

Appendix: Annual Report 2019

1. Enrolment Policy

Wenona is a global learning community, educating and empowering young women to serve and shape their world. We offer a caring community and vibrant learning environment for Day Girls in Kindergarten to Year 12 and Boarders in Years 7 to 12.

Rationale

The School operates within the policies of the NSW Education Standards Authority (NESA). The School's Enrolment Policy has been developed in order to provide guidelines for the enrolment of students to ensure that all enrolment applications are dealt with justly and consistently.

Policy Statement

The School's key intake years are Kindergarten, Year 3, Year 5 and Year 7. Opportunities for enrolment occasionally arise in other years.

The offer of a place at Wenona is at the discretion of the Principal with consideration given to the:

- date of receipt of the Application for Enrolment form
- availability of an appropriate day or boarding place for the student
- student's ability to benefit from the School's programs
- family connection to the School
- outcome of an enrolment interview
- ability of the School to meet the needs and ambitions of the student.

The Principal has discretionary authority in relation to the enrolment of any student at Wenona. This could extend to the enrolment of daughters of families transferring from interstate or overseas, or for other reasons requiring special consideration, pending the availability of places at the School at the time of the requested enrolment.

Once enrolled, students are expected to act consistently with the Schools' ethos and comply with the School rules to maintain their enrolment. Parents are also expected to be supportive of the ethos of the School, and to abide by the Community Code of Conduct.

2. Student Management Policy

Wenona has a strong ethos of pastoral care and seeks to nurture the growth and development of students within a safe, engaging and caring learning environment. Student management policies and practices are undergirded by a whole-school approach to pastoral care, social and emotional learning, and character development. Schools provide an important social context for students in which they are supported, whilst also being encouraged to accept responsibility for their behaviour. The School will seek to include a balance of clear and consistent consequences and affirmations, in its management of student behaviour.

The Student Code of Behaviour and the list of School Rules and Guidelines are key guides to the management of students. The Code is framed within a pastoral system designed to support and nurture

individual student development towards respect for self and others, personal integrity and responsibility, compassion and appropriate conduct. The School has developed a set of easily understood rules and guidelines to provide direction to students. These principles are also followed by the School Boarding House.

Policy Statement

The School aims to:

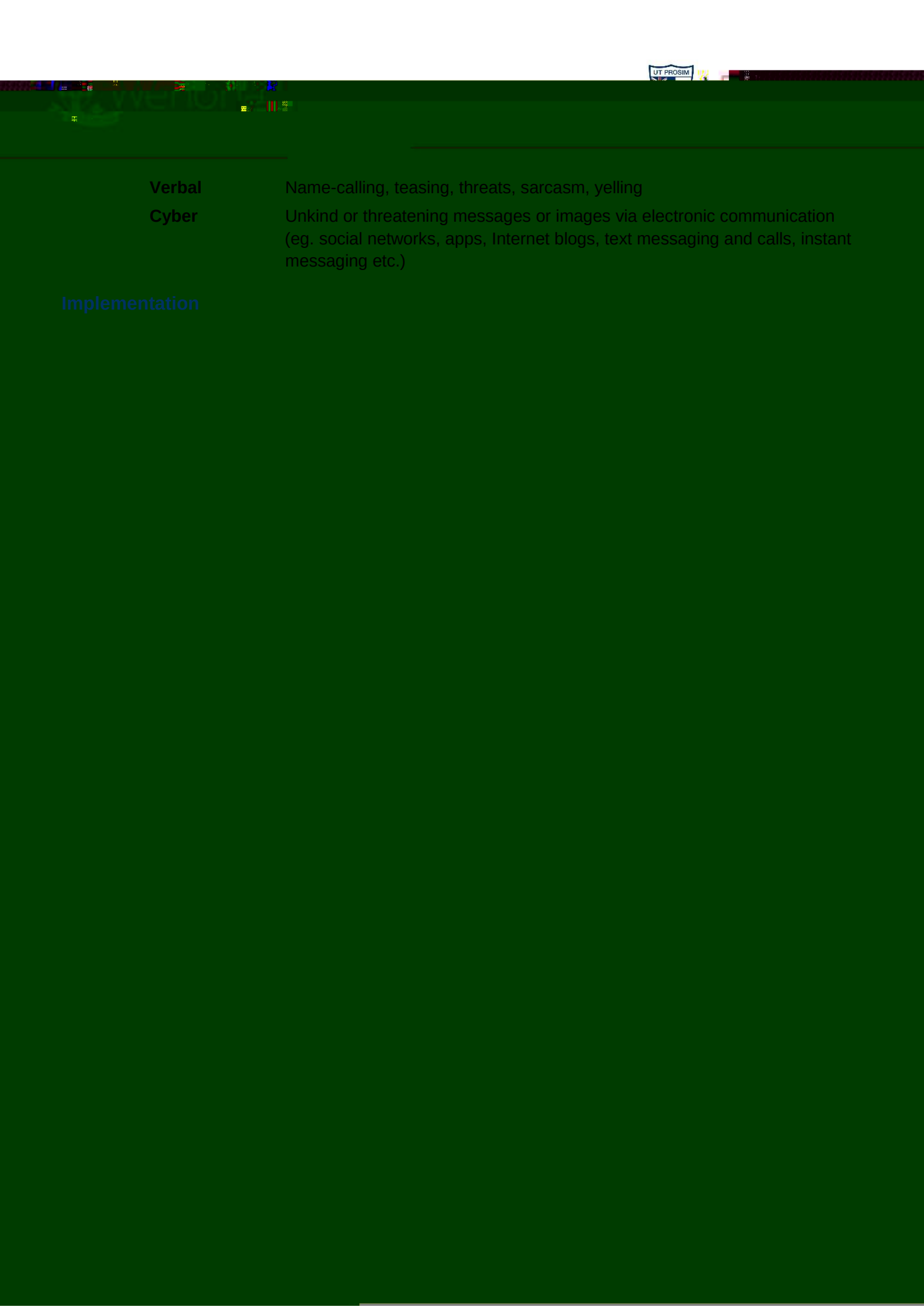
- develop and maintain a safe, caring, supportive and orderly learning environment
- establish structures and processes which focus on a positive, preventative approach to the management of students, with a focus on early intervention
- define and promote acceptable student behaviour and appropriate discipline and support measures, through the communication of clear expectations and guidelines
- protect the safety of both individuals and the School community, discourage destructive behaviours, restore relationships, encourage reconciliation, foster responsibility, enable personal growth and promote the common good
- provide opportunities for students to learn and practise appropriate pro-social behaviours and self-discipline.

Guiding principles

- The management of students will be enhanced through a focus on prevention and early intervention. Student behaviour is best managed in ways that promote School values, restorative justice practices and are educative in nature.
- All processes and decisions relating to the management of students are aligned with the values of the School and the principles of procedural fairness.
- Student behaviour should not be viewed in isolation but as part of an interaction between the student, staff and the School community.
- Wenona staff will demonstrate accountability for evidence-based decision making, reporting, record keeping and referral to appropriate support.
- Parental involvement and support in the management of students are critical to the success of the interventions and strategies.
- Corporal punishment is expressly prohibited.

All student management processes will be in harmony with the School's Child Protection and Mandatory Reporting Policy, and the Staff Code of Conduct. Student management procedures will vary according to the breach of rules or Code,





Verbal

Name-calling, teasing, threats, sarcasm, yelling

Cyber

Unkind or threatening messages or images via electronic communication (eg. social networks, apps, Internet blogs, text messaging and calls, instant messaging etc.)

Implementation

Reinforcing anti-bullying messages and promoting positive peer relationships at key public forums such as Assemblies, Year Group and House meetings

Reinforcing of positive, pro-social behaviours.

4. Grievance Procedures

Rationale

Wenona promotes a school community where each member is respected and valued. Positive relationships, professional interactions and a willingness to take a pro-active response towards resolving an ongoing concern in a considerate and calm manner is incumbent on all members of the Wenona community as a means to sustaining a positive, welcoming and well-functioning school community.

The School recognises that from time to time members of the school community and public may hold concerns. It is in the interest of all parties that these concerns or grievances be raised with the School in a timely, professional and appropriate manner.

The following guidelines are aimed at assisting members of the community in adopting the most appropriate and supportive approach to raising concerns and addressing grievances. The guidelines also aim to ensure that the rights of the School, students and parents are:

- protected when a concern or grievance is submitted
- resolved as expeditiously and effectively as possible
- handled following standard procedures across the School and Wenona community and processed in accordance with government requirements.

Guidelines for raising concerns

For students and parents

All matters relating to child protection, staff misconduct or reportable conduct should be reported directly to the Principal. More information about reporting these concerns are available in the Child Protection and Mandatory Reporting Policy.

For all other concerns, in the first instance, students and parents should communicate verbally or in written form with the subject teacher (Senior School) or class teacher (Junior School).

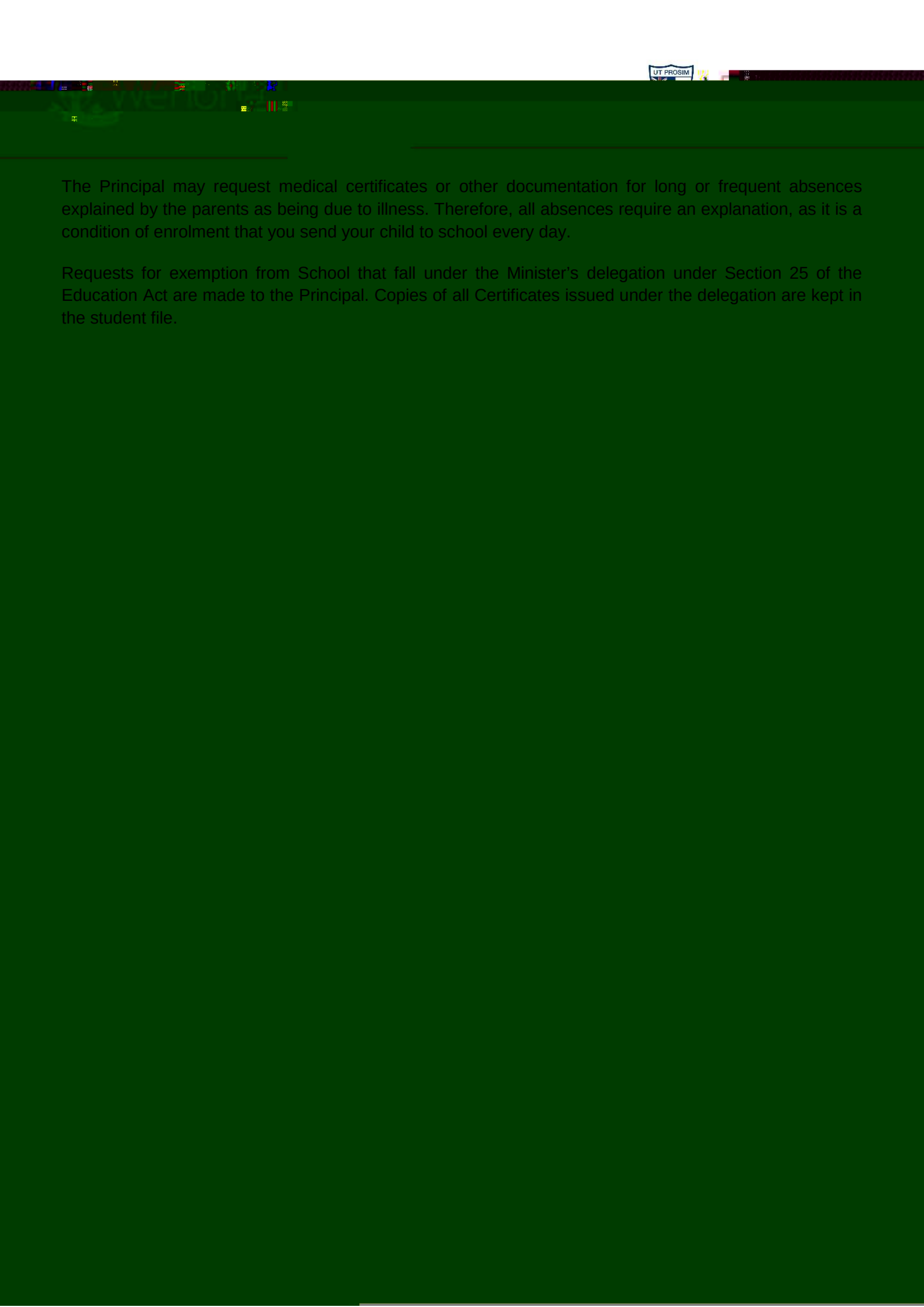
It may be appropriate to raise some concerns with the relevant Year Coordinator, Head of School or appropriate Director (Performing Arts, ICT, Sport, and Boarding), or Head of Curriculum (Kindergarten to Year 6), or the Head of Teaching and Learning (Years 10 to 12). If a concern is ongoing, or is of a more serious nature, or where it is not appropriate to deal with the teacher directly, then it should be outlined in writing and sent directly to the appropriate Head of School, Deputy Principal or Principal.

On receipt of a written complaint, the Principal, or appropriate delegate, will give the matter due consideration and communicate back to the person concerned a course of action in a reasonable time frame. At any stage, a student or parent can contact the Principal's Office for support or information regarding these guidelines. The Principal or delegate will reply formally to a written letter to confirm the outcome of the matter or concern under investigation.

Where there is a concern shared by a group of parents, parents are required to write individual letters to represent their personal views only. Petitions, virtual forums, web group pages, internet or chain email, or



other similar forms of com



The Principal may request medical certificates or other documentation for long or frequent absences explained by the parents as being due to illness. Therefore, all absences require an explanation, as it is a condition of enrolment that you send your child to school every day.

Requests for exemption from School that fall under the Minister's delegation under Section 25 of the Education Act are made to the Principal. Copies of all Certificates issued under the delegation are kept in the student file.