategic Plan (2020–2024). Its central tenet – to provide an internationally respected education that encourages students to become individuals of substance and resilience who make an active and positive contribution to society – is one we can proudly say we are meeting and, in many cases, exceeding. This is thanks to the hard work, agility and determination of our students, the commitment and support of their parents and guardians, our talented staff and the enrichment of our broader community (most notably, our Old Students). Our commitment to that central tenet will continue over the next two years.

In 2022 the College Council remained deeply committed to its plan to have in place by 2040 100 fully funded, means-tested scholarships that can be maintained in perpetuity for students from families with proven socio-economic need. The year saw further growth in our capacity to fund means-tested scholarships and pleasing progress towards our longer-term 2040 goal. Social justice, inclusivity, service and diversity are at the very heart of the College's Wesleyan roots, and our 2040 goal was embraced wholeheartedly by our community.

Other big-ticket items addressed by Council in 2022 include:

An extensive Child Safeguarding audit conducted by an independent expert, resulting in further continuous improvement to our child safeguarding initiatives.

Cyber security – an increased investment in cyber security and the establishment of dedicated working groups at the Council and management levels.

The acquisition of the service learning campus at Eungai Creek and the acquisition of 1 Middleton Street providing further infrastructure for our strategic plans.

The continuation of the “future-proofing” demographics project, looking at all strategic aspects of the College – including our extensive community consultation and detailed research on the demand dynamics for schools like Newington in the years to come.

Looking forward beyond 2022, Council remains committed to maintaining its restlessness and continuing to explore ways in which we can best deliver on the promise of our vision, now and into the future, that vision being:

To empower students to develop great hearts, inspired minds and strong wings, ready to make a positive contribution to society and the future.

Constant change will necessitate us constantly assessing how best to act on our vision, while maintaining our core values and beliefs and keeping a watchful eye on our sustainability so that Newington is still prospering in another 160 years.

I sincerely thank all the groups and individuals who worked hard together to make Newington College the special place it is. Without our Parents and Friends organisation, support groups and alumni, Newington would be a much less vibrant place. Our staff, families and, most importantly, students are grateful for their efforts – gratitude that I am certain is reciprocated.

In College Council news, Tina Morrell, Melissa Abu-Gazaleh, Rev Radhika Sukumar-White and Denver Don Paul (ON 2001) joined the Council, while Professor Sharon Tindall-Ford and Justin Bosilkovski (ON 2005) left after contributing much valued service.

Mr Tony McDonald (ON 1976)

Chairman

Newington College Council

MESSAGE FROM THE HEADMASTER

Broadly speaking, 2022 was a refreshed and vibrant year for us at Newington. Both students and staff were excited to be back at the school with something approaching normality. There were, unfortunately, a historically high number of absences which strained our capacity at times, but we were always grateful to be face to face.

We were able to execute a number of our major strategic plans. In particular, on the pastoral front, we moved from eight to sixteen Houses. As Houses are the core element of our relational and pastoral practice, this was a significant shift. We instituted a professional growth program for all of our academic leaders which involved a series of lesson observations and professional pairing practices. We also purchased a property on the Mid North Coast of NSW which we plan to use as a regional campus for our Year 9 students. We plan to become a part of the local community there, with social service being the core focus. In addition we are considering as a College becoming co-educational in the future. This has resulted in a lot of research and discussion from many members of the College community which has been overwhelmingly productive.

We are looking forward to 2023 being a time where we can consolidate and expand upon these innovations.

Mr Michael Parker

Headmaster

Newington College

MESSAGE FROM THE SRC

In 2022, the Student Representative Council (SRC) continued to be a voice of and for the students at Newington College. Consisting of 15 students who represent Years 8 to 12, our SRC made their mark on decision-making and student advocacy within the school. This year each year group was represented by elected students who were motivated and dedicated to raising awareness and making change across the school. This happened through a number of activities and initiatives throughout the year.

One focus of the SRC this year was to develop leadership skills among our members. Our students attended the Youth Leadership Conference hosted by Youth Leaders Australia where they were introduced to leadership in schools. Along with hundreds of students from a variety of schools, our SRC representatives listened to leadership talks and had the opportunity to reflect upon their own leadership journey.

Another focus of the SRC was to raise awareness about important issues. The first event hosted by the SRC was for International Women's Day. For a gold coin donation, all students and staff were invited to wear green or purple – the colour of the suffragettes – to help forge women's equality and to #BreakTheBias. A very generous \$1154 was raised and donated to Dress for Success, a charity in Marrickville that improves the employability of disadvantaged women in NSW. The SRC also raised money for the Tonga Relief Fund by hosting a bbq on House Comp Day. Students, hungry after a morning of House Competition activities were serenaded by our Tongan students as they purchased their sausage lunch. The money raised contributed to the 'Newington Food Bowl' paddock at Tupou College.

The final focus of the SRC was to be a voice of the students. Hair is a very passionate topic amongst our student body, particularly in the older years. A call to investigate the current haircut policy led to the development of haircut guidelines, something the SRC found were absent in the current policy. This process was extensive for the students as they surveyed all students, proposed adjustments to our Pastoral Executive, and succeeded in altering the current standards.

We finish the year with pride as our three Year 11 SRC Representatives have all been appointed Senior Prefects – Hayden Forner (Senior Prefect), Daniel Martin (Deputy Senior Prefect) and Koby Owen (Boarding Prefect). We wish them all the very best as they continue their already successful leadership journey.

Ms R Panagopoulos
Coordinator of the SRC
Student Representative Council

MESSAGE FROM THE STANMORE P&F

The P&F came into its own in 2022 as the Newington community was able to get out and about again.

There were many fantastic events. New Social hosted coffee mornings and parent socials for each cohort as well as the Winter Soiree, the Year 7 Father and Son Breakfast and catch-up events for the Year 8 and 9 groups.

Our Creative Arts Support Group had a particularly busy year providing refreshments for Oklahoma! and our Ensembles Concert and Founders Concert as well as providing pizzas pre-concert for our musicians and a community barbecue for RockFest.

All the support groups along with our black and white army of parent volunteers completely outdid themselves for Back to Newington Day. Having the College gates open again to welcome our entire community was an amazing feeling. People attended in droves and enjoyed the expanded offering of stalls, activities, sporting events and musical performances. It really was an incredible day and a massive effort by many of our parents and families. I sincerely thank and congratulate everyone involved.

Our Gala Ball in September was another fantastic night. Four years in the making, it was amazing to see several hundred parents let their hair down, kick their heels up and dance the night away at Doltone House.

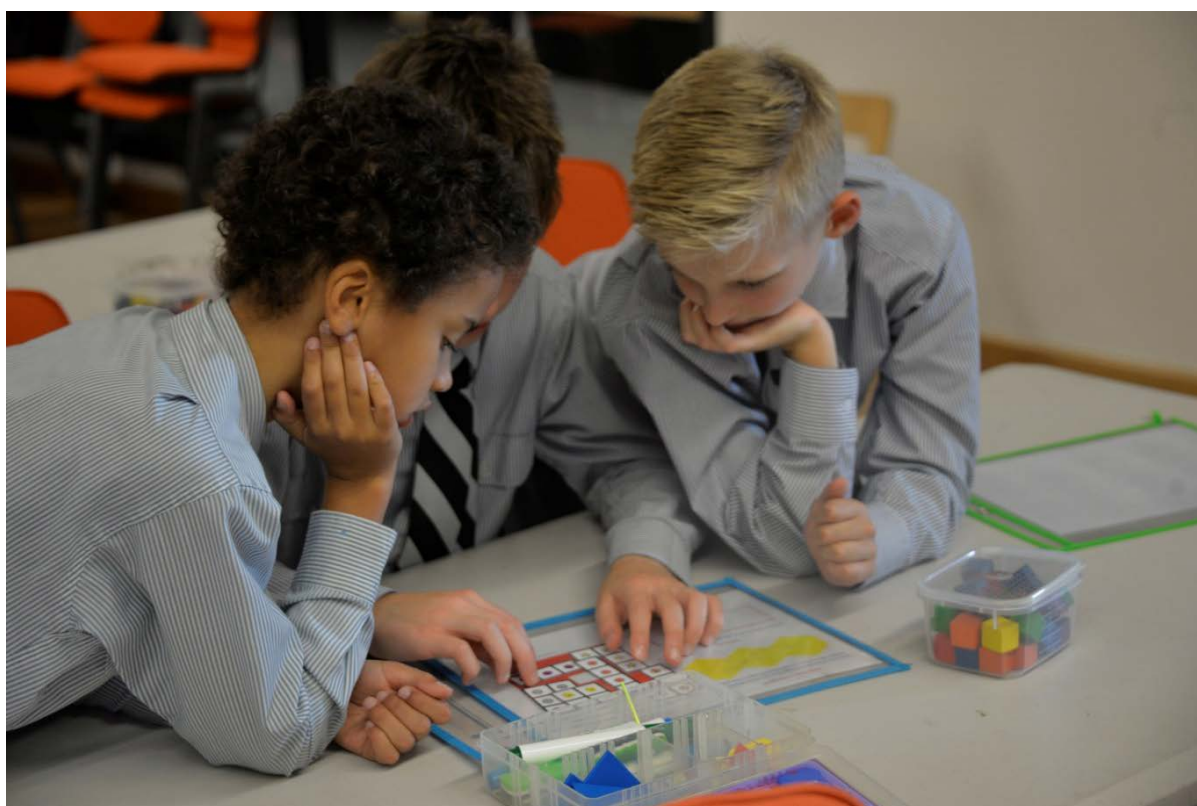
The main objective for many of these events is 'friend-raising' not fundraising. However, the P&F and support groups did manage to raise funds to contribute to a means tested-scholarship, new fridges and freezers for the BBQ area that is used by winter and summer support groups and an inflatable water slide that can be used by the Prep schools, Year 7 and at Back to Newington Day – it has even attracted interest from some of the teachers.

The P&F Executive was invited to visit the new Eungai Creek campus on the mid-north coast at the end of 2022 and two of us were able to attend. It is such an amazing property with lots of opportunities for the students and teachers. Local Dunghutti elder Uncle John Kelly performed a very special Welcome to Country and took us on a tour of Dalaigur Pre-School in Kempsey. There is no doubt the campus will enable the school to build on its programs that deliver Great Hearts, Inspired Minds and Strong Wings.

The next year will be an exciting one, kicking off with a Welcome Cocktail evening, another bumper Back to Newington Day, the College's 160th anniversary and a tour by an Indigenous Australian rules football team from the Northern Territory that was meant to happen in 2020 among many other events and activities.

The P&F cannot perform without the support of hundreds of parent volunteers and executive members of the support groups and P&F. Thank you to everyone for the time and effort you give to bring such colour and connection to our school community.

Jason Howard
President
Stanmore P&F



ABOUT NEWINGTON COLLEGE

Newington College, established in Sydney in 1863, is a school associated with the Uniting Church in Australia providing a liberal education to students from all backgrounds, denominations and faiths. It is a GPS students' school catering for students from early learning to Year 12. Newington College has four distinct campuses: Stanmore (Years 7–12), Wyvern and Lindfield preparatory schools (Kindergarten–Year 6) and the Early Learning Centre (for students and girls aged 3, 4 and 5).

The Newington College student body in 2022 was made up of:

- | | |
|--|-----------------------|
| • Lindfield Preparatory – Years K–6 Lindfield: | 194 students |
| • Wyvern House Preparatory – Years K–6 Stanmore: | 441 students |
| • Secondary Campus – Years 7–12 Stanmore: | 1359 students |
| • Early Learning Centre – ages 3, 4 and 5: | 67 students and girls |

The College implements a broad liberal educational model across pre-K–12 with a curriculum that leads towards the NSW Higher School Certificate (HSC), the International Baccalaureate Diploma Programme (IBDP) and a range of vocational pathways.

OUR VISION

To empower students to develop great hearts, inspired minds and strong wings, ready to make a positive contribution to society and the future.

STRATEGIC PLAN

Much progress was made on the College's Strategic Plan of the College (2020–2024) despite the impact of COVID-19.

GUIDING PRINCIPLES

What motivates our planning?

- The challenges of the future.
- Equipping our students with the skills and dispositions to live a life that is ethical, productive and fulfilled.
- Continually reinforcing our vibrant, caring and courageous culture.
- Education of our students for great hearts, inspired minds and strong wings.

OUR FOCUS

Where do we focus our efforts?

- Learning, teaching and academic rigour.
- Wellbeing and character development.
- Critical and ethical thinking.
- Co-curricular engagement.
- Building on the rich tapestry of our community.

FOUNDATIONS

Our Strategic Plan is underpinned by a commitment to:

- Diversity and inclusion.
- Quality staffing.
- Working with our people and resources in a way that is long-term, ethical and sustainable.

AIMS AND VALUES

Guiding all policies and practices are our eight aims and values:

- Learning with rigour
- Exploring our creativity
- Leading through serving
- Building our character
- Nurturing the spiritual
- Embracing our diversity
- Caring for others
- Imagining a better future

STUDENT BACKGROUND 2022

SCHOOL FACTS	
School sector	Non-government
Year range	ELC-12
Total enrolments	2029
Girls	5
Students	2091
Indigenous students	8
Language background other than English	14%
Student attendance rate	91.61%
Students with disabilities	189
Teaching staff	212
Full-time equivalent teaching staff	183
Non-teaching staff	126
Full-time equivalent non-teaching staff	96

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)*				
School ICSEA Value	1183			
Distribution of Students	Bottom Quarter	Middle Quarters		Top Quarter
School Distribution	1%	5%	21%	73%
Australian Distribution	25%	25%	25%	25%

* <https://www.myschool.edu.au/school/43877/profile/2022>

KEY SCHOOL BODIES

a) Newington College Council

The Newington College Council is the guardian of the vision of the school's Methodist founders. The Council is responsible for determining school policy, monitoring performance and maintaining relationships with external bodies such as the State and Commonwealth governments. As at the end of 2022, the College Council consists of 17 members and met seven times in the year. The Council has 13 committees and one sub-committee. Each active committee and sub-committee met between one and seven times during 2022.

b) Parents' and Friends' Association (P&F)

The role of the Parents' and Friends' Association (P&F) is to provide a point of engagement for parents, friends and the wider community with the experiences of the students at the College. The P&F undertakes this role through four lines of effort which include the raising of funds to augment facilities and events, encouraging friends to support and nurture the efforts of the students while at the College, supporting specific programs that will encourage the development of the students and, lastly, providing expert parenting support advice to parents. In 2022, Mr Jason Howard was the P&F President for the senior campus. Building on the efforts of past committees, the 2021 P&F committee aimed to create a stronger community through a connected community.

c) Student Leadership & Student Representative Council

The SRC is made up of students from Years 7 to 12. It is more than just a student representative council. It's a group that shares experiences, where people meet new friends from different years, and that ensures that the student voice of Newington has a forum to be heard.

Further information about the College can be obtained at www.newington.nsw.edu.au and/or at www.myschool.edu.au.

EDUCATIONAL AND FINANCIAL REPORTING PROCEDURES

Newington College maintains the relevant data and complies with reporting requirements of the NSW Minister for Education and Early Childhood Learning and the Commonwealth Department of Education, Skills and Employment. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

PROCEDURES FOR REPORTING

- Identification of the staff member responsible for coordinating and preparing the final report.
- Distribution of the Annual Report to the Council and other stakeholders as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report.
- Reviewing the report each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form to send to the Board of Studies.
- Setting the annual schedule for delivery of information for each reporting area to the coordinator.
- Preparation and publication of the report.
- Distribution of the report to NSW Education Standards Authority and other stakeholders.
- Provision of information for the My School website, as requested.

REQUESTS FOR ADDITIONAL DATA

From time to time the Commonwealth Government, through the Minister for Education, and the NSW Government, through the Minister for Education and Early Childhood Learning, may request additional information. To ensure that any requests are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to NSW Education Standards Authority (NESA) in an appropriate electronic form.

DEPARTMENT OF EDUCATION ANNUAL FINANCIAL RETURN

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Department of Education in an appropriate form.

PUBLIC DISCLOSURE

Newington College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Early Learning and the Commonwealth Department of Education. This report includes public disclosure of the educational and financial performance measures and policies of the school. This report is available to download by members of the Newington community and general public via the Newington College website. Notification of its availability after 30 June 2023 was made via the College intranet New Spaces. The report can also be made available to the general public in hard copy upon request.



SENIOR SECONDARY OUTCOMES

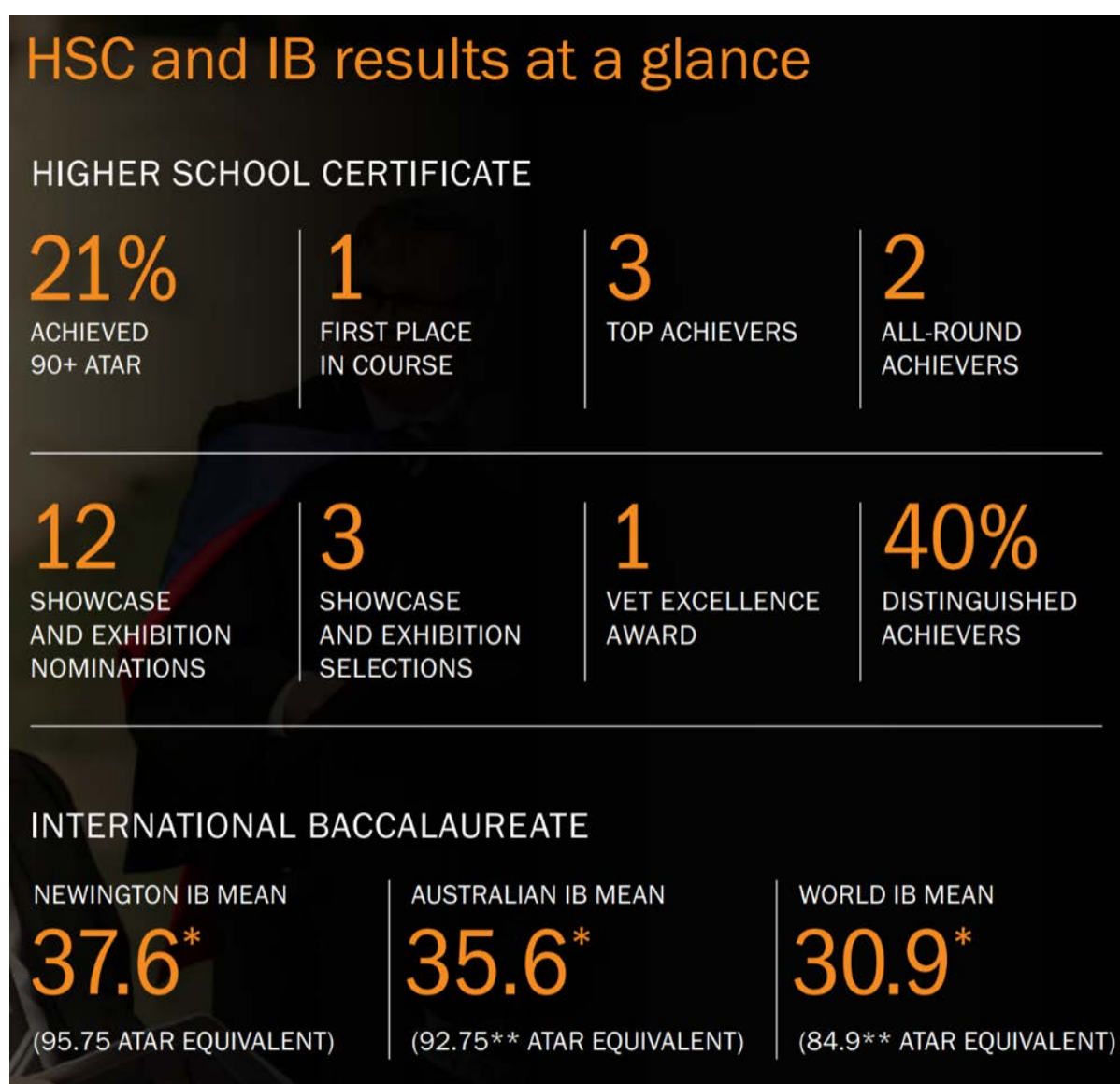
In 2022, 78% of the Year 12 cohort completed the HSC, while 22% completed the IBDP. Of the HSC students, 22 participated in vocational or trade training (10% of the total Year 12 cohort). The formal Record of School Achievement credential was awarded by NESA to three students, across years 10–12.

YEAR 12	QUALIFICATION/CERTIFICATE	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
2022	HSC	167	76
2022	VET*	22	10
2022	IBDP	52	24

*VET students complete VET courses while also studying for the HSC.

HIGHER SCHOOL CERTIFICATE AND INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME RESULTS

The *Results* publication for 2022 was published [online](#), the Year 12 Class of 2022 achieved impressive results in the HSC and IBDP.



HIGHER SCHOOL CERTIFICATE

In 2022, 167 students sat for the NSW Higher School Certificate in 42 courses. In the vast majority of courses, Newington students perform well above the state average, in the achievement of the top two performance bands in each 2 unit and 1 unit subject.

The table below represents the number and course percentage of Bands 5 and 6 and E3/E4 achieved by Newington in comparison to the state percentage. Please see Appendix 3 for a comparison to the 2020 and 2021 HSC and IBDP results.

DEPARTMENT	SUBJECT	NEWINGTON COLLEGE % OF BAND 5 & 6S	STATE % OF BAND 5 & 6S
English	English Advanced	86	67
	English Extension 1	100	93
	English Extension 2	100	85
	English Standard	15	15
	English Studies	50	27
Science	Earth & Environmental Science	63	32
	Physics	28	41
	Biology	42	27
	Chemistry	22	33
	Science Extension	100	79
Mathematics	Mathematics Advanced	52	49
	Mathematics Extension 1	60	74
	Mathematics Extension 2	75	85
	Mathematics Standard 1	0	20
	Mathematics Standard 2	47	29
Technology	Design and Technology	46	47
	Industrial Technology	40	22
	Engineering Studies	50	30
	Information Processes & Technology	20	28
	Software Design & Development	50	38
History	Ancient History	64	34
	Modern History	44	34
	History Extension	86	84
	Legal Studies	73	41
Economics & Geography	Economics	39	49
	Business Studies	50	35
	Geography	59	42
Languages	Japanese	0	32
	Latin	75	74
	Latin (Extension)	100	95

	Modern Greek (Beginners)	75	84
	Modern Greek (Continuers)	100	76
Philosophy & Religious Studies	Studies of Religion 1U	19	41
	Studies of Religion 2U	56	46
PDHPE	PDHPE	41	26
Drama	Drama	80	59
Visual arts	Visual Arts	100	66
Music	Music 1	100	70
	Music 2	100	86
VET	Business Services	50	32
	Construction	50	41
	Hospitality	50	45

VET students are part of the HSC program and include College and TAFE-delivered courses.

SCHOOL-BASED VET DELIVERED COURSES	NUMBER OF PARTICIPATING STUDENTS
Business Services	5
Construction	10
Hospitality	10

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME 2022

The International Baccalaureate Programme (IBDP) results were released in January 2023. Of the 52 students who completed the IBDP in 2022, 44% scored 40+ points or above, (equivalent to an ATAR of 97.5+). For Newington, the mean score was 38/45 which is equivalent to an ATAR of 95.75, compared to a global average of 30.9 and a national average of 35.6. The class of 2022 includes two IB scholars who achieved perfect scores in the IB. All students doing the IBDP are to be congratulated for these extremely impressive results.

The table below represents the number of Newington students in each subject and highlights the number who achieved the top level of grades – Grades 5–7.

SUBJECT	TOTAL NUMBER OF STUDENTS	NUMBER OF STUDENTS WITH GRADES 5–7	NUMBER OF STUDENTS WITH GRADES 3–4	NUMBER OF STUDENTS WITH GRADES 1–2
ENGLISH A: Lang and Literature HL	33	29	4	0
ENGLISH A: Lang and Literature SL	5	5	0	0
ENGLISH A: Literature HL	12	12	0	0
ENGLISH A: Literature SL	2	2	0	0
CHINESE B - MANDARIN HL	1	1	0	0
CHINESE B - MANDARIN SL	5	3	2	0
FRENCH B SL	8	7	1	0
ITALIAN AB SL	13	8	5	0
LATIN HL	4	4	0	0
LATIN SL	4	4	0	0
SPANISH AB. SL	18	18	0	0
ECONOMICS HL in ENGLISH	23	19	4	0
ECONOMICS SL in ENGLISH	4	4	0	0
GEOGRAPHY HL in ENGLISH	12	12	0	0
GEOGRAPHY SL in ENGLISH	6	6	0	0
HISTORY SL in ENGLISH	5	5	0	0
HISTORY HL in ENGLISH	4	4	0	0
PHILOSOPHY HL in ENGLISH	7	7	0	0
PHILOSOPHY SL in ENGLISH	5	5	0	0
BIOLOGY HL in ENGLISH	1	1	0	0
BIOLOGY SL in ENGLISH	16	14	2	0
CHEMISTRY HL in ENGLISH	10	10	0	0
CHEMISTRY SL in ENGLISH	12	9	3	0
PHYSICS HL in ENGLISH	6	6	0	0
PHYSICS SL in ENGLISH	14	14	0	0
SPORTS EX SCI HL in ENGLISH	8	7	1	0
SPORTS EX SCI SL in ENGLISH	4	3	1	0
MATHEMATICS ANALYSIS & APPROACHES HL in ENGLISH	5	5	0	0

MATHEMATICS ANALYSIS & APPROACHES SL in ENGLISH	29	25	4	0
MATHEMATICS APPLICATIONS & INTERP HL in ENGLISH	13	12	1	0
MATHEMATICS APPLICATIONS & INTERP SL in ENGLISH	5	4	1	0
MUSIC HL in ENGLISH	8	5	3	0
THEATRE in ENGLISH	6	6	0	0
VISUAL ARTS HL in ENGLISH	4	4	0	0

Close to a quarter of the group received an ATAR over 95.00 and 62% received an ATAR over 80.00, an impressive result for a non-selective high school. These strong results contributed to our highest mean ATAR in over 20 years, at 82.54. The following tables illustrate the ATAR results for 2022 and historical trends.

COMBINED ATAR HSC/IBDP	2018	2019	2020	2021	2022
ATAR> 99	5.7%	4.2%	6.1%	8.2%	4.7%
ATAR>95	18.9%	18.2%	19.7%	24.6%	21.6%
ATAR>90	37.3%	32.7%	34.3%	37.7%	35.2%
ATAR>80	59.7%	52.8%	59.6%	56.8%	62%
ATAR>70	78.1%	73.8%	78.9%	79%	81%



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2022, as part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests were held in literacy and numeracy for all students in Australia at Years 3, 5, 7 and 9. Results are reported in band levels – Band 10 is the highest possible band for students in Year 9 and Band 9 is the highest level for students in Year 7. The percentage of Newington students achieving results in the top bands is indicated in the following tables. State percentages have been reported to allow readers to make a comparison with the school cohort.

Year 9 2022 – Percentage of Students in each Band (and comparison to State)

YEAR 9		READING 2022	WRITING 2022	SPELLING 2022	GRAMMAR & PUNCTUATION 2022	NUMERACY 2022
Band 10	Newington	14.7	10.3	11	17.4	28.6
	State	7.3	6.5	4.9	11.1	9.3
Band 9	Newington	30.9	19.79	26.6	27.1	29
	State	18.2	12.5	17.3	15.6	16.1
Band 8	Newington	38.2	38	40.4	28.9	30.4
	State	28.2	27.5	32.3	23.9	28.1
Band 7	Newington	11.1	21.8	17.4	19	10.6
	State	24.6	24.6	27.8	24.9	29.9
Band 6	Newington	3.2	9.4	3.7	6.4	1.4
	State	12.7	17.4	11.3	14.3	14.1
Band 5	Newington	1.82	0.9	0.9	0.9	0
	State	6.1	7.4	4.4	6.8	3

Year 7 2022 – Percentage of Students in each Band (and comparison to State)

YEAR 7		READING 2022	WRITING 2022	SPELLING 2022	GRAMMAR & PUNCTUATION 2022	NUMERACY 2022
Band 10	Newington	7.1	3.6	6.7	10.3	20.2
	State	2.4	2.3	2.8	4.1	6.9
Band 9	Newington	20.6	11.5	16.3	9.5	23.4
	State	8.8	6.5	10.5	5	10.8
Band 8	Newington	32.9	31.7	32.1	27	30.2
	State	19.7	21	26.6	17.5	19.3
Band 7	Newington	26.6	27.8	30.6	34.9	19
	State	29.5	26.6	26.5	26.4	25.4
Band 6	Newington	10.3	17.9	10.7	13.5	5.2

	State	24.6	25	19.2	25.4	20.8
Band 5	Newington	2.4	5.2	2	3.2	2
	State	10.2	13	9.2	12.3	11.1
Band 4 or below	Newington	0.0	2.4	1.6	1.9	0
	State	5	6.1	5.2	6.9	6.1

Year 5 2022 – Percentage of Students in each Band (and comparison to State)

YEAR 5		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
		2022	2022	2022	2022	2022
Band 10	Newington	0.8	0	0.8	5.3	3.0
	State	0.6	0.4	0.8	2.1	1.0
Band 9	Newington	9.0	2.2	8.3	8.3	11.4
	State	3.7	1.6	3.4	4.0	3.0
Band 8	Newington	24.1	11.9	21.8	19.5	16.7
	State	12.8	9.2	14	10.4	8.4
Band 7	Newington	33.1	29.9	23.3	24.8	34.1
	State	26.9	18.7	25	20.1	18.9
Band 6	Newington	21.8	29.1	25.6	18.8	22.0
	State	27.2	30.5	26.8	26.5	27.9
Band 5	Newington	9.0	21.6	12.8	18.8	8.3
	State	17.4	24.5	17.9	23.2	26.3
Band 4 or below	Newington	2.3	5.2	7.5	4.5	4.5
	State	11.4	15.2	11.9	13.7	14.7

Year 3 2022 – Percentage of Students in each Band (and comparison to State)

YEAR 3		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
		2022	2022	2022	2022	2022
Band 10	Newington	1.3	0	0	5.0	1.3
	State	0.7	0	0	1.5	0.4
Band 9	Newington	7.5	0	2.5	5.0	0
	State	2.1	0	1	2.6	0.5
Band 8	Newington	6.3	0	10.0	10.0	5.2
	State	5.4	0.7	3.4	5.1	1.8

Band 7	Newington	15.0	10.3	11.3	17.5	20.8
	State	11.2	4.3	9.2	10.2	5.4
Band 6	Newington	25.0	37.2	23.8	30.0	24.7
	State	17.5	19.5	17.9	16.8	11.4
Band 5	Newington	30.0	38.5	23.8	20.0	26.0
	State	21	35	23	20.1	20.4
Band 4 or below	Newington	15.0	14.1	28.8	12.5	22.1
	State	42.1	40.4	45.6	43.8	60.2



TEACHER PROFESSIONAL LEARNING, ACCREDITATION, AND QUALIFICATIONS

2022 PROFESSIONAL LEARNING

Throughout 2022, Newington teaching staff engaged with a range of professional learning courses relevant to whole school strategic goals, departmental/stage goals and individual professional goals. A summary of these professional learning activities is provided below.

DESCRIPTION OF THE PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF PARTICIPATING
Critical Thinking – developing skills in teaching reasoning, questioning, justification	All staff
Critical Thinking Conference – sharing best practice in the teaching and assessment of critical thinking skills across the curriculum	All staff
Critical Thinking – developing skills and knowledge which will enable teachers to embed critical thinking across the curriculum in Stages 1–6.	80
Professional Growth Model – establishing annual departmental and individual goals, fortnightly professional growth period to develop skills and knowledge relevant to goals, lesson observations, enacting new learnings and reflective practices.	All staff
Geography – developing skills and knowledge in the programming and assessment of the 7-10 and Stage 6 syllabi, including HSC preparation.	5
Aboriginal Education – developing an Aboriginal Curriculum Narrative	10
Reconciliation Week – learning from survivors of the Kinchela Students Home	41
Boarding – developing knowledge and understanding to ensure safe cultural environments for Indigenous students	6
PDHPE – developing skills and knowledge in the programming and assessment of the 7-10 and Stage 6 syllabi, including HSC marking simulation.	7
Leadership – developing skills and knowledge of existing and aspirational leaders in areas including navigating hard conversations, values, purpose.	7
English - developing skills and knowledge in pedagogy, programming and assessment of the K-6, 7-10 and Stage 6 syllabi, and IB DP courses, with a specific focus on developing writing skills.	30
Science - developing skills and knowledge in pedagogy, programming and assessment of the 7-10 and Stage 6 syllabi, including HSC preparation courses in Biology, Chemistry, Earth and Environmental Science and Physics and relevant IB DP courses.	3
Teacher Accreditation – developing knowledge for teachers to work towards Experienced Teacher accreditation.	1
Languages – developing skills and knowledge in the programming and assessment of the K-6, 7-10 and Stage 6 syllabi, and relevant IB DP courses.	11
Assessment – a range of activities aimed at developing skills and knowledge to craft meaningful formative and summative assessments.	3
Mathematics - developing skills and knowledge in pedagogy, programming and assessment of the K-6, 7-10 and Stage 6 syllabi.	12
Visual Arts - developing skills and knowledge in pedagogy, programming and assessment of the 7-10 and Stage 6 syllabi.	3
Legal Studies - developing skills and knowledge in pedagogy, programming and assessment of the 7-10 and Stage 6 syllabi.	4
Wellbeing – a range of courses which provided teachers with opportunities to develop understanding of resilience, mental health, sexting and the law, whole school wellbeing programs, enabling them to enact their roles as Mentors in our Pastoral Care program.	23
VET Network Days – VET teachers provided with information regarding Hospitality, Construction and Business Services, assisting them to undertake their roles.	4
IB Mock Trial – collaborative project with IB teachers to develop trial papers, refining knowledge and understanding of IB curriculum and best practice in assessment.	7
Gifted and talented education – developing understanding of students with high potential, knowledge and skills in pedagogy, programming, and assessment to differentiate for gifted and talented students.	5

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	18
Provisional	12
Proficient Teacher	176
Highly Accomplished Teacher	1
Lead Teacher	1

TEACHER QUALIFICATIONS

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	207
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 above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2

TEACHER STANDARD SYNOPSIS

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	210
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 above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2



WORKFORCE COMPOSITION

Teaching staff	212
Full-time equivalent teaching staff	183
Non-teaching staff	126
Full-time equivalent non-teaching staff	96
Indigenous staff	N/A

STUDENT ATTENDANCE AND RETENTION RATES

YEAR GROUP		PERCENTAGE (%) ATTENDANCE
Wyvern House	Kindergarten	95.28
Wyvern House	1	95.05
Wyvern House	2	91.63
Wyvern House	3	95.48
Wyvern House	4	93.09
Wyvern House	5	93.17
Wyvern House	6	95.24
Lindfield	Kindergarten	96.17
Lindfield	1	97.66
Lindfield	2	97.21
Lindfield	3	96.01
Lindfield	4	97.06
Lindfield	5	96.31
Lindfield	6	96.63
Senior	7	99.19
Senior	8	98.77
Senior	9	98.71
Senior	10	98.74
Senior	11	99.14
Senior	12	99.27

Further information regarding attendance rates can be accessed through the MySchool website <http://www.myschool.edu.au>.

Student attendance, as well as non-attendance, is managed through the College's Attendance Policy and Procedures. For information regarding this policy, please refer to Appendix 1 which can be located at the back of this report.

RETENTION RATES

YEAR 10 TOTAL ENROLMENT 2020	STUDENTS ATTENDING THE COLLEGE AT THE END OF YEAR 10 2020 (REMAINING AT THE END OF YEAR 12 IN 2022)	YEAR 12 TOTAL ENROLMENT 2021	RETENTION RATE
227 enrolments including student who left in year 10 220 students remain at end of year 10	217	221	98.16%

More than 98 per cent of the 2020 Year 10 cohort completed Year 12 in 2022. A small number of students left Newington before completing Year 12 due to a range of reasons, including health, personal issues, or a desire to be closer to home.

While a small number of students left, several students started at Newington between Year 10 and Year 12. The range of reasons for moving to Newington included the opportunity to undertake the IBDP, the academic culture, and increased co-curricular and sporting opportunities.

CLASS OF 2022 POST-SCHOOL DESTINATIONS

The mission of the College's Careers Centre is to provide students and parents with the very best information, knowledge and skills to plan future careers and tertiary training opportunities. Each year we endeavour to follow the destinations of our leaving Year 12 students. The two tables below detail where students went after school and the place of study (where relevant and available).

COURSE	NUMBER
Arts & Social Sciences: Law, Economics, Media & Communications, Politics, PPE, Psychology, Criminology, Geography, and International Relations	51
Business, Commerce and Management (Construction)	37
Engineering and Related Technologies	17
Health (Nursing, Paramedic, Nutrition & Dietetics, Sports Science)	15
Science and Mathematics: Medical, Natural and Physical Sciences	13
Creative Arts: Music, Performing Arts, VA, Fine Arts	12
Architecture (including Building, Design Studies, Landscape, Planning)	6
Computers and Information Technology	7
Agriculture, Environmental & Related Studies	2
Education	2

DESTINATION	
University of Technology, Sydney	53
University of Sydney	28
Macquarie University	22
Other (gap year, deferred, work, pathways)	22
University of NSW	21
Australian National University	18
Apprenticeship/Traineeship/TAFE	13
Interstate or overseas universities: University of Melbourne, University of Queensland, University College London, Villanova University, New York University	11
Western Sydney University	6
AFTRS, SAE, and JMC Academy	5
University of Wollongong	4
University of Newcastle	2
Notre Dame	2
Australian Catholic University	2

ADMISSION AND ENROLMENT POLICIES

ADMISSIONS

2022 started with an instructive and comprehensive orientation program for all new students to Newington College. This was followed by a new parent evening to welcome families to the senior campus. The College continues to be highly commended in the wider community by expressions of satisfaction from the parents of current students. A general appreciation of the College's vision, mission, and values, as well as the recorded and publicised achievements of students in their academic studies and co-curricular activities, has made a favourable impression on those who are considering enrolling their sons at Newington College.

Post-COVID-19 the College was able to return to a usual calendar of events with two Open Days offerings at each of the Lindfield K-6, Stanmore K-6 and Stanmore 7-12 campuses. The ELC was able to welcome prospective families to a monthly Open Day.

ENROLMENTS FOR 2022

Newington College caters for the education of boy and girls in the ELC and students K-12. Newington has a non-selective enrolment policy. The following figures show our enrolments as of December 2022:

YEAR	LINDFIELD	STANMORE	WYVERN	ELC	TOTAL
0	18		39		42
1	18		31		63
2	22		49		60
3	19		62		95
4	24		75		88
5	45		91		141
6	48		94		151
7		251			223
8		226			238
9		236			229
10		235			223
11		227			222
12		220			224
-1				35	35
-2				32	32
Total	194	1395	441	67	2097

There continues to be high demand for places at Newington for the 2022 academic year with strong waiting lists for 2022 and beyond. The following table highlights recent growth:

TOTAL 2013	TOTAL 2014	TOTAL 2015	TOTAL 2016	TOTAL 2017	TOTAL 2018	TOTAL 2019	TOTAL 2020	TOTAL 2021	TOTAL 2022
1885	1953	1991	2037	2032	2080	2075	2079	2069	2097

The enrolment agreement and policies are published on the College's website as well as in this document.

Entry Years

The formal years of entry are:

- ELC 3-year-old program, ELC 4-year-old program.
- Lindfield K-6 Preparatory School: Kindergarten and Year 5.
- Stanmore K-6 (Wyvern House Preparatory School): Kindergarten and Year 5.
- Stanmore 7-12 (Secondary Campus): Year 7.

A small intake of students occurs at both preparatory schools with the increase in class sizes from K-1 and Years 2-3. While additional students are accepted into the secondary school, it is subject to vacancies.

Registration

Registration is by way of lodgement of the Application for Registration form and payment of the registration fee. This is when we place the applicant's name on our lists, noting his year level and date of entry. In 2022, students starting at Kindergarten should turn five by the end of January in the year of commencement.

Registration is not a guarantee of a place, but it is usually possible for the College to give an idea of both registration status and the date when confirmation may be expected.

ENROLMENT

Enrolment Policy

A K-12 day and boarding school for students only, Newington College was established in 1863 by the Wesleyan Methodist Church. Today, Newington College is a school associated with the Uniting Church in Australia, providing a liberal education to students from all backgrounds, denominations and faiths. It is a school that seeks to allow each boy to find fulfilment in his school achievements through the pursuit of excellence in academic achievement, co-curricular activities and personal development.

The College environment draws upon the valued heritage and diversity of the Australian culture and society. Newington College, through its educational activities and the human relationships within its community, will seek to give expression to the values that underpin the philosophy of the school based on Christianity. All Newington College students from K-10 undertake the College's Philosophy and Religious Education program. In addition, all students are required to attend chapel services. A boy is admitted to Newington College on the understanding that his parents or guardians are sympathetic to the aims and policies of the College. These aims and policies are provided to all families on entry to the College. They are published on the College website www.newington.nsw.edu.au.

The Council of Newington College reserves its right to change this policy at any time without notice. This policy should be read in conjunction with the Enrolment Agreement of Newington College and the Newington College Policy and Entry Requirements of Non-Resident Students.

Application for Registration

The Application for Registration should be signed by parent/s or guardian/s and accompanied by the registration fee prescribed in the current Fee Schedule and supporting documents listed for inclusion.

Waiting lists

Students applying for admission to Newington College will be placed on a waiting list until the issue of offers. A letter is sent to parents acknowledging placement on our waiting list.

Consideration will be given to:

- Siblings of students currently at the College.
- Sons or grandsons of former students.
- Sons of a member of staff.
- Sons of an approved Uniting Church Minister.
- Interstate or international transferees from a Uniting Church School and Boarders.
- The date when the application fee and completed registration form were received is also important in deciding offers of enrolment.
- Students who provide previous school reports showing excellent effort and behaviour.

Special needs disclosure

Newington College's definition of special needs applies to students who might have: learning difficulties, family problems, behavioural problems, problems associated with bullying, psychological and social difficulties, students who might have needs for additional support while engaged in special programs (such as elite athletes), students who might have difficulties with the English language, students with specific religious or cultural observances, students with physical disabilities, health risks and students who require medication for various reasons.

Newington College acknowledges its responsibility to provide quality outcomes for all students. It relies on the disclosure by parents of any special needs of an enrolling student to correctly assess our capacity to meet their needs and to advise parents accordingly. The offer of a place to a student with special needs will be subject to the resources of the College to enable it to provide a quality outcome for the student. In the absence of any such disclosure, the College will assume the student has no special needs about which it should be aware, and any offer of enrolment will be made on this basis.

Methods for identifying students in this category include:

- Acceptance of students excluded from other schools and accepted into Newington College out of a spirit of cooperation and goodwill which exists between schools.
- Disclosure by parents during the enrolment process in response to special needs.
- Disclosure on the Confirmation of Applicant's Details form, which states:

It is important that the College is informed when a student has any particular special needs (such as, but not restricted to, medical, physical, learning or psychological needs) which require special knowledge or attention. If this section is not completed, the College will assume the student has no special needs about which it needs to be aware, and the student will be accepted on this basis.

The importance of disclosure is highlighted further in the Enrolment Agreement document signed by parents when a formal offer is accepted. Parents are requested to advise the College in writing if any special needs become apparent after their son has been accepted into the College.

Non-resident Students

As a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (Registered provider Number 02290B), Newington College is required to observe the requirements of

providers as outlined in the Education Services for Overseas Students (ESOS) Act 2000, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (The National Code) and in accordance with guidelines administered by the Australian Department of Immigration and Citizenship (DIAC) and the Department of Education Science and Training (DEST).

Accordingly, additional enrolment requirements have been developed by Newington College for non-resident students. These are clearly outlined in the Newington College Policy and Entry Requirements for Overseas Students document. This policy is provided to non-resident applicants and overseas student education agents with our prospectus or on request. Non-resident applicants are required to:

- Meet English language proficiency standards.
- Pay the annual tuition fees and the annual boarding fees (if the student is to attend as a boarder) by the end of the first week of Term 1 each year. Any other sundry charges will be payable by the due date for each stage, or upon the issue of a supplementary invoice, issued during November for any incidental expenses.
- Attend the College as day students residing with their parents or as boarding students when their parents reside overseas. These conditions apply to all non-resident students unless other arrangements have been requested from and approved by the Headmaster.
- In all other ways conform to the enrolment policy applying to all students applying for admission to Newington College.

Where the appointed guardian is not a parent or an approved relative, to ensure compliancy with the 'Confirmation Student's Accommodation Welfare Arrangements', the nominated guardian over the age of 25 and all persons residing with the guardian over the age of 18 years will be required to provide evidence of suitability. Newington College acknowledges its legislated responsibility, to extend special advice to non-resident students accepted into the College according to the ESOS Act 2000 regarding course refund and non-compliance; and The National Code 2007 (DETYA) with regard to Marketing, Student Information and Student Support Services. The Admissions staff of Newington College may be contacted for more specific advice.

Date of Application and Enrolment Variations

The date of application applied is the date of receipt of the Application for Registration Form and Registration Fee as per the current Fee Schedule. This date will apply as date of application for the year specified as the applicant's first preference for enrolment and any other preference nominated in the space provided when the application is lodged.

Requests to alter the original year of application will be considered, however changes are not granted automatically. If a change is requested and the year specified is not on the original application form, then the date the request is received in writing would normally apply to that year of entry.

It is the policy of Newington College to request all changes to enrolment (eg address, phone numbers, changes in marital status and nominated years of entry) be made in writing to the Director of Admissions. The College will confirm any such change on receipt of written advice. Where an enrolled and accepted student fails to take up a place, the Enrolment Agreement document (Point 3.1) states: 'If the student fails to take up his place at the College at the proposed date of entry, then the parent acknowledges that the enrolment fee will not be refunded'.

For enrolment variations for students currently attending the College, please refer to the Enrolment Agreement Section 4: Enrolment Variation – Withdrawal of Students/Change of Status.

Offer of a Place at Newington College

Newington College makes offers currently to students at five recognised entry points: ELC 3- and 4-year-old program; Years K, 5 and 7, and at other year levels where vacancies exist. Offers are made on the

understanding that it is the responsibility of the applicant's parent/s or guardian/s to keep the College informed of any change in their contact details or enrolment plans.

The applicant's school reports at the time of entry should be satisfactory in all respects, and he should, in our opinion, be capable of handling our academic courses and meet the accepted standards of Newington College in all other areas. The College reserves the right to request further diagnostic testing of a student. As part of the enrolment process, parent/s or guardian/s and the registered student will be required to attend an interview which may take place up to two years and six months before the date of entry, dependent on the year of entry requested. Following the interview and in the absence of any decision on the part of the College or parent not to proceed, the College will make an offer of a place.

Acceptance of an Offer

To secure a place at Newington College, an offer should be accepted within the time specified in the letter of offer. Accompanying this offer is the Enrolment Agreement (parent and College copies). This is an agreement between the Council of Newington College and the person/persons names as 'the parents/s': or 'legal guardian/s': for the enrolment of the student named, into the year of entry specified. This document reinforces further the College's conditions for accepting a student, providing a detailed guide to the acceptance process following the issue of an offer. This guide includes but is not limited to:

- The parent and College copies of the Enrolment Agreement being completed, signed and returned by parent/s or legal guardian/s.
- Payment of enrolment fee as per the Fee Schedule.
- Compliance with the current rules and regulations of Newington College for the time being in force which the parent/s or guardian/s acknowledge may be amended at any time in writing.
- The Headmaster's determination that the conduct of a parent/s or guardian/s warrants termination of this agreement which shall be affected by written notice to the parent/s or guardian/s.

IMMUNISATION AND MEDICATION POLICY

Parents enrolling Kindergarten students will be asked to present the College with an immunisation certificate which indicates their immunisation status. No child will be prevented from enrolling for failing to have been immunised. As set down in the National Immunisation Program, the Public Health Bill 2005 prescribes that where a child who has not been vaccinated against a condition which is vaccine-preventable has contact with a child with a contagious condition, the person in charge must advise the parents of the non-vaccinated child and require the parent to remove the child from the College or child care service and not send the child to school or (child care) service during the preclusion period for the condition.

A Student Medical Details form will be provided to all students. It is a requirement of Newington College that the form be completed and returned prior to each student's commencement at the College. Parents of students with conditions that require regular medication should in particular:

- Ensure that the College is aware of the student's condition so appropriate arrangements can be made for the administration of medication.
- Inform the College when students bring medication into the College.
- Provide parental permission to the Headmaster or Head of Campus authorising College staff to administer medication.



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SCHOOL POLICIES

Newington College continues to maintain its policies, procedures and guidelines in accordance with the requirements of the Education Act 1990.

The policies, procedures and guidelines form part of the foundation for progressing and achieving the College's vision and strategy. Policies are put in place to ensure all members of the Newington community have a clear, common frame of reference for College activities and to provide a safe and supportive environment for students, staff and parents. The purpose of policies, procedures and guidelines is to ensure acceptable practices, to minimise the risk of harm, and to support the physical, social, academic, spiritual and emotional development of students.

In 2022, the College continued to review all current policies, procedures and guidelines. A large number of new and revised policies were approved by the College Council. They included policies relating to:

- Child safeguarding
- Pastoral care
- Assessments and academic integrity
- Curriculum
- Co-curricular activities and excursions
- Student duty of care, conduct and discipline
- Boarding students and boarding house matters
- Staff recruitment, conduct and discipline
- Teacher accreditation
- Complaints
- Work, health and safety
- Risk management
- Facilities management
- Procurement
- Delegations of authority
- Conflicts of interest
- College governance
- Compliance

The College's online portal continued to be used to ensure all staff were familiar with policies and procedures relating to:

- Child safeguarding
- Reportable conduct
- Staff conduct
- Complaints
- Workplace health and safety
- Workplace behaviour
- Social media

All policies are accessible through the College's PolicyConnect Platform and are available to staff. All policies relating to or affecting parents and students are available to them on the College intranet. Select policies are available to members of the public on the College's website. These include:

- Statement of Commitment to Child Safety
- Child Safety Code of Conduct
- Professional Boundaries Policy
- Reportable Conduct Procedures
- National Redress Scheme Policy
- Pastoral Care Policy
- Student Discipline Policy and Procedures

- Student Diversity and Equal Opportunity Policy
- Complaints Resolution Policy and Procedures
- Privacy Policy
- Privacy and Information Collection Notice
- Whistleblower Policy

The following sections summarise the College's student welfare, anti-bullying, discipline and complaints and grievances policies. Copies of the College's Pastoral Care Policy, Student Diversity and Equality of Opportunity Policy, Student Discipline Policy and Procedures and Complaints Resolution Policy and Procedures can be found at the end of this report (Appendix 2).

KEY POLICY 1 – STUDENT WELFARE AND WELLBEING

The College's Pastoral Care Policy outlines the College's commitment to pastoral care, explains the College's approach to behaviour management, explains how the College rewards positive student behaviour and outlines the possible consequences for poor academic and non-academic behaviour. The policy aims to:

- Ensure that students feel safe and secure.
- Minimise the risk of harm to students.
- Support the physical, social, academic, spiritual and emotional development of students.
- Provide students with opportunities to develop a sense of self-worth, to foster personal development, to work towards achieving their personal best and to discover what's possible.

The policy was reviewed in 2021.

The policy is available on the College's PolicyConnect platform, on the College intranet and the College's website.

KEY POLICY 2 – STUDENT ANTI-BULLYING AND HARASSMENT

Newington College does not tolerate bullying, harassment (including sexual harassment) and unlawful discrimination in any form by any of its community members or by members of the public and actively encourages all staff and students to work together to maintain an environment where all staff, students and visitors can feel safe and free from such conduct. Where bullying, harassment and/or unlawful discrimination are found, the College will take appropriate action, including disciplinary action.

The College's Student Diversity and Equality of Opportunity Policy deals with bullying, harassment and unlawful discrimination by students. The College's Workplace Behaviour Policy deals with bullying, harassment and unlawful discrimination by staff members, Council members, volunteers, contractors, and external education providers. Those policies:

- Define harassment (including sexual harassment), bullying and unlawful discrimination.
- Prohibit students, staff and others from engaging in such conduct.
- Set out reporting procedures and potential outcomes.
- Outline avenues for counselling and support.

The Student Diversity and Equality of Opportunity Policy was reviewed and updated in 2022. No changes were made to the Workplace Behaviour Policy.

Both policies are available on the College's PolicyConnect Platform, on the College intranet and the College's website.

KEY POLICY 3 – STUDENT DISCIPLINE

The Student Discipline Policy and Procedures was reviewed and updated in 2022.

The College's approach is to focus on positive behaviour, prevent poor behaviour and set a culture that builds positive relationships between students and other members of the College community, based on mutual respect and trust. The College aims to assist students to:

- Learn to take responsibility for their words and actions.
- Accept there are consequences for unacceptable behaviour.
- Learn and practice responsible behaviour.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Accordingly, the College seeks, whenever appropriate, to resolve student behavioural issues and misconduct in accordance with its Pastoral Care Policy. However, when a student engages in conduct that may constitute serious misconduct, the College may take disciplinary action in accordance with the policy. In taking action under the policy the principles of procedural fairness will apply. Procedural fairness includes the right of the person against whom an allegation is made to:

- Know the allegations related to a specific matter and any other information that will be taken into account in considering the matter.
- Know the process by which the matter will be considered.
- Respond to the allegation.
- Know how to seek a review of the decision made in response to the allegation.

An unbiased decision, including the right to impartiality in any investigation and the absence of bias by the decision maker (the review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest).

Students who breach behavioural standards are referred to their Head of House/Head of Year and are managed by them and the Director of Students. Serious matters are managed by the Deputy, Pastoral (K-12) and the Deputy Headmaster.

In very serious cases where suspensions are warranted, the Deputy, Pastoral (K-12) and the Deputy Headmaster will be in direct contact with the student's parents.

Additional policies and procedures relating to student wellbeing and discipline and reporting include:

- Student Code of Conduct
- Student Diversity and Equality of Opportunity Policy
- Excursions Policy
- Student Use of ICT Policy
- Boarding House Policies
- Pastoral Care Policy

The Student Discipline policy is available on the College's PolicyConnect Platform, on the College intranet and the College's website.

KEY POLICY 4 – REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The College revised its Complaints Resolution Policy and Procedures in 2022. This policy outlines the general principles for making complaints; and prescribe the College's process for the resolution of complaints from students, parents, alumni, volunteers, student teachers, visitors and members of the public. It addresses the need for consistency, the diversity of potential complaints and is underpinned by the principle of procedural fairness.

This policy is available on the College's PolicyConnect Platform, on the College intranet and the College's website.



KEY ACHIEVEMENTS AND SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

The College adopted its Strategic Plan for the next five years at the end of 2019. It is for the period 2020–2024 and is published, in full, on the College’s website www.newington.nsw.edu.au.

It sets our course for the future and enunciates our vision:

To empower students to develop great hearts, inspired minds and strong wings, ready to make a positive contribution to society and the future.

The plan acknowledges the excellent place Newington finds itself in today: it is an internationally respected school with a strong academic program, good pastoral care, a wealth of opportunities for the students and vibrant staff, parent and old boy communities.

At the same time, it acknowledges the world is moving fast. The future of work, truth, learning, mental health, relationships, democracy, the planet – even humanity itself – are all up for grabs. This is the future our students are going into. The plan addresses the question: ‘What is needed for our students to thrive in this new world?’

Below are the priorities for 2022 and how they progressed.

A. WHOLE OF COLLEGE

Inspired Minds

- Revise academic structure for 2022 including a new role, Deputy Head Teaching and Learning (K-12) – complete.
- Promote discussion/preparing PinS – ongoing.
- Create collaborative real-world projects – ongoing.
- Create curiosity and open mindedness through inspired teaching – implementing
- Student reporting – ongoing.
- Beginning a new professional growth model for teachers – ongoing.
- Further assessment of skills through DESSA, PAT etc – complete.

Great Hearts

- Specific talks and lessons about the qualities of a ‘Great Heart’ – implemented and reinforced through mentors, talks
- Reduce bullying – Anti-bullying committee continued to work through COVID-19, resulting in a reinvigorated roadmap and detail programs for implementation in 2021/22 – complete.
- Embed service as part of the Newington culture – ongoing through House, Year group and sport activities, Duke of Edinburgh Awards scheme and IB CAS projects as far as possible through COVID-19.
- Purchase rural campus for character development and social service. Begin to have students attend for short periods – complete.
- Additional professional development time for values-based and service learning – ongoing.

Strong Wings

- Embed the concept of ‘Strong Wings’ in classes, games, assemblies etc – ongoing.
- Create a critical thinking quarters – complete.
- Exchange information and methodology between sport coaches and teachers – ongoing.
- Train all teachers in the teaching of key critical thinking concepts – complete.

Firm Foundations

- Audit and develop wellbeing programs amongst staff – planning phase.
- Offer targeted professional development for non-teaching staff – ongoing.
- Review retention, succession and promotion of staff – ongoing.
- Develop an Employee Value Proposition – ongoing.
- Review and improve the College induction system – planning phase.
- Clarifying and explaining the roles of parents as partners through a Parent Code of Conduct – complete.
- Working with local council and other bodies to host or be involved in community events – ongoing through event promotion with Inner West Council and What's On.

B. STANMORE SENIOR CAMPUS 7–12

Inspired Minds

- Refurbish classrooms – Six classrooms complete; complete.
- Map existing skills/NLF against 'Inspired Minds' - ongoing
- Review existing timetable – Working party established; ongoing.
- Create a wide reading program – achieved and ongoing.
- Clear consistent standards with class rules – ongoing.
- Investigate academic review and probation process – implemented.
- Establish relationships with tertiary institutions to support teaching and learning outcomes – exploring.
- Provide more resources for Year 12 students – continuing. Much achieved in 2022.
- Enhance Co-curricular balance – Completed.
- Ensure informed and reasonable choices can be made between the HSC and IB – completed.
- Academic Profiles Liaison - completed.
- Involve senior staff in goal setting – completed.

Great Hearts

- Investigate new options for Cadets and New Challenge – ongoing.
- Implement a student-created honour code – planning phase in advanced stages.
- Review the use of time during mentor periods – evaluation and planning stage
- House restructure, expanding from 8 to 16 houses to develop stronger pastoral relationships with Heads of House
Students will now go straight into Houses in Year 7 instead of spending a year based in the Tupou building. This change will give the younger students the maturing experience of being around older students – particularly the Year 11 and 12s – each day in their House area. It will also integrate them more quickly into the whole senior school.
- Continue regular Big Day Out mentor group activities – ongoing.
- Continue to build the Peer Support Program – ongoing.
- Continue to provide a pastorally safe boarding environment – ongoing.
- Implement a parallel 'How to Live Well' mentor-based curriculum plan – underway.

Strong Wings

- Strengthen VET/non-academic pathways – ongoing.
- Evaluate Eungai Creek Campus outdoor ed opportunities – ongoing.
- Develop a 'next stage of life' program to help adjustment period after Year 12 – planning phase.
- Introduce mindfulness and meditation – complete and operational.
- Review the Colours system – delayed.

- Ensure sport coaches have the qualities of teachers – ongoing.
- Expand the Co-curricular offering – completed and ongoing.

Firm Foundations

- Supporting Tupou College in attaining and maintaining NESA accreditation through teacher engagement – committee established and work ongoing.
- Refining our scholarship program to strive for goal of 100 means-tested scholarships by 2040 – ongoing.
- Co-educational opportunities with MLC – Ongoing.

PRIORITIES FOR 2023

WHOLE OF SCHOOL PRIORITIES 2023

Inspired Minds

- Inspire students' continuous learning through engagement with, rigorous acquisition of, and open-minded, curious enquiry into knowledge and ideas.
- Curious.
- Open minded.
- Rigorous.

Great Hearts

- To cultivate in our students' courage, integrity, kindness, resilience and a desire to serve others.
- Integrity.
- Courage.
- Kindness.
- Resilience

Strong Wings

- To equip students with the skills and dispositions to live a life with a great heart and inspired mind, that is productive, ethical and fulfilled.
- Independence and teamwork.
- Critical and ethical thinking.
- Creativity and agility.
- Faith and meaning.
- Communication.
- Physical and artistic expression.

Firm Foundations

For Newington to work with its people and resources in a manner that is productive, ethical, efficient and sustainable in the long term and to continue to develop our communities in partnership.

WYVERN HOUSE AND LINDFIELD PREP STRATEGIC PRIORITIES FOR 2023

Inspired Minds

- Developing a clearer approach to collaborative teaching and planning.
- Recalibrating a gifted/high potential program that ensures capable students are being stretched in each subject, achieved by differentiation, selective streaming, clubs and offering choice and specialisation to capable students.
- Improved academic tracking to ensure all students achieve significant academic growth.
- Clearer approach to literacy and numeracy teaching.
- Further investigating technology use in learning. Examining when IT is not suitable for learning in classrooms. Reviewing the development of learning management systems.
- Expanding and implementing innovative, world-class critical and ethical thinking programs that are both detached from and embedded in other subjects and activities across the whole school.
- Clearer approach to collaborative staff teaching.
- Implementing a professional growth model that applies the research proposals and the strategic priorities listed above. Developing a teacher leadership and coaching model.

Great Hearts

- Reporting on values using the student climate and Year 6 surveys, DESSA and other relevant means.
- Phase one of auditing and collating existing materials and approaches for a 'how to live well' program.
- At Wyvern and Lindfield, providing an articulated wellbeing program that incorporates Second Step, PDHPE, buddy programs and leadership.
- Reviewing the social service-learning program. Increasing depth and breadth of participation. Creating younger year group initiatives. Ensure that service learning is an authentic part of the learning programme and there are opportunities at each grade level to engage in genuine service to others.

Strong Wings

- Programming and reporting on the Newington Strong Wings skills dispositions that align to curriculum
- Expanding co-curricular offerings and the facilities required for them at all campuses.
- Review year-level chapel programs and longer chapel services with targeted, staged and age-appropriate messages.
- Audit and review the sport coaching program focusing on our teaching staff and external coaches. Educating all coaches to take a child safe, broad, skilled, educational attitude to the coaching of their sport.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College wants all students to recognise and understand they are valued and are integral parts of the school community. The College expects students to treat all members of the community (college or otherwise) with respect and for students to be treated with respect and to be granted full rights in any issues that relate to them. Respect and responsibility are core values for every person at Newington College.

There is much scope at Newington College to both develop individual talents and to learn through one's experiences.

LEADERSHIP

Leadership can mean different things to different people, but, ultimately, leadership is about influence. The three guiding principles at the College are that all students have the opportunity to lead, but in doing so must lead by example; one must lead by actions not words, and one must lead with compassion. Central to these guiding principles is that leadership is based on service to both the Newington community and the community at large. Student leadership undergoes continual development in a range of activities. These can be informal and formal (e.g., the Student Representative Council) and commence early in the preparatory schools through a variety of means: class leaders, school leaders, school/House Captains and Vice Captains, Captains of various activities, peer support programs and fundraising activities.

In Years 7–9, foundational aspects of leadership include involvement in the SRC, open days and school tours, Service Learning activities, Cadets or Newington Challenge, and sport and co-curricular opportunities. In Year 10, there is a more formal program for leadership which includes many of the above as well as intentional and explicit leadership training as they approach their senior years. Co-curricular leadership programs include peer support training and promotions camps for Cadets and Newington Challenge. By Year 11, the students' leadership skills are developed through leadership activities including: peer support leadership roles with Year 7 students, Service Learning leadership roles with Year 8 students, Prefect training and duties, an opportunity to attend leadership seminars (sometimes at other schools) and election to school and House leadership positions in Term 3. Finally, in Year 12, the range of formal leadership activities concludes with: House Prefect duties, nomination as a House or Full College Prefect, school and House leadership roles, student-driven school and House assemblies, co-curricular leadership roles and the 1st XVI co-curricular leadership group.

The student leadership team has become more House-based to reflect the change in pastoral structures of the school. With our move from 8 to 16 Houses in 2022, there are now more opportunities for students to take on leadership roles within the College. Each House Captain and Vice-Captain has portfolios including House areas, Music, Sport, Drama, Chapel, Service Learning, links with the prep schools, communication and smaller co-curricular activities.

The student leadership theme for 2022 was "Dare to challenge, dare to change." Each year group has specifically designed wellbeing programs that identify further key elements of initiatives promoting respect and responsibility.

SERVICE LEARNING

Service Learning has continued to grow and develop since the recent COVID lockdown years. These times gave us an opportunity to reset, and rethink service learning at Newington. A shift from 8 to 16 pastoral Houses has also given us a wider reach with new opportunities for the students. We are now engaging with new initiatives such as the Womens and Girls Emergency Centre in Redfern and Thread Together to name a few.

Regular features of our service program such as the annual Red Shield Appeal and the Oasis Sleep Rough evening have reignited in 2022 with much success. Our Indigenous Red Centre tour to the Northern Territory went ahead and both students and staff re-connected with Indigenous Elders and communities around Uluru and Alice Springs. Unfortunately, some regular features of our program have continued to suffer due to the disconnect through COVID-19. These included visits to patients at the Metro Rehab Hospital in Petersham, Graffiti Removal Day, and visits from the children at Eileen O'Connor Catholic College in Lewisham.

Year 11 engaged wholeheartedly as volunteers for the Exodus Foundation's Loaves and Fishes Restaurant as well as our regular Friday night dessert van duty, which continues to be a periodic commitment.

Many of our students have managed to receive Service Learning awards for their community service work both on site at the College and out in their extended community. We are now emphasising the proactive service work that the students organised out in their extended communities and are committed to lifelong service rather than a commitment while at school only. We see the value in service for the sake of others, and not for the sake of an award.

STANMORE 7–12: RESPECT AND RESPONSIBILITY INITIATIVES 2022

- Very active SRC
- The continuation of the Environmental Sustainability Committee and Gender Equity Committee
- Continuation of the Loaves and Fishes initiative for senior school students to assist at the free restaurant for those less fortunate when possible
- Years 10-12 presentations by Brent Sanders on gender issues, positive masculinity and consent
- Years 9-11 presentations by BATYR on 'looking out for your mates'
- Years 9-11 presentation by Paul Dillion on drugs and alcohol
- Year 7 and parent presentation by David Kobler on 'your choices'
- Year 11 presentation by Mellissa McGuinness on road safety
- Year 10 'safe socialising' workshop with Brent Sanders
- Tomorrow Man Workshops Years 10 and 11 (positive male relationships, 'talking emotions', breaking the stereo types)
- Year 12 'The Champions' workshop with Nic Newling, investigating mental health strategies.
- Student-led assemblies covering wide range of creative, informative and entertaining topics, when possible, throughout the year. Assemblies hosted by a number of guest speakers involved in community activities and other worthwhile causes.
- Continuation of the Year 12 Retreat program.
- A reformed Year 7 camp designed to promote relationships between the students and their Heads of House.

STANMORE K–6 WYVERN HOUSE: RESPECT AND RESPONSIBILITY INITIATIVES 2022

- An active SRC, including fundraising for a number of important causes as well as volunteering opportunities for students.
- Continued implementation of the 'Second Steps' wellbeing program to assist with student social skills, mental health and emotional resilience.
- Year 6 students gave service to many areas of the school as monitors. This included art, ELC, playground, library, music and sport monitors. They also completed service by helping teachers and gaining service hours for an award at the end of the year.
- Completion and follow-up of our annual Year 6 Exit Survey plus completion of the student wellbeing survey for upper primary students.
- Implementation of cultural awareness and peer support initiatives.

LINDFIELD K–6: RESPECT AND RESPONSIBILITY INITIATIVES 2022

- Continued development of school wide Second Step program for social emotional learning. This program is tied in with our school buddy program.
- The school wide buddy program partners students and families from different year groups. This involves in-school opportunities for teamwork and collaboration as well as out of school family connections.
- Partnership with Kids Giving Back and Thread Together to provide Service Learning opportunities for Year 6 students.
- Ongoing development of the IB PYP Program to encourage students to take specific action in their learning.
- Year 5 continued a service responsibility to assist the local council gardeners to water set areas of the Swain gardens on a weekly or fortnightly regular basis depending on the weather.
- Year 6 Fair donated money to support Kids Giving Back charity.
- Year 6 PYP exhibition process (service opportunities developed through the exhibition process and its “action” component).
- Lindfield’s ongoing partnership with the Special Olympics to raise money for their community programs. Lindfield held a Special Olympics day and raised \$17,000.

PARENT, STUDENT AND TEACHER SATISFACTION

Satisfaction levels with the College remain exceptionally high across all campuses. The results of surveys by established external consultancy MMG of Year 6, 9 and 12 parents and students in 2021 (our surveys are generally conducted biennially) showed overall satisfaction of 82 per cent among parents (placing Newington in the 'very high' category) and 80 per cent across Year 6-12 students ('very high'). We have strong waiting lists, particularly from Year 3 onward. This is a strong indicator of confidence in our programs.

The College continued to encourage parent, student and staff feedback throughout 2022. The Parents' and Friends' (P&F) Association and Old Newingtonians' Union (ONU) were instrumental in creating a vibrant, continued sense of community and strong lines of contact were maintained with the P&Fs at each campus, parent groups, Student Representative Councils at each campus, the leadership teams, the Heads of Departments and Heads of Year/House Committees and the many support groups within the P&F structure.

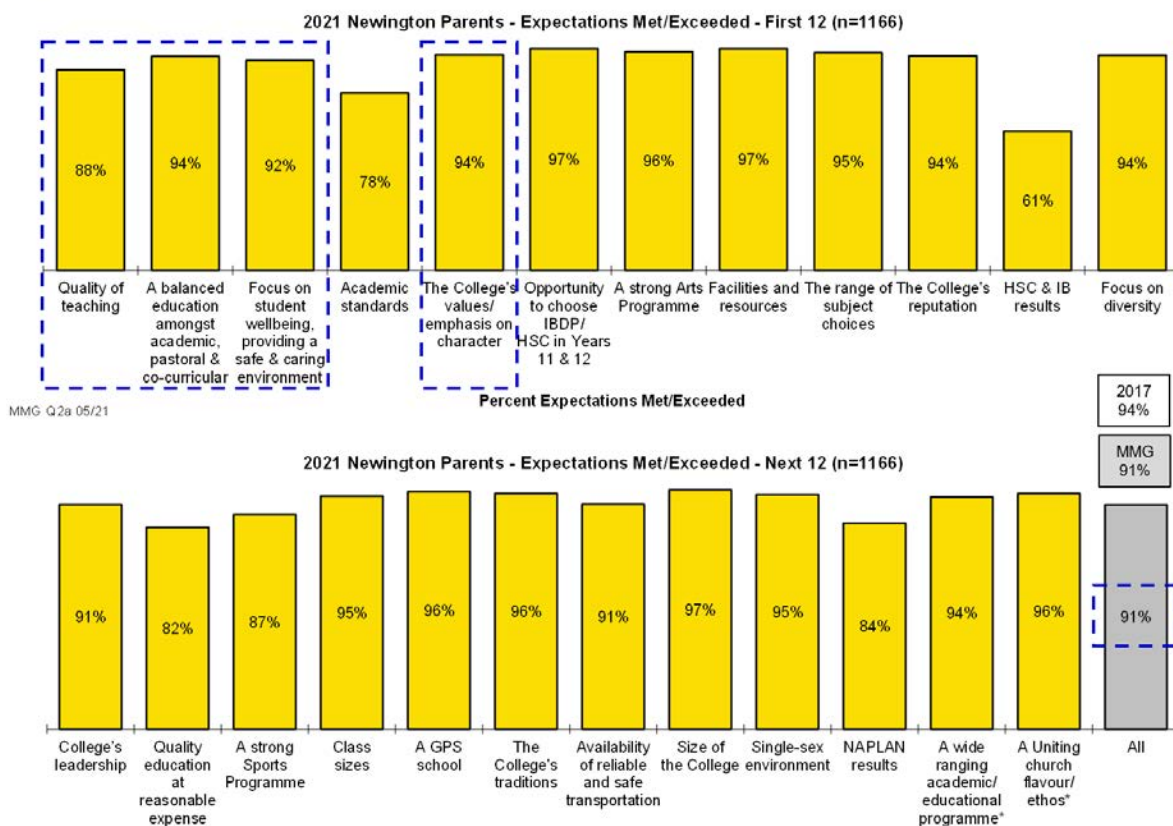
PARENT SATISFACTION

In 2022, the College welcomed families back onsite as soon as it was able and opportunities to see major events like Prize Giving and Valedictory Day were a very welcome return for the community and with the parents who were closely involved. Generally, we saw parent engagement increase across the College both in person at College events (post-COVID) and with the son's overall education. Satisfaction levels with the College fell into the 'very high' band across K-12. MMG survey results showed an overall satisfaction level with the College from parents of 82 per cent. Other key findings were:

- Satisfaction of 85 per cent with leadership and management.
- Satisfaction of 83 per cent with the College's reputation.
- Satisfaction of 82 per cent with the College's community engagement.
- Satisfaction of 81 per cent with student wellbeing.

These place Newington in MMG's 'very high' satisfaction band. Satisfaction with the academic program was 78 per cent ('high').

Expectations Met – Expectations Met or Exceeded – All Parents



Parents provided the following observations when asked: 'What do you most value about your association with the College?':

- Connection to a community which aspires to live up to its ethos to create young men with great hearts who love learning, have open minds and are resilient in a changing world.
- The kind, respectful nature of the students. My son has quickly found his feet in Kindy; the care that is shown by the older students allows such a great community
- The strong philosophy and values that the school upholds and expects from the students.
- Nurturing, and rich learning environment and opportunities for the students.
- My son enjoys school and is looked after well there.
- A community environment and a focus on the wellbeing of the students from the school, parents, teachers and support workers
- The consistently high level of professionalism, the individual support of my son due to the teachers' thorough understanding of his abilities and the inclusiveness. My son's confidence in himself has soared since attending this school.
- Excellent academic support from the classroom teacher and learning support team and keeping me up-to-date about our son's progress. They are both always available to answer any questions and get back to me with follow-up.
- Having my son at a school where he is a member of a caring community
- I can see that the College will help both my sons to develop to their full potential and to be kind, caring citizens of the world.
- That my son feels valued and well supported – pastoral care is excellent.
- Great work at instilling good ethos and values in my son.

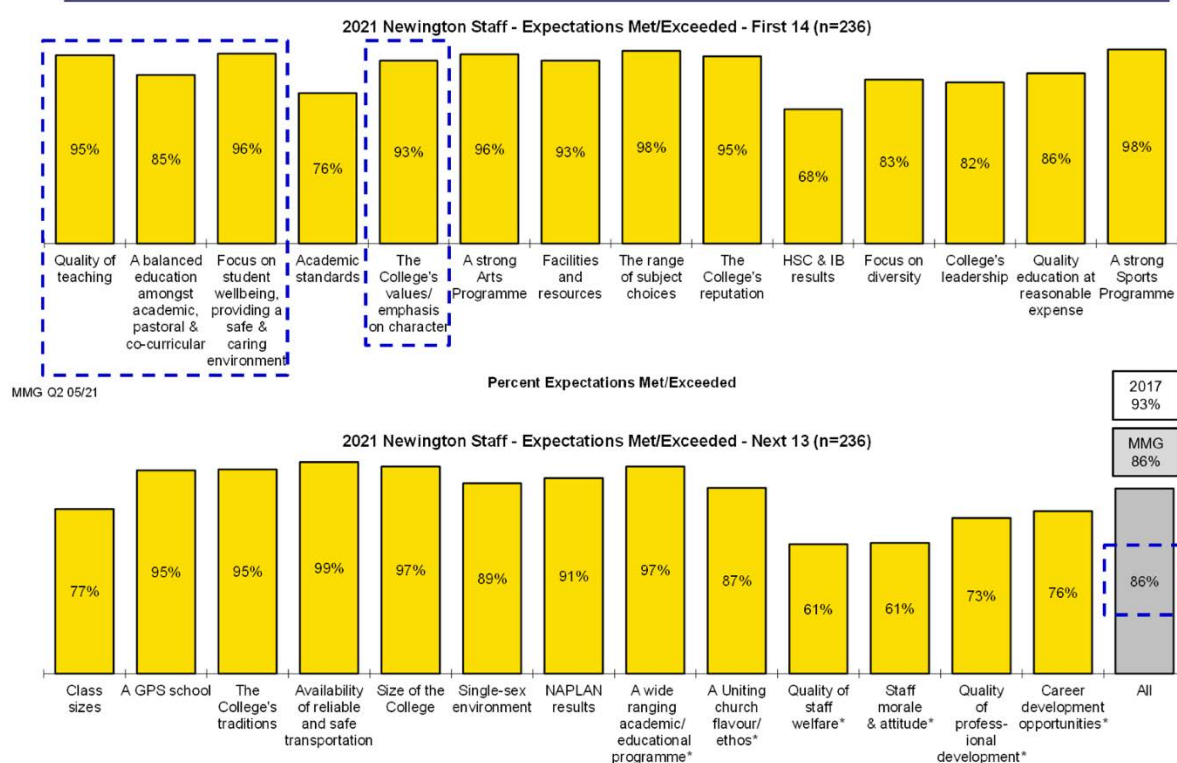
STAFF SATISFACTION

The College comprises an engaged and talented staffing body across teaching and non-teaching roles who work in a highly collegiate culture and are supported by exceptional opportunities for professional development. Staff turnover across the College in 2021 was 16 per cent. The 2021 MMG survey of both teaching and operational staff across Newington College's four campuses showed overall satisfaction with the College of 83 per cent ('very high').

- There was 82 per cent satisfaction with student wellbeing.
- Satisfaction with the College's reputation was 80 per cent.
- Loyalty to the College was 78 per cent.
- Satisfaction with the academic program was 78 per cent.

The following table provides more detailed insights into staff satisfaction across the College:

Expectations Met – Expectations Met/Exceeded – All Staff



Staff provided the following observations when asked 'What do you value most about your association with the College?':

- *Building student relationships, relationships with colleagues/staff, accessibility to line manager and senior management – if an issue is raised, they are supportive.*
- *Collegial culture, restlessness to be better, inclusiveness, openness to new ideas.*
- *Collegiality among staff, professionalism and the genuine caring attitude staff show toward each other.*
- *How the teachers' professionalism is valued.*
- *Working with the students and in a profession I am passionate about. The reward of seeing the immediate result of contributing to students' learning and school experience each day. Helping the students realise and make the most of the opportunities Newington offers them.*

- *I am proud to be associated with the kids here – they have good values and model this when they are out in the world. I also really value our sincere commitment to student welfare.*
- *I enjoy the camaraderie with the students and my colleagues – teaching, admin and property staff. I appreciate the pride in the College that staff and students (both current and alumni) and the larger school community have.*
- *I feel I've had a successful teaching career here where I have been encouraged, supported and challenged.*
- *I love my job and the people I work with. The students I work with are fantastic. I feel a sense of pride being a teacher at the school.*

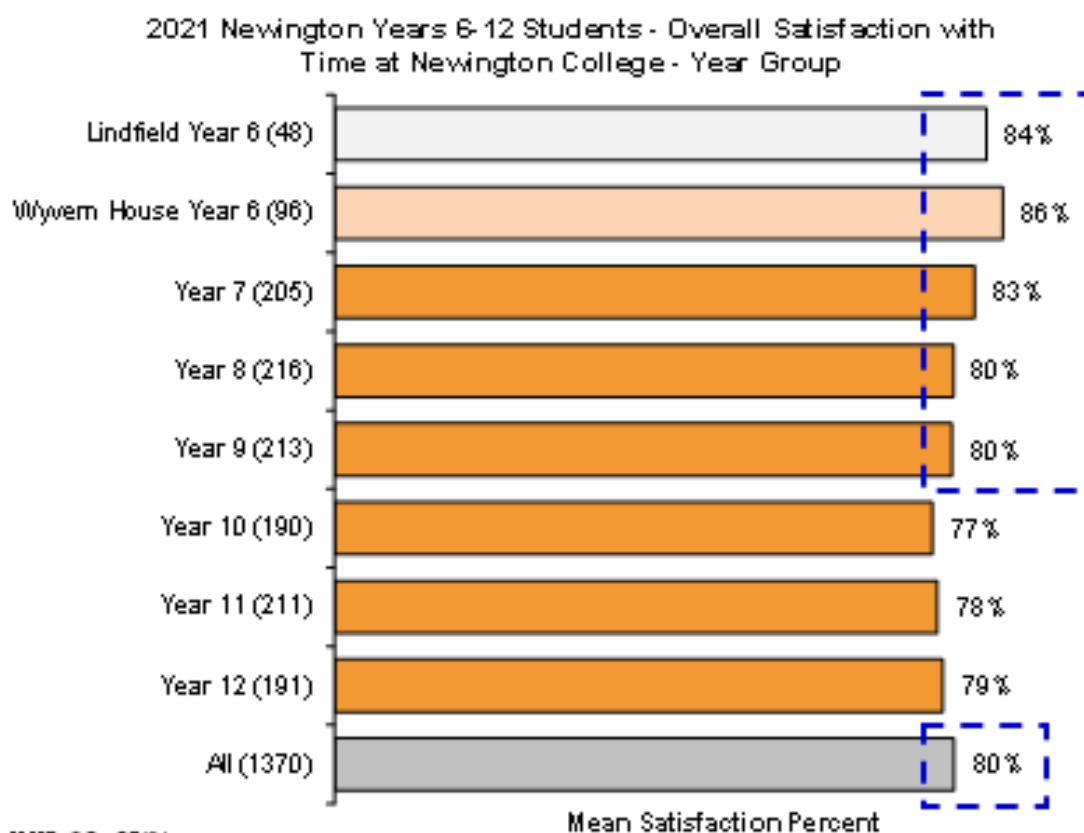
STUDENT SATISFACTION

Participation levels in student activities were exceptional at the College during 2021, despite the pandemic. Students remained engaged in their academic programs and participated in numerous co-curricular activities, particularly as lockdown provisions eased. Attendance was above 98 per cent in Years 7-12 and above 99 per cent for students in their final two years.

The survey of Year 6-12 students by MMG Education found that overall satisfaction with the College is 80 per cent. Other key findings from the survey were:

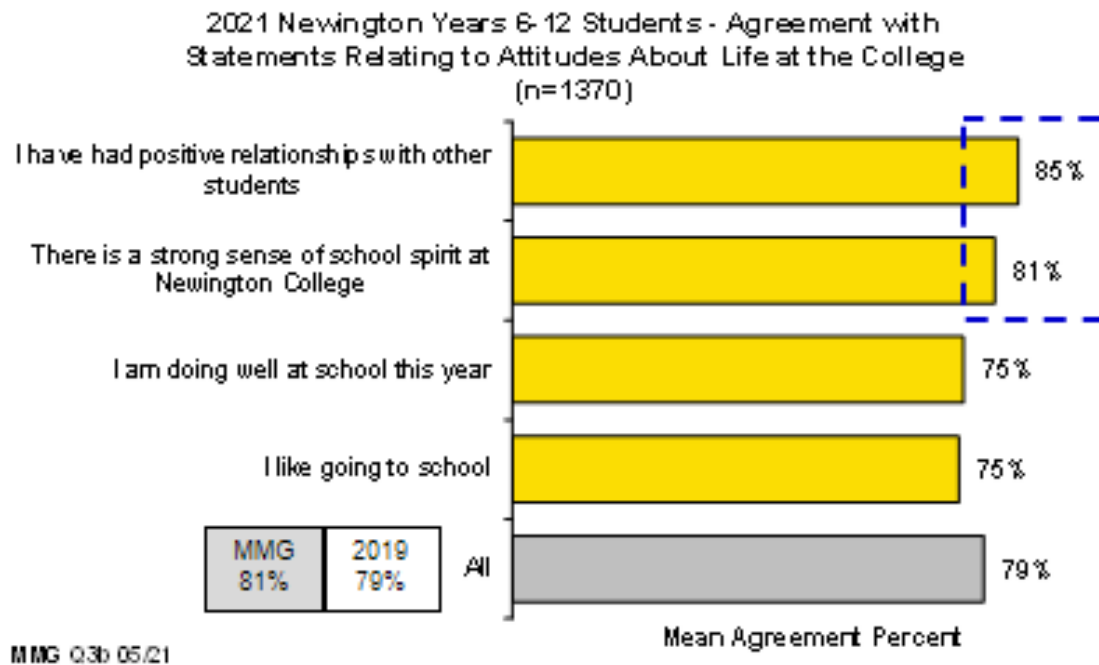
- Overall satisfaction with the academic program is 76 per cent.
- Satisfaction with the student wellbeing program among students is 71 per cent.
- Satisfaction with co-curricular sport is 78 per cent.
- Satisfaction with co-curricular non-sport is 71 per cent.
- Satisfaction with the College's boarding program is 96 per cent.

Broken down by year, overall student satisfaction in Years 6-12 is as follows:

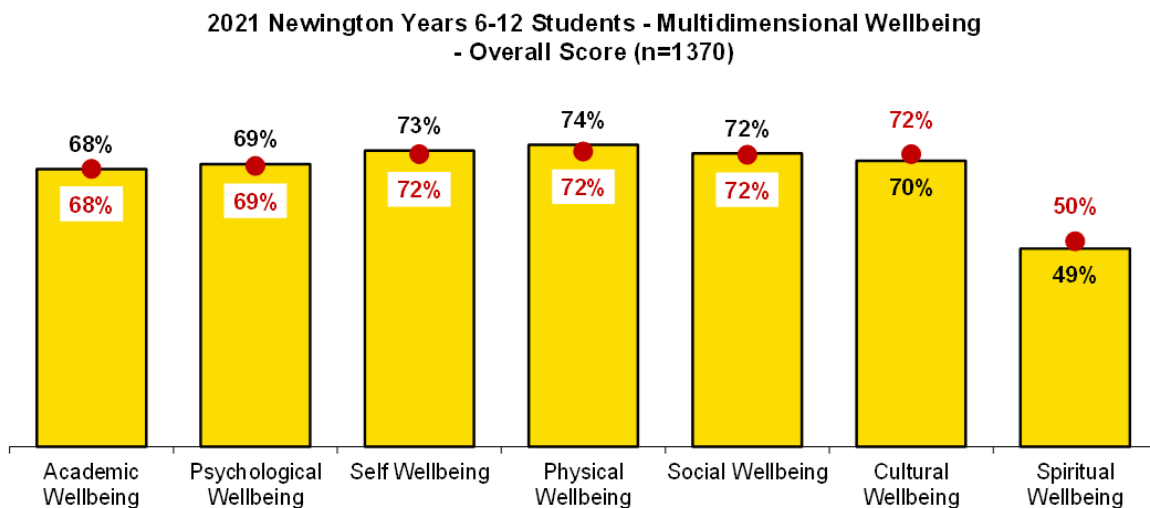


OVERALL SCORES

Year 6-12 2021 students were also asked about their levels of satisfaction with aspects of life at the College. Their response is shown in the table below:



MULTIDIMENSIONAL WELLBEING DOMAINS



OBSERVATIONS FROM 2021 YEAR 6-12 STUDENTS

The comments below are from the 2021 Survey conducted by MMG Education. Students were asked: What do you value most about your association with the College?

- *I most value and am most satisfied with the diversity of the College and the wide range of opportunities in academic and co-curricular areas.*
- *Being able to meet new people who have strong goals and aspirations and being able to work with those people.*
- *The reputation given when becoming a 'Newington Boy/Man' as well as the relationships with those around me.*
- *How Newington has encouraged me to become the capable and best person I can be. It has also encouraged me to challenge myself and to harvest good relationships with good, valuable people.*
- *I value the resources we have and all the programs and extracurricular activities that are on offer. I also value how diverse the culture is and how kind everyone is to each other.*
- *I value being with my friends and teachers because they can help with my confidence*
- *I most value the relationships I have made with my friends and all the co-curricular opportunities I have been able to do.*
- *The community within the school and education*
- *I value the wide range of choices and opportunities I am given at this school.*
- *The effort they make to promote character in the College and the way through which they give me choice in what courses and co-curricular activities I take part in.*
- *I value the sense of community and camaraderie generated by the inclusive and diverse culture (of heritage, background, talents, passions, personalities) and the emphasis on good spirit. Many students and staff within the College community can connect to you and generate rapport. As such I have developed an extensive friendship group and a feeling of appreciation for/from other students and staff.*
- *The relationships that I have formed with teachers, coaches, peers and the school in general.*

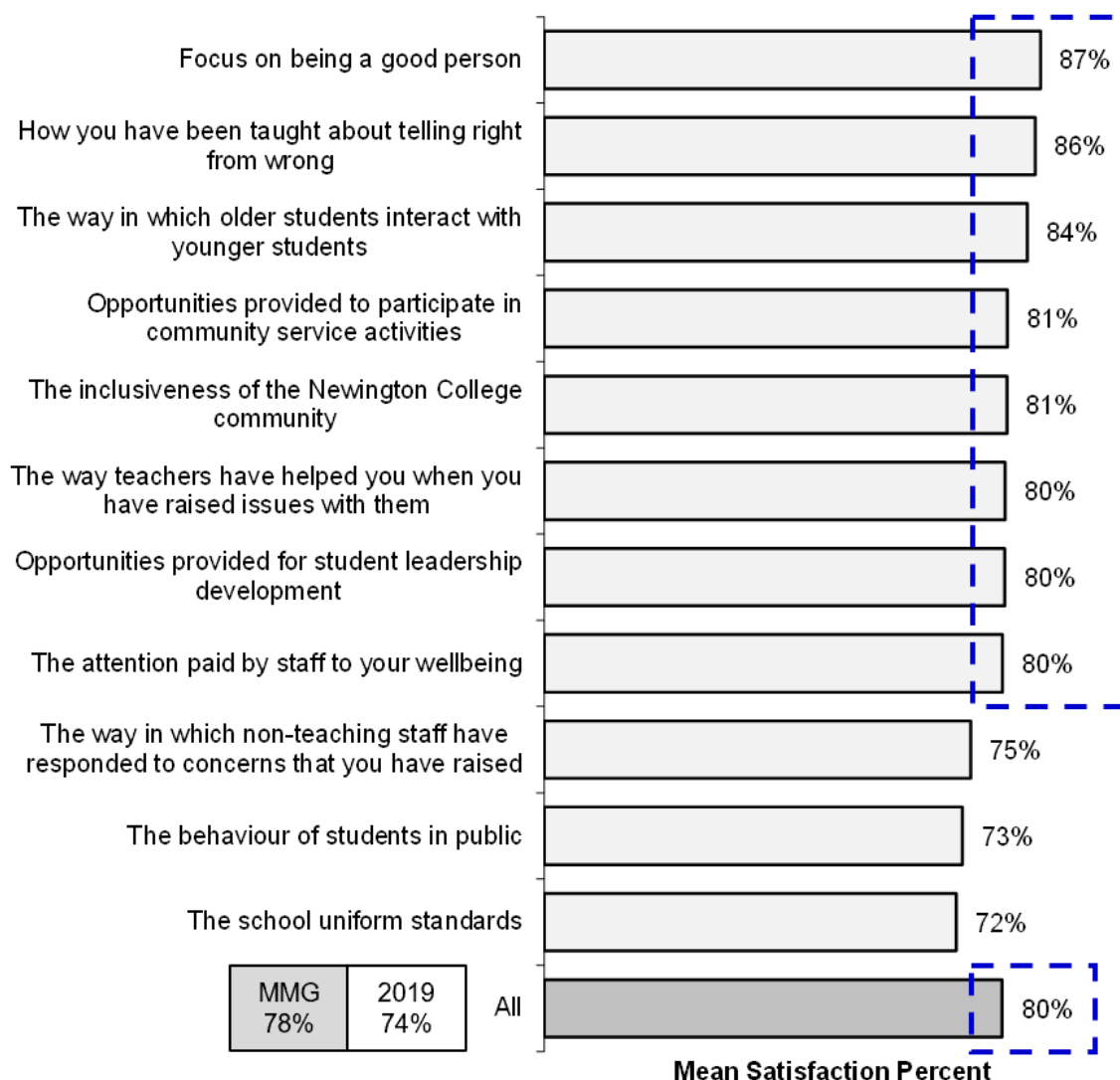
OBSERVATIONS FROM YEAR 6 STUDENTS

LINDFIELD PREPARATORY

Overall satisfaction with their school among Lindfield Prep Year 6 students was 84 per cent, placing the school in the 'very high' satisfaction band. Other key findings showed:

- Satisfaction with co-curricular sport was 80 per cent .
- Satisfaction with both the academic and wellbeing programs was 78 per cent .
- Satisfaction with co-curricular non-sport was 74 per cent .

2021 Newington Lindfield Year 6 Students - Satisfaction with Aspects of Life at Newington College (n=48)



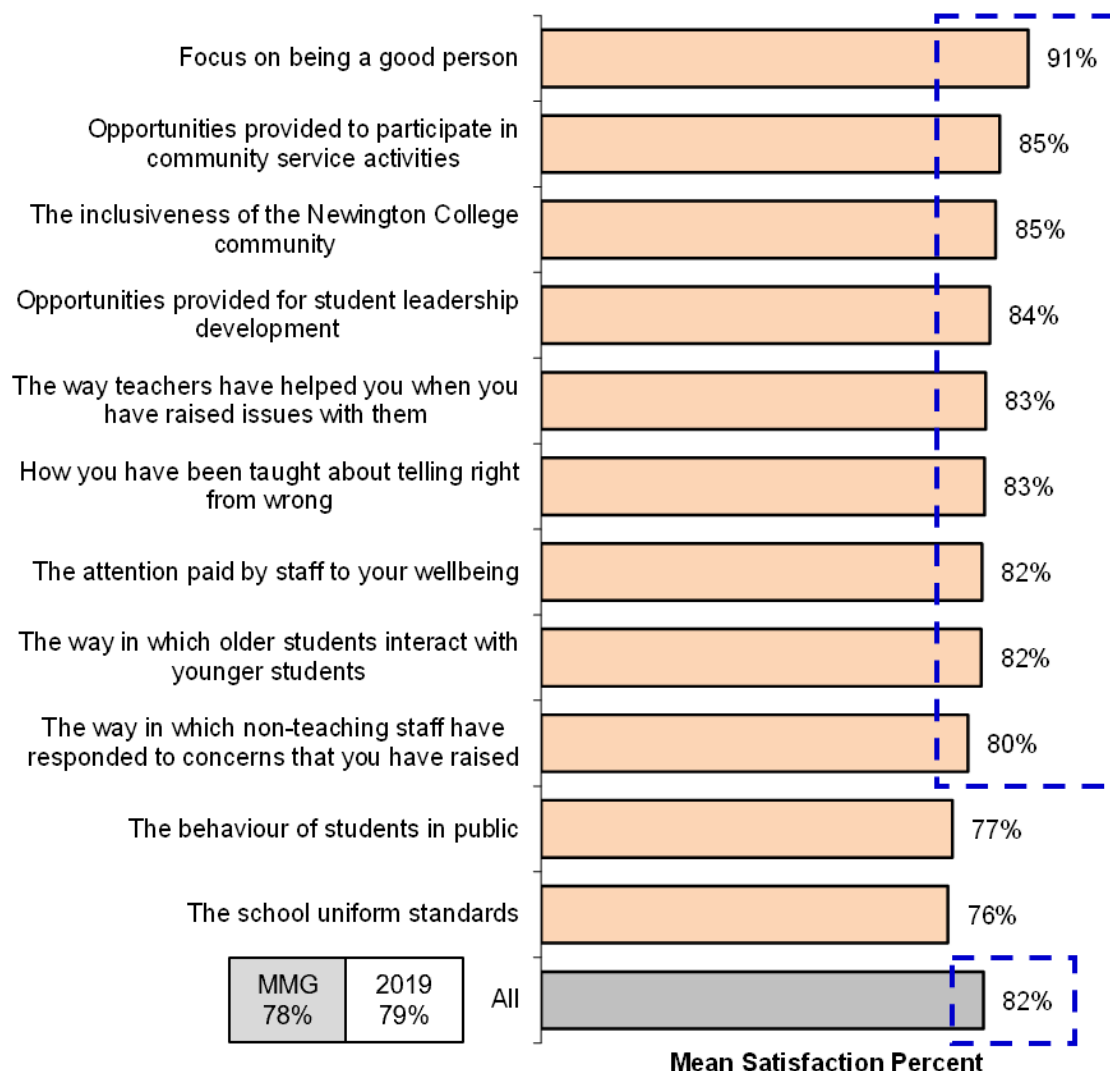
MMG Q18e 05/21

WYVERN HOUSE PREPARATORY SCHOOL

Overall satisfaction with their school among Year 6 Wyvern House students was 86 per cent, placing it in the 'very high' satisfaction band. Other results from the MMG Survey showed:

- Satisfaction with co-curricular sport was 86 per cent.
- Satisfaction with student wellbeing was 81 per cent.
- Satisfaction with the academic program was 80 per cent.

**2021 Newington Wyvern House Year 6 Students - Satisfaction
with Aspects of Life at Newington College (n=96)**



MMG Q18e 05/21

An exit survey of Year 6 Wyvern and Lindfield students yielded the following responses:

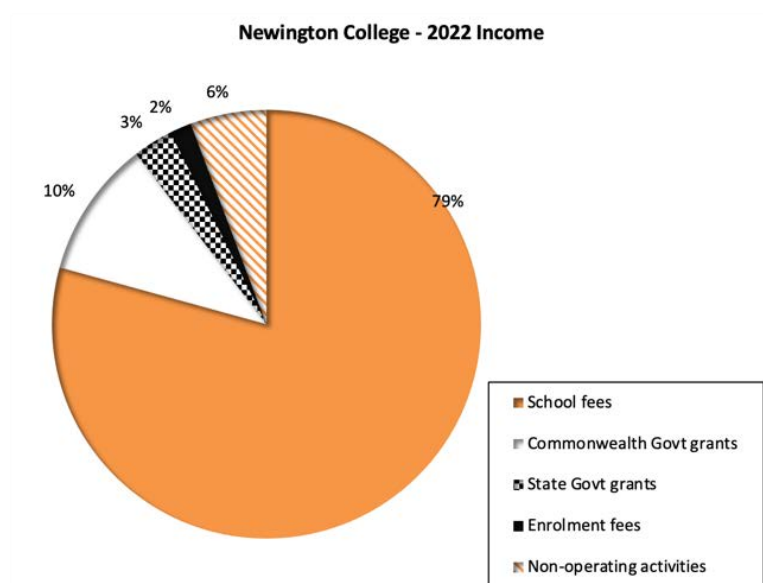
- 'Teachers have cared about me'
 - (Wyvern – 99 per cent agreement; Lindfield – 100 per cent agreement).
- 'Teachers have treated me with respect'
 - (Wyvern – 98.9 per cent agreement; Lindfield – 100 per cent agreement).
- 'Students at Wyvern/Lindfield have been friendly'
 - (96 per cent agreement at both campuses).
- 'Students at Wyvern/Lindfield have been respectful of students from other cultures and backgrounds'
 - (100 per cent agreement at both campuses).
- 'I have found learning activities engaging and interesting'
 - (Wyvern – 98 per cent agreement; 96 per cent agreement – Lindfield).
- 'I feel safe at Wyvern/Lindfield'
 - (Wyvern – 99 per cent agreement; Lindfield 100 per cent agreement).



SUMMARY OF FINANCIAL INFORMATION

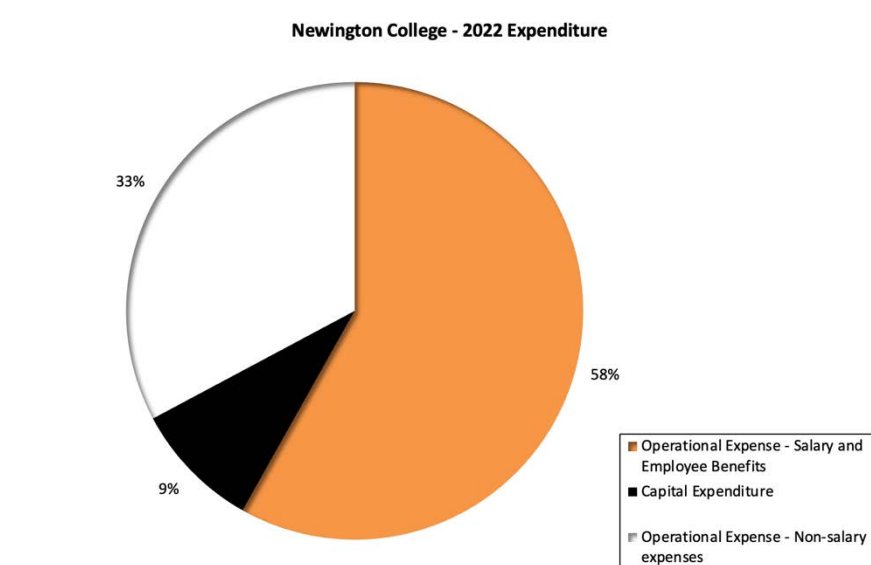
INCOME

• School fees	79%
• Commonwealth Govt grants	10%
• State Govt grants	3%
• Enrolment fees	2%
• Non-operating activities	6%



EXPENSES

• Operational expenditure – salary and employee benefits	58%
• Capital expenditure	9%
• Operational expenditure – non-salary expenses	33%



APPENDIX 1 – STUDENT NON-ATTENDANCE MANAGEMENT

INTRODUCTION

The school is responsible for promoting and monitoring regular attendance. We believe that consistent attendance at school is essential if pupils are going to make good progress. Parents are encouraged to do all they can to ensure that their child attends school promptly and regularly. There is no doubt that good attendance habits, formed early, will benefit a child's education and will be good preparation for later life.

Unless students have special leave or are ill, the College expects they will maintain full attendance at school and remain at school for the full day. Each campus has a more detailed campus-specific attendance recording procedure.

1. AIMS AND EXPECTATIONS OF ATTENDANCE POLICY AND PROCEDURES

The school is responsible for promoting and monitoring regular attendance. We believe that consistent attendance at school is essential if pupils are going to make good progress. Parents are encouraged to do all they can to ensure that their child attends school promptly and regularly. All students enrolled, regardless of age, are expected to attend school whenever instruction is provided.

2. PROCEDURES

The following steps are taken to monitor student attendance and to follow up any student absence:

2.1 ROLL MARKING AND FOLLOW-UP

Class rolls are legal documents and as such are maintained on a daily basis. Teachers are required to record attendance, absences and part-absences.

Staff are expected to mark their rolls at the beginning of each class. If a roll has not been marked after forty (40) minutes, an email is sent to each teacher reminding them to mark their roll.

A report is sent to the Deputy Headmaster, Deputy Pastoral and the Director of Students at 10am advising of those teachers who have not marked Period 1 and 2 rolls. An email is then sent by the Deputy, Pastoral asking the staff to mark their rolls. A further report is sent to the Deputy Headmaster, Deputy, Pastoral and the Director of Students the following morning advising of those teachers who have still not marked their rolls for the previous day. The Deputy, Pastoral follows these up.

Parents are required to explain all absences within seven (7) days of the first day of absence.

3. MONITORING ATTENDANCE

Attendance information is retained in Synergetic, the school management system. SMS are sent at 10.00am via MGM Wireless and thereafter at 11.00am, 12.30pm and 4.30pm weekdays.

If/when parents/guardians respond, if a reason is not provided for an absence, a further SMS is sent out requesting a reason. If a parent/guardian does not respond to our SMS, an email is sent out the following week requesting information regarding the absence. If a parent/guardian doesn't respond to our email, a further email is sent at the end of each semester and Heads of House follow up.

If a student is absent for three (3) or more days an email is sent to their Mentor and Head of House asking them to remind parents that a medical certificate is required if they have been away due to illness/injury.

When the student returns to school a note or SMS explaining their absence is to be provided. Newington has a designated mobile number for SMS notification of student absence. Parents can notify the school by SMS or email if their son is going to be absent. When letters are received, they are processed into the Synergetic database. This will record the type of leave, ie sick, approved leave, suspension, etc. Letters are then passed to the Head of House or Head of Year for filing for a period of seven (7) years.

Every day a daily listing of absentees is emailed from Synergetic to staff and filed with the Absence Attendance office.

4. RECORDS

The name, age and address of the pupil; the name and contact numbers and emails of the parents or carers; and the date of enrolment and the date of leaving, as well as the destination, are all recorded on Synergetic. In addition, the previous school or pre-enrolment situation is also recorded on Synergetic.

Where the destination is not known, the Newington Attendance Officer notifies the NSW DET Officer with home school liaison responsibilities. The register is retained for at least seven (7) years.

Synergetic maintains a register of all attendance details.

5. LEAVE

1. The Director of Students is authorised to accept the reason for absence of students who have satisfactorily explained sick leave.
2. Requests for leave of absence during term time should be made well before the anticipated absence, in writing, to the Director of Students.
3. It is only in exceptional circumstances that students apply for leave. Newington College is unable to approve leave: the College will accept the reasons for leave only.
4. It is particularly important that leave applications are not applied for where a child already has a poor record of attendance.
5. Work is not set by teachers for pupils to complete during absence for holidays during term time.
6. The Director of Students may accept reasons other than sickness and record the absence as 'L'.
7. If the reasons are not accepted the leave will be recorded as 'Absent all day unexplained'
8. The Headmaster may grant an exemption from school attendance for periods of up to one hundred (100) days in a twelve (12) month period, provided that the conditions in the 'Exemptions from School – Procedures' are met.
9. The Headmaster may grant exemption for students who have completed Year 9 and have approval to complete their education in special circumstances through an apprenticeship or traineeship.
10. The Headmaster may grant exemptions for students participating in the entertainment industry or in an elite arts or sporting event. In the case of a large-scale production (eg, movie) the Headmaster should seek the advice of the Deputy, Pastoral in the issue of employment regulations for children.

APPENDIX 2 – COLLEGE POLICIES

WORKPLACE BEHAVIOUR POLICY

1. Object

1.1 Newington College is committed to providing a safe and positive working and learning environment that is based on mutual respect, where individual differences and diversity are welcomed and celebrated. All Council members, staff, volunteers, contractors, and external education providers have a right to work in an environment that is free from bullying, harassment, vilification and unlawful discrimination, regardless of background, beliefs or culture.

1.2 This object of this policy is to:

(a) prescribe the rights and responsibilities of the College and its Council members, staff, volunteers, contractors and external education providers in relation to bullying, harassment, vilification and discrimination;

(b) explain the meaning of bullying, harassment, vilification and unlawful discrimination; and

(c) describe the options available to Council members, staff, volunteers, contractors, and external education providers who believe that they have experienced bullying, harassment, vilification or discrimination.

2. Application

2.1 This policy applies to the College and its Council members, staff, volunteers, contractors, and external education providers, for the welfare and benefit of Council members, staff, students, parents, volunteers, contractors, other members of the College community and members of the public.

2.2 The application of this policy is not restricted to normal school hours. It applies to Council members, staff, volunteers, contractors and external education providers in respect of all functions and activities associated with the College, regardless of the time or location at which they occur, including:

(a) conferences and training sessions;

(b) sporting events, excursions, camps and overseas tours;

(c) social functions, farewell parties and end of year parties; and

(d) on social media, by email or through other forms of electronic communication.

2.3 If there is any conflict between this policy and the applicable legislation, the legislation will prevail.

3 Definitions

3.1 In this policy:

Chair or Chair of the Council means the Chair of the Council or their nominee.

Characteristic means:

- race, colour, religious belief, ethnic or ethno-religious background, descent or nationality;
- sex;

- pregnancy, childbirth or breastfeeding;
- marital, relationship or domestic status;
- carers' responsibilities;
- transgender, transsexual or intersex status, or gender identity;
- homosexuality or sexual orientation;
- age; or
- disability (past, present or future), including physical, intellectual, psychiatric or psychological, learning or cognitive disabilities, and any virus or bacteria that can cause disease, such as HIV; and includes an actual or perceived (imputed) characteristic.

College means Newington College, as represented by the authorised delegates of the Council.

Contact Officer has the meaning given in clause 11.

Contractor means a party engaged by the College pursuant to a contract for services, and includes any sub-contractor to a contractor, and any individual engaged by a contractor or sub-contractor.

Council means the Council of Newington College, established by section 1 of the Newington College Council Act 1922.

Council member means a member of the Council, elected in accordance with section 9 of the Newington College Council Act 1922.

External education provider means any organisation or person that the College has engaged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the College. The delivery of such a course may take place on College premises or elsewhere.

Parent means one or more parents, guardians or carers of a student enrolled at the College.

Staff or staff member means the College's permanent, temporary and casual teaching and non-teaching staff.

Volunteer means a person who acts on a voluntary basis (irrespective of whether the person is reimbursed for out-of-pocket expenses), and who is not a contractor.

3.2 A reference in this policy to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

4. Equal opportunity

4.1 The College is an equal opportunity employer. Equal opportunity means:

- (a) treating people fairly, recognising and valuing diversity and removing barriers that might prevent individuals from participating fully in or realising their potential at work;
- (b) providing individuals with the same rights and opportunities in all aspects of employment or engagement, including access to jobs, promotion, professional development, job security, performance planning and reviews, remuneration, conditions of employment and any other benefit associated with employment or engagement; and
- (c) providing a workplace that is free from bullying, harassment, vilification and discrimination.

5. Bullying, harassment, vilification and unlawful discrimination are prohibited

5.1 Bullying, harassment, vilification and unlawful discrimination are prohibited and will not be tolerated at the College.

5.2 All Council members, staff, volunteers, contractors, and external education providers have a right to work in an environment that is free from bullying, harassment, vilification and unlawful discrimination, and to be treated with dignity and respect.

5.3 All Council members, staff, volunteers, contractors, and external education providers have a responsibility to ensure that they do not engage in bullying, harassment, vilification or unlawful discrimination.

6. Meaning of bullying

6.1 For the purposes of this policy, bullying is repeated and unreasonable behaviour directed towards a person or a group of people that creates a risk to their physical or emotional health and safety.

6.2 Repeated behaviour is behaviour that occurs more than once and may involve a range of different behaviours over time. There is no specific number of incidents required for behaviour to be considered 'repeated'.

6.3 Unreasonable behaviour is behaviour that a reasonable person, having regard to all the circumstances, would consider unreasonable, including behaviour that is victimising, humiliating, intimidating or threatening.

6.4 Behaviour does not have to be intentional to constitute bullying.

6.5 Examples of bullying include:

- (a) verbal abuse or threats, including yelling, and insulting or offensive language;
- (b) constant or public criticism, humiliation or belittling;
- (c) baiting, teasing, name-calling and ridiculing or demeaning a person and their achievements;
- (d) threatening or intimidating a person, including glaring or making menacing gestures;
- (e) deliberately excluding a person from workplace activities;
- (f) withholding information that is essential to performing a work task properly;

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- (g) assigning impossible tasks, or meaningless tasks unrelated to the job or role, or giving someone the majority of unpleasant tasks;
- (h) setting unreasonable deadlines or constantly changing deadlines;
- (i) spreading misinformation or rumours;
- (j) initiation ceremonies and practical jokes;
- (k) damaging, removing or hiding a person's possessions without their permission; and
- (l) physical abuse.

6.6 Bullying can occur through any kind of communication, including in person, by telephone, email, text, messaging, social media and other forms of electronic communication, or through another person.

6.7 Bullying can be directed at a single person or a group of people, and be carried out by one or more people.

6.8 Bullying that is based on a characteristic may also constitute unlawful harassment or discrimination.

6.9 The following behaviours do not constitute bullying:

- (a) a single comment or incident of unreasonable behaviour (however, if it is based on a characteristic, it may constitute harassment);
- (b) reasonable management practices; and
- (c) low-level conflict.

6.10 Reasonable management practices include, but are not limited to:

- (a) a direction to carry out reasonable duties and instructions;
- (b) a direction to comply with College policies and procedures;
- (c) setting reasonable goals, standards and deadlines;
- (d) reasonable supervision of work or observation of lessons;
- (e) providing reasonable comment and advice (including relevant negative comment or feedback) about the work of an individual or group;
- (f) rostering and allocating reasonable working hours;
- (g) reasonable performance review and management in accordance with the College's policies and procedures; and
- (h) terminating a person's employment or engagement, or instituting other disciplinary procedures in accordance with the College's policies and procedures.

6.11 Low-level conflict is interpersonal conflict or disagreement that is not sufficient to constitute bullying. What differentiates low-level conflict situations from bullying is whether there is a risk to a person's health and safety, and the reasonableness of the behaviour overall.

6.12 Low-level conflict should not be ignored, and should be resolved in discussion with a supervisor or manager (with the assistance of the College's Human Resources department), wherever possible.

7. Meaning of unlawful discrimination

7.1 Unlawful direct discrimination occurs when a person, or a group of people, is treated less favourably than another person or group of people, on the grounds of one or more characteristics protected by legislation, in the same or similar circumstances.

7.2 Direct discrimination can occur when making a range of decisions, including decisions relating to:

- (a) recruitment, selection or promotion;
- (b) access to training, conferences and other employment benefits;
- (c) offering redundancies; and
- (d) terminating a person's employment or engagement.

7.3 Direct discrimination often occurs as a result of assumptions being made about a person or group of people on the basis of one or more characteristics. Examples of unlawful direct discrimination based on assumptions include:

- (a) a decision not to hire an older worker on the basis that they won't 'fit in' with a predominantly younger team;
- (b) a decision not to send a young woman on a training program because she might get pregnant and leave; and
- (c) a decision not to promote a person with a disability or of a certain age because they will not be able to use a computer.

7.4 Unlawful indirect discrimination occurs when an unreasonable rule, condition or requirement disadvantages a person or group of people more than another person or group of people, because of one or more characteristics.

7.5 Examples of indirect discrimination in employment may (depending on the circumstances) include:

- (a) a decision not to engage or promote part-time teachers, because it disadvantages teachers who have carer's responsibilities;
- (b) having a particular height restriction when this is not an inherent requirement of the role or position, because it disadvantages some ethnic groups and people with a disability; and
- (c) prohibiting people from wearing particular headwear at work, because it disadvantages people from some cultural and religious backgrounds.

7.6 There are some circumstances where discrimination is not unlawful, because an exception applies. For example, it is not unlawful to discriminate against a person if being of a particular gender, age or race is a genuine occupational qualification for a role, or if a person with a disability is unable to perform the inherent requirements of a particular job.

8. Meaning of harassment

8.1 Harassment is a type of unlawful discrimination. It occurs when a person, or a group of people, is offended, intimidated, insulted or humiliated on the grounds of one or more characteristics protected by legislation.

8.2 Harassment can be the result of a single incident as well as repeated incidents.

8.3 Lack of intent is not a defence to harassment. What matters is how other people experience the behaviour. If a person finds a particular act or behaviour offensive, intimidating, insulting or humiliating and it relates to a characteristic, it may constitute harassment even if the person doing the act did not intend to harass anyone.

8.4 Harassment can occur in person, through email, text, messaging, social media posts and other forms of electronic communication, or through another person.

8.5 Harassment can take many forms, including:

- (a) sexual harassment;
- (b) jokes about particular racial groups, or about a person's disability;
- (c) verbal abuse or comments that degrade or stereotype people on the basis of a characteristic;

- (d) imitating someone's accent, habits or disability;
- (e) displaying offensive posters, websites or screensavers; and
- (f) making derogatory comments about a person's race, religion, gender or sexual orientation.

8.6 Harassment can occur through any kind of communication, including in person, by telephone, email, text, messaging, social media and other forms of electronic communication, or through another person.

9. Meaning of sexual harassment

9.1 Sexual harassment is a kind of unlawful harassment. It occurs if a person:

- (a) makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed; or
 - (b) engages in other unwelcome conduct of a sexual nature in relation to the person harassed,
- in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated.

9.2 Lack of intent is not a defence to sexual harassment. What matters is how other people experience the behaviour.

9.3 Sexual harassment includes:

- (a) unwelcome touching, hugging or kissing;
 - (b) inappropriate staring or leering;
 - (c) sexual gestures;
 - (d) sexually suggestive comments or jokes;
 - (e) displaying, sending or requesting sexually explicit pictures or posters of oneself or others;
 - (f) giving sexually explicit gifts;
 - (g) repeated or inappropriate invitations to go out;
 - (h) intrusive questions about a person's private life or physical appearance;
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- (i) requests or pressure for sexual intercourse, or other sexual acts;
 - (j) spreading rumours about someone's sexual relationships or practices;
 - (k) strip-o-grams or any other form of striptease;
 - (l) wolf-whistling; and
 - (m) sexual assault.

9.4 Some kinds of sexual harassment are also a crime, and may lead to criminal prosecution and conviction.

9.5 Sexual harassment can occur through any kind of communication, including in person, by telephone, email, text, messaging, social media and other forms of electronic communication, or through another person.

9.6 Mutual attraction between people is not sexual harassment. Conduct that is welcome or consensual is not unlawful, and friendships (sexual or otherwise) that develop between people who meet at work are a private concern, provided that they do not impact on the workplace or the College. Even conduct that is welcome may not be appropriate in the workplace. Council members, staff, volunteers, contractors, and external education providers should take great care before engaging in conduct they believe to be welcome.

9.7 Any personal friendships that develop should not adversely impact on the College, the ability of a Council member, staff member, volunteer, contractor, or external education provider to do their work, or on the performance or productivity of their colleagues.

9.8 Staff, volunteers, contractors, and external education providers who are unsure of their responsibilities should speak to their supervisor, manager or Head of Campus.

9.9 Council members who are unsure of their responsibilities should speak to the Chair of the Council.

10. Meaning of vilification

10.1 Vilification is a public act that incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, colour, nationality, descent, ethno-religious or national origin, transgender, homosexuality or HIV/AIDS.

10.2 Vilification can take many forms, including:

- (a) shouting racial abuse at another person;
- (b) wearing badges or clothing with racist or homophobic words;
- (c) social media comments that are abusive towards or threaten transgender people; and
- (d) graffiti, posters, stickers, public speeches, published articles and other forms of public statements that incite hatred serious contempt or severe ridicule on the grounds of the characteristics listed in clause 10.1.

11. Counselling and support

11.1 The College encourages any Council member, staff member, volunteer, contractor, or external education provider who has a concern about bullying, harassment, vilification or discrimination to seek assistance and support from a Contact Officer.

11.2 Contact Officers are appointed by the College to provide Council members, staff, volunteers, contractors, and external education providers with information on their rights, responsibilities and options for resolving a concern about workplace behaviour.

11.3 Contact Officers are impartial, and do not advocate for or represent individuals. Contact Officers support individuals to help them decide what to do about their concern.

11.4 Conversations with Contact Officers are treated as confidential. However, there are some circumstances in which a Contact Officer has a duty to escalate a matter to the Director of Human Resources. These include:

- (a) where the Contact Officer has a reasonable concern about the health and safety of any person; or

(b) where the concern involves possible unlawful or criminal conduct.

11.5 Contact Officers are required to make a record of any discussion, and to provide a confidential copy to the Director of Human Resources, who will store it in a secure place.

11.6 Staff requiring confidential psychological support may access free counselling through the College's Employee Assistance Program (EAP). All staff are entitled to six, one hour sessions per year. For access to the EAP, staff should contact Access Programs Australia Limited, Level 8, 75 Castlereagh Street, Sydney, NSW, 2000; www.accesseap.com.au; phone 1800 818 728 (24 hours).

12. Complaints

12.1 All staff have a right to make an internal complaint of bullying, harassment, vilification or discrimination in accordance with the College's Staff Complaints and Grievances Policy and Procedures.

12.2 Council members, volunteers, contractors, and external education providers may make an internal complaint of bullying, harassment, vilification or discrimination by contacting the Headmaster, Deputy Headmaster or the relevant Head of Campus. The College may elect to follow the complaints process outlined in the College's Staff Complaints and Grievances Policy and Procedures or adopt another complaints process, as appropriate in the circumstances.

12.3 Council members, staff, volunteers, contractors, and external education providers may also (or instead of making a complaint to the College) elect to contact the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Fair Work Commission or Safe Work NSW for information and advice about bullying, harassment, vilification or discrimination.

13. No victimisation

13.1 Council members, staff, volunteers, contractors, and external education providers must not victimise or otherwise subject a person to detrimental action as a consequence of the person:

- (a) making a complaint or raising a concern about bullying, harassment, vilification or discrimination;
- (b) providing information about a complaint of bullying, harassment, vilification or discrimination; or
- (c) supporting a person who has made a complaint about bullying, harassment, vilification or discrimination.

14. Vexatious complaints

14.1 The College does not tolerate vexatious or malicious complaints.

14.2 A person must not make a vexatious or malicious complaint of bullying, harassment, vilification or discrimination.

14.3 For the purposes of this policy, a complaint will be considered vexatious or malicious if the person makes it:

- (a) knowing it to be false; and
- (b) for the primary purpose of damaging the College or the person against whom the complaint is made.

14.4 Making a vexatious complaint may result in disciplinary action by the College, including (as relevant) suspension, termination of employment or termination of contract.

15. Responsibilities

15.1 Council members, staff, volunteers, contractors, and external education providers must not engage in, participate in, permit, or ignore bullying, harassment, vilification or discrimination against other members of the College community or members of the public.

15.2 Council members, staff, volunteers, contractors, and external education providers must:

- (a) promote a culture of fairness, impartiality and respect;
- (b) be a role model for students;
- (c) implement strategies for preventing bullying, harassment, vilification and discrimination; and
- (d) ensure that team working environments are free from sexist, racist or any other type of stereotyping material, posters, screensavers and the like.

15.3 Council members, staff, volunteers, contractors, and external education providers have a responsibility to report suspected bullying, harassment or vilification of, or unlawful discrimination against, another person. Reports should be made to the Director of Human Resources or an immediate supervisor, as appropriate.

16. Disciplinary action

16.1 The Headmaster may take disciplinary action against any staff member who breaches this policy including, in the case of serious breaches, dismissal.

16.2 The Council may take disciplinary action against any Council member who breaches this policy including, in the case of serious breaches, termination of their appointment.

16.3 The College may take disciplinary action against any volunteer, contractor or external education provider who breaches this policy.

17. Record keeping

18.1 All records collected, generated or used in accordance with this policy will be stored confidentially in a secure location, in accordance with the College's Privacy Policy.

18.2 Subject to the College's legal obligations, access to information about a complaint or concern relating to bullying, harassment, vilification or discrimination will be restricted to staff who have a need to access and use the information in order to meet their responsibilities under this policy.

18.3 Nothing in this policy prevents the College from obtaining such internal or external professional or legal advice as the College considers necessary to respond to or manage a report.

PASTORAL CARE POLICY

1. Object

1.2 Part 3.6.2 of the NSW Registration Manual requires Newington College to provide a safe and supportive environment by having in place policies and procedures that provide for student welfare, including pastoral care.

1.1 The College was established in 1863 by the Wesleyan Methodist Church. Today, the College is a school of the Uniting Church in Australia, providing a liberal education to students from all backgrounds, denominations and faiths. The College seeks to provide an environment that

promotes personal development, academic excellence and engagement in co-curricular activities and which encourages each student to find fulfilment in their school achievements. The College draws upon the valued heritage and diversity of the Australian community.

1.2 In this environment, the College aims to support each individual student, academically and behaviourally and to motivate students to take responsibility for their actions. The College is committed to managing wellbeing and behavioural issues on a case-by-case basis, to meet the individual needs of each student.

1.3 This object of this policy is to:

- (a) outline the College's commitment to pastoral care;
- (b) explain the College's approach to behaviour management;
- (c) explain how the College rewards positive student behaviour;
- (d) outline the possible consequences for poor academic and non-academic behaviour;
and
- (e) ensure compliance with the NSW Registration Manual.

2. Application

This policy applies to the College and its staff, volunteers, contractors and external education providers, for the welfare and benefit of students and their families.

3. Definitions

3.1 In this policy:

College means Newington College, as represented by the authorised delegates of the Council.

Contractor means a party engaged by the College pursuant to a contract for services, and includes any sub-contractor to a contractor, and any individual engaged by a contractor or sub-contractor.

Council means the Council of Newington College, established by section 1 of the Newington College Council Act 1922.

External education provider means any organisation or person that the College has engaged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the College. The delivery of such a course may take place on College premises or elsewhere.

Head of Campus means the Deputy Preparatory Schools & ELC, Head of Lindfield Preparatory School or the Head of Wyvern House Preparatory School, as appropriate.

NSW Registration Manual means the Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Parent means one or more parents, guardians or carers of a student enrolled at the College.

Staff or staff member means the College's permanent, temporary and casual teaching and non-teaching staff.

Volunteer means a person acting on a voluntary basis (irrespective of whether the person receives out-of-pocket expenses), and who is not a contractor.

3.2 A reference in this policy to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

4. Commitment to pastoral care

4.1 Pastoral care is the provision made for the physical, emotional, social, moral, academic and spiritual wellbeing of students. Pastoral care at the College focuses on the overall development of each student and enhancement of the dignity of each person. It nurtures success and promotes forgiveness, tolerance and reconciliation. Central to the provision of pastoral care at the College is the College's belief in the inherent value and worth of each individual.

4.2 The College acknowledges that students respond to genuine praise and positive recognition. The College also recognises that learning best takes place in an environment that is supportive and caring, encourages risk-taking and values and meets the needs of each individual student. This positive approach greatly contributes to the enhancement of students' self esteem. Students who have a positive self-concept and good self-esteem feel worthy, valued and resilient and are ready to succeed.

4.3 The College, in partnership with parents, will encourage scholarship by:

- (a) stimulating an interest in learning;
- (b) helping each student to achieve to the limits of their own abilities;
- (c) teaching each student effective study habits;
- (d) fostering rational and independent inquiry; and
- (e) carefully guiding each student as they acquire a strong foundation of knowledge and skills.

4.4 The College will develop character by:

- (a) encouraging the ideal of service and an active concern for others;

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- (b) encouraging mutual respect and trust by communicating openly, appropriately and with integrity; and
- (c) fostering leadership and self-discipline.

4.5 The College will assist students to develop self-awareness, an understanding of human nature and a sense of purpose in life by:

- (a) promoting an atmosphere of acceptance and tolerance within the College;
- (b) developing, through study and free inquiry, an appreciation of the meaning and influence of the Christian faith and other great world religions; and
- (c) encouraging participation in worship.

4.6 Students at the College will be actively encouraged to participate in the many opportunities that are provided, both within the classroom and through the College's rich co-curricular program. The College aims to nurture the talents and capacities of each student and to recognise their efforts and achievements. As students develop and mature, the College will seek to guide students towards becoming self-motivated and life-long learners.

4.7 The College will encourage students to understand and value others and work cooperatively and will guide them towards stable and satisfying interpersonal relationships. All students are unique. The College aims to encourage them to be individuals and to view their uniqueness as an asset.

5. Providing pastoral care

5.1 The College gives its students access to multiple adults in their school life, who show interest and concern in them, helping them to feel valued and respected. All staff are responsible for the pastoral care of students in their care.

5.2 The first and key adult in a student's school life is their class teacher. In addition to their teaching responsibilities, the class teacher is responsible for students' day-to-day pastoral care.

5.3 As a student progresses through their education at the College, their Head of House and their Mentor are the key adults who can provide them with additional support and pastoral care.

5.4 Other specialist staff also have responsibility for supporting the pastoral care of students. These staff include:

- (a) learning enhancement teachers and teachers' aides;
- (b) teacher librarians;
- (c) language conversation tutors;
- (d) music peripatetic teachers;
- (e) external co-curricular coaches; and
- (f) reception, administrative and operational staff.

5.5 The College encourages these staff to develop strong relationships with the students, so that any difficulties experienced by a student are identified early and managed appropriately.

5.6 There are a number of staff who have specific responsibility for supporting the pastoral care of students. These staff have incidental contact with all students and are available to support classroom and specialist teachers. They are the:

- (a) chaplains; and
- (b) school counsellors.

5.7 The members of the College's management team are responsible for leadership and for the care of the students, as a student body. They also serve as a key nexus between the pastoral care of students and the College's behaviour management processes, to support students in developing and demonstrating responsible behaviours at all times.

5.8 The staff mentioned above in this clause 5 work cooperatively with each other and with each student and their family, to achieve the best possible outcomes. The College aims for this to occur in an open and transparent manner, ensuring that all key people in a student's life share relevant information, while appropriately respecting privacy.

6. Students with special needs

6.1 Students with special needs are students who have learning disabilities, behaviour disorders, or other disabilities or conditions as a result of which they need assistance to learn.

6.2 The College will work with parents, teachers, students, community members and relevant professionals to identify and meet the needs of students with special needs.

6.3 Pastoral care for students with special needs will be provided by:

- (a) school counsellors;
- (b) careers advisers;

- (c) teachers;
- (d) the Head of Learning Enhancement and team;
- (e) disability education partners;
- (f) consultants;
- (g) Heads of House and Mentors; and
- (h) Heads of Department.

7. Behaviour management

7.1 To assist in facilitating a supportive, positive and affirming environment, it is important to set and enforce expectations, both academic and behavioural. The College has a strong focus on teaching students the appropriate behaviours in different contexts and areas of school life. The College's expectations are set out in its Student Code of Conduct, Student Diversity and Equality of Opportunity Policy, Student Social Media Policy, and Student Use of Information and Communication Technology (ICT) Policy, and teachers explicitly teach students the appropriate way to behave.

7.2 All behavioural issues will be managed on a case-by-case basis, to meet the needs of the student. The College's core values of respect, openness, flexibility, support, care and belief in the dignity and self-worth of the individual will apply and will be balanced against what is best for other students and members of the College community.

7.3 The table in Schedule 4 sets out the rights and responsibilities for students at Wyvern. The rights and responsibilities for students at Lindfield are incorporated in Schedule 5. Both of these schedules are guided and bound by the principles in clauses 7.1 to 7.6 and clauses 9.4 to 9.7. The schedules were created under the framework of a rights and responsibilities model that is explicit and very similar between the two campuses. The schedules have been created internally by the staff who manage them and represent the different campuses. Whilst the sanction levels may not be exactly parallel they are broadly similar between the campuses.

7.4 Most students demonstrate appropriate behaviour, however some students find themselves in trouble unintentionally, because they are not familiar with the College's expectations in different situations. Other students make poor choices, for which there are consequences. The purpose of these consequences is to teach and encourage the students to make more positive choices in the future.

7.5 The College will manage inappropriate student behaviour, including conduct that constitutes misconduct, in accordance with this policy. The College manages serious misconduct in accordance with its Student Discipline Policy and Procedures.

7.6 The College expressly prohibits the use of corporal punishment under any circumstances. The College does not explicitly or implicitly sanction the administration of corporal punishment by people outside school, including parents, to enforce discipline at the school.

8. Rewarding positive behaviour

8.1 Recognising positive behaviour is important in the development of good character and in promoting the values of the College. The table in Schedule 1 provides descriptions and examples of positive student behaviour.

8.2 Teachers should use the appropriate merit or house system to acknowledge examples of positive behaviour in the classroom, in co-curricular activities, around the campus and in the wider community. Other affirming strategies may include recognition of achievement at

assemblies, newsletters, social media, at lines, in classrooms or at the Annual Prize Giving, and through direct feedback to parents and students as in a diary note, email message, phone call or meeting.

9. Consequences for poor behaviour

9.1 The tables in Schedule 2 list possible consequences for poor behaviour at Stanmore.

9.2 The table in Schedule 3 lists possible consequences for poor behaviour at Wyvern.

9.3 The table in Schedule 5 lists possible consequences for poor behaviour at Lindfield.

9.4 Where possible, poor behaviour should be managed by the teacher and classroom management strategies should be employed before escalating to the consequences listed in Schedule 2, Schedule 3 and Schedule 5 as relevant.

9.5 The levels of behaviour and expected consequences are indicative only. All teachers should decide on the consequences that they consider appropriate to a given situation. When in doubt, teachers should seek advice from the Deputy Pastoral (K-12), Director of Students, Head of Campus, Deputy Head of Campus, Head of House or Head of Year 7, as relevant.

9.6 When a teacher or other staff member considers that a student's conduct may constitute serious misconduct, they should consult with the Head of Campus, Head of House, Head of Department and/or the Director of Students, Deputy Pastoral (K-12), as appropriate, for possible management under the Student Discipline Policy and Procedures.

9.7 Teachers are encouraged to speak with the student's parents and, where relevant, their Mentor.

10. Failure to complete academic work (Y7-Y12)

10.1 For students in Y7-Y12, failure to complete academic work to the expected standard is addressed differently to the other behaviours listed in Schedule 2. The College will run catch-up classes separately from behavioural detentions.

10.2 Students must attend catch-up class on the first available day. (Catch-up classes will take priority over co-curricular commitments) If work is submitted to the relevant teacher before the scheduled catch-up class, the teacher may, in their discretion, record it as complete and the student will not be required to attend. Referral to catch-up class will be retained on the student's record.

11. Academic misconduct

11.1 Teachers should refer academic misconduct in all year levels to the Head of Campus/Deputy Head of Campus (K-6), Head of Department (Y7-9) and/or the Director of Studies and Deputy Teaching & Learning (K-12), as appropriate.

11.2 Depending on the seriousness of the misconduct, a mark reduction will be applied. The other possible consequences for academic misconduct are set out in Schedule 2, Schedule 3 and Schedule 5 as relevant.

12. Communication

12.1 Parents play an integral part in the maintenance of appropriate behaviour.

12.2 Parents will generally be notified of behavioural issues via the student's diary, but email may also be used.

12.3 Where appropriate, teachers are encouraged to communicate or follow-up with parents in person or by telephone.

SCHEDULE 1 POSITIVE BEHAVIOUR

The examples below are indicative only and some behaviours may conform to more than one category.

Character trait	Description	Example of student behaviour
Self-Directed	independent, responsible, resilient	Consistently focused on task, sets high standards in work, organised and efficient.
Inquisitive	creative, collaborative, passionate	Asks good questions in class, makes positive contributions to class discussions, shows interest outside the curriculum, shows exceptional creativity.
Reflective	engaged, ethical, critical	Looks to learn from mistakes, shows improvement, does extra work to improve.
Courage	bravery, perseverance, honesty, enthusiasm	Presentation or speech in class or in a Mentor Group; significant improvement in academic performance; challenging or reporting an incident of bullying; overcoming a significant personal challenge/difficulty.
Humanity	compassion, generosity, humility, loyalty, forgiveness	Voluntarily helping others in the school or wider community, helping without being asked, putting team (others) first.
Leadership	citizenship, fairness, justice, initiative, sportsmanship	Handing in money or possessions that have been lost; reporting or challenging negative behaviour; leading, organising or running an activity or team, behaving in a sportsmanlike manner under duress, showing care for others eg an injured opposition player.

SCHEDULE 2 CONSEQUENCES FOR POOR BEHAVIOUR: STANMORE

All demerits and detentions are entered into the student's Diary and are automatically sent to the student's parents, and their Mentor, Head of House and/or Head of Year 7, as relevant.

Year 12 (Year 11 from Term 4) Prefects do not sit detentions. However, discipline for all Year 12 Prefects should be entered, as for any other student. The Head of House will be notified and will use the warning system on Prefectship, suspension or loss of Prefectship, as appropriate.

ACADEMIC

Indicative level	Informal	Homework warning		Catch-up class	Suspension/ Review of position at College
Behaviour	Homework incomplete, done to an inadequate standard or not done.	Homework repeatedly incomplete, done to an inadequate standard or not done.		Homework, project, task not complete or not submitted. Assessment affected by academic misconduct.	Continued refusal to complete work.

Note: Academic misconduct in all year levels should be referred to the Head of Department (Y7-9) and the Deputy Head of Stanmore (Academic) (Y10-12). A mark reduction will be applied depending on the severity of the misconduct. Students may be referred to Catch-Up Class to complete or redo work if appropriate. Behavioural sanctions may be applied by the Head of House depending on the nature of the misconduct, the level of intent/deceit and the level of contrition.

GENERAL AND CLASSROOM

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
Behaviour	Low level misbehaviour. Unprepared for class. Interruption/ poor manners. Eating/chewing gum. No lock on locker.	Repeated anti-social behaviour with peers. Continued class disruption. Littering. Low level ICT misuse (or required ICT not present in class).	Harassment of other students. Offensive language. Major class disruption. ICT misuse (e.g. phone used in class). Poor behaviour in public.	Rudeness to staff. Bullying (incl. online). Fighting. Inappropriate use of ICT. Damage to property.	Rudeness to a member of public/ in public/ transport. Gross disrespect of staff. Racist/sexual comments. Fighting- high level.	Serious issues such as possession and/or use of drugs, alcohol, smoking, vaping, illegal activity, Bullying, Fighting, Racist/sexual comments, repeated AWOL, pornography at school, vandalism/ graffiti, Theft.

Note: Given the vast range of complex issues facing society and individuals, there cannot be a policy, definition or procedure that covers every situation. Accordingly, the College may impose disciplinary action for behaviour that is not listed in this table. Disciplinary matters will be assessed on a case-by-case basis. For example, fighting, bullying and racist comments appear in the Detention 3 Hour (Saturday)/Internal Suspension as well as the Suspension/Review of position columns. Context and each student's individual record of behaviour is an important factor in determining an appropriate sanction.

DRESS AND UNIFORM

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
Behaviour	Untidy appearance.	Non-compliant haircut. Repeated uniform issues.	Failure to address (or repeated) haircut or uniform issues.	Repeated flagrant uniform or haircut issues.	Continued non-compliance.	Complete refusal to comply with standards.

SPORT AND CO-CURRICULAR

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
Behaviour	Incorrect sports uniform.	Incorrect sports uniform repeated.	Failure to attend training (no valid reason provided). Poor sportsmanship.	Failure to attend game (no valid reason provided).	Non-cooperation with or rudeness to coaches or officials.	Serious misconduct.

ATTENDANCE AND ORGANISATION

Indicative level	Informal	Demerit	Detention 1 Hour	Detention 2 Hour (Friday)	Detention 3 Hour (Saturday)/ Internal Suspension	Suspension/ Review of position at College
Behaviour	Late to class.	-	3 times late to school/class in past 2 weeks [GDO]. AWOL class (stayed at school) [HOH]. Pattern of 3 (Y7-9) 2 (Y10) similar demerits in past 2 weeks [HOH].	AWOL class (left premises) [HOH]. Pattern of 3 1-hour detentions in past 2 weeks [HOH]. Failure to complete 1 hour detention within 1 week. [GDO].	Major attendance issues.	Failure to meet minimum attendance requirements as set out by regulatory authorities.

SCHEDULE 3 CONSEQUENCES FOR POOR BEHAVIOUR: WYVERN

STUDENT BEHAVIOUR HIERARCHY	
STUDENT BEHAVIOUR	SUPPORT / CONSEQUENCES
Wyvern expects that each student consistently demonstrates self-responsibility and consideration of the rights of others, and follows school rules.	Addressed by Teacher through use of ongoing positive reinforcement strategies..
SPECIFIC STRATEGIES FOR POOR BEHAVIOUR	
STUDENT BEHAVIOUR	SUPPORT / CONSEQUENCES
Occasional Low Level Misbehaviour	
Student generally demonstrates self responsibility and consideration of the rights of others, but is not always consistent.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> • Student
Pattern of low level misbehaviour	
Student often demonstrates lack of self-responsibility and lack of respect for the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> • Student Parents notified by Teacher. Meeting called and discussion facilitated by Teacher. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Raised parent awareness of problem and understanding / support of classroom strategies.
Moderate Level of Misbehaviour	
Student demonstrates persistent lack of self-responsibility and regularly breaches the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> • Student • Year leader Parents notified by Year leader. Meeting called and discussion facilitated by Year leader. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Class detention or Time out.
Significant Misbehaviour	
Student demonstrates little or no self-responsibility and continually violates the rights of others.	Addressed by Teacher in consultation with: <ul style="list-style-type: none"> • Student • Year leader • Counsellor • Deputy(s) • Head Parents notified by Deputy. Meeting called and discussion facilitated by Deputy. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Friday detention or Weekly report card or Withdrawal from school activities or Withdrawal from class or Internal suspension.
Severe Misbehaviour	
Student demonstrates habitual abdication of self-responsibility and seriously violates school expectations and rules.	Addressed by Teacher in conjunction with: <ul style="list-style-type: none"> • Student • Year leader • Counsellor • Deputy (s) • Head • Headmaster Parents notified by Head. Meeting called and discussion facilitated by Head. Minutes of meeting filed.
	<u>Outcome of discussion could include:</u> Suspension or Expulsion.

SCHEDULE 4 RIGHTS AND RESPONSIBILITIES: WYVERN

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
To learn and actively participate in the learning process within a stimulating environment.	To ensure that personal actions do not impede the learning of others.
To feel and be valued, supported and safe.	To respect and value staff, adults and other students.
To participate in a wide range of co curricular activities.	To participate in all compulsory co curricular activities and embrace additional opportunities.
To know that my personal property is safe and respected.	To respect and care for the property of others and of the school.
To be informed of the expectations of the school.	To abide by the expectations of the school.
To communicate about school to my parents.	To communicate honestly and openly about school to my parents.
STAFF RIGHTS	STAFF RESPONSIBILITIES
To initiate and develop a class program in line with school aims and expectations.	To create a program that caters for all children within the class.
To feel safe and be valued and supported as a person and as a professional.	To make every effort to value, support and contribute to the safety of all members of the school community.
To learn, to ongoing education, to develop as a professional and to professional support and feedback.	To commit to my own professional development and a professional approach to my work.
To expect students, fellow staff and parents to abide by school expectations.	To promote consistency with school expectations.
To know that my personal property is safe and respected.	To respect and care for the property of others and of the school.
To communicate with parents.	To establish and maintain communication with parents.
PARENT RIGHTS	PARENT RESPONSIBILITIES
To have my child learn to his potential.	To act as a partner with the school to help my child achieve his potential.
To expect that my child will be safe and valued.	To contribute to a safe and respectful school community and environment.
To feel supported and safe and be valued as a parent.	To respect and value staff, adults, students and contribute positively to the school community.
To know that my child's property is safe and respected.	To respect and support expectations in relationship to student, parent, teacher and school property.
To be informed of the expectations of the school.	To support the expectations of the school.
To be kept informed of my child's progress.	To keep the school informed of issues regarding my child.

SCHEDULE 5 CONSEQUENCES FOR POOR BEHAVIOUR: LINDFIELD

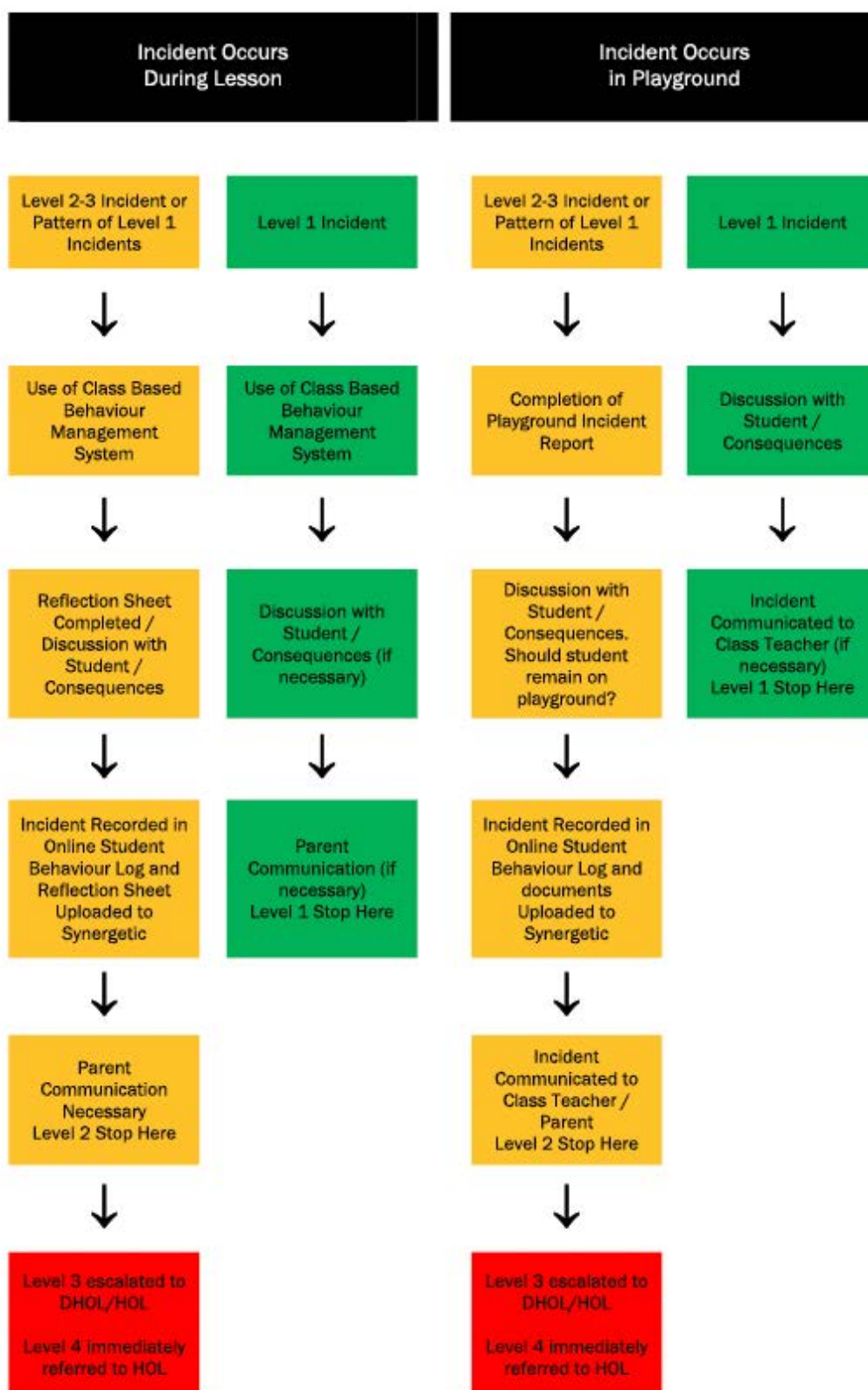
Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
1. be treated with respect and dignity	be respectful, courteous and considerate	Level 1 Being dishonest, discourteous or inconsiderate Disregarding the feelings of others Level 2 Consistent non-compliance of Level 1 behaviours Using inappropriate language	Level 1: Teacher Verbal discussion and reflection of child's behaviour Level 2: Teacher Appropriate apology and reflection Inform parents
		Level 3 Repeated non-compliance of Level 2 behaviours Being rude to a staff member/student/parent Using abusive language Level 4 Severe and ongoing inappropriate behaviour Referral from Deputy Head or Head	Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and agreed behaviour management plan
2. be treated as an individual	accept and respect individual differences	Level 1 Name calling Excluding others from play or learning activities Making fun of or laughing at the ideas of others Teasing Level 2 Consistent non-compliance of Level 1 behaviours Level 3 Repeated non-compliance of Level 2 behaviours Bullying and harassment Level 4 Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	Level 1: Teacher Verbal discussion and reflection of child's behaviour Level 2: Teacher Appropriate apology and reflection Inform parents Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and agreed Behaviour Management Plan
3. feel safe while learning and interacting with others	act responsibly and sensibly in all situations	Level 1 Ignoring safety rules Inappropriate play Level 2 Consistent non-compliance of Level 1 behaviours Playing dangerously in any situation Rough or unkind play Level 3 Repeated non-compliance of Level 2 behaviours Intimidating, threatening or bullying behaviour Deliberately hurting others Ignoring school expectations	Level 1: Teacher Verbal discussion and reflection of child's behaviour Level 2: Teacher Appropriate apology and reflection Inform parents Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and

Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
		on excursions or camps Level 4 Direct verbal/physical/emotional abuse Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	agreed Behaviour Management Plan
4. actively participate in a positive classroom environment	contribute positively to the learning environment	Level 1 Annoying others Ignoring directions from adults Interrupting and disrupting lessons Inconsistent completion of homework Lateness back to class Leaving the room without permission Entering other classrooms inappropriately Level 2 Consistent non-compliance of Level 1 behaviours Possessing items defined as banned from the school Cheating during formal testing Level 3 Repeated non-compliance of Level 2 behaviours Severe inappropriate behaviour Level 4 Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	Level 1: Teacher Verbal discussion and reflection of child's behaviour Level 2: Teacher Appropriate apology and reflection Inform parents Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and agreed Behaviour Management Plan
5. expect personal belongings and school property to be respected	treat personal items and school property with due care and respect	Level 1 Mistreating or neglecting the belongings of others and own (eg computers, school uniforms) Using others' belongings without permission Level 2 Consistent non-compliance of Level 1 behaviours Damaging school property (eg, classroom and sporting equipment) Level 3 Repeated non-compliance of Level 2 behaviours Level 4 Wilful damage of school or other's property Stealing Severe and ongoing inappropriate behaviour Referral from Deputy Head or	Level 1: Teacher Verbal discussion and reflection of child's behaviour Possible replacement of/payment for goods Level 2: Teacher Appropriate apology and reflection Inform parents Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and agreed Behaviour Management Plan

Respect for all		Student Behaviour Management Process	
RIGHTS Every student has the right To:	RESPONSIBILITIES Every student has the responsibility to:	EXAMPLES OF ASSOCIATED BEHAVIOURS	POSSIBLE CONSEQUENCES
6. be proud of his uniform and the traditions of Newington College	follow College expectations with respect to values and dress codes	Head Level 1 Incorrect uniform (eg incorrect socks, school shirt out) Shoes unpolished Not bringing PE uniform Inattentive behaviour at assemblies and chapel Level 2 Consistent non-compliance of Level 1 behaviours Inappropriate hairstyle Level 3 Repeated non-compliance of Level 2 behaviours Defacing or vandalism of school uniform Level 4 Referral from Deputy Head or Head Severe and ongoing inappropriate behaviour	Level 1: Teacher Verbal discussion and reflection of child's behaviour Possible exclusion from school activities Level 2: Teacher Appropriate apology and reflection Inform parents Level 3: Head or Deputy Head Written reflection on new behaviour to be signed by the parent Negotiated positive action Level 4: Head Meeting with the parents and agreed Behaviour Management Plan

The table above should be read in conjunction with the flowchart on the following page:

Pastoral Care / Behaviour Management Flowchart – Lindfield Campus
(to be read in conjunction with the Student Behaviour Management Plan – Level System)



STUDENT DIVERSITY AND EQUALITY OF OPPORTUNITY POLICY

1. Object

1.1 Part 3.3.4 of the NSW Registration Manual requires Newington College to have teaching strategies and programs designed and implemented to meet the learning needs of students across a variety of student backgrounds and learning profiles, including any Aboriginal and Torres Strait Islander students. Part 3.6.2 of the NSW Registration Manual requires the College to provide a safe and supportive environment by having in place policies and procedures that provide for student welfare.

1.2 The College is committed to providing a safe and positive learning environment that is based on mutual respect, where individual differences and diversity are welcomed and celebrated. Equality of opportunity means that every student can participate freely and equally in all aspects of College life, regardless of background, beliefs or culture, without fear of bullying, harassment or unlawful discrimination.

1.3 This object of this policy is to:

- (a) explain how the College promotes diversity and equality of opportunity for students;
- (b) prescribe the rights and responsibilities of students in relation to bullying, harassment and discrimination;
- (c) prescribe the responsibilities of the College and its Council members, staff, volunteers, contractors, and external education providers in relation to bullying, harassment and discrimination;
- (d) explain the meaning of bullying, harassment and unlawful discrimination;
- (e) describe the options available to students who believe that they have experienced bullying, harassment or discrimination; and
- (f) comply with the NSW Registration Manual.

2. Application

2.1 This policy applies to the College and its students, Council members, staff, volunteers, contractors, and external education providers, for the welfare and benefit of our students.

2.2 This policy applies to bullying, harassment and unlawful discrimination inside and outside of College grounds, including:

- (a) on public transport or during travel to and from school;
- (b) at sporting, social and co-curricular events; and
- (c) on social media or through other forms of electronic communication.

3. Definitions

3.1 In this policy:

College means Newington College, as represented by the authorised delegates of the Council.

Contractor means a party engaged by the College pursuant to a contract for services, and includes any sub-contractor to a contractor, and any individual engaged by a contractor or sub-contractor.

Council means the Council of Newington College, established by section 1 of the Newington College Council Act 1922.

Council member means a member of the Council, elected in accordance with section 9 of the Newington College Council Act 1922.

Characteristic means:

- race, colour, religious belief, ethnic or ethno-religious background, descent or nationality;
- sex;
- pregnancy, childbirth or breastfeeding;
- marital, relationship or domestic status;
- carers' responsibilities;
- transgender, transsexual or intersex status, or gender identity;
- homosexuality or sexual orientation;
- age; or
- disability (past, present or future), including physical, intellectual, psychiatric or psychological, learning or cognitive disabilities, and any virus or bacteria that can cause disease, such as HIV; and includes an actual or perceived (imputed) characteristic.

External education provider means any organisation or person that the College has engaged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the College. The delivery of such a course may take place on College premises or elsewhere.

NSW Registration Manual means the Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Parent means one or more parents, guardians or carers of a student enrolled at the College.

Reasonable adjustment means a measure or action taken by the College that has the effect of assisting a student with a disability to:

- apply for admission or enrolment;
- participate in learning activities; or
- use the College's facilities or services;

on the same basis as students without a disability, and which is reasonable in all the circumstances, taking into account the interests of all affected parties.

Staff or staff member means the College's permanent, temporary and casual teaching and non-teaching staff.

Volunteer means a person acting on a voluntary basis (irrespective of whether the person receives out-of-pocket expenses), and who is not a contractor.

3.2 A reference in this policy to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

4. Diversity and equality of opportunity

4.1 The College welcomes students from diverse cultural, social and economic backgrounds and is committed to fostering an educational environment that enables all students to pursue their goals and achieve their personal potential.

4.2 The College recognises the fundamental right of every child and young person to access a quality education in a safe, supportive and inclusive school environment that supports their learning needs.

4.3 The Council will ensure that the College's curriculum, leadership and management practices promote and affirm the benefits of mutual respect and diversity.

4.4 The College will:

- (a) identify and charge nominated staff with responsibility for overseeing the implementation of this policy;
- (b) educate staff about culturally safe practices;
- (c) encourage staff to promote and affirm the College's commitment to diversity in all aspects of their work practices and processes, and in interactions with students, staff and parents;
- (d) employ strategies and procedures to promote the cultural safety of students from culturally or linguistically diverse backgrounds, including Aboriginal and Torres Strait Islander students;
- (e) provide opportunities for every student to develop, maintain and enrich their relationships with families and friends, and within the local multicultural community;
- (f) promote diversity and manage bullying, harassment and discrimination through a 'whole-of-College community' approach involving students, staff and parents – all members of the College community are responsible for the physical and psychological safety of students;
- (g) implement bullying and harassment prevention strategies on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents to recognise bullying and harassment and respond appropriately;
- (h) ensure that staff establish positive role models emphasising the College's no-bullying, no-harassment culture;
- (i) intervene quickly and appropriately when inappropriate behaviour is identified;
- (j) tailor bullying/harassment response strategies to the circumstances of each incident, and provide appropriate support for all parties;
- (k) provide information and training for staff on diversity, cross-cultural awareness and equality of opportunity in education; and
- (l) make reasonable adjustments for students with disabilities.

4.5 The Headmaster and other members of the College's leadership team will demonstrate and promote leadership and management practices that affirm the College's commitment to student diversity.

5. Bullying, harassment and unlawful discrimination are prohibited

5.1 Bullying, harassment and unlawful discrimination are prohibited and will not be tolerated at the College.

5.2 All students have a right to an education that is free from bullying, harassment and unlawful discrimination, and to be treated with dignity and respect.

5.3 All students, Council members, staff, volunteers, contractors, and external education providers have a responsibility to ensure that they do not engage in bullying, harassment or unlawful discrimination.

6. Meaning of bullying

6.1 For the purposes of this policy, bullying is repeated and unreasonable behaviour directed towards a student or group of students that creates a risk to their physical or emotional health and safety.

6.2 Repeated behaviour is behaviour that occurs more than once and may involve a range of different behaviours over time. Behaviour does not have to be intentional to constitute bullying.

6.3 Examples of bullying include:

- (a) verbal abuse or threats, including yelling, insulting or offensive language;
- (b) constant or public criticism or belittling;
- (c) baiting, teasing, name-calling and ridiculing a student and their achievements;
- (d) pushing, pulling or hitting a student;
- (e) threatening or frightening a student, including glaring or making menacing gestures;
- (f) deliberately excluding a student from activities;
- (g) ignoring a student, as if they do not exist;
- (h) spreading misinformation or rumours;
- (i) initiation ceremonies and practical jokes;
- (j) demanding money or possessions;
- (k) damaging, removing or hiding a student's possessions without their permission; and
- (l) physical abuse.

6.4 Bullying can occur through any kind of communication, including in person, by telephone, email, text, messaging, social media and other forms of electronic communication, or through another person.

6.5 The following behaviours do not constitute bullying:

- (a) a single comment or incident of unreasonable behaviour (however, if it is based on a characteristic, it may constitute harassment);
- (b) reasonable teaching and student management practices, supervision and discipline; and
- (c) low-level conflict.

6.6 Low-level conflict is interpersonal conflict or disagreement that is not sufficient to constitute bullying. What differentiates low-level conflict situations from bullying is whether there is a risk to a student's health and safety, and the reasonableness of the behaviour overall.

6.7 The College encourages students to develop resilience when dealing with low-level conflict.

7. Meaning of unlawful discrimination

7.1 Unlawful direct discrimination occurs when a person, or a group of people, is treated less favourably than another person or group of people, on the grounds of one or more characteristics protected by legislation, in the same or similar circumstances.

7.2 Examples of unlawful direct discrimination in education may (depending on the circumstances) include refusing to accept a student's application for admission, or denying them access to a benefit provided to other students, on the grounds of a characteristic.

7.3 Unlawful indirect discrimination occurs when an unreasonable rule, condition or requirement disadvantages a student or group of students more than another student or group of students, because of one or more characteristics.

7.4 An example of indirect discrimination in education may (depending on the circumstances) be prohibiting students from wearing particular headwear at school, because it disadvantages students from some cultural and religious backgrounds.

8. Meaning of harassment

8.1 Harassment is a type of unlawful discrimination. It occurs when a person, or a group of people, is offended, intimidated, insulted or humiliated on the grounds of one or more characteristics protected by legislation.

8.2 Harassment can be the result of a single incident as well as repeated incidents.

8.3 Lack of intent is not a defence to harassment. What matters is how other people experience the behaviour. If a person finds a particular act or behaviour offensive, intimidating, insulting or humiliating

and it relates to a characteristic, it may constitute harassment even if the person doing the act did not intend to harass anyone.

8.4 Harassment can occur in person, through email, text, messaging, social media posts and other forms of electronic communication, or through another person.

8.5 Harassment can take many forms, including:

- (a) sexual harassment;
- (b) jokes about particular racial groups, or about a person's disability;
- (c) imitating someone's accent, habits or disability;
- (d) displaying offensive websites or screensavers; and
- (e) making derogatory comments about a person's race, religion, gender or sexual orientation.

9. Sexual harassment

9.1 Sexual harassment occurs if a person:

- (a) makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed; or
- (b) engages in other unwelcome conduct of a sexual nature in relation to the person harassed;

in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person harassed would be offended, humiliated or intimidated.

9.2 Lack of intent is not a defence to sexual harassment. What matters is how other people experience the behaviour.

9.3 Sexual harassment includes:

- (a) unwelcome touching, hugging or kissing;
- (b) inappropriate staring or leering;
- (c) sexual gestures;
- (d) sexually suggestive comments or jokes;
- (e) displaying, sending or requesting sexually explicit pictures or posters of oneself or others;
- (f) giving sexually explicit gifts;
- (g) repeated or inappropriate invitations to go out;
- (h) intrusive questions about a person's private life or physical appearance;
- (i) requests or pressure for sexual intercourse, or other sexual acts;
- (j) spreading rumours about someone's sexual relationships or practices;
- (k) strip-o-grams or any other form of striptease;
- (l) wolf-whistling;
- (m) sexual assault.

9.4 Some kinds of sexual harassment are also a crime, and may lead to criminal prosecution and conviction.

9.5 Sexual harassment can occur through any kind of communication, including in person, by telephone, email, text, messaging, social media and other forms of electronic communication, or through another person.

9.6 Mutual attraction between people is not sexual harassment. Conduct that is welcome or consensual is not unlawful.

10. Counselling and support

10.1 The College encourages any student who has a concern about bullying, harassment or discrimination to seek assistance and support from their Mentor, Head of House or a College Counsellor (as relevant) or a trusted adult.

10.2 Counselling services are free for all students, and students do not need a referral to see a College Counsellor.

11. Complaints

11.1 All students and parents have a right to make a complaint of bullying, harassment or discrimination in accordance with the College's Complaints Resolution Policy and Procedures.

11.2 Students, Council members, staff, volunteers, contractors, and external education providers must not victimise or otherwise subject a student to detrimental action as a consequence of the student or their parent:

- (a) making a complaint about bullying, harassment or discrimination;
- (b) providing information about a complaint of bullying, harassment or discrimination; or

- (c) supporting a person who has made a complaint about bullying, harassment or discrimination.

12. Responsibilities

12.1 Council members, staff, volunteers, contractors and external education providers have a responsibility to report suspected bullying or harassment of, or unlawful discrimination against, a student.

12.2 Reports should be made to the Deputy Headmaster, Deputy Preparatory Schools or an immediate supervisor, as appropriate.

13. Disciplinary action

13.1 The College may take disciplinary action against any student, staff member, volunteer, contractor, or external education provider who breaches this policy.

13.2 For students, this may include suspension or expulsion under the Student Discipline Policy and Procedures.

13.3 For staff, this may include suspension or dismissal under their employment contract.

13.4 The Council may take disciplinary action against any Council member who breaches this policy.

13.5 Where any other member of the College community breaches any obligation, duty or responsibility within this policy, the College will take appropriate action.

COMPLAINTS RESOLUTION POLICY AND PROCEDURES

1. Object

1.1 Part 3.6.2 of the Registered and Accredited Individual Non-Government Schools (NSW) Manual requires Newington College to have in place and implement policies and procedures in relation to complaints or grievances, with specific reference to processes for raising and responding to matters of concern identified by students and parents.

1.2 The College is a child safe organisation. This policy and procedures form part of the College's child safe practices and implement the Child Safe Standards.

1.3 The College is committed to providing a safe and positive learning and working environment that is based on mutual respect. The College encourages open communication between staff, students, parents, alumni, visitors and members of the public, and views complaints as an opportunity to identify areas for improvement, and to enhance the quality of its services and the experience of its students.

1.4 This object of this policy and procedures is to:

- (a) outline the general principles for making complaints; and
- (b) prescribe the College's process for the resolution of complaints from students, parents, alumni, volunteers, student teachers, visitors and members of the public.

2. Application

2.1 This policy and procedures applies to complaints by students, parents, alumni, volunteers, student teachers, visitors and members of the public about College related conduct.

2.2 This policy does not apply to complaints by staff. Staff complaints are handled in accordance with the College's Staff Complaints Resolution Policy and Procedures.

3. Definitions

3.1 In this policy:

Assault means:

- actual physical force, such as hitting, pushing or shoving; and
- apprehension of physical force, such as using words or gestures that lead a person to apprehend physical force.

Whether conduct constitutes assault will depend on the context and the circumstances. Injury is not an essential element of assault, and the existence of an injury does not necessarily mean that there was an assault.

Bias means preference or prejudice for or against a complainant or respondent.

Child Safe Standards means the NSW Child Safe Standards prescribed in the Children's Guardian Act 2019 (NSW).

College means Newington College, as represented by the authorised delegates of the Council.

Council means the Council of Newington College, established by section 1 of the Newington College Council Act 1922.

Council member means a member of the Council, elected in accordance with section 9 of the Newington College Council Act 1922.

College-related conduct means any conduct that is related to the College, including conduct that:

- relates to the College, its activities, or its students, staff, volunteers, contractors, external education providers or student teachers;
- occurs during or relates to the performance of duties for the College;
- occurs while representing the College, or while wearing clothing or using equipment that clearly identifies a person as being associated with the College;
- occurs on or in connection with College grounds;
- occurs at or in connection with a College function or event; or
- occurs using, or is facilitated by, College ICT resources or other College equipment.

Complainant means a student, parent, alumnus, visitor or member of the public who makes a complaint in accordance with this policy and procedures.

Conciliation means a confidential voluntary process where an independent third party facilitates a discussion between the parties, providing expert advice and suggesting options for resolving the complaint.

Conflict of interests means a conflict between a person's private or external interests and their duties as a delegate of the College.

External education provider means any organisation that the College has engaged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the College. The delivery of such a course may take place on College premises or elsewhere.

Head of Campus means the Deputy Preparatory Schools & ELC or Head of Lindfield Preparatory School, as appropriate.

Investigator means a person engaged to conduct an investigation in accordance with clause 9.

Mediation means a confidential voluntary process where a neutral third party acts as a mediator between the parties, to facilitate a discussion and assist them to identify options for resolving the complaint.

Negotiation means a process by which a solution or agreement is developed through discussions or correspondence with another person.

Parent means one or more parents, guardians or carers of a student enrolled at the College.

Respondent means a person whose conduct is the subject of a complaint.

Sexual offence means any criminal offence involving a sexual element that is committed against, with, or in the presence of a child, including:

- sexual touching;
- sexual assault;
- aggravated sexual assault;
- possession, dissemination or production of child pornography or child abuse material;
- using children to produce pornography;
- grooming or procuring children under the age of 16 for unlawful sexual activity; or
- deemed non-consensual sexual activity on the basis of special care relationships, including student/teacher relationships.

Staff or staff member means the College's permanent, temporary and casual teaching and non-teaching staff.

Student teacher means a person who is undertaking a teaching placement at the College as part of their tertiary education, and who teaches under the supervision of a teacher.

Teacher or teaching staff means permanent, temporary and casual staff with teaching commitments.

Support person means a person who accompanies a complainant or respondent to a meeting or interview to provide physical and emotional support. A support person is not permitted to advocate on behalf of a complainant or respondent.

3.2 A reference in this policy and procedures to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

4. Meaning of complaint

4.1 A complaint is any problem or concern (however described) about College-related conduct that requires the involvement of a staff member, including complaints about:

- (a) alleged harassment, bullying or discrimination, made in accordance with the College's Student Diversity and Equality of Opportunity Policy;
- (b) an alleged breach of privacy, made in accordance with the College's Privacy Policy;
- (c) an alleged breach of the College's Student Code of Conduct;
- (d) an alleged breach of the College's Staff Code of Professional Conduct;
- (e) an alleged breach of the College's Third Party Code of Professional Conduct;
- (f) an alleged child abuse or protection issue;
- (g) alleged historical child sexual abuse; or

(h) a student's education, housing or co-curricular activities.

4.2 General inquiries, feedback and comments (including on social media) will generally not be regarded as a complaint.

5. General principles

5.1 The College will seek to resolve all complaints sensitively, promptly, confidentially and with a minimum of disruption, while following the principles of procedural fairness.

5.2 Although the complainant's wishes will be considered, the College's response to a complaint will be governed by the seriousness of its subject matter and the facts alleged.

5.3 In some limited circumstances, the College may need to investigate a complaint against the complainant's wishes, to ensure their safety or the safety of other members of the College community, or to meet its legal obligations.

5.4 The College will inform the complainant before commencing an investigation into their complaint.

5.5 Other than in exceptional circumstances, students aged less than 18 years of age should ask a parent to make a complaint to the College on their behalf. The College will involve the student in the resolution of the complaint as appropriate, taking into account the student's best interests and the need to prioritise their safety and wellbeing.

5.6 Assistance may be sought from the Headmaster, Deputy Headmaster or Head of Campus, as relevant, at any time.

5.7 Complainants and respondents will be permitted to bring a support person to any meeting.

5.8 The College will handle complaints about child protection and child abuse in accordance with its Reportable Conduct Procedures and its Child Protection Incidents Procedures.

6. Informal resolution

6.1 Where appropriate, the College will seek to resolve issues quickly and informally, at the lowest possible level, through consultation and negotiation with the parties.

6.2 Informal resolution is not appropriate for complaints concerning alleged criminal conduct, including child abuse, assault and sexual offences.

7. Making a complaint

7.1 A person whose issue is unable to be resolved through informal resolution, or where informal resolution is inappropriate, can make a complaint to the Deputy Headmaster, the Deputy Pastoral (K-12) or the Head of Campus, as relevant.

7.2 Complaints about the Headmaster should be made to the Chair of the Council, who may refer the complaint to an appropriately qualified and independent nominee. In that event, the Chair of the Council or their nominee will perform the functions prescribed in clauses 8 and 9 of this policy.

7.3 Complaints may be made orally or in writing. A written complaint will be required if an investigation is needed.

7.4 Where a complaint is made by a person with a disability, or whose first language is not English, the College will ensure that the complainant has appropriate support through caregivers, translators or other support people.

8. Assisted resolution

8.1 Where it is appropriate to the type of complaint, and taking into account the wishes of the complainant, the Deputy Headmaster, Deputy Pastoral (K-12) or Head of Campus, as relevant, or their nominee may attempt to resolve the complaint through assisted resolution. This may include, but is not limited to:

- (a) helping the parties clarify a misunderstanding;
- (b) an apology;
- (c) facilitated discussion, including mediation or conciliation;
- (d) an agreed plan of action to avoid future issues; or
- (e) implementing awareness-raising or educational sessions about behaviour.

8.2 Assisted resolution does not involve an investigation or formal decision by the College about what has happened, or what the consequences should be.

8.3 Assisted resolution is not appropriate for complaints concerning alleged criminal conduct, including child abuse, assault and sexual offences.

8.4 The College will keep a confidential record of the outcome of any assisted resolution process.

9. Formal resolution

9.1 If assisted resolution is unsuccessful, or inappropriate due to the nature of the complaint, the Deputy Headmaster, Deputy Pastoral (K-12) or Head of Campus, as relevant, or their nominee may formally resolve the complaint by conducting an independent investigation.

9.2 When deciding whether an investigation is appropriate, the Deputy Headmaster, Deputy Pastoral (K-12), Head of Campus, or their nominee will take into account:

- (a) whether attempts at assisted resolution have failed or are inappropriate;
- (b) whether there is a dispute as to the facts;
- (c) when the conduct is alleged to have occurred;
- (d) whether the alleged conduct is serious (for example, whether it involves alleged criminal conduct, or is alleged to have impaired the reasonable freedom of a student to participate in the life of the College);
- (e) whether the alleged conduct has been repeated after an assisted resolution process;
- (f) whether the respondent is in a position of power or authority;
- (g) any risk to the health and safety of members of the College community and/or members of the public; and
- (h) the wishes of the complainant.

9.3 The Deputy Headmaster, Deputy Pastoral (K-12), Head of Campus, or their nominee may engage an independent internal or external person to conduct the investigation on their behalf.

9.4 The investigator may determine their own procedures, but must conduct the investigation in accordance with the principles set out in this policy and procedures.

9.5 Investigations into alleged serious misconduct by students must be conducted in accordance with the College's Student Discipline Policy and Procedures.

9.6 Investigations into alleged serious misconduct by staff must be conducted in accordance with the College's Staff Discipline Policy and Procedures and any relevant contractual or industrial requirements.

9.7 At the conclusion of the investigation, the investigator will provide the Deputy Headmaster, Deputy Pastoral (K-12), Head of Campus or their nominee with a written report that sets out their findings of fact (with written reasons) and any breaches of policy, and make recommendations for resolving the complaint.

9.8 The Deputy Headmaster, Deputy Pastoral (K-12), Head of Campus, or their nominee will take the investigation report and any other relevant considerations into account when deciding how to resolve the complaint. They may decide, as appropriate, to:

- (a) take no further action;
- (b) issue a warning to a student, staff member, volunteer, contractor or external education provider;
- (c) require a staff member, volunteer, contractor or external education provider to undertake counselling or training;
- (d) require a student to undertake counselling or to participate in a behaviour management plan in accordance with the College's Pastoral Care Policy;
- (e) recommend to the Headmaster that he take disciplinary action, including (as relevant) suspension, expulsion, termination of employment or termination of contract;
- (f) implement any necessary change to bring about improved educational, pastoral or administrative outcomes; or
- (g) take any other action considered appropriate in the circumstances.

9.9 The Deputy Headmaster, Deputy Pastoral (K-12), Head of Campus, or their nominee will meet with and provide written notice to the complainant and the respondent informing them of the outcome of the complaint.

9.10 The College will keep a confidential record of the outcome of any formal resolution process.

10. Opportunity to be heard

10.1 The investigator will ask the complainant to describe their complaint in detail, usually in writing, and to provide any documents relevant to the complaint.

10.2 The investigator will:

- (a) provide the respondent with the allegations in sufficient detail to ensure that they understand them; and
- (b) ensure that the respondent has a reasonable period of time in which to respond to the allegations and any relevant information, and to provide any relevant documents.

10.3 Complainants and respondents will be permitted to bring a support person to any meeting with the investigator.

11. Timeliness

11.1 The College will address complaints in a timely manner. It will inform all parties in writing of the reasons for any delay, and of the projected timeframe for resolution of the complaint.

11.2 An investigator must take reasonable steps to conduct the investigation as promptly as possible. The investigator will inform all parties in writing of the reasons for any delay, and of the projected timeframe for finalisation of the investigation.

12. Impartiality

12.1 The College will resolve complaints in a manner that is free from actual or reasonably perceived bias and conflict of interests.

12.2 An investigator must not have an actual or reasonably perceived conflict of interests or bias in regard to any of the parties to the complaint or its subject matter.

12.3 If the Deputy Pastoral (K-12) or Head of Campus, as relevant, has or may be perceived to have a conflict of interests or bias in regard to the complaint or its subject matter, the complaint will be referred to the Deputy Headmaster.

12.4 If the Deputy Headmaster has or may be perceived to have a conflict of interests or bias in regard to the complaint or its subject matter, the complaint will be referred to the Headmaster.

13. Confidentiality

13.1 The College will keep information about a complaint confidential, except where the disclosure of information is necessary to:

- (a) obtain a response from the respondent;
- (b) conduct an investigation;
- (c) ensure the safety and wellbeing of students, staff, volunteers, contractors, external education providers, student teachers, visitors and members of the public; or
- (d) meet the College's legal obligations.

13.2 Subject to clauses 13.3 and 13.4, complainants and respondents must keep confidential:

- (a) the identity of the complainant, the respondent and participants in the resolution or investigation of a complaint;
- (b) the information provided or collected during the resolution or investigation of a complaint;
- (c) the fact that a complaint has been made; and
- (d) any report, outcome or determination of a complaint.

13.3 Complainants or respondents may disclose the information in clause 13.2 in order to:

- (a) report a crime;
- (b) report a child protection issue to the Department of Family and Community Services; or
- (c) make a complaint to the NSW Anti-Discrimination Board or Australian Human Rights Commission.

13.4 Complainants or respondents may disclose the information in clause 13.2 to obtain support or advice from:

- (a) their immediate family members;
- (b) a qualified counsellor or psychologist;

- (c) their union representative or lawyer; or
- (d) the Police.

14. Anonymous and confidential complaints

14.1 In most circumstances, a complainant will need to provide their name.

14.2 Subject to the College's legal obligations, and the requirements under its Reportable Conduct Procedures and Child Protection Incidents Procedures, the College will not act on anonymous or confidential complaints, unless:

- (a) the complaint relates to a College policy or procedure generally, and not to an individual respondent;
- (b) it is not necessary for the respondent to be aware of the identity of the complainant in order to properly respond to the complaint; or
- (c) there is independent documentary or other evidence supporting the complaint and the allegation can be tested fairly.

14.3 The College will advise complainants that, subject to clause 14.2 and in the interests of procedural fairness, the respondent will need to be notified of the complaint.

15. No victimisation

15.1 The College does not tolerate victimisation.

15.2 A person must not victimise or otherwise subject another person to detrimental action as a consequence of that person:

- (a) making a complaint;
- (b) providing information about a complaint; or
- (c) supporting a person who has made a complaint.

15.3 Victimisation may result in disciplinary action, including (as relevant) suspension, expulsion, termination of employment or termination of contract.

16. Vexatious complaints

16.1 The College does not tolerate vexatious or malicious complaints.

16.2 A person must not make a vexatious or malicious complaint.

16.3 For the purposes of this policy and procedures, a complaint will be considered vexatious or malicious if the person makes it:

- (a) knowing it to be false; and
- (b) for the primary purpose of damaging the College or the person against whom the complaint is made.

16.4 Making a vexatious complaint may result in disciplinary action, including (as relevant) suspension, expulsion, termination of employment or termination of contract.

17. Appeals

17.1 A complainant or respondent may appeal against a decision made in accordance with this policy and procedure.

17.2 An appeal may only be made on one or more of the following grounds:

(a) the investigation was procedurally unfair because the investigator:

- (i) showed bias or had a conflict of interests;
- (ii) failed to give the complainant a reasonable opportunity to explain their complaint, or to provide relevant documentation;
- (iii) failed to take into account relevant information;
- (iv) took into account irrelevant information; or

(b) new relevant information has become available that was not available or known to the complainant or the respondent at the time of the investigation and could reasonably be expected to affect the decision.

17.3 Appeals by students found guilty of serious misconduct must be handled in accordance with the College's Student Discipline Policy and Procedures.

17.4 Appeals by staff found guilty of serious misconduct must be handled in accordance with the College's Staff Discipline Policy and Procedures and any relevant contractual or industrial requirements.

17.5 All other appeals will be handled in accordance with this policy and procedures.

17.6 Any appeal must be made in writing to the Headmaster within 5 working days of the notice referred to in clause 9.9, setting out the grounds for the appeal by reference to clause 17.2.

17.7 If the Headmaster has a conflict of interests in regard to the appeal or its subject matter, the appeal will be referred to the Chair of the Council or their nominee, who will perform the functions of the Headmaster under this clause 17.

17.8 The Headmaster will not be considered to have a conflict of interests or to be biased solely because he has previously been made aware of or been consulted about the complaint.

17.9 The Headmaster may uphold or dismiss an appeal. If the Headmaster dismisses the appeal, the original decision will stand. If the Headmaster upholds the appeal, he may make a new decision about the outcome of the complaint.

17.10 At the conclusion of the appeal, the Headmaster will provide written notice to the complainant and the respondent informing them of the outcome of the appeal, including reasons.

18. Interim measures

18.1 Notwithstanding any clause in this policy and procedures, in order to minimise the potential for harm to any person, the Headmaster or Deputy Headmaster, as relevant, may temporarily:

- (a) move a staff member, volunteer or contractor into alternate duties;
- (b) restrict a staff member, volunteer, contractor or external education provider's access to particular classes;
- (c) restrict a parent, staff member, volunteer, contractor, or external education provider's access to specified buildings, facilities or accommodation;
- (d) prohibit a parent, staff member, volunteer, contractor, or external education provider from speaking to or approaching another person (including by social media, email, letter or through a third party); or

(e) suspend a staff member, volunteer, contractor or external education provider from work, for such period, and on such terms, as the Headmaster or Deputy Headmaster considers appropriate.

18.2 A decision to take interim measures should not:

- (a) influence the findings of any investigation process; or
- (b) be interpreted as anticipating or revealing the outcome of any investigation process.

18.3 Interim measures must be reasonable and proportionate, having regard to:

- (a) the nature and seriousness of the complaint;
- (b) the nature of the position occupied, or role performed by the person; and
- (c) any disciplinary history.

18.4 Interim measures may be taken summarily, and the Headmaster or Deputy Headmaster:

- (a) is not required to provide a hearing to the person before making a decision; and
- (b) may inform themselves in relation to any matter in any manner that they think fit.

18.5 Once taken, interim measures will continue to apply until they:

- (a) are revoked or varied by the Headmaster or Deputy Headmaster; or
- (b) expire in accordance with their terms.

18.6 The Headmaster or Deputy Headmaster must, within 24 hours of imposing interim measures:

- (a) notify the person of the imposition of interim measures, and the reason for the interim measures; and
- (b) provide a copy of, or an electronic link to, these procedures.

18.1 The Headmaster or Deputy Headmaster may take interim measures against a student in accordance with the College's Student Discipline Policy and Procedures.

19. Support

19.1 The College recognises that complaint resolution processes can be stressful and upsetting.

19.2 Students requiring confidential psychological support may access free counselling through the student counsellors.

19.3 Staff requiring confidential psychological support may access free counselling through the College's Employee Assistance Program (EAP). All staff are entitled to 6 x 1 hour sessions per year. For access to the EAP, contact Access Programs Australia Limited Level 8, 75 Castlereagh Street, Sydney, NSW, 2000; www.accesseap.com.au; phone 1800 818 728 (24 hours).

20. Record keeping

20.1 All records collected, generated or used as part of the resolution of a complaint under this policy and procedures will be stored confidentially in a secure location, in accordance with the College's Privacy Policy.

20.2 Subject to this clause 20 and clause 13.1, access to information about a complaint will be restricted to College staff that have a need to access and use the information in order to meet their responsibilities under this policy and procedure.

20.3 Nothing in this policy and procedures prevents the College from obtaining such internal or external professional or legal advice as the College considers necessary to respond to or manage a complaint.

STUDENT DISCIPLINE POLICY AND PROCEDURES

1. Object

1.1 Part 3.7 of the NSW Registration Manual requires Newington College to have policies and procedures relating to the discipline of students attending the College that are based on principles of procedural fairness, and that do not permit corporal punishment of students.

1.2 The College expects students to demonstrate good behaviour and respect for others in the classroom, at school, at College sport and events, and in public. The College expects the school to be a safe, supportive and inclusive environment for all students, staff and parents.

1.3 The College's approach is to focus on positive behaviour, prevent poor behaviour and set a culture that builds positive relationships between students and other members of the College community, based on mutual respect and trust. Accordingly, the College seeks, whenever appropriate, to resolve student behavioural issues and misconduct in accordance with its Pastoral Care Policy. However, when a student engages in conduct that may constitute serious misconduct, the College may take disciplinary action in accordance with this policy and procedures.

1.4 This object of this policy is to:

- (a) explain the meaning of serious misconduct;
- (b) prescribe the penalties for serious misconduct;
- (c) describe the process for investigating serious misconduct;
- (d) provide for interim measures to be taken against a student accused of serious misconduct, to minimise the potential for harm to them or any other person; and
- (e) ensure compliance with the NSW Registration Manual.

1.5 This policy and procedures should be read in conjunction with the College's Pastoral Care Policy.

2. Application

This policy and procedures applies to students, for the welfare and benefit of students, staff, parents, volunteers and other members of the College community.

3. Definitions

3.1 In this policy:

Chair or Chair of the Council means the Chair of the Council or their nominee.

College means Newington College, as represented by the authorised delegates of the Council.

Conflict of interests means a conflict between a person's private or external interests and their duties as a delegate of the College.

Council means the Council of Newington College, established by section 1 of the Newington College Council Act 1922.

Investigator means the person who investigates an allegation of serious misconduct, being the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster, Headmaster, Chair of the Council, or any of their nominees, as relevant and appropriate.

NSW Registration Manual means the Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Parent means one or more parents, guardians or carers of a student enrolled at the College.

staff or staff member means the College's permanent, temporary and casual teaching and non-teaching staff.

3.2 A reference in this policy to a code of conduct, policy or procedures is a reference to the code of conduct, policy or procedures as amended or replaced by the College from time to time.

4. Meaning of 'serious misconduct'

4.1 Serious misconduct includes, but is not limited to:

- (a) a serious breach of the Student Code of Conduct;
- (b) a serious breach of the Student Diversity and Equality of Opportunity Policy;
- (c) a serious breach of the Student Social Media Policy;
- (d) a serious breach of the Student Use of Information and Communication Technology (ICT) Policy; and
- (e) multiple breaches of one or more College policies.

4.2 When determining whether a breach of policy is serious, the College will take into account:

- (a) whether the student's conduct was deliberate;
- (b) whether the student's conduct was potentially unlawful or criminal;
- (c) the impact of the student's conduct on the learning and participation of other students in College life;
- (d) the impact of the student's conduct on other members of the College community or members of the public; and
- (e) the impact of the student's conduct on the reputation of the College.

5. Penalties

5.1 The College may impose one or more of the following penalties on a student found guilty of serious misconduct:

- (a) a severe reprimand;
- (b) suspension from the College; and
- (c) expulsion from the College.

5.2 Subject to sub-clause 6.9, only the Headmaster and Deputy Headmaster may impose the penalty of expulsion.

5.3 When a student receives a severe reprimand it will be recorded, and a copy will be sent to the student's parents and placed on their file.

5.4 When a student is suspended from the College:

- (a) the suspension will be recorded on the student's file; and
- (b) the student will not be permitted to attend the College, represent the College, or attend any event run by or associated with the College for the period of the suspension.

5.5 When a student is expelled from the College:

- (c) the expulsion will be recorded on the student's file;
- (d) the student's current enrolment will be terminated, and all fees paid for that enrolment period will be forfeited;
- (e) the student will not be entitled to receive any benefits, advantages or privileges of the College; and
- (f) the student will not be permitted to re-enrol in or graduate from the College.

5.6 The Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant, may, in their absolute discretion, suspend the operation of any severe reprimand or suspension on such terms and conditions as they consider appropriate.

5.7 The Deputy Headmaster, Headmaster or the Chair of the Council, as relevant, may, in their absolute discretion, suspend the operation of an expulsion on such terms and conditions as they consider appropriate.

5.8 The Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant, must, when imposing a penalty for serious misconduct take into account:

- (a) the nature and frequency of the misconduct;
- (b) the safety and welfare of the student, and of other students, staff and visitors;
- (c) whether the student has a behaviour management plan;
- (d) any previous record of serious misconduct by the student;
- (e) previous penalties imposed on the student for serious misconduct, including any penalty suspended in accordance with this policy or the Boarder Discipline Policy and Procedures; and
- (f) any relevant mitigating circumstances.

5.7 The College expressly prohibits the use of corporal punishment under any circumstances. The College does not explicitly or implicitly sanction the administration of corporal punishment by people outside school, including parents, to enforce discipline at the school.

6. Procedural fairness

6.1 Students are entitled to procedural fairness in the management of alleged serious misconduct, including any appeal.

6.2 The College will handle allegations of serious misconduct in a timely manner, and will take reasonable steps to resolve the matter as soon as practicable.

6.3 The College will:

- (a) give students a reasonable opportunity to respond to alleged serious misconduct; and
- (b) invite students to bring a support person to any meeting.

6.4 Decisions relating to serious misconduct matters will be made impartially, meaning that they will be made without actual or perceived bias.

6.5 The Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster, Headmaster, or Chair of the Council, as relevant, will not hear or determine an allegation of serious misconduct if they:

- (a) are personally and substantially involved in any aspect of the allegation;
- (b) have a current or prior personal relationship with the student accused of serious misconduct; or
- (c) may otherwise be perceived to have a conflict of interests or bias in regard to the alleged misconduct.

6.6 The Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster, Headmaster, or Chair of the Council, as relevant, will not be considered to have a conflict of interests or to be biased solely because they have previously been made aware of or been consulted about the alleged serious misconduct.

6.7 If the Deputy, Head of Preparatory Schools or Deputy, Pastoral (K-12), as relevant, is precluded from hearing and determining an allegation of serious misconduct, the Deputy Headmaster will perform the functions under clause 5 and clauses 8 to 11.

6.8 If the Deputy Headmaster is precluded from hearing and determining an allegation of serious misconduct, the Headmaster will perform the functions under clause 5 and clauses 8 to 12.

6.9 If the Headmaster is precluded from:

- (a) hearing an allegation of serious misconduct referred to him under clause 6.8, the Chair of the Council will nominate a suitably qualified external person to perform the functions under clauses 8 and 9;
- (b) determining an allegation of serious misconduct, the Chair of the Council will perform the functions under clauses 5 and 10 to 12; or
- (c) hearing an appeal against expulsion, the Chair of the Council will perform the functions under clause 13.

6.10 If the Chair of the Council is precluded from hearing an appeal against expulsion, the Chair will nominate a suitably qualified person to perform the functions under clause 13.

7. Confidentiality

7.1 The College will treat allegations of serious misconduct as confidential and, subject to clause 7.2, will not disclose to anyone other than the affected student and their parents:

- (a) the identity of the student;
- (b) the information provided or collected during the consideration or investigation of the alleged serious misconduct; or

(c) any report, outcome or determination of alleged serious misconduct.

7.2 The College may disclose the information referred to in clause 7.1 in the following circumstances:

(a) to comply with its legal obligations;

(b) to obtain assistance or advice from legal or other advisers;

(c) to ensure the safety and wellbeing of the student, or of other students or members of the College community; or

(d) to make a statement to the College community, and/or a public statement, provided that:

(i) the Headmaster is satisfied that the College community and/or the public have a legitimate interest in knowing the information; and

(ii) the information does not include the names of any individuals, or any other details that might identify the student or other parties (including any complainant) associated with the alleged serious misconduct.

7.3 Subject to clause 7.4, a student who is accused of serious misconduct must not disclose any information relating to the alleged serious misconduct, or any response by the College to the alleged serious misconduct, including the fact or outcome of any investigation.

7.4 A student who is accused of serious misconduct may disclose the information referred to in clause 7.3 to:

(a) their immediate family members; or

(b) a qualified health professional, such as a doctor or counsellor.

8. Notice of alleged serious misconduct

8.1 If the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant, believes that a student's alleged conduct could, if proven, constitute serious misconduct, they will write to the student, with a copy to their parents:

(a) setting out the alleged conduct;

(b) describing the penalty that could be imposed if the conduct is proven;

(c) inviting the student to a meeting with the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant;

(d) informing the student that they are entitled to:

(i) bring a support person to the meeting;

(ii) respond to the alleged conduct in writing;

(iii) provide copies of any relevant documents or information; and

(iv) provide the names of any witnesses who can provide information relevant to the alleged serious misconduct; and

(e) providing a copy of, or an electronic link to, this policy and procedures.

9. Serious misconduct investigation

9.1 Investigations into serious misconduct will be conducted by the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, or their nominee, as appropriate.

9.2 During the investigation, the investigator will:

- (a) give the student a reasonable opportunity to:
 - (i) respond to the alleged serious misconduct, and any relevant information, in person and in writing;
 - (ii) provide copies of any relevant documents or information; and
 - (iii) provide the names of any witnesses who can provide information relevant to the alleged serious misconduct; and
- (b) invite the student to bring a support person to any meeting.

9.3 If at any time during an investigation a related allegation of misconduct is made against the student, the investigator may investigate that allegation together with the allegation of serious misconduct.

9.4 A decision by the investigator not to interview a witness, or refusal by a witness to be interviewed, will not invalidate the outcome of the investigation.

9.5 The standard of proof to be satisfied in investigations is 'on the balance of probabilities', which requires satisfaction on the evidence that the matter found to have occurred is more likely to have occurred than not. The investigator will take into account the nature and seriousness of the alleged conduct when deciding whether the standard of proof is met.

9.6 At the conclusion of the investigation, the investigator will write a report setting out:

- (a) findings of fact relevant to the alleged serious misconduct;
- (b) any breaches of College policy; and
- (c) any findings of serious misconduct.

10. Investigation outcome

10.1 If the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant, finds that the alleged conduct is not proven, or does not constitute a breach of College policy, no further action will be taken against the student.

10.2 If the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant, finds that the alleged conduct is proven and constitutes a breach of College policy, but does not constitute serious misconduct, they may decide to:

- (a) take no further action; or
- (b) develop and/or implement a behaviour management plan for the student in accordance with the College's Pastoral Care Policy.

10.3 If the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant, finds that the alleged conduct is proven, constitutes a breach of College policy, and constitutes serious misconduct, they may decide:

- (a) to issue a severe reprimand and/or suspend the student in accordance with clause 5;
- (b) recommend to the Deputy Headmaster or Headmaster, as relevant, that the student be expelled in accordance with clause 5; or

(c) in the case of the Deputy Headmaster, to expel the student in accordance with clause 12.

11. Reprimand and suspension

11.1 If the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) or Deputy Headmaster, as relevant, decides to issue a severe reprimand and/or suspend the student, they will write to the student, with a copy to their parents:

(a) setting out the findings of the investigation, including the findings of fact, breaches of College policy and findings of serious misconduct;

(b) setting out the penalty; and

(c) advising the student of their right of appeal in accordance with clause 13.

11.2 If the student does not lodge an appeal in accordance with clause 13, the penalty will be imposed on the student.

12. Expulsion

12.1 If, following an investigation conducted in accordance with clause 9:

(a) the Deputy, Head of Preparatory Schools or Deputy, Pastoral (K-12) recommends to the Deputy Headmaster that a student be expelled from the College and the Deputy Headmaster forms the preliminary view that the student should be expelled in accordance with clause 5;

(b) the Deputy Headmaster, of his own motion, forms the preliminary view that the student should be expelled in accordance with clause 5; or

(c) the Deputy Headmaster recommends to the Headmaster that a student be expelled from the College and the Headmaster forms the preliminary view that the student should be expelled in accordance with clause 5;

the Deputy Headmaster or Headmaster, as relevant and determined at the sole discretion of the College, will write to the student, with a copy to their parents:

(d) setting out the findings of the investigation, including the findings of fact, breaches of College policy and findings of serious misconduct;

(e) advising the student of the proposed expulsion; and

(f) inviting the student and their parents to make written or oral representations about the proposed expulsion to the Deputy Headmaster or Headmaster, as relevant, by a prescribed date.

12.2 If the student or their parents do not make written or oral representations about the proposed expulsion by the date prescribed, the Deputy Headmaster or Headmaster, as relevant, will expel the student.

12.3 If the student or their parents make written or oral representations about the proposed expulsion by the date prescribed, the Deputy Headmaster or Headmaster, as relevant, will:

(a) consider the written or oral representations;

(b) take into account the factors listed in clause 5.8;

(c) decide whether to:

- (i) expel the student; or
- (ii) issue a severe reprimand and/or suspend the student; and
- (d) write to the student, with a copy to their parents, advising the student of the Deputy Headmaster's or Headmaster's decision and the student's right of appeal in accordance with clause 13.

13. Appeals

13.1 A student may appeal against either or both of:

- (a) a finding that the student is guilty of serious misconduct; or
- (b) a decision to impose a penalty on the student.

13.2 Any appeal against a severe reprimand and/or suspension must be made in writing to the Headmaster within 5 working days of the date of the notice referred to in clause 11.1, and specify the grounds for the appeal.

13.3 Any appeal against expulsion must be made in writing:

- (a) to the Headmaster if the Deputy Headmaster has expelled the student; or
- (b) to the Chair of the Council if the Headmaster has expelled the student;

within 5 working days of the date of the notice referred to in clause 12.3(d), and specify the grounds for the appeal.

13.4 An appeal may only be made on one or more of the following grounds:

- (a) the investigation was procedurally unfair because the investigator:
 - (i) showed bias or had a conflict of interests;
 - (ii) failed to give the student a reasonable opportunity to respond to the alleged serious misconduct, or to provide relevant documentation or information;
 - (iii) failed to take into account relevant information; and/or
 - (iv) took into account irrelevant information; or
- (b) new relevant information has become available that was not available or known to the student at the time of the investigation and could reasonably be expected to affect the decision.

13.5 The Headmaster or the Chair of the Council, as relevant, may uphold or dismiss an appeal.

13.6 If the Headmaster or the Chair of the Council, as relevant, dismisses an appeal, the finding of serious misconduct and the decision to impose the original penalty on the student will stand.

13.7 If the Headmaster or the Chair of the Council, as relevant, upholds an appeal, they may in their absolute discretion:

- (a) quash the finding that the student is guilty of serious misconduct and substitute a new finding; and/or
- (b) quash the decision to impose a penalty on the student, and decide to:
 - (i) take no further action;

(ii) develop and/or implement a behaviour management plan for the student in accordance with the College's Pastoral Care Policy; or

(iii) substitute a new penalty in accordance with clause 5.

13.8 The Headmaster or the Chair of the Council, as relevant, will write to the student, with a copy to their parents, setting out:

- (a) the outcome of the appeal;
- (b) any penalty to be imposed in accordance with clause 5; and
- (c) the reasons for the decision.

14. Interim measures

14.1 Notwithstanding any clause in this policy and procedures, in order to minimise the potential for harm to the student or any other person, the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant, may take the following temporary action against a student accused of serious misconduct, for such period and on such terms as the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant, considers necessary:

- (a) suspend the student from entering specified parts of College lands;
- (b) restrict the student's access to particular classes or activities;
- (c) restrict the student's access to specified College buildings facilities or accommodation; or
- (d) prohibit the student from speaking to or approaching another person (including by social media, email, letter or through a third party).

14.2 A decision to take interim measures should not:

- (a) influence the findings of the investigation process; or
- (b) be interpreted as anticipating or revealing the outcome of the investigation process.

14.3 Interim measures must be:

- (a) set for a fixed period of time; and
- (b) reasonable and proportionate, having regard to the seriousness and circumstances of the alleged serious misconduct.

14.4 Interim measures may be taken summarily, and the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant:

- (a) is not required to provide a hearing to the student before making a decision; and
- (b) may inform themselves in relation to any matter in any manner that they think fit.

14.5 Once taken, interim measures will continue to apply until they:

- (a) are revoked or varied by the Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12), Deputy Headmaster or Headmaster, as relevant; or
- (b) expire in accordance with their terms.

14.6 The Deputy, Head of Preparatory Schools, Deputy, Pastoral (K-12) Deputy Headmaster or Headmaster, as relevant, must:

- (a) notify the student and their parents of the imposition of interim measures, and the reason for the interim measures; and
- (b) provide a copy of, or an electronic link to, this policy and procedures.

APPENDIX 3 – 2020 AND 2021 HSC AND IBDP RESULTS

The table below represents the number and course percentage of bands achieved by Newington in comparison to the state percentage across a number of subjects in 2020 in the HSC.

Department	Subject	No of candidates	Newington college % of band 5 & 6s	State % of band 5 & 6s
English	English Advanced	89	71.9	63.31
	English Extension 1	17	99.99 (E3/E4)	92.54
	English Extension 2	5	100 (E3/E4)	82.4
	English Standard	79	16.45	11.49
Science	Earth & Environmental Science	16	50	29.37
	Physics	30	46.66	40.36
	Biology	48	50	30.54
	Chemistry	35	39.99	42.86
	Science Extension	4	50 (E3/E4)	73.72
Mathematics	Mathematics	78	37.17	24.5
	Mathematics Advanced	75	41.33	52.46
	Mathematics Extension 1	33	75.75 (E3/E4)	74.25
	Mathematics Extension 2	10	100 (E3/E4)	83.86
Technology	Design & Technology	12	83.32	47.19
	Industrial Technology	8	75	23.71
	Engineering Studies	22	63.63	33.5
	Information Processes & Technology	3	66.66	32.1
	Software Design & Development	7	85.7	37.37
History	Ancient History	14	50	33.06
	Modern History	50	40	37.13
	History Extension	15	46.66 (E3/E4)	76.06
	Legal Studies	28	71.42	39.4
Economics & geography	Economics	42	42.85	51.3
	Business Studies	55	62.08	35.52
	Geography	44	65.9	41.5
Languages	Chinese (Continuers)	5	80	75.93
	French (Continuers)	1	0	63.57
	Latin (Continuers)	1	0	88.73
	Modern Greek (Beginners)	10	80	80
Philosophy & Religious Studies	Studies of Religion 1U	21	33.33	43.71
	Studies of Religion 2U	16	25	43.64
PDHPE	PDHPE	41	63.4	34.19

The table below shows results for 2021

Department	Subject	No of Candidates	Newington College % of band 5 & 6s	State % of band 5 & 6s
English	English Advanced	118	86.43	68.65
	English Extension 1	16	100 (E3/E4)	93.63
	English Extension 2	6	100 (E3/E4)	83.86
	English Standard	68	13.23	16.52
Science	Earth & Environmental Science	23	39.12	27.68
	Physics	43	60.45	40.42
	Biology	36	36.11	31.07
	Chemistry	20	40	40.2
	Science Extension	6	16.66	71.96
Mathematics	Mathematics	90	31.11	24.50
	Mathematics Advanced	68	55.88	50.1
	Mathematics Extension 1	51	78.42 (E3/E4)	74.11
	Mathematics Extension 2	17	94.11 (E3/E4)	86.48
Technology	Design and Technology	9	66.66	54.47
	Industrial Technology	16	31.25	25.1
	Engineering Studies	21	66.65	35.89
	Information Processes & Technology	4	75	31.74
	Software Design & Development	5	40	35.93
History	Ancient History	17	64.68	33.75
	Modern History	61	55.73	37.59
	History Extension	30	63.32	77.17
	Legal Studies	38	76.31	41.86
Economics & Geography	Economics	39	61.53	50.12
	Business Studies	51	70.57	35.63
	Geography	29	68.96	44.07
Languages	Chinese (Continuers)	2	100	71.28
	French (Continuers)	4	0	63.04
	French Extension	2	0	79.54
	Latin (Continuers)	2	100	77.27
	Latin (Extension)	2	100	95.04

	Modern Greek (Beginners)	6	83.33	84.04
Philosophy & Religious Studies	Studies of Religion 1U	52	36.52	41.78
	Studies of Religion 2U	7	85.7	46.08
PDHPE	PDHPE	52	24.99	30.64
Drama	Drama	20	52	45.47
Visual arts	Visual Arts	32	90.62	63.07
Music	Music 1	7	99.99	64.24
	Music 2	5	0	88.19
	Music Extension	3	99.99	95.27
VET	Business Services	7	42.85	27.42
	Construction	9	66.66	29.2
	Hospitality	2	0	29.09

Our 2020 cohort achieved outstanding results in the IBDP. The table below represents the number of Newington students in each subject and highlights the number who achieved the top level of grades – Grades 5–7.

Subject	Total number of students	Number of students with Grades 5–7	Number of students with Grades 3–4	Number of students with Grades 1–2
ENGLISH A: Lang and Literature HL	34	33	1	0
ENGLISH A: Lang and Literature SL	7	5	2	0
ENGLISH A: Literature HL	5	5	0	0
ENGLISH A: Literature SL	1	1	0	0
CHINESE B - MANDARIN SL	5	4	1	0
FRENCH B HL	1	1	0	0
FRENCH B SL	3	3	0	0
LATIN HL	4	4	0	0
LATIN SL	8	8	0	0
SPANISH AB. SL	10	10	0	0
ITALIAN AB SL	17	12	4	0
ECONOMICS HL in ENGLISH	15	14	1	0
ECONOMICS SL in ENGLISH	3	2	1	0
GEOGRAPHY HL in ENGLISH	9	9	0	0
HISTORY SL in ENGLISH	2	2	0	0
HISTORY EUROPE HL in ENGLISH	15	14	1	0
PHILOSOPHY HL in ENGLISH	22	1	0	0
PHILOSOPHY SL in ENGLISH	7	7	0	0
BIOLOGY HL in ENGLISH	7	7	0	0
BIOLOGY SL in ENGLISH	9	6	3	0
CHEMISTRY HL in ENGLISH	7	6	1	0
CHEMISTRY SL in ENGLISH	17	15	2	0
PHYSICS HL in ENGLISH	7	5	2	0
PHYSICS SL in ENGLISH	10	8	2	0
MATH.STUDIES SL in ENGLISH	13	13	0	0
MATHEMATICS HL in ENGLISH	3	3	0	0
MATHEMATICS SL in ENGLISH	31	30	1	0
MUSIC HL in ENGLISH	5	5	0	0
VISUAL ARTS HL in ENGLISH	6	6	0	0

Our 2021 cohort achieved outstanding results in the IBDP. The table below represents the number of Newington students in each subject and highlights the number who achieved the top level of grades – Grades 5–7.

Subject	Total number of students	Number of students with Grades 5–7	Number of students with Grades 3–4	Number of students with Grades 1–2
ENGLISH A: Lang and Literature HL	17	16	1	0
ENGLISH A: Lang and Literature SL	6	6	0	0
ENGLISH A: Literature HL	7	7	0	0
ENGLISH A: Literature SL	5	5	0	0
CHINESE B - MANDARIN SL	9	9	0	0
FRENCH B SL	4	4	0	0
LATIN HL	3	3	0	0
LATIN SL	3	3	0	0
SPANISH AB. SL	12	11	1	0
ECONOMICS HL in ENGLISH	10	10	0	0
GEOGRAPHY HL in ENGLISH	4	4	0	0
GEOGRAPHY SL in ENGLISH	9	9	0	0
HISTORY SL in ENGLISH	7	7	0	0
HISTORY EUROPE HL in ENGLISH	3	3	0	0
PHILOSOPHY HL in ENGLISH	15	15	0	0
PHILOSOPHY SL in ENGLISH	1	1	0	0
PSYCHOLOGY SL in ENGLISH	1	0	1	0
PSYCHOLOGY HL in ENGLISH	1	0	1	0
BIOLOGY HL in ENGLISH	1	1	0	0
BIOLOGY SL in ENGLISH	5	4	1	0
CHEMISTRY HL in ENGLISH	8	8	0	0
CHEMISTRY SL in ENGLISH	6	6	0	0
PHYSICS HL in ENGLISH	4	4	0	0
PHYSICS SL in ENGLISH	7	7	0	0
SPORTS EX SCI HL in ENGLISH	7	7	0	0
SPORTS EX SCI SL in ENGLISH	4	4	0	0
MATHEMATICS ANALYSIS & APPROACHES HL in ENGLISH	5	5	0	0
MATHEMATICS ANALYSIS & APPROACHES SL in ENGLISH	11	10	1	0
MATHEMATICS APPLICATIONS & INTERP HL in ENGLISH	8	8	0	0
MATHEMATICS APPLICATIONS & INTERP SL in ENGLISH	11	8	3	0
MUSIC HL in ENGLISH	5	5	0	0

VISUAL ARTS HL in ENGLISH	1	1	0	0
THEARTRE in ENGLISH	6	6	0	0

