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BY:.....

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4 November 2008

Mr Patrick Parsons
Director
Non-State Schools Accreditation Board Secretariat
PO Box 15347
City East Qld 4002

Dear Mr Parsons

Cyclical Review Plan 2009 – Sunshine Coast Grammar School

I refer to your letter of 10 October 2008 regarding the participation of Sunshine Coast Grammar School in the Non-State Schools Accreditation Board's cyclical review process.

The Presbyterian and Methodist Schools Association presents the following plan for the cyclical review process for Sunshine Coast Grammar School, for consideration by the Non-State Schools Accreditation Board (NSSAB). The plan has been prepared to enable Sunshine Coast Grammar School to submit the outcomes of their reviews at or before the end of the current accreditation period, 16 November 2009. The plan will be updated as the need arises.

I trust that this overview of the review plan meets with the approval of the Board.

Yours sincerely,

Michael Willis
Executive Manager

Sunshine Coast Grammar School Cyclical Review Plan 2009

The Presbyterian and Methodist Schools Association presents the following plan for the cyclical review process for consideration by the Non-State Schools Accreditation Board (NSSAB). The plan has been prepared to enable Sunshine Coast Grammar School to submit the outcomes of their review at or before the end of the current accreditation period, 16 November 2009. The plan will be updated as the need arises.

The Cyclical Review forms part of the on-going processes employed by the PMSA to ensure it continues to offer contemporary and effective educational services through its schools to its students, as well as to ensure that the School complies with legitimate requirements of external stakeholders.

It is proposed that Sunshine Coast Grammar School conducts its own internal Review process. To this end, a Review Committee will be established in the School, with a Review Panel appointed to review the school for conformity with the criteria for accreditation and conformity with expectations of the overall governing body, the PMSA Council. The process will be facilitated and overseen by the Executive Manager of the PMSA, Mr Michael Willis.

PROFILE OF THE PMSA & ITS SCHOOLS:

The PMSA was formed in 1918 as a means by which the Presbyterian and Methodist Churches of Queensland at the time could jointly manage and develop their educational services to young people. Somerville House (formerly the Brisbane High School for Girls), founded in 1899, and Brisbane Boys' College (formerly the Clayfield College, operated by Mr A. W. Rudd), founded in 1902, were acquired in 1918. Subsequently, BBC relocated to its current site in Toowong in 1931. In that year, Clayfield College was founded as a girls' only school, located on the site previously occupied by the boys' school. Since their inception, these three schools have taken boarding students. The schools provide quality educational services to more than 3,600 students.

These three schools underwent the Cyclical Review process in 2006 and are not due for a Cyclical Review process until 2011.

At the end of 2003, PMSA learned that it was successful in a tender process to purchase Sunshine Coast Grammar School. Since it was acquired by the PMSA, the school has grown in stability and confidence and now has an enrolment of 1,350 male and female day students from Prep to Year 12. Under the governance of the PMSA,

Sunshine Coast Grammar School was granted full accreditation on 16 November 2004, following correction by the PMSA of matters that were of concern to the Accreditation Board arising from the former administration of the school.

It is intended that Sunshine Coast Grammar School participates in the Cyclical Review process in 2009.

All schools of the PMSA operate under the authority of the Presbyterian and Methodist Schools Association, established as a body corporate under the *Religious, Educational and Charitable Institutions Act of 1861*. The Council of the PMSA is the outright governing body. Each PMSA School has a School Council, comprised of three PMSA Council members and two or three community members, selected for their expertise and specific skills. The School Councils are responsible for overseeing day-by-day management of the schools. In doing so, they must operate within the delegated authority, budgetary guidelines and policies of the PMSA Council. Each School Principal is a member of the School Council of their own School and they attend PMSA Council meetings and are members of relevant Council sub-committees.

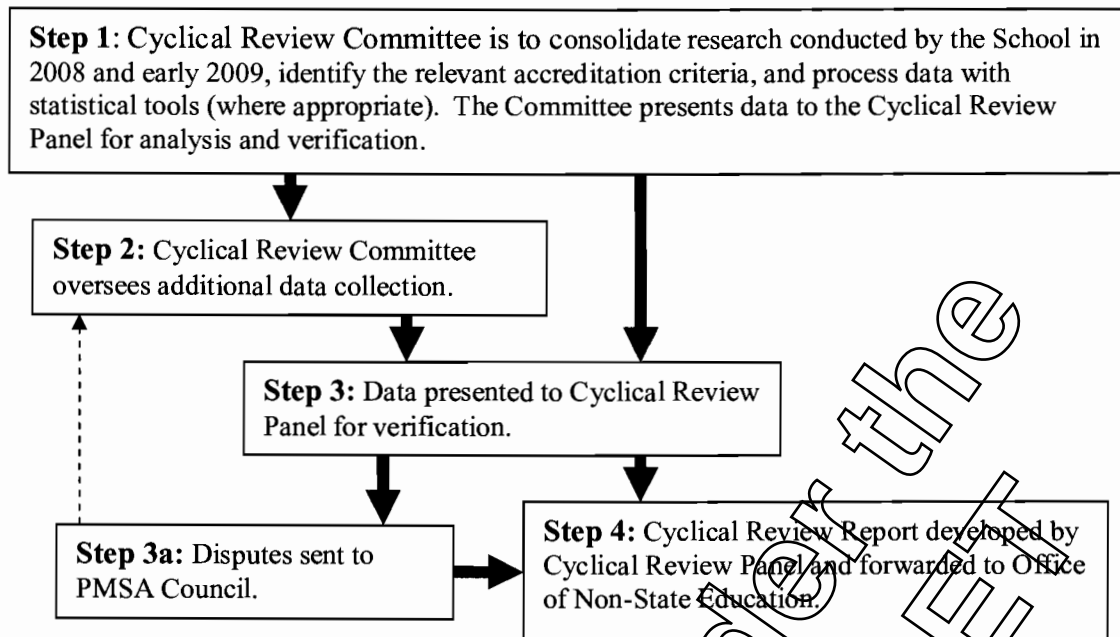
THE REVIEW PROCESS:

The PMSA has rigorous and comprehensive policies and guidelines for the operation and monitoring of its schools. The structures include detailed planning procedures, including longer term strategic plans, complemented by annual Business Plans, financial benchmarking, and clear delegation processes contained within a governance manual of policies and procedures. Consequently, it is envisaged that the Cyclical Review should not present difficulties for a PMSA school to show how it complies with the criteria for accreditation, as laid down in the Act and Regulations.

The PMSA has formed the view that the Cyclical Review will be a useful exercise to ensure its own 'house is in order' with respect to the operation of its schools and to highlight any areas where new or enhanced governance procedures may be required.

The process to be followed is outlined in the following table:

FOUR MAIN STEPS IN CYCLICAL REVIEW PROCESS



CYCLICAL REVIEW COMMITTEE and CYCLICAL REVIEW PANEL:

As mentioned earlier, the Cyclical Review process in the school will be facilitated by the PMSA Executive Manager, Mr Michael Willis. A Review Committee will be established in the school, comprising the

- School Headmaster
- General Manager Corporate Services (Business Manager)
- Head of Sub-Schools (three) and
- Additional senior staff as required.

The Review Committee will be responsible for the overall implementation of the cyclical review, including the collection and analysis of data, validation, and the development of the cyclical review report. The Committee will oversee the collection (and, where appropriate, the preliminary analysis) of data to assess whether or not the school is satisfying criteria for accreditation by the Office of Non-State Education.

The Review Committee will meet as required through the first part of 2009, with the first meeting held early in the 2009 school year. The Committee will present data to the Cyclical Review Panel for analysis (where required) and verification.

A Cyclical Review Panel (the Panel) will be formed, comprised of three people acceptable to the Office of Non-State Education as people with skills and expertise necessary to assess the data presented by the schools, and the governance elements as they apply to the Council of the PMSA. The names will be presented to the Office in due course, but it is currently proposed that the panel members will be:

- Mr Richard Wilkinson, PMSA Councillor, retired school principal;
- Mr Gary Butner, Director of Studies, Somerville House; and
- Mr Michael Willis, PMSA Executive Manager and former CEO of AnFin.

The Council of the PMSA will assist with the resolution of any disputes between the Cyclical Review Committee and the Cyclical Review Panel.

DATA FOR THE REPORT

Data is defined as valid information in the form of documentation or statistics that enable the observer to make objective conclusions.

Data is presented in two forms:

1. Documentation. These often require only simple observation.
2. Statistics. These may require more sophisticated analysis.

This data will be presented to the Panel, together with any analysis.

Data has been and will be collected from a variety of sources, including:

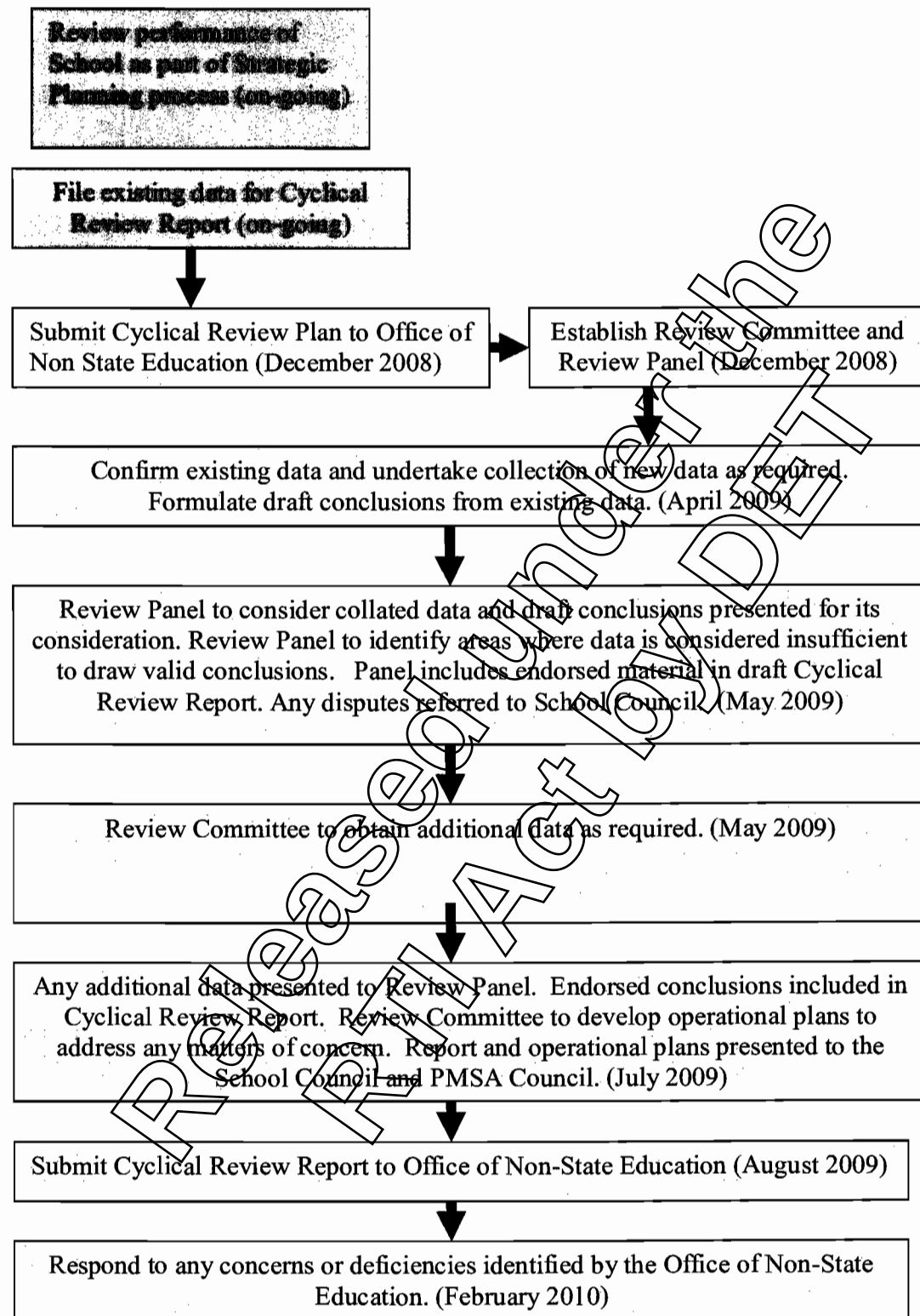
1. Data currently available but not yet collected from within the School
2. Surveys as required. Any surveys will focus on appropriate dimensions of the School's operations.

PREPARATION AND PRESENTATION OF FINAL REPORT

All data and appropriate information will be presented to a Cyclical Review Panel for validation and analysis.

The Panel will assess the validity of the source and the data, and (if the material is acceptable) use this data to assess the school's performance against the criteria as contained in the Act and Regulations and the Adelaide Declaration of the Federal Government. If the panel rejects data presented by the Review Committee, it will be required to source new data. If the data is accepted, but the panel considers that the School does not meet the appropriate criterion, the matter will be referred to the School Principal and Council. Matters of governance will be referred directly to the Council of the PMSA. The School Principal and Council, or the PMSA Council where applicable, will either institute additional processes or policies for consideration by the Panel or (where they dispute the conclusion of the Panel) note such dispute(s) in the Cyclical Review Report.

CYCLICAL REVIEW TIMETABLE





Non-State Schools
Accreditation Board
Queensland Government

Census Preparatory/Year 1 Audit

School Details

Audit Year: 2007
Audit Type: Prep audit

School Name: **Sunshine Coast Grammar School**

CIS Code: 0599

School District: Sunshine Coast North

Governing Body: The Presbyterian and Methodist Schools Association

Principal: Mr Nigel Fairbairn

Position: Head of School

Site Address: 372 Mons Road

Site Postcode: 4556

Site Suburb: Forest Glen

Census Information

Year: 2007	2007 Survey enrolment		Audit Adjustment enrolment		Comments
	Male	Female	Male	Female	
Section 2. Overseas students					
Preparatory	0	0			
Year 1	0	0			
Section 3. Preparatory students					
Type A	16.	11.			No discrepancy
Type B	12.	10.	19	16	All except 1 student shown as type D were type B. Most applications not yet submitted. School advised to submit.
Type C	0 0	0 0			
Type D	8.	6.		0	All except 1 were type B.
Section 4. Full-time students					
Preparatory	28	21	35	27	Totals changed
Year 1	37	39			No discrepancy
Section 5. Part-time students					
Preparatory	0 0	0 0			
Year 1	0 0	0 0			
Section 6. ESL students					
Preparatory	0	0			
Year 1	2	0			No discrepancy

Auditor: Ted Hobbs; Audit date 28 March 2007

Ted Hobbs
29-5-07



6 July 2004

Rev Guido Kettniss
Chairman
Presbyterian and Methodist Schools Association Council
PO Box 298
Toowong Qld 4066

Dear Rev Kettniss

I refer to the 22 June 2004 Submission from The Presbyterian and Methodist Schools Association (the "PMSA") in connection with the remaining matters in the 2 September 2003 Show Cause Notice and Compliance Notice issued under the *Education (Accreditation of Non-State Schools) Act 2001*.

The Non-State Schools Accreditation Board considered the Submission at its meeting of 1 July 2004.

I am pleased to advise that the Accreditation Board is satisfied that the PMSA has complied with the compliance notice and the show cause notice. No further action is to be taken by the Board.

The Board found the Submission clear and helpful.

The Board recognises that the PMSA faced considerable challenges in January when it took over responsibility for the Sunshine Coast Grammar School. I have been asked to pass on the Board's congratulations to you for the professional approach adopted to remedy the problems that jeopardised the future of the school at that time. It would be appreciated if you would pass on the Board's gratitude also to other members of the PMSA and to Dr Evans for their efforts in addressing the outstanding issues.

In respect of the school's Child Protection Policy, the Board considers that it substantially meets the requirements of the Compliance Notice and has initiated discussions with Dr Murray Evans concerning minor amendments. Dr Evans has acknowledged the need for several changes in order for the policy to fully comply with the relevant legislation and will correspond with the Board as soon as possible after he returns from leave on 19 July 2004.

The Board has renewed confidence about the future of the Sunshine Coast Grammar School. Board members offer their best wishes to the school community, led by the PMSA and the School Council.

Yours sincerely

Emeritus Professor Roy Webb AO
Chairperson

RECORDS AWAY
- 6 JUL 2004

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SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



22 June 2004

Professor R Webb
Chairperson
Non State Schools Accreditation Board
Level 21 Education House
30 Mary Street
BRISBANE. QLD 4000

Dear Professor Webb,

RE: ACCREDITATION OF SUNSHINE COAST GRAMMAR SCHOOL

The Presbyterian and Methodist Schools Association (PMSA) purchased the assets and operations of Sunshine Coast Grammar School on 23 January, 2004. At the time of purchase the Association was aware of a Show Cause Notice and a Compliance Notice issued to the former owners of the school by the Non-State Schools Accreditation Board (NSSAB).

The two Notices were part of the subject of a letter from the PMSA to the NSSAB on 6 January 2004 in which the PMSA advised that it intended to proceed to purchase the school and that it would address the issues contained in the Notices served by the NSSAB.

On 05 February, the NSSAB wrote to the Association to outline the current status of the items in the Show Cause Notice and the Compliance Notice. We noted with appreciation the Board's decision that matters concerning the suitability of the school's governing body had been satisfied as a consequence of the change of ownership to the PMSA.

On 29 March 2004 and on 12 May 2004 letters were sent to the NSSAB from the Sunshine Coast Grammar School through the Consultant CEO, Dr Murray Evans, outlining progress towards resolution of all remaining accreditation issues.

We are pleased to present this submission to the NSSAB as the formal response of the PMSA to the remaining accreditation issues. This response has been framed in line with the Board's letter to us of 05 February, 2004 as it spelled out most concisely the expectations of the NSSAB at that date.

Show Cause Notice:

Financial Viability:

The key concern of the NSSAB, as we understand, is to ensure that the school has access to adequate financial resources for its viable operation. In considering the issue of financial viability the PMSA believes the key elements to be:

- A level of sustainable enrolments appropriate to the school's plans,
- An ability to return surpluses on recurrent operations without jeopardising the educational program offered or the level of services provided,
- Borrowing arrangements that are fair, reasonable, and capable of repayment within reasonable timeframes.

The key school documents pertinent to these matters are our enrolment projections, annual budget, management ratios and indicators, and our capital commitments. Copies of these confidential documents as they apply to 2004 are supplied in this submission as *Appendix A*.

As suggested in the Board's letter of 05 February, the PMSA decided to engage the services of a member of the Institute of Chartered Accountants in Australia. Bentley MRI Accountants, Brisbane, were appointed to provide an independent and objective analysis of the school's financial viability. The report is to hand and has been included as *Appendix B*. Bentley's report concludes that the school currently is viable, and has access to sufficient resources to ensure its continuing viability.

The PMSA has no reservations about granting authority to the Board to contact the relevant professionals of Bentley MRI in order to verify or clarify any information contained in the report. To this end, our point of contact in the company is audit partner, Mr Martin Power, telephone 3222 9777.

Recurrent Surpluses:

Despite the enormous crisis of confidence that beset the school during 2002 and 2003, it has been possible to maintain enrolments and to produce a strong budget for 2004, containing a net operating margin (before interest and depreciation) of 14.5%. There is an interest cover of 3 times for the year and a budgeted operating surplus of \$211,214. The anticipated closing cash balance will be \$667,424 at the end of the year. No cash flow problems are anticipated during the year. These results have been obtained with a 111% increase in library expenditures, expanded employment of teacher aides and other staff members, and increased expenditure on educational resources and maintenance and grounds improvement. It is our expectation that the school's position will be enhanced annually from now on, given its new stability and the community confidence that is evident.

PMSA Structures and Support:

As a school of the PMSA, Sunshine Coast Grammar School is expected to be self-supporting. In this context, the PMSA shares with the NSSAB a concern to ensure that this school, along with our others, remains financially viable. However, although self-supporting in terms of income and expenditure, the Sunshine Coast Grammar School now has the underpin of excellent monitoring structures on a monthly basis, access to skilled financial advice and guidance, recourse to experienced financial managers through the Association's Audit and Finance Committee and, with respect to loans, access to the collateral strength and negotiated banking arrangements of the collective PMSA schools.

Borrowing Arrangements:

Formerly the school was serviced and financed by the Commonwealth Bank. Interest rates were high by prevailing commercial standards and there was a regulatory environment for loan repayment that placed a heavy strain on the former owners. With the change of ownership there has been a change of bankers. The Westpac Bank now provides financial services to the school. The Westpac Bank also services the other schools of the PMSA and has been able to extend to Sunshine Coast Grammar School the same borrowing rates and financial fee arrangements that apply within our group of schools. This change has been significant for the school. It has made possible loan arrangements that are highly competitive within financial markets and has permitted the development of positive budgets and projections, along with enhanced financial services available to the school.

To illustrate, the school's interest rate on loans has changed from 9.4%, which prevailed with the Commonwealth Bank, to 6.42% with the Westpac. The total debt per student is \$10,200. Total interest and principal repayments on Westpac loans will total \$980,000 in 2004. This is approximately \$925 per student, or 8.9% of income for the year. The debt serviceability ratio is 2.5 and the interest cover is 3 times.

Enrolments:

Inspection of the class register in *Appendix C* will demonstrate that the school has an enrolment of 1056 at the time of writing. This is in line with budget projections. There are confirmed enrolments that would see an enrolment of 1065 by the start of term 4 this year. Since the PMSA assumed control of the school there has been a sustained level of interest and enquiry about enrolment in subsequent years.

Forward projections of enrolment, tabled recently in support of a funding application to the AIS-Block Grant Authority, show an anticipated enrolment of 1310 students by 2008, including 20 overseas students (*Appendix C*). The Sunshine Coast is a major population growth area of Queensland with State Government projections indicating a 3% population growth in each year to 2008, with an economic growth rate of 4.2% per annum. Other non-government schools in the area have full enrolments, with waiting lists. In summary, there is strong confidence in the projected enrolment profile, based on a stable governance situation in the school.

In summary, supported by independent accounting opinion, the school is financially viable and has access to adequate financial resources to ensure its ongoing viability. We believe that with the level of prudent financial management now available, and with the PMSA's monitoring and support structures underpinning the school, it has a bright future.

Staffing:

When the PMSA was negotiating the change of ownership of Sunshine Coast Grammar School, the Association went 'the extra mile' to ensure that employment and career opportunities were guaranteed for every employee at the time, with the exception of s47(3)(b) and s47(3)(b)

s47(3)(b). To affect this assurance, a list of key staff members was developed with a proviso in the contract preventing the vendors from taking any actions to jeopardise the current employment of those listed. For all other staff members, individual letters were sent, indicating continuity of employment and under existing terms and conditions and with preservation of existing accumulated benefits. Staff members were requested to sign to indicate their agreement to become employees of the PMSA. All staff members signed the form.

Enterprise Agreement:

At the time of writing, negotiations are almost complete for a new Enterprise Agreement covering staff of the school. The agreement under which staff were working under the former owners actually expired on 31 December, 2002, so the PMSA saw negotiation of a new agreement a matter of priority. The harmonious negotiating relationships have been indicative of the level of staff support for the new owners.

Support Staffing:

A matter of particular concern identified in the Show Cause Notice was the level of support staffing, both administrative and teacher aides, existing at the end of 2003. This concern was shared by the PMSA and steps have been put in place to correct the situation and to ensure that adequate staffing exists to support the school's educational program.

As will be outlined subsequently in this submission, the school has embarked on a major strategic planning process, with the intention of producing a 10 Year Strategic Plan for the school. An important part of the planning relates to staffing levels in all aspects of school operations. Until the overall plan is in place, it has been necessary to put in place interim staffing adjustments to ensure effective school operations.

Specifically, we can report that new staff members have been appointed in 2004. Four full-time appointments have been made in support areas, being 1.0 in grounds and maintenance, 1.0 secretarial, 1.0 teacher aide, and 1.0 in ICT support. The new employees and their areas of responsibility are included in this report as *Appendix D*. Additionally, two teachers have been allocated to key administrative roles in the primary school (Ms Catherine Green, to Curriculum Leader, and Mrs Genevieve Hudson to Assistant Principal, Infants, part time) and the teaching load of the Teacher-Librarian has been reduced significantly through the appointment of additional teachers to take over their previous commitments. A fourth teacher was appointed to provide additional release time to Heads of Department in English, Maths, Science, and SOSE.

The attention of the NSSAB is drawn to the fact that one of the new appointees is based in the Senior Library, an area of school operational deficiency highlighted in the assessors' report of 2003. More details on Library provisions are contained later in this submission.

Parent Helpers:

Additionally, the school has several parents rostered to provide assistance in classrooms, particularly in the Junior School. Each class has a parent class co-ordinator who works in close conjunction with the Principal of the Junior School to ensure rosters are developed and supervised and that parent helpers are conforming to school expectations and requirements. This process is working effectively and the parent volunteers are enjoying their work.

The results of employing extra staff members have been extremely positive and we can report that the school is functioning well, with all responsibility areas appropriately covered and with support staff members working collaboratively and well in pursuit of school aims and goals.

Students with a Disability:

Reference to this matter is made in your letter of 05 February, 2004. It does not form part of the Show Cause Notice or the Compliance Notice however, the PMSA is happy to provide information about this area, acknowledging the request in your letter.

The school has a comprehensive set of procedures and practices for the identification of, and educational provision for, students with disabilities. Indeed, the school has commendable procedures relevant to children suffering any form of disability, physical or cognitive. There are specific individual learning programs designed and monitored, special learning provisions, visiting pathologists, classroom withdrawal and, as needed, varied procedures in classrooms. The relevant documents that apply are contained in *Appendix E*. They are the policy and practices for *Student Support Services* and the *Special Consideration Policy*.

The Head of Student Support Services is Ms Kelly Callaghan. Ms Callaghan is a qualified psychologist. She directs the range of programs, coordinates the staff involved, and ensures full monitoring of children under support in the school. Also in *Appendix E* is listed the staffing complement of this important area of school provision.

In summary, the school has excellent written processes and practices for the identification of students with disabilities and for devising appropriately designed and monitored individual educational programs for each student.

Land and Buildings:

The Show Cause Notice highlighted concerns about **emergency access to the school site**. Within *Consent Permit C957168 (Educational Establishment)* the Shire Council stipulated a condition requiring an approved emergency access route above the 100 year flood line that traverses the school site. The concerns of the Shire Council centred on the fact that the school has one entrance/exit to the site. They required a second access route, to be used in the event of emergency.

At present there is a route available. It traverses an area on school property inside the flood line, crosses land owned by a parent of the school, Andrew Young, finally exiting into Gardenia Place, a street to the north-east of the school site.

In order to avoid the flood line, Shire Council engineers identified an alternative location for the road where it crosses school property. Approval for the construction of a roadway in this location was given under *Operational Works approval OPW 01/0441* issued on 9 May 2002. The school has applied to the Shire Council for approval to remove trees along the designated route as we intend to commence construction of the roadway in this location immediately approval is given for the removal of trees. A contractor has been engaged to do the earthworks and there is funding available from a prior approval for this purpose under external infrastructure funding through the AIS-Block Grant Authority.

Access to Gardenia Place:

Regarding access over land owned by s47(3)(b) (Lots 1 and 2), we can advise that there is an option for the purchase of the two lots, each of 10 acres, bordering the school site. This is the land in question and over which the roadway traverses to link with Gardenia Place. The option is held by s47(3)(b)

s47(3)(b)	s47(3)(b)
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The option is under a Deed of Extension until 30 June 2004 shown as *Appendix F*.

Under terms of the contract of purchase of Sunshine Coast Grammar School, the PMSA has a secured right to exercise the option over Lots 1 and 2. Upon being advised of a decision to this effect, s47(3)(b) is contractually bound to release to the PMSA the option held in his name. The PMSA may then proceed to purchase the land.

Licence to Traverse Lots 1 and 2:

To date, the PMSA has not exercised this option as it has been considering an alternative land arrangement put before the Association by s47(3)(b). We can inform the NSSAB that the PMSA has considered all alternative proposals and has decided to proceed with securing ownership of Lots 1 and 2, as entitled under the contract of sale of the school. The consequence of this decision is that the school will own the land over which the external exit route travels to reach Gardenia Place. For this reason, no application has been made to this time for an easement over the route. However, the NSSAB should be aware that the school does hold an irrevocable

Licence over the route across s47(3)(b) land, so the issue of an emergency access is resolved adequately at present and will be resolved completely when the option is exercised prior to 30 June 2004. A covering letter from MinterEllison Lawyers, attesting to the Licence, is attached as *Appendix G*.

There have been meetings and communications with officers of the Maroochy Shire Council wherein our intentions to proceed with constructing the roadway on school land have been communicated, along with information advising of the licence held over access to s47(3)(b) land. The PMSA has not yet communicated its decision to purchase Lots 1 and 2, but will do so in due course, when formal advice will be given through the submission of applications for change of ownership and rezoning of the land.

We consider that the issue of an emergency access route for the property is adequately provided for at present and will be fully resolved with construction of the new roadway, pending approval of the Shire Council to remove trees, and the decision to exercise the option to purchase Lots 1 and 2.

Other Land and Buildings Matters:

The Board's letter of 5 February 2004 makes reference to other unresolved matters with the Shire Council. These were detailed in the Board's letter of 2 December, 2003, addressed to the former owners of the school. In your letter of 5 February you asked if the PMSA would provide a response about the matters in question. We are happy to do so but, at the outset, make mention that these are operational matters which are part and parcel of dealing with municipal government when development is involved. As such, they are not different in nature to those encountered in many other non-government schools and were not the subject of the Show Cause Notice.

Our response is organised in line with the order in your letter, thereby facilitating understanding of the status of each item.

Consent Permit C957168 (Educational Establishment):

Condition 8: This condition concerns the emergency access route. Full details have been provided above.

Conditions 9 and 10: These conditions relate to planting within a 30 metre 'buffer zone' required of the school to shield it from the agricultural nursery that borders part of the school's property. It is correct that the area was planted as required, but poor maintenance by the former owners of the school had resulted in a less than satisfactory outcome in the area. We can inform the Board that the area has been slashed and replanted extensively with Council approved landscaping plants. The Grounds Staff of the school has been charged with responsibility to maintain the area and to ensure protected growth for the hundreds of plants now in place.

Condition 11: This condition required the school to fence off the area and to ensure that children do not enter it. This was done by the former owners, but the fencing was not maintained and signs erected to indicate it was a no entry site had been lost over

time. The PMSA has acted to reinstate all fencing and signs and to remind all children and teachers that the area is out-of-bounds. It should be added here that the area is not close to existing buildings and is not an area frequented by children now or in the past.

Unnumbered item: The Shire Council has made reference to a gravel extension of a car park near the lake, indicating that no approvals exist for the extension. Also it is mentioned that it is possibly over a sewerage easement held by the Council. We can advise that, since the letter of the Shire Council, the school has had erected a fence separating the lake from the nearby school buildings. This was considered a health and safety issue which the school acted on from its own initiative.

The 'extension' to the car park is nothing more than an overflow parking area adjacent to the sealed car park. It is where some parents park whilst waiting to collect their children after school. In this regard, it is no different from numerous such areas that exist in schools across the State. We do not consider it an issue of any significance.

It is correct that a sewerage easement is located in the area, but we have had confirmed by Mr Ian Grieve of Maroochy Water and Sewerage that there is no objection to vehicles parking on an easement. Indeed, many schools have constructed sealed roads over sewerage easements, with the complete understanding and acceptance of Councils! We do not consider that there is any substance to this concern expressed by the Shire Council and we do not intend to take further action about it.

Approval for Demountable Buildings: The Council has pointed out that some demountable classrooms leased by the school are not shown on the endorsed plans. From our own checking this would appear to be correct and is a matter that should have been attended to by the previous owners of the school. We have taken steps, through our Town Planner and directly, to apply for the buildings to be included on the endorsed plan. Our letter to the Shire Council is shown as *Appendix H*. The relevant costs will be directed to the former owners.

Consent Permit C977068 (Extension to Educational Establishment—sports fields, grandstand, shelter sheds, car park and emergency access) and Ext 02/0007 (extension to currency period).

The Shire Council indicated that intended works have not been commenced within the time period of the original consent permit and the extension (to 27 March 2004). This is correct. The fact is that the school *does not yet own the land* and so construction has not been feasible. When consent approvals are sought it is always with the proviso that timing, circumstances, and funding will permit the intended construction to proceed. This is an unpredictability of all planning. The school will construct these facilities when it is feasible to do so.

A further extension has been applied for and granted to 27 March 2006. *Ext 03/0024* is shown as *Appendix I*.

OPW 01/0441 (Operational Works Engineering and Landscaping (emergency access road—stage 1).

This approval relates to construction of that part of the emergency access road that is located on school-owned property. As indicated above, the school is about the engage in the work specified. The work cannot proceed until the Shire Council gives approval for removal of trees along the approved road location.

In summary, the school has initiated actions to resolve all outstanding matters with the Shire Council. Satisfactory progress is being made, as attested to by our correspondence of 20 May 2004 and the letter of response from the Regulatory Services Branch of the Maroochy Shire Council, shown as *Appendix A*.

Educational Facilities and Materials:

The Show Cause Notice highlighted the unsatisfactory nature of senior library facilities and resources existing at the time of the assessor visits. The PMSA shares the concern of the Board about senior library facilities and is pleased to be able to report on its actions to rectify the situation in the interests of quality learning for students of Sunshine Coast Grammar School.

New Library Resource Centre:

As indicated in a letter from Dr Evans, Consultant COE, on 24 March 2004 significant steps have been taken to ensure first class library provisions. An application has been lodged with the AIS-Block Grant Authority for financial assistance grants from State and Federal government sources in order to construct a new Senior Library Resource Centre and associated classrooms in 2005. An excellent design has been prepared after an exhaustive review of facilities in leading independent schools. We intend to construct a building containing the features important as children face educational provision in the 21st century.

A significant matter is that the design will enable removal of demountable buildings from the school site as a result of the additional teaching spaces within the building. The Library Resource Centre will be an air conditioned facility with excellent ICT and multi-media provisions. A copy of the school's application to the AIS-BGA is available on request.

Changes to Library Services:

In the meanwhile, and to ensure quality delivery of library services to secondary school students, a library aide has been employed, enabling the library building to be open all hours in each school day. Formerly, it was shut for some periods of time while the teacher librarian took classes elsewhere in the school. Secondary school students also now enjoy improved access also as a result of enhanced opening and closing hours. The library is now available to students from 8:00am to 4:30pm each day.

The teaching load of the teacher librarian has been reduced by the appointment of a part time teacher. This consideration has enabled the teacher librarian to commit to her primary task of working in the library with students and in directing the work of the library aide.

The budget allocation for purchase of library resources in the secondary school has been increased by 111% for 2004 over the 2003 allocation. This example of commitment will continue in future budgets until appropriate benchmarks of the Australian Librarians Association are attained.

We are satisfied that the standard of existing library services is adequate for the needs of our secondary students at present, with ongoing budgetary commitments to the purchase of resources. Construction of the proposed Library Resource Centre will enable a level of provision of an exceptional standard.

Compliance Notice

Improvement Processes:

Consistent strategic planning is a hallmark of operations in PMSA schools, where 5 or 10 year plans inform annual plans, which inform school improvement processes and budget formulation. On taking over Sunshine Coast Grammar School, the PMSA identified a lack of cohesive, consistent planning, other than in the area of capital works. In particular, there appeared to be no provision for reflection against benchmarks or performance indicators. Without indicators of achievement, there is no basis for decisions about how the school might be improved.

Steps have been taken to correct the shortcomings. The School Council authorised formation of two sub-committees, one to focus on determining essential elements of a 10 Year Strategic Plan; the other to be responsible for buildings and grounds. Both committees are composed of representatives of management, staff members, and parents. The committees have produced excellent work to date, and a draft of the Strategic Plan (2004-2013) is now in existence and due for consideration by the School Council.

The strategic planning process used in developing the Plan has been built upon a desire within the school to institute a continuous improvement approach to future development as shown in *Appendix K*. The goal has been to enable systematic identification of desired future outcomes that are responsive to market and community conditions and needs at the time. The continuous improvement approach has been built upon a quality management framework.

The quality management framework adopted is the Australian Business Excellence Framework, developed in 1987 and updated annually by a committee of management and leadership experts to ensure its currency in management thinking and practice.

The educational focus of the Plan has been developed from the Key Dimensions that form the substance of the National Quality Schooling Framework, a tool developed for the purpose by the Centre for Applied Educational Research at the University of Melbourne in 2002.

Each element of the resultant Plan contains a discussion, followed by strategic goals relevant to the element, organised into time frames, with key performance indicators identified for each strategic goal. It is intended that the key performance indicators be used as the basis for annual review and revision, as needed, of each element of the Plan.

One of the strategies contained in the Plan identifies well the intention to create a culture of strategic thinking within the school:

"Strategy 52: Infuse the organization with a 'continuous improvement' mentality and optimism about the future of the school. Staff members will be involved in strategic planning reviews and in other working groups and committees, contributing to an understanding of how the school functions and decisions that must be made. Staff will be encouraged to adopt 'can do' attitudes when confronted with issues; initiatives shown by individuals or groups will be rewarded with positive reinforcement."

The Plan is a 'work-in-progress' at present, having moved through draft stage, and currently under review by members of the Strategic Planning Committee before presentation to the School Council at the July meeting.

Published Annual Plan:

The attention of the Board is drawn to the School Council's intention to produce each year an Annual Report for Sunshine Coast Grammar School. The Annual Report will be of a style utilised in other PMSA schools and will address key indicators of school development and progress made towards achieving objectives. The Annual Report will be made available to all parents and members of staff.

We believe that the strategic planning process already has yielded positive outcomes in the school. The resultant Plan will be the basis for coherent future development and will facilitate a mindset of continuous improvement within the school as the Plan is reviewed annually.

Health, Safety and Conduct of Staff and Students:

The PMSA wishes to place on record its appreciation of the guidance provided by the Board through its letter of 5 February and through our consultations with officers of the Office of Non-State Education. There is no more important area of school operations than ensuring the safety of children.

Child Protection Policy:

We have taken under advisement the concerns of the Board about aspects of the previous Child Protection Policy of the school, devised by the former owners. We concur with the concerns of the Board, and have undertaken a major review of the Policy in order to rectify the concerns. To this end, enclosed as *Appendix L*, is the new Child Protection Policy document for Sunshine Coast Grammar School.

This new policy has been created using the existing PMSA policy established by Robert Flower (Flower and Hart), with variations arising from consideration of the 'model policy' distributed recently by The Association of Independent Schools of Queensland Inc, and after reviewing the relevant policies of Education Queensland. The work of compiling the policy was undertaken by the school's psychologist, Ms Kelly Callaghan, in association with members of the Special Needs Committee. The policy has been endorsed by the School Council of Sunshine Coast Grammar School and by the PMSA Council.

Abuse Reference Committee:

The PMSA Council has a standing committee known as the Abuse Reference Committee. Led by a lawyer, the Abuse Reference Committee maintains a watching brief over any incidents in PMSA schools in which the safety or welfare of students may be jeopardised. The Chair of the Abuse Reference Committee serves also as a key point of referral for school Principals of PMSA schools, providing legal guidance when mandatory reporting of harm, or suspected harm, of students is involved.

School Community Awareness:

All staff members of Sunshine Coast Grammar School have undertaken in-service sessions in 2004 to ensure full understanding of the contents of the policy and how it should be applied in a range of instances. Attendance rolls were taken, with staff members signing to indicate their attendance. Staff members absent from the in-service sessions were the focus of individual sessions to ensure full coverage of all staff. The School Council has directed that in-service sessions must occur for all staff and that there is an induction session on the Policy provided for all staff appointed or recruited during a school year.

Copies of the policy are readily available within the school, and the document is published on the Staff drive of the school's computer network where it may be accessed by all staff members. All students have had instruction about the contents of the policy, with clear instructions given through the use of flow charts as to how they should act in various instances covered by the Policy and to whom they can report any concerns. We can advise that students have been very comfortable with the presentations and have been appreciative of the care and concern shown for their welfare. Details concerning to whom students should report concerns about their personal safety, or that of others, is contained in the Student Diary issued to all students.

Criminal Clearance Checks:

All non-teaching staff members, visiting specialists, and similar adults engaged in activities that involve contact with students, are required to have an approved criminal check completed through the office of the Commissioner for Children and Young People. Full register details are maintained and currency of all cards is assessed annually. Additionally, it has become a policy of the PMSA that all parents taking part in the conduct of school activities, including sporting teams, will require 'blue card' clearances. Sunshine Coast Grammar School is in process of implementing this policy decision.

In summary, the school now has a robust, effective, well-communicated policy for the protection of children in our care.

In Conclusion:

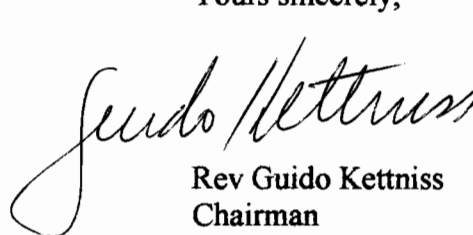
The PMSA wishes to present to the Non-State Schools Accreditation Board these responses to the Show Cause Notice and the Compliance Notice, in the belief that the school community, led by the School Council, is embarked on a new future for the Sunshine Coast Grammar School. Since they were made known, the issues surrounding the Notices have hung like a millstone around the neck of the school. It will be cause of much relief, and a renewed sense of confidence about the school's future, should a favourable response be received from the NSSAB, to the effect that all matters identified as inhibitors have been satisfied and that the school's full accreditation has been reinstated.

We trust that this will be your decision after considering the material provided. However, should you wish any further assistance in reflecting upon the issues before the Board, we would be most happy to collaborate and to provide whatever information may be needed.

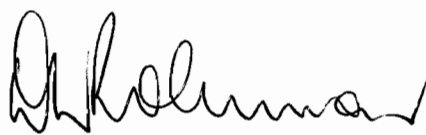
Confidentiality:

The contents of this submission have been provided by the Presbyterian and Methodist Schools Association (PMSA) through its trading entity, the Sunshine Coast Grammar School. The materials and information provided remain the property of the PMSA and have been provided solely for the purpose of addressing matters raised by the Non-State Schools Accreditation Board through its Show Cause Notice and Compliance Notice. The contents herewith should not be reproduced, published or circulated for any other purpose without the prior written consent of the Presbyterian and Methodist Schools Association.

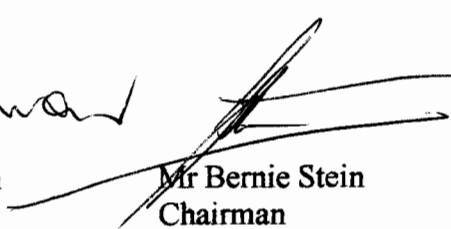
Yours sincerely,



Rev Guido Kettniss
Chairman
PMSA Council



Mr Des Robinson
Vice-Chairman
PMSA Council



Mr Bernie Stein
Chairman
SCGS School Council

Sunshine Coast Grammar School
KPI Analysis
For the 12 Months Ending December 2004
Summary Details and KPI's

	Current Year	Budget Year
Student Enrolments		
Primary	589	589
Secondary	467	468
FFPOS - Primary	0	1
FFPOS - Secondary	0	9
Total	1056	1067

	Current Year	Budget Year
Staffing Levels		
Primary Teachers	31.7	32.4
Secondary Teachers	50	48.9
Teacher Aides	8.4	11.0
Administration	12.7	16.4
Maintenance	3	3.8
Total	105.8	112.5

	Benchmarks	
Staffing Ratios		
Student/Teacher Ratio - Primary	18.6	18.2
Student/Teacher Ratio - Secondary	9.3	9.7

Operational	
Total Income per Student	10,647
Total Expenditure per Student	9,102
Net Surplus per Student (before int and depn)	1,545
Net operating margin (before interest and depn)	14.5%

Financial Summary	
Profit before Interest & Depreciation	1,648,338
Profit before Capital Income	211,214
Profit after Capital Income	(1,144,162)
Net Cash Movement	667,424
Closing Bank Balance	667,424
Outstanding Loans	10,882,843
Debt Serviceability	2.5
Debt per Student	10,199
Interest Cover	3
Cash Flow Adequacy	(2)
Income from Grants & Fees per Student	9,797
Teacher and Aides Salaries per Student	4,812
Direct Delivery Cost per Student	5,350
Administration Costs per Student	1,983
Maintenance Costs per Student	318
Tuition Scholarships % Tuition Fees	5.6%
Discounts % Tuition Fees	0.0%
Boarding Scholarships % Boarding Income	#DIV/0!

Sunshine Coast Grammar School
INCOME AND EXPENDITURE STATEMENT
For the 12 Months Ending December 2004

Total	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Recurrent Income												
Tuition Fees	5,211,907	2,670,089	0	0	0	0	2,541,819	0	0	0	0	0
Boarding Fees	0	0	0	0	0	0	0	0	0	0	0	0
Recurrent Grants	5,241,703	2,743,699	0	10,837	16,538	332,904	22,400	1,239,637	0	20,120	1,419,831	13,450
Other Income	810,256	54,921	66,471	116,871	55,021	119,621	62,371	57,421	56,221	58,771	55,021	55,021
Ancillary Income	96,000	12,480	6,160	6,800	6,720	6,160	12,480	6,720	7,520	9,760	6,160	8,880
TOTAL INCOME	11,359,867	4,878,789	83,469	140,209	394,645	2,690,000	1,314,488	64,141	83,861	1,488,363	83,469	77,351
EXPENDITURE												
Tuition Wages	5,708,663	463,633	421,484	463,633	442,559	463,633	482,052	482,052	482,052	482,052	507,985	532,809
Other Tuition Costs	1,213,522	101,089	101,089	101,089	101,089	101,089	101,089	101,089	101,089	101,089	101,089	101,543
Boarding Costs	0	0	0	0	0	0	0	0	0	0	0	0
Administration Costs	2,116,067	172,096	176,741	179,816	171,682	174,368	178,121	179,110	176,551	177,943	171,231	184,839
Maintenance Costs	339,513	20,843	19,592	36,081	50,082	50,581	21,280	20,871	20,969	20,969	19,846	22,566
Interest Costs	660,752	826	54,654	54,690	51,400	59,761	63,822	63,759	60,293	62,216	60,208	62,175
Depreciation	776,373	64,698	64,698	64,698	64,698	64,698	64,698	64,698	64,698	64,698	64,698	64,698
Doubtful Debt Provision	20,000	0	0	0	0	0	0	0	0	0	0	10,000
Provision LSL	120,924	9,937	9,092	10,456	9,965	9,900	10,304	10,349	10,315	10,341	9,415	11,212
Ancillary Expenses	192,850	20,380	13,466	14,358	14,323	14,060	14,640	14,880	15,680	17,920	13,702	18,740
TOTAL EXPENSES	11,148,653	863,501	860,805	947,751	918,187	945,779	848,181	936,898	931,648	937,230	948,174	1,008,582
OPERATING SURPLUS/(DEFICIT)	211,214	4,025,287	(799,724)	(864,283)	(777,978)	(521,137)	372,482	(872,667)	(847,787)	551,133	(864,705)	(931,230)
Capital Income	382,600	157,800	0	0	0	157,800	0	0	0	0	67,000	0
Less Loan Repayments	362,926	10,485	10,450	10,512	10,877	10,740	10,805	260,933	10,997	9,189	3,523	3,546
Less Capital Expenditure	1,375,050	40,500	30,000	65,250	903,000	20,000	25,000	10,000	74,000	197,300	0	0
Net Surplus/(Deficit) after Capital Income	(1,144,162)	4,132,102	(940,174)	(940,045)	(1,691,855)	(551,873)	336,613	(1,143,600)	(932,784)	344,644	(801,228)	(934,776)
Profit before Int & Deprec	1,648,338	4,090,811	(680,372)	(743,038)	(658,590)	1,866,278	501,002	(744,210)	(722,796)	678,047	(739,799)	(804,358)
% Income	14.5%	83.8%	-1113.9%	-890.2%	-469.7%	-100.0%	38.1%	-1160.3%	-861.9%	45.6%	-886.3%	-1039.9%

Sunshine Coast Grammar School

CASHFLOW

For the 12 Months Ending December 2004

	Total	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Recurrent Income													
Fee Receipts	5,481,507	1,131,155	1,035,007	529,381	105,876	6,617	0	2,175,576	435,115	65,267	3,511	0	0
Grant Income	5,241,703	2,143,699	0	10,837	16,538	332,904	22,400	1,239,637	0	20,120	1,419,831	22,288	13,450
Other Income	810,256	52,521	54,921	66,471	116,871	55,021	119,621	62,371	57,421	56,221	58,771	55,021	55,021
Ancillary Income	96,000	12,480	6,160	6,160	6,800	6,720	6,160	12,480	6,720	7,520	9,760	6,160	8,880
GST Received	940,666	215,757	989	3,228	2,902	34,095	3,049	126,080	1,045	3,017	143,467	4,678	2,366
Input Tax Credits Received	136,298	74,976	0	0	0	0	0	121,716	0	0	0	0	0
Total Recurrent Income	12,312,425	3,570,182	1,097,078	616,077	248,987	435,358	151,230	3,737,861	500,302	152,145	1,635,341	88,147	79,717
Total Cash Inflows	12,312,425	3,570,182	1,097,078	616,077	248,987	435,358	151,230	3,737,861	500,302	152,145	1,635,341	88,147	79,717
Tuition Costs													
Administration Costs	6,924,175	3,647,722	532,573	585,796	564,722	543,648	564,722	583,141	583,141	583,141	583,141	609,074	634,352
Maintenance Costs	2,116,067	172,096	176,741	173,569	173,569	171,682	174,368	178,121	175,110	176,551	177,943	171,231	184,839
Payments for Boarding	339,513	20,843	19,582	36,087	36,843	50,082	50,581	21,280	20,871	20,969	20,969	19,846	22,566
Interest Payments	0	0	0	0	0	0	0	0	0	0	0	0	0
Employee Entitlements	660,752	826	54,604	56,547	54,690	61,800	59,761	63,822	63,759	60,293	62,216	60,208	62,175
Doubtful Debt Provision	120,924	9,937	9,937	10,456	9,965	9,547	9,990	10,304	10,349	10,315	10,341	9,415	11,212
Ancillary Expenses	192,850	20,380	13,486	14,358	14,700	14,323	14,060	20,640	14,880	15,680	17,920	13,702	18,740
GST Paid to Suppliers	391,701	24,299	24,198	26,540	112,040	25,362	24,359	22,856	21,486	27,747	40,074	20,344	20,391
GST paid to ATC	200,980	0	0	0	0	0	0	0	0	0	58,051	0	0
Total Recurrent Expenditure	10,964,962	813,103	820,306	911,594	1,408,459	876,243	907,843	900,165	893,597	894,698	970,658	903,820	964,275
Net Recurrent Cash Flow	1,347,463	2,757,079	276,771	(295,517)	(959,472)	(441,085)	(756,612)	2,837,696	(393,296)	(742,553)	664,683	(815,674)	(894,558)
Capital Expenditure													
Capital Income	(1,375,050)	(40,500)	(30,000)	(65,250)	(903,000)	(20,000)	(10,000)	(25,000)	(10,000)	(74,000)	(197,300)	0	0
Asset Disposal (excl Gain/Loss)	67,000	0	0	0	0	0	0	0	0	0	0	67,000	0
Movement in Other Current Assets	0	0	0	0	0	0	0	0	0	0	0	0	0
Movement in Current Liabilities	719,971	0	0	0	699,971	0	18,008	0	0	0	0	0	10,000
Movement in Non Current Liabilities	(579,034)	(221,172)	3,332	14,635	(277,907)	(4,261)	(157,317)	2,344	(4,704)	(2,149)	(1,809)	(7,283)	74,257
Loan Drawdowns	0	0	0	0	0	0	0	0	0	0	0	0	0
Loan Repayments	850,000	0	0	0	850,000	0	0	0	0	0	0	0	0
Capital & Financing	(362,926)	(10,485)	(10,450)	(10,512)	(10,877)	(10,740)	(10,805)	(10,869)	(260,933)	(10,997)	(9,189)	(3,523)	(3,546)
Net Cash Flow	(880,039)	(272,157)	(37,118)	(61,127)	358,187	(35,001)	(188,122)	(33,525)	(272,637)	(87,146)	(208,298)	56,194	80,711
Opening Balance	667,424	2,484,922	239,653	(356,644)	(501,285)	(476,087)	(924,734)	2,804,171	(665,932)	(829,698)	456,385	(759,480)	(803,847)
Closing Balance	0	0	2,484,922	2,724,576	2,367,931	1,866,646	1,390,559	465,825	3,269,996	2,604,064	1,774,365	2,230,751	1,471,271
Net Cash Flow	667,424	2,484,922	239,653	(356,644)	(501,285)	(476,087)	(924,734)	2,804,171	(665,932)	(829,698)	456,385	(759,480)	(803,847)
Closing Balance	667,424	2,484,922	2,724,576	2,367,931	1,866,646	1,390,559	465,825	3,269,996	2,604,064	1,774,365	2,230,751	1,471,271	667,424

Sunshine Coast Grammar School
Balance Sheet
For the 12 Months Ending December 2004

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Current Assets													
Cash at Bank & Overdraft	2,484,922	2,724,576	2,367,931	1,866,646	1,390,559	465,825	3,269,996	2,604,064	1,774,365	2,230,751	1,471,271	667,424	667,424
Debtors - Fees	1,696,733	661,726	132,345	26,469	19,852	2,719,470	543,894	108,779	43,512	40,000	40,000	40,000	40,000
Provision for Doubtful Debts	0	0	0	0	0	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(20,000)	(20,000)
Building Fund Investment	157,800	157,800	157,800	157,800	157,800	315,600	315,600	315,600	315,600	315,600	315,600	315,600	315,600
Debtors - Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Stock	0	0	0	0	0	0	0	0	0	0	0	0	0
Prepayments	0	0	0	0	0	0	0	0	0	0	0	0	0
Deposit- SEQEB	0	0	0	0	0	0	0	0	0	0	0	0	0
Investments	0	0	0	0	0	0	0	0	0	0	0	0	0
Money owing by SCGS Pty Ltd	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971	699,971
Other Current Assets 5	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Current Assets 6	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Current Assets 7	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Current Assets 8	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Current Assets 9	0	0	0	0	0	0	0	0	0	0	0	0	0
Goodwill	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Current Assets	4,945,863	4,188,499	3,264,414	1,837,341	1,474,637	3,397,321	4,025,916	2,924,868	2,029,903	2,482,777	1,723,297	909,450	909,450
Fixed Assets													
Land	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811	1,171,811
Buildings	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024	8,527,024
Furniture & Fittings	428,867	441,149	465,374	467,653	479,931	482,210	474,488	476,767	473,045	472,624	464,902	457,181	457,181
Computer Equipment	124,014	112,740	101,466	90,192	78,918	67,644	56,370	45,096	33,822	22,548	11,274	0	0
Financed Lease Assets	108,510	98,645	88,761	78,916	69,052	59,187	49,323	39,458	29,594	19,729	9,865	0	0
Plant & Machinery	26,225	24,922	23,310	20,618	18,013	15,711	13,408	11,106	8,804	6,501	4,200	1,900	1,900
Land Improvements	564,775	562,437	565,190	565,762	563,425	560,087	558,750	556,413	554,075	551,738	549,400	547,063	547,063
Library Books	130,525	126,202	121,879	117,557	113,234	108,911	104,588	100,265	95,942	91,619	87,296	82,974	82,974
Book Hire	159,301	152,516	145,731	138,946	132,161	125,376	118,591	111,806	105,021	98,236	91,451	84,666	84,666
Musical Instruments	29,518	28,925	28,332	27,739	27,146	26,553	25,960	25,367	24,774	24,181	23,588	22,995	22,995
Total Fixed Assets	11,270,569	11,235,872	11,236,424	12,074,126	12,040,828	11,975,331	11,935,633	11,880,935	11,890,238	12,022,840	11,958,142	11,893,444	11,893,444
Total Assets	16,216,422	15,386,370	14,500,897	14,032,067	13,504,966	15,372,652	15,961,549	14,805,804	13,920,140	14,505,617	13,681,439	12,802,894	12,802,894
Liabilities													
Bank and Overdraft	0	0	0	0	0	0	0	0	0	0	0	0	0
Refundable Deposits	0	0	0	0	0	0	0	0	0	0	0	0	0
Fees in Advance	0	0	0	0	0	0	0	0	0	0	0	0	0
Trade Creditors	0	0	0	0	0	0	0	0	0	0	0	0	0
Fisher Prepaid Tuition Fees	41,976	40,792	39,608	38,424	37,240	36,056	34,872	33,688	32,504	31,320	30,136	28,952	28,952
Loy Prepaid Tuition Fees	40,982	40,208	39,434	38,660	37,886	37,112	36,339	35,564	34,790	34,016	33,242	32,468	32,468
Finance Lease Liability	0	0	0	0	0	0	0	0	0	0	0	0	0
2005 Fees received in Advance	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Current Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0
Provision for Group Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Provision For Superannuation	44,716	40,914	47,051	44,845	42,960	44,957	48,945	49,156	48,998	49,121	44,722	61,082	61,082
GST Clearing	191,451	168,242	142,929	(109,139)	(100,406)	(121,716)	103,223	82,782	58,051	103,393	87,726	69,701	69,701
Provision for LSL	264,160	273,252	283,708	9,965	9,547	9,990	10,305	10,348	10,315	10,342	9,415	11,212	11,212
Provision for Holiday Pay	244,765	244,765	244,765	244,765	244,765	244,765	244,765	244,765	244,765	244,765	244,765	252,823	252,823
Building Fund Cleaning A/C	0	0	0	0	0	0	0	0	0	0	0	0	0
Finance Lease Liability	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Non-Current Liabilities 2	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Non-Current Liabilities 3	0	0	0	0	0	0	0	0	0	0	0	0	0
Overdraft	10,250,000	10,250,000	10,250,000	10,250,000	10,250,000	10,250,000	10,250,000	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000
Westpac Commercial Bill	64,575	57,368	50,117	42,822	35,483	28,100	20,673	13,202	5,687	0	0	0	0
Finance Lease No. 1 - 2001	55,542	53,017	50,477	47,621	44,950	42,263	39,560	36,841	34,106	31,355	28,588	25,802	25,802
Finance Lease No. 2 - 2002	0	0	0	0	0	0	0	0	0	0	0	0	0

Finance Lease No. 3 - 2002	15,167	14,449	13,728	13,002	12,272	11,537	10,798	10,055	9,308	8,557	7,801	7,041	7,041
Land Purchase	0	0	0	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000
Total Liabilities	11,213,234	11,183,007	11,161,817	11,470,965	11,464,696	11,433,064	11,649,479	11,366,400	11,328,524	11,362,868	11,336,395	11,389,081	11,389,081
Net Assets	5,003,088	4,203,364	3,339,081	2,561,102	2,039,969	3,939,588	4,312,071	3,439,403	2,591,616	3,142,749	2,345,044	1,413,814	1,413,814
Represented By:													
Accumulated Funds	820,000	5,803,098	4,203,364	3,339,081	2,561,102	2,039,969	3,939,588	4,312,071	3,439,403	2,591,616	3,142,749	2,345,044	820,000
Current Year Profit(Loss)	4,183,087	(799,724)	(864,283)	(777,978)	(521,133)	1,899,619	372,482	(872,667)	(847,787)	551,133	(797,705)	(931,230)	593,814
Total Accumulated Funds	5,003,088	4,203,364	3,339,081	2,561,102	2,039,969	3,939,588	4,312,071	3,439,403	2,591,616	3,142,749	2,345,044	1,413,814	1,413,814
Check													

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ABN 36 892 525 331

Our Ref: M:\P\PRESB00\DUPLICATE SCGS\T004LMPP04.DOC

Contact Person: Martin Power

Contact Details: (07) 3222 670

Level 26 AMP Place
10 Eagle Street Brisbane 4000(Correspondence to
GPO Box 740, Brisbane 4001)Telephone (07) 3222 9777
Facsimile (07) 3221 9250Email: admin@bris.bentleys.com.au
Internet: www.bentleys.com.au

9 June, 2004

Mr D L Robinson
Deputy Chairman
Presbyterian and Methodist Schools Association
P O Box 298
TOOWONG QLD 4066

Dear Sir

SUNSHINE COAST GRAMMAR SCHOOL SHOW CAUSE NOTICE – FINANCIAL VIABILITY

We refer to the Show Cause Notice issued by the Non-State Schools Accreditation Board ("the Board") in respect of Sunshine Coast Grammar School ("SCGS") and the Board's request for an independent verification of SCGS's ongoing viability.

We have been requested by the Presbyterian and Methodist Schools Association ("PMSA") to conduct the review. Following completion of this assignment, we are writing to report on the results of our work and to provide as requested by the Board, an opinion as to the financial viability of SCGS.

SCOPE OF WORK

Our work involved a detailed review of the following documents in respect of the SCGS for the year ending 31 December 2004:

- Budgeted Income and Expenditure Statement;
- Budgeted Cash Flow;
- Budgeted Balance Sheet; and
- Budget Assumptions.

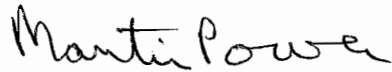
These documents were reviewed for consistency, accuracy and reasonableness. Key information within the documents was also agreed to supporting schedules, estimates and where necessary other independent documentation (such as published fee schedules, grant documentation, etc.).

We have also reviewed the financial capacity of the PMSA to provide if required, ongoing financial support to SCGS. This involved referring to the results and financial position of the PMSA as disclosed by its audited financial statements for the year ended 31 December 2003.

OPINION

Based on the results of the above work, we are satisfied as to the ongoing financial viability of SCGS and in our opinion, SCGS has access to adequate financial resources for its viable operation.

Yours faithfully
Bentleys MRI
Brisbane Partnership



P M Power
Partner
Registered Company Auditor

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APPENDIX C: CLASS REGISTER

Count of stud. co. year. grp	1	2	3	4	5	6	7	8	9	10	11	12 (blank)	Total
pctut. grp	-1												
1KS		25											25
2SA		20											20
2SM		19											19
2WE		22											22
3JT			22										22
4KT				27									27
5AP					26								26
5RS						29							29
6AC													25
7CS							25						25
7SF													27
7SS													
BKH								4	5	4	4	4	21
CBP								5	6	5	3	4	23
CJW								5	5	6	4	5	25
CKN								5	4	7	4	4	24
CME								5	5	7	4	3	24
CPE								6	5	6	5	4	26
LAL								5	4	7	7	2	25
LUB								6	5	6	5	3	26
SAB								4	7	6	7	2	26
SHC								6	6	5	4	3	22
SWA								6	2	5	5	3	21
(blank)								1			3		4
PSGL	21												21
4TM				25									25
gr3								5	4	5	4	3	21
BCA						28		4	5	5	5	5	23
BUN								4	5	5	6	5	24
BSR								4	5	6	5	5	24
PSAB	24												24
PPAF			20										20
PPLR			23										23
1BK				24									24
3CA													21
3SH													21
4RC					27								27
5MM													27
6DS						28							28
SAM								4	5	5	4	4	22
SRG								8	4	7	4	2	25
LCG								5	6	5	5	5	26
LJP								6	4	5	4	3	22
BLC								3	5	5	5	5	23
LEG								6	3	5	4	3	21
Total	45	43	64	79	79	85	77	101	96	112	95	70	474
26.05.04							582						1056

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Application 3. Enrolment Details

MARCH 2004

A School Enrolment Figures

Please enter the school's enrolment figures (actual 2002-2003 and projected 2004-2008).

HC = Head Count

FTE = Full Time Equivalent

Use decimal points for FTE Prep and Streams where required

Year	Prep HC	Prep FTE	1	2	3	4	5	6	7	8	9	10	11	12	Boarders	Overseas Students
2002	50.0 2.0	50.0 2.0	64.0 3.0	62.0 3.0	79.0 3.0	87.0 3.0	66.0 3.0	85.0 3.0	83.0 3.0	111.0 4.0	96.0 4.0	90.0 4.0	93.0 4.0	80.0 3.0	0	11.0
Stream																
2003	74.0 3.0	74.0 3.0	58.0 3.0	69.0 3.0	75.0 3.0	76.0 3.0	84.0 3.0	68.0 3.0	85.0 3.0	103.0 4.0	109.0 4.0	95.0 4.0	81.0 3.0	79.0 3.0	0	15.0
Stream																
2004	78.0 4.0	78.0 4.0	52.0 2.0	63.0 3.0	63.0 3.0	79.0 3.0	82.0 3.0	84.0 3.0	77.0 3.0	103.0 4.0	105.0 4.0	115.0 5.0	90.0 4.0	71.0 3.0	0	9.0
Stream																
2005	90.0 4.0	90.0 4.0	66.0 3.0	60.0 3.0	64.0 3.0	75.0 3.0	82.0 3.0	84.0 3.0	84.0 3.0	107.0 5.0	111.0 5.0	110.0 5.0	115.0 5.0	90.0 4.0	0	15.0
Stream																
2006	106.0 5.0	106.0 5.0	63.0 3.0	70.0 3.0	64.0 3.0	66.0 3.0	77.0 3.0	84.0 3.0	84.0 3.0	115.0 5.0	115.0 5.0	120.0 5.0	115.0 5.0	115.0 5.0	0	20.0
Stream																
2007	115.0 5.0	115.0 5.0	70.0 3.0	72.0 3.0	72.0 3.0	66.0 3.0	68.0 3.0	84.0 3.0	84.0 3.0	115.0 5.0	120.0 5.0	120.0 5.0	125.0 6.0	120.0 6.0	0	20.0
Stream																
2008	115.0 5.0	115.0 5.0	78.0 3.0	78.0 3.0	78.0 3.0	84.0 3.0	84.0 3.0	84.0 3.0	84.0 3.0	125.0 5.0	125.0 5.0	125.0 5.0	125.0 6.0	125.0 6.0	0	20.0
Stream																

B Enrolment Totals

Year	Prep HC	Prep FTE	Strms	Prim	Strms	Total Prep FTE & Prim	Jnr Sec	Strms	Snr Sec	Strms	Sec	Strms	Total Enri	Total Strms
2002	50.0	50.0	2.0	526.0	21.0	576.0	297.0	12.0	173.0	7.0	470.0	19.0	1,046.0	42.0
2003	74.0	74.0	3.0	515.0	21.0	589.0	307.0	12.0	160.0	6.0	467.0	18.0	1,056.0	42.0
2004	78.0	78.0	4.0	500.0	20.0	578.0	323.0	13.0	161.0	7.0	484.0	20.0	1,062.0	44.0
2005	90.0	90.0	4.0	515.0	21.0	605.0	328.0	15.0	205.0	9.0	533.0	24.0	1,138.0	49.0
2006	106.0	106.0	5.0	508.0	21.0	614.0	350.0	15.0	230.0	10.0	580.0	25.0	1,194.0	51.0
2007	115.0	115.0	5.0	516.0	21.0	631.0	355.0	15.0	245.0	12.0	600.0	27.0	1,231.0	53.0
2008	115.0	115.0	5.0	570.0	21.0	685.0	375.0	15.0	250.0	12.0	625.0	27.0	1,310.0	53.0

C Number of Overseas Students

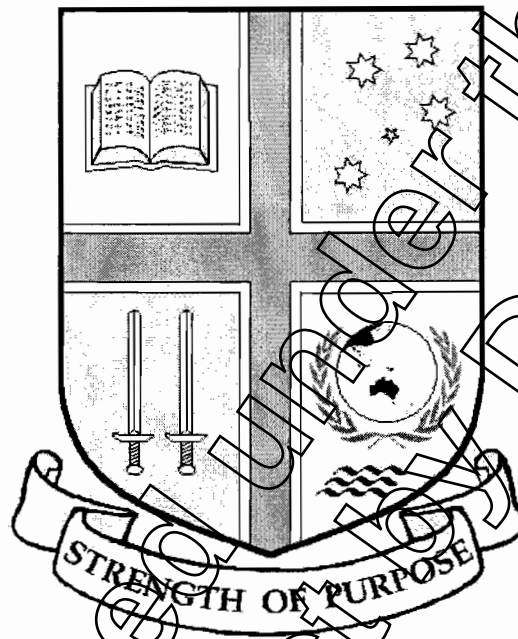
Year	Pre-School & Primary	Junior Secondary	Senior Secondary	Total
2004	0	2	7	9
2005	0	5	10	15
2006	0	7	13	20
2007	0	7	13	20
2008	0	7	13	20

LIST OF ADDITIONAL/NEW STAFF – 2004

Grounds and Security	Mr John Ferrier 30 hours per week	Provide additional support to grounds team and undertake security role previously performed by Kim Burgess.
Junior School	Mr Craig Angel Miss Belinda Keen	Year 3 – to replace Miss Catherine Green. Miss Green moved into full-time Curriculum Leader P-7 in the Junior School (current enrolment 584). \$18,000 of Miss Green's salary is being contributed by AISQ in a joint professional development agreement for 2004. Year 1 – to replace Mrs Genevieve Hudson. Mrs Genevieve Hudson moved into the Reading Recovery Teacher role (.5) replacing Mrs Linda Van der Hulst who returned to the Junior School Library. Mrs Hudson also took on the Learning Support role – Infants (.3) replacing Mrs Kylie Wallis who moved to Pacific Lutheran College. Mrs Hudson was allocated (.2) to perform duties as Assistant Principal - Infants
Secretarial	Mary Glover (commenced Term 2)	An additional Secretarial position was created to support the Executive Secretary – Junior School and Executive Secretary – Secondary School. In addition the role includes back-up to Student Reception and Parent Reception. This position was filled by Mrs Sandy Johnston on contract in Term 1 and has now been advertised. Interviews are currently being held.
Student Receptionist	Michelle Pigden	Student Receptionist replacement.
Teacher Aide	Mrs Robina Long (commenced Term 2 in Library FT)	An additional position was created to provide support to the Secondary Library (3 days/ week) and the Enrolments Office (2 days/week). The lack of appropriate support staff was one of the areas highlighted as needing attention by the Non-State School Accreditation Board.
Secondary School	Mrs Lydia Nalepsky	Qualified Guidance Officer was employed to replace Mr Steve Rosser (he taught ½ timetable). Mrs Nalepsky provides careers guidance and counsellor services. Only 3 days per week. No Teaching.
	Ms Lisa Vanska	Replaces Steve Rosser's ½ timetable load.
	Miss Katie Cawte	Replaced Mrs Randall in the teaching area. (Miss Cawte is on a 12 month contract pending needs 2005.) Mrs Randall is providing increased hours to the Secondary Library. Mrs Randall still has a small teaching load.
	Tony Isaacson	Science/SOSE – 12 month contract was employed to reduce the load of HOD's in English/Maths/Science/SOSE to half load. This is a compensatory factor for lack of resources.
	Brad Bowen	HOD Science replacement
	Libby Gaedtko (contract)	Music Teacher interim replacement for Katinka Collins
	Chelsea Wylie (commencement Term 4)	Music Teacher permanent replacement
Tech Support Office	To Be Advised (advertised)	To Replace Luke Fett
Webmaster	To Be Advised (Advertised)	New Position

Sunshine Coast

Grammar School



Student Support Services Policy

June 2004



POLICY: STUDENT SUPPORT SERVICES

PRESCHOOL TO YEAR TWELVE

Section 1: Rationale

Sunshine Coast Grammar School is a unique community of learners whose goal is to develop and foster every individual in its care.

Our Strength of purpose is derived from our core values of Respect, Care, Trust, Empathy and Integrity, which underpin and infuse all our actions and aspirations.

We are dedicated to creating a vibrant school environment that offers opportunity, participation and challenge founded upon these values.

The vision of this school espouses the belief that all students have the right to access and participate fully in the programme offered by the school. This belief is further encompassed by the National Goals for Schooling in the Twenty-first Century that states "Schooling should develop fully the talents and capacities of all students" and that "Schooling should be socially just". In developing students' capacities it is envisaged that each student will become a lifelong learner who is:

- A knowledgeable person with deep understanding
- A complex thinker
- A creative person
- An active investigator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

In supporting students to reach their full educational, social and emotional potential, the Student Support Services team take a developmental approach that looks at the child's needs and strengths and ways to maximise student potential. Students vary in their individual needs and abilities, and the diversity within their peer group with respect to learning readiness, cultural background, interests, talents and learning profile.

Students with special needs may require a variety of educational programmes and related services. These students may include students with:

- physical disabilities
- sensory impairment (visual, hearing)
- mild - moderate intellectual impairment
- learning difficulties
- developmental disorders
- speech and language disorders
- behaviour disorders
- emotional impairments
- non-English speaking background
- gifted or talented abilities

In some cases, students may have multiple special needs due to a combination of factors.

Circumstances which impact upon the level of support for students with special educational needs include:

- The physical layout of the school, including safety issues, e.g. access to the lakes
- Human resources available within the school budget
- Special education training of staff
- Material resources and facilities available within the school budget
- Level of external funding available
- Cooperation and support of parents.

For some students, the school may not be able to offer the level of support appropriate to that student's determined areas of need.

Section 2: All Students

The vision and objectives for students at SCGS are underpinned by the following principles:

- Equity that allows all students to access appropriate educational programmes that meet their specific learning needs.
- Recognition of difference in their speed of learning, the quality of their thinking and their ability in one or more areas.
- Educational excellence which results in learning outcomes consistent with their abilities.
- Partnerships between teachers, parents, carers, students and other educational institutions.
- Evidence-based practices that are informed by contemporary research-based practices.

At Sunshine Coast Grammar School, we aim to support the social justice issues that arise from:

- Anti-discrimination Act 1991
- Commonwealth Disability Act 1992
- Draft- Disability Standards for Education – Department Education, Training & Youth Affairs 2000
- Queensland Studies Authority statement – Special Considerations, Exemption and Special Arrangements – Senior Secondary Assessment, Policy Statement on Special Considerations.
- Child Protection Act 1989

We believe that the primary venue for catering for individual differences is in the classroom. Curriculum experiences cater for individual students by:

- *Planning for teaching and learning that is influenced by;*
 - The theory of multiple intelligences (Gardner)
 - Bloom's cognitive taxonomy
 - Student centred classroom practices
 - Outcomes based education
 - Health Promoting schools framework
- *Developing awareness in students of their unique learning style through Personal Development programmes*

- *Providing a curriculum that offers a choice of subjects from Preschool – Year 12*
- *Using tools in the identification of student needs (Point in time testing, basic skills testing, Year 3, 5, 7 testing, Gifted and Talented Survey)*

Section 3: Gifted and Talented Students

Gifted or Talented students “are those who excel, or have the potential to excel, in general or specific ability areas.”

(Queensland Department of Education, *The Education of Gifted Students in Queensland Schools*)

While these students are capable of outstanding achievement, the learning environment is pivotal to enabling them to demonstrate and develop their abilities. Students who are gifted are at risk of underachieving and disengaging from learning if they are not identified and catered for appropriately. An effective strategy for catering for academically gifted students is through a rigorously differentiated curriculum that provides intellectual challenge.

The vision and objectives for students who are gifted are underpinned by the following principles:

- Equity that allows all students to access appropriate educational programmes that meet their specific learning needs.
- Recognition of difference in their speed of learning, their insightful quality of their thinking and their advanced ability in one or more areas.
- Educational excellence which results in learning outcomes consistent with their abilities.
- Partnerships between teachers, parents, carers, students and other educational institutions.
- Evidence-based practices that are informed by contemporary research-based practices.

Academically gifted students may exhibit the following characteristics:

- Early intellectual ability
- Early affective development
- Uneven development (social, emotional, cognitive, physical)
- Individuality
- Perfectionism

Identification of academically gifted students may involve the following:

- Teacher referral
- Teacher identification form
- Parent recommendation
- Point in time testing
- Psychometric testing
- Gifted and Talented Checklist for Teachers (Michael Sayler). Available at www.learningplace.com.au/en/g&t

Students who are selected for academically gifted programmes should exhibit a combination of the following:

- Superior intellectual ability
- Superior academic abilities
- Task commitment and perseverance
- Higher level complex thinking skills
- Self motivation
- Ability to work independently

Academically gifted students may be catered for through a variety of programmes and strategies including:

- Differentiated curriculum
- Use of learning theories that cater for individual differences (Gardner, Bloom, Learning Styles)
- Extension programmes
- Competitions and tournaments (e.g. T.O.M., Excellence Expo)
- Curriculum compacting
- Acceleration

Acceleration refers to an advanced pace of learning that enables students who are gifted to learn at a level corresponding to their ability and speed. Acceleration is based on comprehensive assessment of the readiness of the individual. Different forms of acceleration within the compulsory years of school may include:

- Curriculum compaction
- Subject acceleration
- Year advancement

When students are nominated for acceleration careful consideration and investigation should involve:

- The Principal
- Parents/Carers
- Classroom Teacher
- Head of Student Support Services
- Student
- Receiving Teacher

Helpful Parent/Teacher questionnaires are available at www.learningplace.com.au/en/g&t

Acceleration should only be considered when:

- The student has superior intellectual abilities (I.Q above 135 on recognised assessment tool)
- His/her academic skills that are in the top 10 % of the year above as demonstrated by standardised testing
- She/he has demonstrated resilience and social-emotional maturity
- She/he demonstrates eagerness to advance
- The receiving Teacher has a positive attitude
- There is a mechanism for review and monitoring.

Further information is available at:
www.learningplace.com.au/en/g&t
www.education.qld.gov.au/tal/curriculum_exchange/
www.qagtc.org.au/
www.aaegt.net.au/index.htm

Section 4: Students with Special Needs

Students with special educational needs are those students whose access to the educational curriculum is restricted because of physical, intellectual, sensory, and developmental or learning disability.

The school is committed to identifying and eliminating the barriers which may prevent some students from participating in activities or achieving their potential. It is also committed to helping students to acquire strategies to cope with the disability or difficulty.

Students with Special Needs may be seen within three groups:

- Students with Disabilities – Ascertained support needs
- Students with Disabilities – Identified as requiring an Individual Educational Plan
- Students with Learning Difficulties

4.1 Identification Procedures

Identification of support needs should initially occur within the classroom by the Teacher analysing work profiles, work samples and classroom tests. Further identification may involve the following:

- Teacher referral to Student Support Services Team
- Teacher identification form (Behaviour, Learning checklists)
- Parent recommendation
- Point in time testing (ACER, TORCH)
- Psychometric testing (DAS, WISC-III, Stanford Binet)
- Achievement tests (Neale Analysis of Reading, Wechsler Individual Achievement Tests, Waddington Diagnostic Reading Tests)

4.2 Individual Educational Plans

Individual Educational Plans are important in identifying the support needs and learning outcomes for students with disabilities. It is essential that Teachers have read and understood the identified support needs and planned outcomes for students who have an IEP. This document is reviewed twice a year with parents, teachers and support staff.

When a student is placed on an Individual Educational Plan, the Student Support Services team will inform all relevant staff, including Specialist Teachers, and ensure that the support requirements are fully understood. Notification will take place via:

- Case meetings
- Intranet
- Provision of a copy of the IEP to Heads of Department and Class Teachers.

4.3 Ascertainment

Ascertainment identifies students with disabilities resulting in implications for educational outcomes. Ascertainment occurs once a student has a confirmed written diagnosis of an impairment in a disability category recognised and defined by Education Queensland (Ascertainment Policy and Revised Procedures 2002). Categories for Ascertainment include the following:

- Autistic spectrum disorder (ASD)
- Speech-language impairment (SLI)
- Intellectual impairment (II)
- Hearing impairment (HI)
- Physical impairment (PI)
- Vision impairment (VI)

All students with an ascertained disability will have an Individual Educational Plan.

The Ascertainment process allows the Support Team, Teacher and Parent/Carer to consider and report the student's current curriculum, teaching, learning, and health and safety support requirements. It identifies program variations and therefore the level of specialist educational support required for students with disabilities to maximize educational outcomes.

There are 5 stages in the Ascertainment process:

- Stage 1 Needs analysis and decision- making,
- Stage 2 Diagnosis and reporting of a disability in a category for eligibility for ascertainment,
- Stage 3 Ascertainment reporting and recommendation of ascertainment level/s,
- Stage 4 Appeals against recommended ascertainment level/s,
- Stage 5 Reviews of ascertainment level/s.

The Ascertainment Report documents educational information used to recommend and endorse the ascertainment level. Parents/caregivers are invited and encouraged to participate in all aspects of the process, to describe their child's strengths, helpful strategies and areas requiring support, and to sign off on all aspects, as the process proceeds.

When a student has ascertained support needs the details of their educational support needs will be outlined in the Individual Educational Plan and shared with Class Teachers, Heads of Department and Specialist Teachers. Students who require Special Considerations will be identified and supported to achieve to their optimum level in the senior years.

Further information on Ascertainment can be found at: <http://education.qld.gov.au>

Section 5: Career Guidance and Counselling

The Counsellors, as part of the overall SCGS community and pastoral care programme, contribute to the growth of the individual by assisting with social, emotional, behavioural and careers issues. The principle values of this process are empowerment and respect of each student's individuality and personal growth.

Career Guidance requires a developmental learning approach. Secondary Students are exposed to career options and pathways through the Personal Development Programme and a variety of Careers Expos and activities.

The Careers and Guidance Counsellor has the responsibility of assisting students in Years 10, 11 and 12 with decisions about tertiary pathways, Special Considerations, School Based Traineeships, understanding of career options and decisions about subject selection while at SCGS.

Counselling is a confidential service offered to all students, teachers and parents at SCGS. The Counsellor will make it clear to the student if a departure from the principle of confidentiality is required. The Counsellor will not divulge information without the student's permission unless it is felt that the student's safety is at risk (*Child Protection Policy 2004*). Counselling may take the form of:

- Individual meetings with the Counsellor
- Family meetings with the Counsellor
- Peer Mediation

Psychometric and cognitive assessment may be offered to students on an as needs basis and with full consent from parents/guardians. Psychometric testing may only be conducted by a fully qualified person who is licensed to use those tests. The results of any testing will be discussed with the parent/guardian and relevant reports will be provided.

The Counsellors are directly accountable to the Head of Student Support Services who is in turn accountable to the Principals and Head of School.

Section 6: General School Procedures

6.1 Referral

Referral to Student Support Services is via the Principal. A referral form with the student's relevant information and the signature of the Principal or delegate is required in most cases.

A letter of request/permission will be sent home to the parents of the student who is referred for a cognitive assessment or who is to be included in a specific support programme.

Students, parents, teachers and school staff may self-refer to the school counsellor or careers counsellor. This is a confidential service.

The following forms will assist in accessing services:

- Referral to Student Support and Guidance Services P-12
- Recommendations for an Extension Programme

6.2 Confidentiality

Our school community values confidentiality. It is important that all staff respect the right of others to feel safe and valued at our school. Confidentiality is an important practice for all Teachers when dealing with students, parents and other staff members. It is recommended that Teachers display the poster on Confidentiality in a prominent place in the classroom.

6.3 Classroom Strategies for Students with Learning Difficulties

Students who require assistance with learning can benefit from the following support strategies:

- Understanding of the IEP goals and outcomes
- Modification of the curriculum
- Modification of exam content and /or conditions
- Modification and monitoring of homework
- Cooperative planning and teaching
- Careful classroom seating arrangements
- Scaffolding learning
- Sequential instructions

- Analysis of learning tasks and demands
- Regular parent-teacher communication
- Regular communication between classroom teacher and Learning Enrichment teacher.

6.4 Repetition in Grade

Repetition of a student is a serious matter that must involve discussion, data collection and careful thought. If a Teacher is considering repeating a child then the Teacher has the responsibility of informing the Principal and Head of Student Support Services. Data about the child will be collected and a meeting to discuss options will be held with parents, Teacher, Principal and members of Student Support Services. This process should occur early in Term 4.

6.5 Special Consideration in Assessment

Special consideration is the granting of exemption to, or the provision of special arrangements for students with special needs.

Students with special needs may include, but are not limited to:

- Students with learning difficulties
- Students from non-English speaking backgrounds
- Students who are Aboriginal students or who are Torres Strait Islanders
- Students who have a physical impairment
- Students who have an emotional impairment
- Students who have a temporary medical condition.

Special consideration is considered on an individual case basis. Refer to 'SCGS Policy on Special Consideration' (Appendix 10).

6.6 School Based Traineeships

School Based Traineeships provide students with the opportunity to study for their Senior Certificate whilst also undertaking a nationally recognised training qualification. Students enter a legally binding Training Agreement and are supervised by the Careers Counsellor and/or a Group Training Company. In most cases a student must have completed Year 10 to begin a traineeship. The student is required to complete both practical workplace and theoretical components of the course. This may require the student to attend CSIT or another registered training organisation during school holidays.

Students who are on a School Based Traineeship will be absent from school on a Friday unless otherwise negotiated.

6.7 Subject Selection/Subject Change Year 11 and 12

Senior students who wish to make changes to their subject choices must make an appointment with the Careers Counsellor to ensure that necessary tertiary pre-requisites and/or O.P. requirements are understood.

No subject change will take place until the student has had an appointment with the Careers counsellor and completed the necessary form with signatures from parents, Head of Department, relevant teachers and Principal – Secondary. A time limit for subject changes will be put into place at the beginning of each Semester. Senior students will be advised of this time frame by the Careers Counsellor.

6.8 Medication Management

At times students need to take medication while at school. Medication should be kept in a safe place and clearly labelled. Before a Teacher undertakes medication management the appropriate forms should be completed by the parent, treating doctor and teacher. In the Secondary school, medication may be managed by the Head of House in some situations.

All Teachers- Junior School should have a medical folder that is clearly marked and contains copies of the relevant medical forms and documentation.

The Head of Student Support Services will work in conjunction with Teachers and Administration staff to identify students who have life threatening illnesses. Once identified, students will have a medical management plan that is clearly displayed in the Staff room, Sick Bay, Classroom (Junior School), After School Care and Specialist areas as needed.

Staff training in Anaphylaxis management will take place annually or as required.

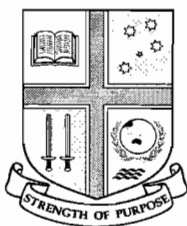
6.9 Managing Emergency Situations

Teachers should be aware of strategies that will help them to manage aggressive or threatening behaviours in the classroom or playground. Teachers are to be made aware via Individual Management and Educational Plans of any students who may have a disability or condition that would cause them to act in an aggressive or threatening manner.

Classroom Emergency Cards should be available in Junior School classrooms as a means of quickly accessing adult assistance.

6.10 The Student Support Services Team

- Head of Student Support Services
- Learning Enrichment Teacher – Secondary
- Careers and Guidance Counsellor – Secondary
- Learning Enrichment Teacher – Primary
- Learning Enrichment Teacher – Infants
- Reading Recovery Teacher
- Teacher Assistants – Special Needs



Appendix 1

Sunshine Coast Grammar School

Policy on Special Consideration

1 What is Special Consideration?

Special consideration is the granting of **exemption** to, or the provision of **special arrangements** for students with special needs.

Students with special needs may include, but are not limited to:

- * students with learning difficulties
- * students from non-English speaking backgrounds
- * students who are Aboriginal students or who are Torres Strait Islanders
- * students who have a physical impairment
- * students who have an emotional impairment
- * students who have a temporary medical condition

Exemption: Fairness to all students and the integrity of results require that no student be exempted from meeting any of the substantive requirements of a course, for any reason. However, in cases of special consideration, the school may decide to exempt students from non-substantive subject requirements.

Substantive requirements of a Senior syllabus or Junior work programme are the mandatory elements and include the definitions and implementation of the criteria and standards for the awarding of a particular level of achievement within the subject. Non-substantive requirements of the syllabus are those which may be varied without affecting substantive requirements.

Special arrangements: Special arrangements refer to practical arrangements to vary the conditions under which learning or assessment occurs, in order to enable students with special needs to have an equal opportunity to demonstrate their knowledge and skills in a subject.

2 When is Special Consideration appropriate?

Special consideration strategies can be applied at any time during the teaching and learning process or during the assessment process.

Students studying any subjects offered by the school can expect special consideration if the strategies involved will allow the student to demonstrate their full potential in the knowledge and skills of that subject. Vocational education students should expect special consideration strategies to be applied where it is appropriate.

The Queensland Core Skills test allows for special consideration for students with special needs. This must be applied for through the school. The nature of the consideration is then decided upon by the Queensland Studies Authority.

3 Underpinning principles of Special Consideration

- 1 Students with special needs should have equal opportunity to demonstrate their knowledge and skills.
- 2 Special Consideration should not constitute an unfair advantage over other students or produce results that are inaccurate. Special consideration should not produce results that are not a true representation of the student's knowledge and skills.
- 3 Special Consideration should in no way affect standards. The syllabus criteria and standards should be applied in the same way to all students.
- 4 The marking/grading of all students' work including those with special needs should be done on the same basis. That is, the syllabus criteria and standards for student achievement in the subject should be applied in the same way to work done by all students. Yet, before accepting a given level of work from a student with special needs, all efforts should be made to remove barriers to equal opportunity. This may involve being proactive in finding out about the best way to meet the special needs, in terms of learning and assessment, of particular students.
- 5 Where it is apparent that there are barriers that prevent students from demonstrating their knowledge and skills, every possible effort should be made to make appropriate special arrangements. However, if an impairment means that a student is less successful in what assessment items in a subject are designed to assess (an example might be not having the language skills to do well in a test of reading and writing) it is both reasonable and proper that student results should show the actual knowledge and skills displayed.
- 6 Special arrangements for students with special needs should be made as soon as possible to ensure that, as far as practicable, the student is able to have early access to the support required to complete subject requirements. Appropriate and effective consultation with the students and her or his parent/s or guardian/s should be central to this decision making process.

4 Some Special Consideration strategies

Special arrangement strategies should only be implemented after full consultation between the student, parent, subject teacher, Head of Department or Subject Coordinator, and the staff member responsible for the area in which special consideration is being sought eg Guidance Officer, ESL coordinator, Head of Student Support Services, QSA coordinator or Vocational Education coordinator.

Specific examples of these special arrangements can include, but are not limited to:

- * making alternative arrangements for the testing and assessment of students who are experiencing serious emotional difficulties eg bereavement or illness of a close family member. This could involve allowing more time for completion of an assignment or delaying the sitting of an exam.
- * use of specialised equipment particular to a student's impairment eg a computer, tape recorder. This may be during class activities or as the means of presenting an assessment instrument or the response to an assessment instrument.
- * provision of a writer to provide an exact transcription of a student response to an assessment where a physical impairment does not permit a student to write.
- * provision of assistance with the interpretation and comprehension of assessment items for students with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills eg ESL teacher sits with the student during the testing process, use of a paper dictionary.
- * additional time for students to complete assessable tasks in order to give them equal opportunity to demonstrate their knowledge and skills where physical impairment requires more time than usual to complete tasks.
- * giving Aboriginal and Torres Strait Islander students and students from other cultural backgrounds the opportunity to represent their cultural experiences in their responses to assessment items.
- * making alternative arrangements for the testing of students in order to allow them to attend an event which has cultural significance.

5 Special Consideration for family bereavement, illness, trauma or significant absence approved by the school

In cases of family bereavement, trauma, illness or significant absence approved by the school, Special Consideration may involve modification of an assessment task or assessment programme. Alternatively, it may allow a student's result on a task that is significantly poorer than their typical performance in the assessable criteria to be discounted.

Special Consideration will never result in a grade being elevated beyond what is justified in comparison to the criterion standards or beyond what has been demonstrated in the student folio. The broad criteria and standards must be applied in the same way to all students.

Where the prolonged absence can be foretold, special consideration arrangements must be sought before the event.

6 Procedure to follow for Special Consideration

Depending on the nature of the special need, the student is interviewed by one of the following:

Head of Student Support Services (Ascertained students)

ESL Coordinator (ESL students)
Guidance Officer (Temporary social, emotional or medical difficulties)



Interviewing staff member takes the following action:

- 1 Completes **Part A** of the Application Form
- 2 Records interview notes
- 3 Sights and attaches documentary evidence (if applicable)
- 4 Assesses the application and discusses the application with relevant personnel in light of internal and external policy requirements
- 5 Completes **Part B** of the Application Form
- 6 Sends a copy of the form and the evidence to the HOD/Subject Coordinator involved



Head of Department/Subject Coordinator takes the following action:

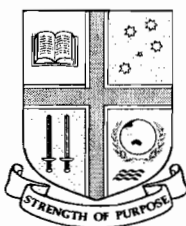
- 1 Decides on exemption or special arrangements to be made in conjunction with Head of Student Support, Curriculum Coordinator, Guidance Officer or ESL teacher
- 2 Discusses special consideration with the subject teacher, student and parent
- 3 Records action to be taken on **Part C** of the Application Form
- 4 Retains a copy in the student's file
- 5 Sends a copy to the Curriculum Coordinator



Curriculum Coordinator takes the following action:

- 1 Acknowledges receipt of application
- 2 Files application in Special Consideration Register

Released under the
RTI Act by DET



Appendix 1

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Guidance Officer (Temporary social, emotional or medical difficulties)



Interviewing staff member takes the following action:

- 1 Completes **Part A** of the Application Form
- 2 Records interview notes
- 3 Sights and attaches documentary evidence (if applicable)
- 4 Assesses the application and discusses the application with relevant personnel in light of internal and external policy requirements
- 5 Completes **Part B** of the Application Form
- 6 Sends a copy of the form and the evidence to the HOD/Subject Coordinator involved



Head of Department/Subject Coordinator takes the following action:

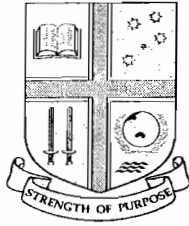
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- 2 Discusses special consideration with the subject teacher, student and parent
- 3 Records action to be taken on **Part C** of the Application Form
- 4 Retains a copy in the student's file
- 5 Sends a copy to the Curriculum Coordinator



Curriculum Coordinator takes the following action:

- 1 Acknowledges receipt of application
- 2 Files application in Special Consideration Register

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Sunshine Coast Grammar School

Application for Special Consideration

Part A: To be completed during initial interview

Name _____ Year Level: _____ Form: _____

Subject/s: _____

Teacher/s: _____

Reason for seeking special consideration: _____

Supporting documentation: attached ☒ has not been provided ☐

Student's signature _____ Date _____

Staff member's signature _____ Date _____

Part B: To be completed following consultation with teacher, Head of Department/Subject Coordinator

Recommendations for special consideration:

- ☐ change of due date for assignment
- ☐ change of date for assessment instrument
- ☐ variation of assessment instrument
- ☐ opportunity to resit original or similar test
- ☐ modification of classroom environment
- ☐ modification of test conditions

Comments: _____

Staff member's signature: _____

- ☐ Guidance Officer
- ☐ ESL Coordinator
- ☐ Head of Student Support Services

Part C: To be completed by Head of Department/Subject Coordinator following agreement on special consideration arrangements.

The following special consideration will be given:

Student's signature

Parent's signature

Subject teacher's signature

Head of Department's signature

Date

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TEACHING STAFF

LEARNING SUPPORT TEAM and GUIDANCE TEAM

Head of Student Support Services P-12	Mrs Kelly Callaghan
Learning Enrichment Teacher P-7	Mrs Christine Sawrey
Learning Enrichment Teacher P-7/ Reading Recovery	Mrs Genevieve Hudson
Learning Enrichment Teacher 8-12	Mrs Alison Palmer
Career Guidance	Mrs Lydia Najlepszy
Teacher Assistant – Special Needs	Mrs Narelle Mikitis
Teacher Assistant – Special Needs	Mrs Sylvia Norris
Teacher Assistant – Special Needs	Mrs Angela Main / Mrs Trish Stains

JUNIOR SCHOOL

Head of Junior School	Mr Stuart Marquardt
Assistant Principal – Infants	Mrs Genevieve Hudson
Assistant Principal – Primary	Mrs Linda Van der Hulst
Curriculum Coordinator P-7	Miss Catherine Green
Student Performance Coordinator	Mr David Shirley

Preschool	Miss Anne Brown	Mr Greg Lang	
Preschool Assistants	Mrs Donna Zammit	Mrs Mary Rodgers	
Prep Class	Miss Alison Fowler	Mrs Lyn Russell	
Prep Class Assistants	Mrs Leah Langley	Miss Emma Schell	
Year 1	Miss Belinda Keen	Mrs Kim Stewart	
Year 2	Mrs Sharon Murray	Mrs Sarah Atkinson	Mrs Wendy East
Year 3	Mrs Jenny Tapp	Miss Summer Hamson	Mr Craig Angel
Year 4	Ms Tamara Miller	Miss Karen Talbot	Mr Robert Cordiner
Year 5	Mr Roger Smith	Ms Melissa McCallum	Mr Ashley Porter
Year 6	Mr David Shirley	Mr Sean Rennis	Mrs Amanda Collins
Year 7	Mr Chris Smith	Mr Stuart Symes	Mrs Suzanne Franklin
Teacher Assistant	Mrs Avril Perard		

Art	Miss Samantha Oertel
-----	----------------------

Languages		
French	Mrs Audra Stepanas	Mr Aime Marohasy
Japanese	Miss Vanessa Vecchio	

Library	
Teacher/Librarian	Mrs Linda Van der Hulst
Library Assistant	Ms Kristie Holyoak

Music	
Head of Music	Mr Gary Hooper
Music – Instrumental	Mrs Christine Walton
Music – Instrumental	Mr Charlie Simm

Physical Education	Miss Maureen Cummings
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Pages 53 through 58 redacted for the following reasons:

Schedule 3, item 7

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RTI Act by DET

SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



23 May 2004

Ms Danielle Fitzpatrick
Senior Planner
Maroochy Shire Council
PO Box 76
NAMBOUR Q 4560

Dear Danielle,

Re: Sunshine Coast Grammar School: Lot 6 RP 892486

Thank you for spending time with me and other representatives of the Sunshine Coast Grammar School when we met at Maroochydore on the 19 May. I found it a useful meeting and I am sure the school will be able to resolve effectively any concerns held by the Shire Council.

We are taking action on all matters discussed, dealing with the respective departments of the Council. We anticipate that all outstanding matters will be resolved within the next short period.

One of the concerns raised at the meeting is the presence of three demountable buildings at the school which, it seems, are not shown on the endorsed plan. The demountables are shown on the current Master Plan that was submitted to Council for endorsement, through Cristie Evenhuis of Plan Consult Pty Ltd, on 9 February. I am writing to seek approval for them to be shown on the endorsed plan.

The three demountables are located next to three permanent buildings of the school, adjacent to the tennis courts. The demountables are temporary additions to the site and are leased buildings. Despite this, they are very comfortable, being well fitted out and having air conditioning and heating provided. The school considers them to be a short-term expedient to deal with expanding enrolments whilst appropriate permanent accommodation is designed and constructed, as explained below.

In 2005, the school intends to construct a Library Resource Centre, sited in accordance with the Master Plan. To this end, an application is currently before the AIS-Block Grant Authority for government grant assistance to assist in financing the construction. The school will be visited by representatives of the BGA later in May, as part of that application, and a decision about funding assistance will be expected in December this year. Incorporated within the design for the building are classrooms to replace the demountables in question. As soon as the Library Resource Centre is commissioned the demountables are scheduled for removal.

On this basis, we would appreciate the demountables being included within the endorsed Master Plan that is currently before Council officers. If I can be of further assistance in progressing this request, please contact me on telephone 5477 4459 or 0438 544 502.

Thank you for your help.

Yours sincerely,



Dr Murray J Evans
Consulting CEO
Acting Headmaster

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RTI Act by DET



ABN 60 983 072 606

Maroochy Cares, Maroochy Dares...

"Because we care about the lifestyle of the residents of Maroochy Shire, we must dare to do things differently - by protecting our environment, seeking out opportunity, promoting our diversity, developing our economic future and enhancing our sense of community."

Your Reference:	D03-0125
Our Reference:	axj:axj: EXT03/0024
Enquiries:	Anthony Jones
Direct Telephone:	(07) 5475 9818
Direct Fax No.:	(07) 5475 9827
Email:	

17 December 2003

SUNSHINE COAST GRAMMAR SCHOOL
C/- Plan Consult Pty Ltd
PO Box 121
NAMBOUR QLD 4560

Dear Madam

EXTENSION OF CURRENCY PERIOD FOR DEVELOPMENT PERMIT - APPLICATION FOR MATERIAL CHANGE OF USE (EXTENSION TO EDUCATIONAL ESTABLISHMENT - SPORTS FIELDS, GRANDSTAND, SHELTER SHEDS, CAR PARK AND EMERGENCY ACCESS) (C977068) AND APPLICATION FOR OPERATIONAL WORKS (EMERGENCY ACCESS ROAD STAGE 1) (OPW01/0441) - APPLICATION NO. EXT03/0024 - PROPERTY NO. 87199 - LOT 6 RP 892486 - 372 MONS ROAD, FOREST GLEN FOR SUNSHINE COAST GRAMMAR SCHOOL

I refer to your letter dated 2 December 2003, and advise that Council, as Assessment Manager **APPROVES** the request to extend the currency period of Application No. EXT03/0024 for the Material Change of Use (Extension to Educational Establishment - Sports Fields, Grandstand, Shelter Sheds, Car Park and Emergency Access) and the Operational Works (Emergency Access Road Stage 1) pursuant to the provisions of Section 3.5.23 of the Integrated Planning Act 1997.

The currency period for the Material Change of Use is extended for a period of 24 months, so that the permit now lapses on 27 March 2006. The currency period for the Operational Works is extended for a period of 24 months, so that the permit now lapses on 2 May, 2006.

Should you require any further information, Anthony Jones may be contacted on the above telephone number.

Yours faithfully

D. Fitzpatrick
Danielle Fitzpatrick
SENIOR PLANNER (MAROOCHYDORE)
DEVELOPMENT ASSESSMENT & FACILITATION

Please quote our file reference number on your reply for fast tracking within Council

Address: Maroochy Shire Council
Cnr Currie & Bury Streets Nambour Qld Australia
Telephone: (07) 5475 8501
Facsimile: (07) 5441 8338

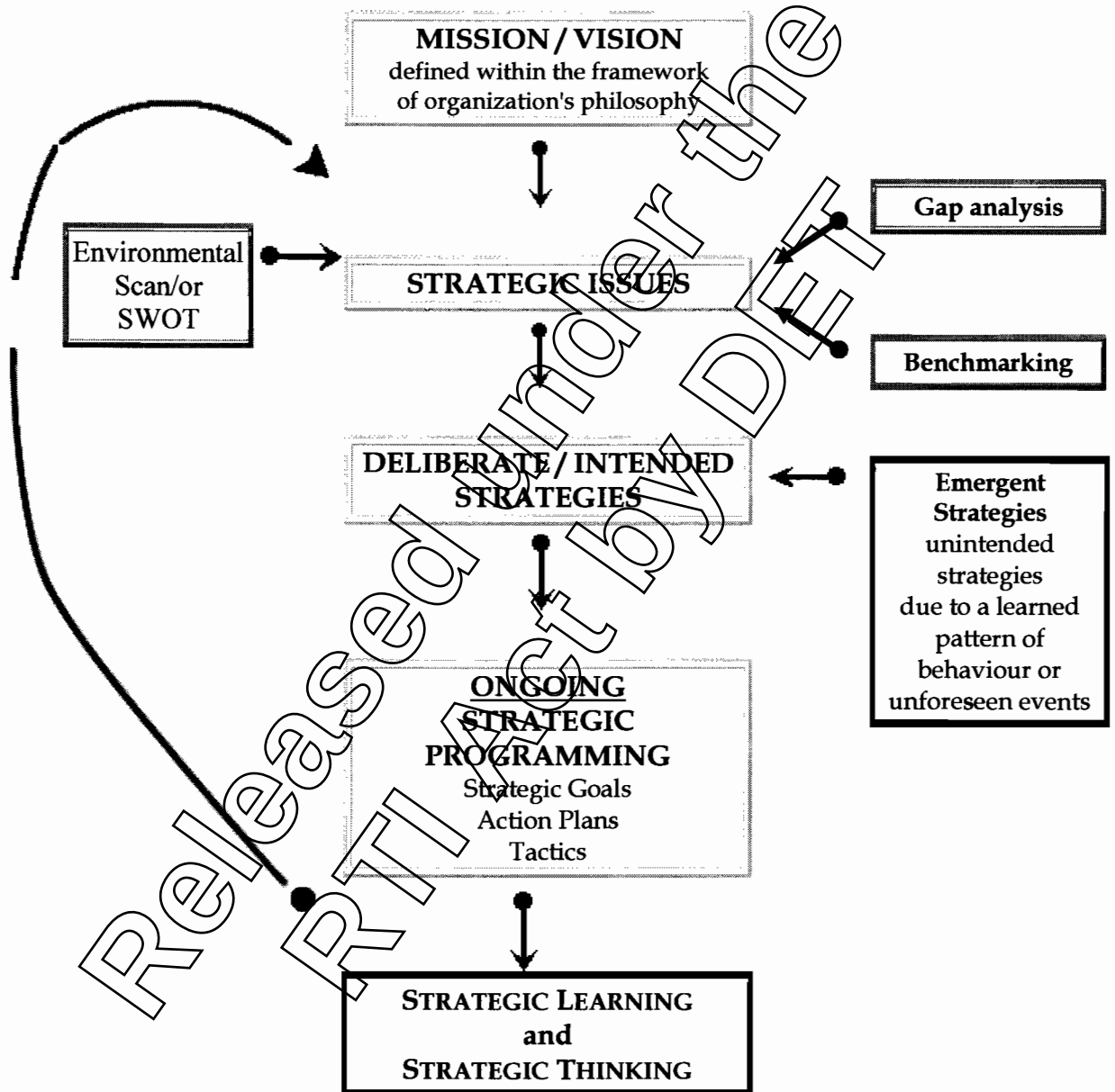
Email: maroochy@maroochy.qld.gov.au

Postal: The Chief Executive Officer
Maroochy Shire Council
PO Box 76
Nambour Qld Australia 4560
Website: www.maroochy.qld.gov.au

6. Develop *strategic goals, action plans and tactics* to move towards the school's desired future.
7. Establish a *review process* whereby the Plan is adjusted over time.
8. Foster an ongoing climate of *strategic thinking and planning* in the school.

The 'model' has been depicted diagrammatically by California State University as follows:

Strategic Planning Process Model





ABN 60 983 072 606

Maroochy Cares, Maroochy Dares...

"Because we care about the lifestyle of the residents of Maroochy Shire, we must dare to do things differently - by protecting our environment, seeking out opportunity, promoting our diversity, developing our economic future and enhancing our sense of community."

Your Reference:

Our Reference:

Enquiries:

Direct Telephone:

Direct Fax No.:

Email:

PCJ: AR 257903 & 226369

Regulatory Services Branch

1300 366 695

(07) 54 418424

jephcotp@maroochy.qld.gov.au

17 June 2004

The Presbyterian & Methodist Schools Association
372 Mons Road
FOREST GLEN QLD 4556

Attention: Dr Murray J Evans & Mr Bernie Stein

Dear Sir

**SUNSHINE COAST GRAMMAR SCHOOL
PROPERTY AT 372 MONS ROAD, FOREST GLEN
LOT 6 RP 892486, PROPERTY NO 87199**

I refer to Council's advisory letter dated 23 March 2004 and your response dated 20 May 2004.

Your response has been reviewed and it clearly outlines the actions proposed to rectify the matters raised in Council's advisory letter. The proposed actions and explanations outlined in your letter are considered satisfactory. As such further action by Council to achieve compliance will not be necessary based on the actions you have proposed.

It is acknowledged that you have recently purchased the premises and are making every effort to rectify the outstanding concerns in a positive manner, which were not resolved by the previous owner.

Your swift action to deal with the outstanding matters and detailed response to the advisory letter is much appreciated by the Development Compliance Unit and Council.

Should there be any changes to the proposed actions outlined or any unforeseen matters please contact Leonie Williamson or myself so we can work together in a productive and conciliatory manner to achieve final resolution.

Should you require further information, please do not hesitate to contact me on my direct telephone number (07) 5441 8329 during normal office hours.

Yours sincerely

Peter Jephcott
PETER JEPHCOTT
DEVELOPMENT AUDIT OFFICER
DEVELOPMENT COMPLIANCE UNIT

Please quote our file reference number on your reply for fast tracking within Council

Address: Maroochy Shire Council
Cnr Currie & Bury Streets Nambour Qld Australia
Telephone: (07) 5475 8501
Facsimile: (07) 5441 8338
Email: maroochy@maroochy.qld.gov.au

Postal: The Chief Executive Officer
Maroochy Shire Council
PO Box 76
Nambour Qld Australia 4560
Website: www.maroochy.qld.gov.au

Made from recycled materials

20 May 2004

Ms Leonie Williamson
Development Officer
Development Compliance Unit
Maroochy Shire Council
PO Box 76
NAMBOUR Q 4560

Dear Ms Williamson,

Re: Sunshine Coast Grammar School: Lot 6 RP 892486
Your Reference: LKW:AR 226369
Regulatory Services Branch

I write in response to your letter of 23 March 2004 regarding a number of matters where the Shire Council has questioned this school's compliance with conditions attaching to development approvals of the Council.

There has been some delay in our responding because of difficulties encountered in finding a mutually satisfactory meeting time between representatives of the school and the Council. I am happy to report that a meeting of the parties did occur at 1st Avenue, Maroochydore on Wednesday, 19 May 2004. Good progress was made towards resolving matters raised in your letter, plus issues related to sewerage easements over our property.

You may be aware that ownership of the Sunshine Coast Grammar School passed to the Presbyterian and Methodist Schools Association on 23 January 2004. As new owners of the school, the PMSA is keen to resolve matters perceived as outstanding by the Shire Council.

I will respond to each item in the order raised in your letter of 23 March.

CP C957168 (Educational Establishment):

Condition 8: Alternative Flood Free Emergency Access Route.

The school has an emergency access route to Gardenia Place, but the Shire Council has been concerned that part of it falls within the 100 year flood line on the property. Alternative locations were canvassed with the Council's engineering section some time ago and an acceptable location was identified: it is the subject of OPW01/0441.

I can report to you that the School Council has agreed to form a road in the area covered by the Operational Works approval, subject to Council's approval for the removal of trees. An application is being submitted requesting this approval. Our estimate is that the roadway will be formed within two weeks of the tree removal approval being granted. It is our intention to seal the road as soon as finances permit, but within the extension period under EXT03/0024 over CP C9577068 and OPW01/0441.

The emergency access to Gardenia Place traverses land that is not owned by the school, but is subject to a purchase option held by the school. The Shire Council had requested an easement be established over the land in question but the school has not proceeded this way. Instead a Licence for Use is held over the roadway. This Licence cannot be terminated by the landowner. When the school is financially placed to secure the land in its own name, the roadway then will be within our property. There is no need to expend valuable dollars to establish an easement at this time as the school's right of access to the emergency route is secure.

Condition 9 and 10: Landscaping of the Buffer Zone.

I can report that work has been commenced to clear grasses from the buffer zone and to replant the area with appropriate vegetation. Our Works Foreman will be in consultation with Shire Council representatives about the plants we intend to place in the zone to ensure they meet Council preferences. This work will commence next week.

A maintenance plan for the area will be established by our Works Foreman, again in consultation with Shire Council representatives.

Condition 11: Internal Fence.

The fence is being reinstated, along with appropriate sign boards excluding people from entering the zone.

Other Matters.

Extension to Car Park.

Your letter raised concerns about an extension of the car park located near the preschool centre. It is correct that the car park border has been extended towards the lake to serve as a vehicle overflow area when functions are being held or when temporary parking is required. We are surprised that a gravel extension of this type is a matter of interest to the Council, given that the previous grass verge would have served the same purpose for temporary parking. Council would be aware that parents arriving to collect students after school need temporary stopping places. It is impractical to expect schools to provide sealed car parking spaces for every eventuality.

Your letter highlights the fact that the gravelled area is over a sewerage easement granted by the school to the Shire Council. At yesterday's meeting with representatives of Manoochy Water we have confirmed that there is no objection to car parks, sealed or unsealed, being over sewerage easements. Please refer to either Ian Grieve or Barbara Newell on this matter.

Demountable School Buildings.

There are three approved permanent buildings and three demountable school buildings located near the northern tennis courts. Your letter indicates that the temporary buildings are not shown on the endorsed plans. The buildings are of a temporary nature and are leased. They are more than adequate for the purpose acquired, being heated and with air conditioning. Given their temporary nature, it was not considered that they should be included on the Master Plan of the school.

It is intended to construct a Senior Library Resource Centre on the school campus in 2005. It will be placed on site in accordance with the endorsed plan. This building will provide permanent classrooms to replace the temporary demountables, which will then be removed. An application is currently before the AIS-Block Grant Authority for State and Commonwealth funding assistance towards the construction project.

However, our current Master Plan was submitted for endorsement on 09 February 2004, and it shows the demountables in their current position. In addition, a letter is being forwarded to Senior Planner, Ms Danielle Fitzpatrick, requesting approval for the demountables as part of the currently endorsed Plan.

In Summary:

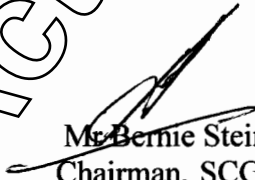
As you can see from the above, the School's new owner, the PMSA, is moving positively to resolve any matters outstanding with the Shire Council. Our member schools have enjoyed productive and healthy relationships with the Brisbane City Council for decades, resulting in schools of outstanding status and reputation within Brisbane and the wider State and nation. We intend the same for Sunshine Coast Grammar School. Our hope is that the Shire Council will work productively with us towards this aim, and likewise, we will endeavour to do all in our powers to meet the reasonable demands of the Shire Council.

If there are any follow-up matters you wish to address, please contact me. In order to comply with the requirements of the Non-State Schools Accreditation Board, I am obliged to respond to the Board on Shire Council matters before June 24. Before that date, I would appreciate from you a response to the effect that the Shire Council is satisfied with the progress being made and with the resolution of matters of concern.

With good wishes,

Yours sincerely,

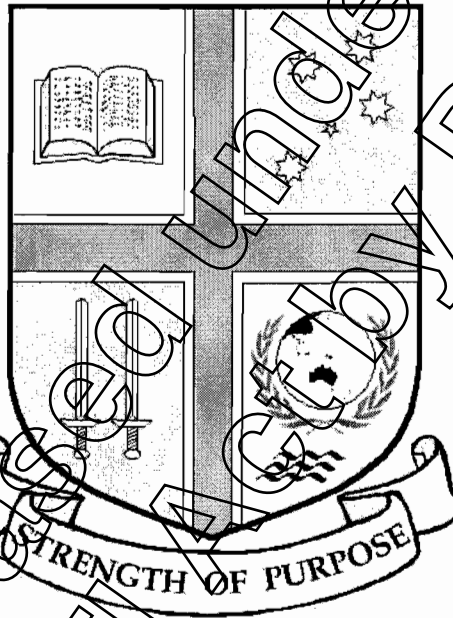

Dr Murray J Evans
Consulting CEO.
Acting Headmaster.


Mr Bernie Stein
Chairman, SCGS School Council.

Released under RTI Act by DE

Sunshine Coast

Grammar School



Child Protection Policy

June 2004

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Section 2 Information Leaflets for Parents and Students

Section 3 The "Bully Free" Program - a Program that meets the requirements of the Preventing Bullying Policy

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Important Notes

- This Policy is current at June 2004. Updates will be issued by SCGS as required by changes in legislation or other circumstances.
- This Policy has been prepared with assistance from AISG who engaged legal advisors. Sunshine Coast Grammar School acknowledges that the original document was prepared by AISG as "Handbook for Schools – Child Protection" and that this document has been altered to reflect the practices of Sunshine Coast Grammar School.
- This Policy is available electronically for ease of use by members of the school community. It may be accessed through the school intranet.
- The following Disclaimer applies in respect of this Handbook.

The information contained in this Policy is to the best of our knowledge and belief correct at the date of publication. However, no warranty or guarantee is or can be given by SCGS or any member of its staff, and no liability is or can be accepted for any loss or damage resulting from any person relying on or using the information contained in this publication.

SECTION 1 –SCHOOL CHILD PROTECTION POLICY

Sunshine Coast Grammar School Child Protection Policy

VISION:

Sunshine Coast Grammar School is a unique community of learners whose goal is to develop and foster every individual in its care.

Our Strength of purpose is derived from our core values of Respect, Care, Trust, Empathy and Integrity, which underpin and infuse all our actions and aspirations.

We are dedicated to creating a vibrant school environment that offers opportunity, participation and challenge founded upon these values.

Sunshine Coast Grammar School is committed to the establishment and maintenance of an environment that provides protection, from harm or the risk of harm, for all students.

PURPOSE OF THIS POLICY: To provide written processes about the appropriate conduct of Sunshine Coast Grammar School staff and students that accord with legislation applying in Queensland about the care and protection of children.

SCOPE: Applies to all staff and students at Sunshine Coast Grammar School

REFERENCES: *Commission for Children and Young People Act 2000*
Education (General Provisions Act) 1989
Education (Teacher Registration Act) 1988
Education (Accreditation of Non-State Schools) Regulation 2001

DEFINITIONS:

A *child* is a person under 18 years of age.

Harm is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

A *student* is any person regardless of age who is enrolled at the school

The *Principal* is the Head of School or Principal of a sub school.

USEFUL CONTACTS:

Commission for Children and Young People, telephone 07 3247 5525
Council of Teacher Registration, telephone 07 3377 4777
Police (07 54 414 724)

PART A – PRINCIPLES AND GUIDELINES

PRINCIPLES:

The Sunshine Coast Grammar School will uphold the following principles under this Policy:

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential.
- The Sunshine Coast Grammar School recognises that people who are subjected to abuse are harmed by it.
- At Sunshine Coast Grammar School, the welfare and best interests of the child will always be a primary consideration.
- Sunshine Coast Grammar School expects its students to show respect to its staff and volunteers and to comply with safe practices.
- All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful.
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse.
- Sunshine Coast Grammar School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
- Reprisals against students or others making a complaint will not be tolerated.
- Student management practices will be administered with respect and in a manner which maintains the student's dignity.
- Sunshine Coast Grammar School will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct.
- Sunshine Coast Grammar School will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student.
- Anybody within Sunshine Coast Grammar School who becomes aware or reasonably suspects that a student is being harmed must report it to the School in accordance with the School's Procedures for Reporting Harm (Appendix 1,2,3,4,5).
- Sunshine Coast Grammar School will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others.
- Sunshine Coast Grammar School will not permit people to work in a position if the School believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed.
- Sunshine Coast Grammar School will cooperate with state authorities in resolving allegations of harm.

GUIDELINES

In complying with these principles, Sunshine Coast Grammar School will be guided by the following.

Natural Justice

The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:

- That those making a decision are not biased.

- That nobody should be condemned unless they are given prior notice of the allegations against them and they have a fair opportunity to be heard.

Process

It is important to make the lodging of a complaint easy. See Appendices 1 – 5.

Confidentiality

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. Sunshine Coast Grammar School is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

Criminal Law

Where there are allegations of criminal misconduct, the allegations should be referred to the police. The Principal must refer all allegations of pedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

Defamation

A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.

Promptness

All steps under the Policy should be carried out promptly. The School will keep the victim and the alleged perpetrator informed of progress.

Protection

The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:-

- That each staff member understands and fulfils his/her obligations under this Policy.
- That there is an acceptable reference for each staff member engaged since the commencement of this protocol, from their previous employer.
- That each non-teaching staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People¹.
- That each teaching staff member is a Registered Teacher.

Support

The School will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The School will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

¹ Note: in relation to positive suitability notices for non-teaching staff, the *Commission for Children and Young People Act* currently only requires non-teaching staff employed after commencement of the Act (1 May 2001) to have suitability notices. The Government has notified its intention to amend the Act to require all non-teaching staff at schools employed prior to 1 May 2001, to have suitability notices

Further, the Act currently exempts volunteers who are parents of children at the school from the requirement to have suitability notices. It is therefore a decision for the school as to whether all volunteer parents should have suitability notices. The Government is currently reviewing this provision of the Act.

Interviews

There will be two representatives of the School present at interviews, where practical. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

Teachers

If a respondent to an allegation is a registered teacher, the School will give notification to the Board of Teacher Registration, if required to do so under the *Education (Teacher Registration) Act 1988* and the *Education and other Legislation (Student Protection) Amendment Act 2003*.

Public Relations

The Principal will ensure that the School is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media.

Police Action

Usually it will be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until the charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Principal from seeking advice from police regarding the duty of care to existing students which may involve the standing down of a staff member during an investigation. The police are not required to inform the School about their investigation. Some of their material may be acquired under a Freedom of Information request when their work on the case is finished.

Insurer

The School will keep its insurer informed about developments.

PMSA Abuse Reference Committee

The Sunshine Coast Grammar School will keep informed the Chair of the PMSA Abuse Reference Committee and will be informed in its subsequent actions by the Committee.

Publication

The Principal will ensure that this policy is published:-

- to staff members generally, at least once each year
- to each new staff member, on induction
- by reference to it in the school newsletter, at least twice each year
- by display on at least one notice board in the school,

The Principal will ensure that a copy of the policy is always available from the school's administration

Review

The School will ensure that this Policy is reviewed at least once every two years.

PART B - DEALING WITH ALLEGATIONS OF HARM

The following actions should be taken in any cases relating to harm or suspected harm against a child:

1. Record details of the allegations. Be careful not to taint the evidence of the student or the respondent.
2. Decide whether the allegation should be reported to authorities: see *Procedures for Reporting Harm*. If so, report it.
3. Provide details of the allegations to the respondent.

4. If there is unacceptable risk, stand down the respondent. In extreme cases, dismiss them summarily.
5. Offer counselling to the student and the respondent.
6. Inform the student's parents.
7. Inform the School's Council.
8. Inform the PMSA Abuse Reference Committee.
9. Inform the School's insurers.
10. Investigate the allegations. Note: if the allegations have been reported to police, do not begin the investigations until the prosecution is complete and the police inform you they have decided not to charge the respondent.
11. Attend to public relations.
12. Take disciplinary action against the respondent if the circumstances require it.
13. Keep the student and the respondent informed as the matter proceeds.

PART C – PROCEDURES FOR REPORTING HARM CAUSED BY AN SCGS EMPLOYEE

Staff members at Sunshine Coast Grammar School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of Sunshine Coast Grammar School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in Sunshine Coast Grammar School. Further information is available in **Appendix 1**.

Where a reference is made to **PROVIDING A WRITTEN REPORT** in the below procedures, the following matters are to be included in the written report:

1. name of the person giving the report;
2. name, sex and (if known) age of the child victim;
3. details of the basis for the maker of the report becoming aware, or reasonably suspecting, that the child has been sexually abused;
4. details of the actual or suspected sexual abuse;
5. particulars of the identity of the alleged perpetrator of the abuse (if known); and
6. particulars of the identity of any other person who may be able to give information about the abuse (if known).

PROCEDURES FOR REPORTING HARM	
SCOPE:	applies to: • harm of any student of this school; and • behaviour of a staff member that a student considers is inappropriate.
DEFINITION:	"harm":- • is any detrimental effect of a significant nature on a student's physical psychological or emotional well being, however caused • can be caused by - physical, psychological or emotional abuse or neglect; or - sexual abuse or exploitation.

ACTIONS REQUIRED:

Subject	If	Then
Reporting Harm (Accreditation Regulation s.10)	You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school	report it to any staff member
	You are a staff member and you are aware or reasonably suspect that harm has been caused by anyone to a student of the school	report it to the Principal or delegate keep a written record of your actions
	You are:- the Principal or the delegate and you receive a report of harm or suspected harm to a student of the school; and/or you are aware of the harm having been caused or you reasonably suspect the harm to have been caused	report it to the police or the Department of Communities report it through Principal to PMSA Abuse Reference Council/School Council keep a written record of your actions
Reporting Inappropriate Behaviour (Accreditation Regulation s.10)	you are a student and you wish to report behaviour by a staff member that you consider inappropriate you, the Principal or delegate receive the report under the preceding step	report the behaviour to The Principal or delegate interview the student interview the staff member named in the report interview any other person who may be able to provide useful information report your findings to the Principal, if you are the delegate, with your recommendation for action to be taken as Principal take action on the basis of the report
Reporting Sexual Abuse (Education (General Provisions) Act s.146B)	you are:- • a staff member; and • you are aware or you reasonably suspect that an employee of the school has sexually abused a student of the school	give a written report about the abuse to the Principal immediately contents of the written report are prescribed by regulation made under the Education (General Provisions) Act: www.education.qld.gov.au/publication/production/reports/
	You, the Principal, receive a report under the preceding step	advise the PMSA Abuse Reference Council and School Council immediately. give a copy of the report to a police officer immediately

PART D – PREVENTING HARM CAUSED BY ANOTHER STUDENT –INCLUDING BULLYING

The school has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination, harassment or other harm.

All schools must take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against, harassed or harmed in any other way.

By definition bullying is repeated oppression, psychological or physical, of a less powerful person or group by a more powerful person or group of persons. It may be manifested in many ways e.g. harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination.

In any form bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim. Within the context of the Sunshine Coast Grammar School bullying is entirely contrary to the ideals of the school and the school's Mission statement. Therefore this policy seeks to:

- develop in students respect and concern for others, of all races and creeds;
- develop in students an understanding that they must take responsibility for their own behaviour;
- develop in students critical and effective thinking and problem solving skills;
- develop in students life skills related to healthy life styles; and
- develop an environment that nurtures and promotes student self-esteem and self confidence.

Implementation

The following steps are a guide to dealing with reports of bullying.

1. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached, to ensure the student's safety. It is **never** acceptable to turn a blind eye to bullying.
2. A clear account of the incident should be recorded and given to the Principal or delegate.
3. The Principal or delegate will then work through the school's anti-bullying policy (see The "Bully Free" Program below) and follow the procedures in **Appendix 2** of this policy.
4. The PMSA Abuse Reference Council will be informed of the matter in writing if criminal conduct is involved.

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- providing encouragement to form and maintain friendships with non-bullying students.

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and the need to change; and
- enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.

PART E – PREVENTING HARM TO STUDENTS FROM PEOPLE OUTSIDE OF THE SCHOOL

Over 85% of children are harmed by someone they know and trust – a parent, sibling, or other relative, family friend or care provider. Employees should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

Indicators of harm

Physical abuse and excessive punishment

- student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- students offer explanations for an injury which appear inconsistent with that injury;
- student or another person advise that he/she has been subjected to or threatened with physical harm;
- reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm;
- excessive absenteeism.

Emotional abuse and/or deprivation

- poor peer relationships/withdrawn;
- inclined to seek adult company and/or students who are older or younger;
- avoiding going home on a regular basis;
- learning difficulties, including poor concentration;
- attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly.

Physical neglect and/or inadequate supervision or care

- students appear underweight for age and body type;
- inadequate clothing;
- asking other students for food or money or not bringing food to school;
- excessive absences from school and/or high frequency of illness/infection;
- student often arrives at school early and/or leaves late.

Sexual abuse

- bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs;
- bruises, scratches or other injuries not consistent with accidental injury;
- difficulty walking or sitting;
- persistent headaches or recurrent abdominal pain;
- unexplained pain in genital area;
- torn, stained or bloodied underwear;
- itching, soreness, discharge or unexplained bleeding;
- painful and recurrent urination;
- recurrent urinary tract infections;
- signs of sexually transmitted diseases;
- pregnancy in adolescents where the identity of the father is vague or secret.

Where an employee has concerns or is unsure whether or not observations should be cause for concern, it is mandatory that they report their concerns to the Principal and follow the procedures in **Appendix 3** of this policy.

The Principal will contact the PMSA Abuse Reference Committee and the Department of Communities to discuss, in the first instance, the fact there is a concern and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Principal, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where harm caused to a child indicates a criminal offence may have taken place, such as a sexual assault. At this time the employee concerned must be available to give a first hand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Principal is obliged to obtain proof, establish the cause of harm or assess its severity.

Once a report has been made, the employee is not required to take further action, beyond the requirement to exercise a duty of care.

Evidence

The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Principal. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Principal who will refer the enquirer to the appropriate department, with the explanation that it is the responsibility of that department to answer such inquiries or complaints.

Confidentiality

The identity of the person reporting the matter must not be revealed to any person or officer of any department without that person's consent.

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the *Child Protection Act 1999*, neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the *Child Protection Act 1999* provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the *Education and Other Legislation (Student Protection) Act 2003* provides similar protection with respect to reports of sexual abuse.

Support for the Student

The school has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- Treat the student with respect and dignity.
- Be sensitive to the student's needs, feelings and concerns.
- Monitor the situation.
- Maintain confidentiality as far as is practicable.
- Immediately notify the Principal if, after the initial report, any further incidents of harm are suspected.

PART F – PREVENTING STUDENT SELF HARM

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

Self-harm with suicidal intent

Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:

- previous attempts at suicide (most powerful risk predictor);
- depression;
- drugs and alcohol abuse;
- conduct disorder;
- disruptive and unsupportive family background;
- relationship conflicts;
- poor coping skills;
- psychiatric illnesses;
- ready availability of lethal means to commit suicide;
- copycat behaviour after an incident of self-harm by another person.

Other risk factors include:

- recent bereavement;
- chronic physical illness;
- anniversary phenomenon (of past losses or major life events);
- early loss experiences;
- school failure;
- perfectionism and overachievement as a result of students having high expectations of themselves.

Threats of self-harm by a student should be taken seriously and reported to the School Counsellor and Principal immediately. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the School Counsellor, or school based nurse (where applicable) for further advice and report the information to the Principal or delegate and follow the reporting procedures in **Appendix 4**.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Principal and the School Counsellor. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, the School Counsellor will meet with the distressed student, **on the day of the report**, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Principal, or Counsellor under the direction of the Principal, will notify the student's parents and make arrangements for access to professional assistance.

Self-harm without suicidal intent

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.

All school employees are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the School Counsellor for further advice and report their concerns to the Principal.

Following a report, the Principal will consult with the student counsellor to determine what course of action should occur. Possible actions include:

- contacting parents
- arranging professional assistance
- consulting with the local office of the Department of Communities
- contacting the police, where appropriate
- informing the PMSA Abuse Reference Council of all suspected incidents as soon as possible.

Self-harm as a symptom of a medical condition or intellectual disability

Where it is known that a student has a propensity to engage in self harm that is symptomatic or associated with a known medical condition or intellectual disability, the school Principal, in cooperation with other qualified school staff and external treating professionals (where applicable) will devise an individual program of management, as part of or an adjunct to an Individual Educational Plan, to prevent or reduce the likelihood of the student engaging in self-harm at school.

The program will complement any other management procedures adopted outside the school setting to address the self harm behaviour.

The program of management will be monitored on an on-going basis and reviewed on a 6 monthly basis (or as needed) to maximise socially adaptive behaviour.

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SECTION 2 - INFORMATION LEAFLET FOR PARENTS

Child Protection at Sunshine Coast Grammar School

Our Vision:

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Sunshine Coast Grammar School recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation defines harm as:

- any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:
- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

How does the School protect students from harm?

The Sunshine Coast Grammar School has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the school becomes aware or reasonably suspects that harm has been done to a student of the school by other staff, people outside the school or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the school by a member of staff, someone outside of the school or by other students?

You should report your concerns to the Principal or to any other member of school staff.

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to the Chairman of the School Council.

What will the Principal or the Chairman of the School Council do?

If the Principal or Chairman of the School Council receives a report of harm or suspected harm to a student of the school; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse; or to the Department of Communities if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

In all instances, the Abuse Reference Committee of the PMSA will be informed. The Committee Chair will work with the Principal or delegate to ensure that correct and acceptable procedures are followed.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the School Council and the PMSA Abuse Reference Committee will also need to be informed. It is the school's policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the school.

How will the School help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each new staff member, engaged at Sunshine Coast Grammar School, from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child's confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

What should I do if I require more information?

The School's complete Child Protection Policy is available on the school's website and at the school Reception area. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.

INFORMATION LEAFLET FOR STUDENTS

Child Protection - Students

Every student has the right to feel **safe** and **free** from harm while at Sunshine Coast Grammar School. We expect you to **respect** your teachers and other students and we expect that you will receive the same respect in return. You should **never** allow yourself to feel unsafe without reporting it to someone you **trust**.

Who should I tell if I am not feeling safe at school or at home?

Anyone on staff. If you do not feel like talking to a member of staff you may like to write him or her letter or send them an email.

What will happen if I report what is happening to me or another student?

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you or the other student ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

What if I don't want the member of staff to tell the Principal?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Principal and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to some-one else he or she will explain to you exactly what will happen next.

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed or if you are aware that another student is being harmed.

Released under the
RTI Act 2008

SECTION 3

THE "BULLY FREE" PROGRAM

THE "BULLY FREE" PROGRAM

This program involves the implementation of the school's bullying policy. It is a proactive program which seeks, by education, cooperation and consultation, to empower individuals to function comfortably and effectively within the school and the wider community. It seeks to build and reinforce attitudes conducive to developing respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

The basic beliefs underlying the program and the strategies employed are:

1. Every individual has value in a community.
2. Every individual has the right to feel safe from bullying or harassment in all its forms.
3. Every conflict can be resolved. Victims and bullies both need help to solve conflict.
4. A 'No-Blame' approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

Stage 1 Research and Analysis

The first step in the program is to gather data about the extent and type of bullying that may be occurring in the school. A School Safety Survey is conducted on two or more occasions during the year. Further investigation is undertaken by staff when a student's name appears on the survey three or more times during a survey period. Students are asked to indicate if they require assistance from an adult in relation to bullying and this is followed up by the School Counsellor. Survey information is analysed to gauge the type and extent of the problem across the school.

Stage 2 Education and Awareness Raising

A. Staff Awareness Program

The results of the survey are presented to staff for consideration and discussion. As a result of the discussion the staff further discuss:

- overall philosophies
- strategies for staff use
- approaches to use with students
- how to identify problems
- the ongoing support needed by staff

B. Student Awareness

A program to raise awareness about bullying throughout the school is implemented in each year level. Term 2 is often a focus time for more detailed strategies and student activities and presentations. Strategies include:

- an address by the Principal to explain the school's attitude towards bullying and policy to combat bullying;
- an address to the full school assembly by student leaders or other members of the school community;
- theme within the school that every individual in the school is responsible for the success of the anti-bullying program;
- a poster/poetry competition;
- drama performance devised by students to show some aspect of bullying;
- discussions with students at the Student Council about bullying and

-
- identification of staff members as contact people for students wishing to report bullying.

Stage 3 Implementation

For any incidents of bullying it is assumed that a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Following this the following steps should be taken:

1. Identification.

Student reports bullying incidents/problem to any staff member, Form Captain or responsible student. The person receiving the report notifies the Principal or delegate as soon as possible.

2. Initial interview.

The victim and bully are interviewed separately, and the incident is recorded by each in writing. The interviewer makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The interviewer works with the students to devise strategies for conflict resolution. The interviewer attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately.

The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.

3. Follow-up Interview

If the incident is repeated or the problem continues both parties record incident/problem in writing. The staff member interviews the victim and bully together and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Help may be sought from a qualified counsellor at any stage.

A letter may be sent to both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.

4. Reinforce (as above), employ sanctions

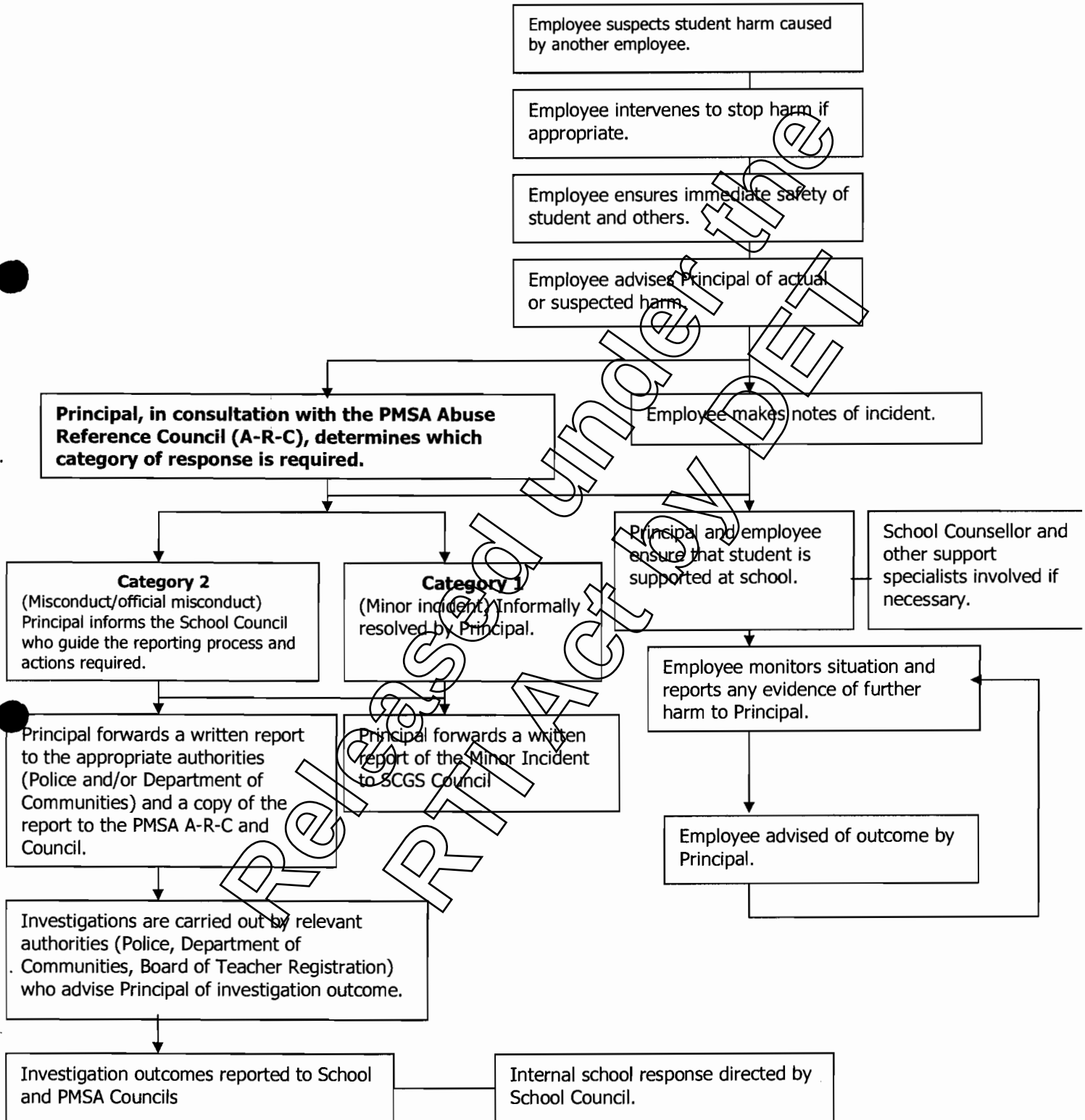
- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Internal Suspension
- Major fixed term suspension
- Seek help from qualified counsellor
- Permanent exclusion

Stage 4 Reappraisal and Reaction

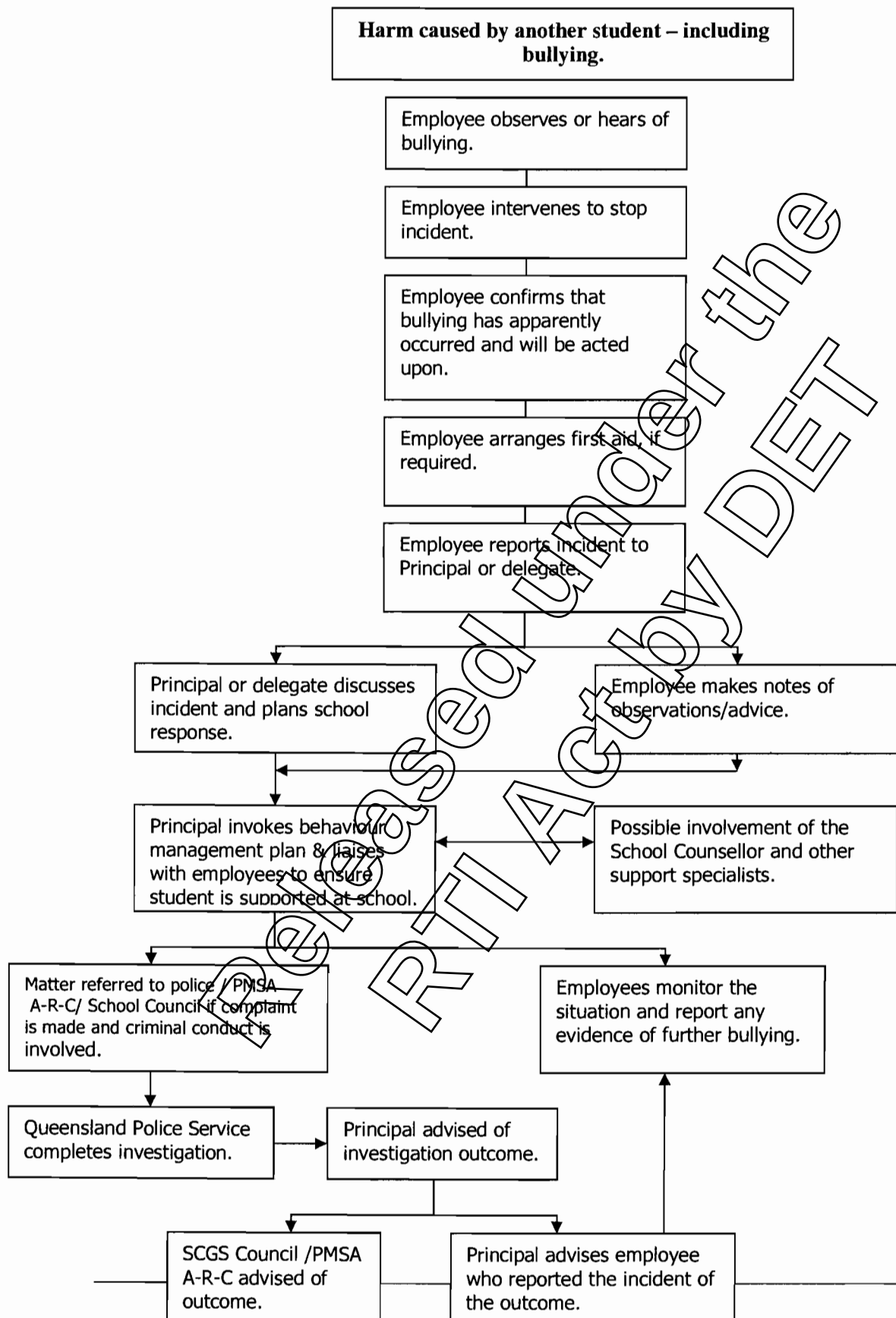
Records are kept centrally, of all reported incidents of bullying in the school. These are analysed on a regular basis to ascertain major areas where bullying occurs, sex and age of victims and bullies, and strategies which have been successful. A review of the school's policy is undertaken every 12 months, taking into account this annual data.

Response to student Harm Appendix 1

Harm caused by an SCGS Employee.

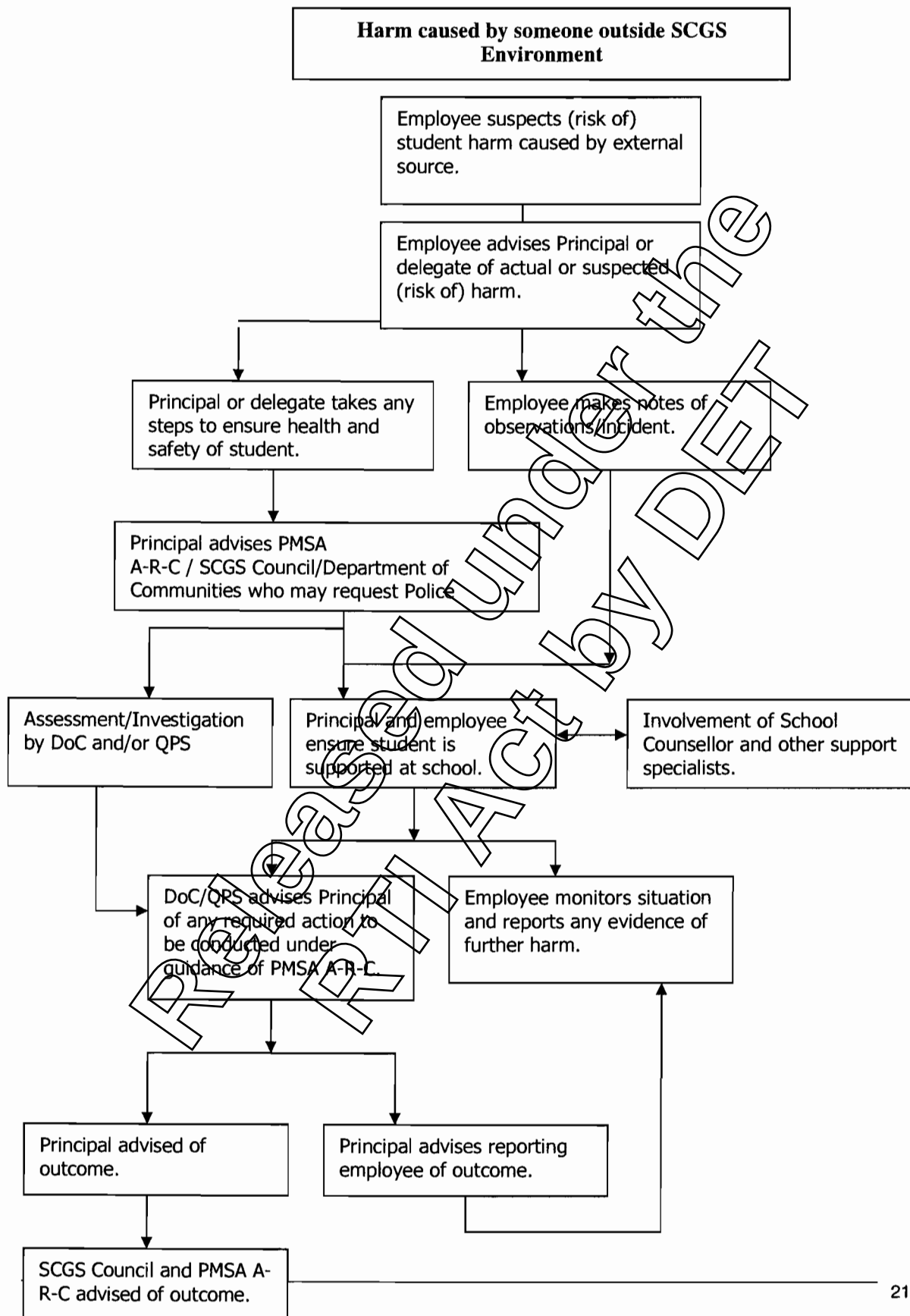


Response to student Harm Appendix 2



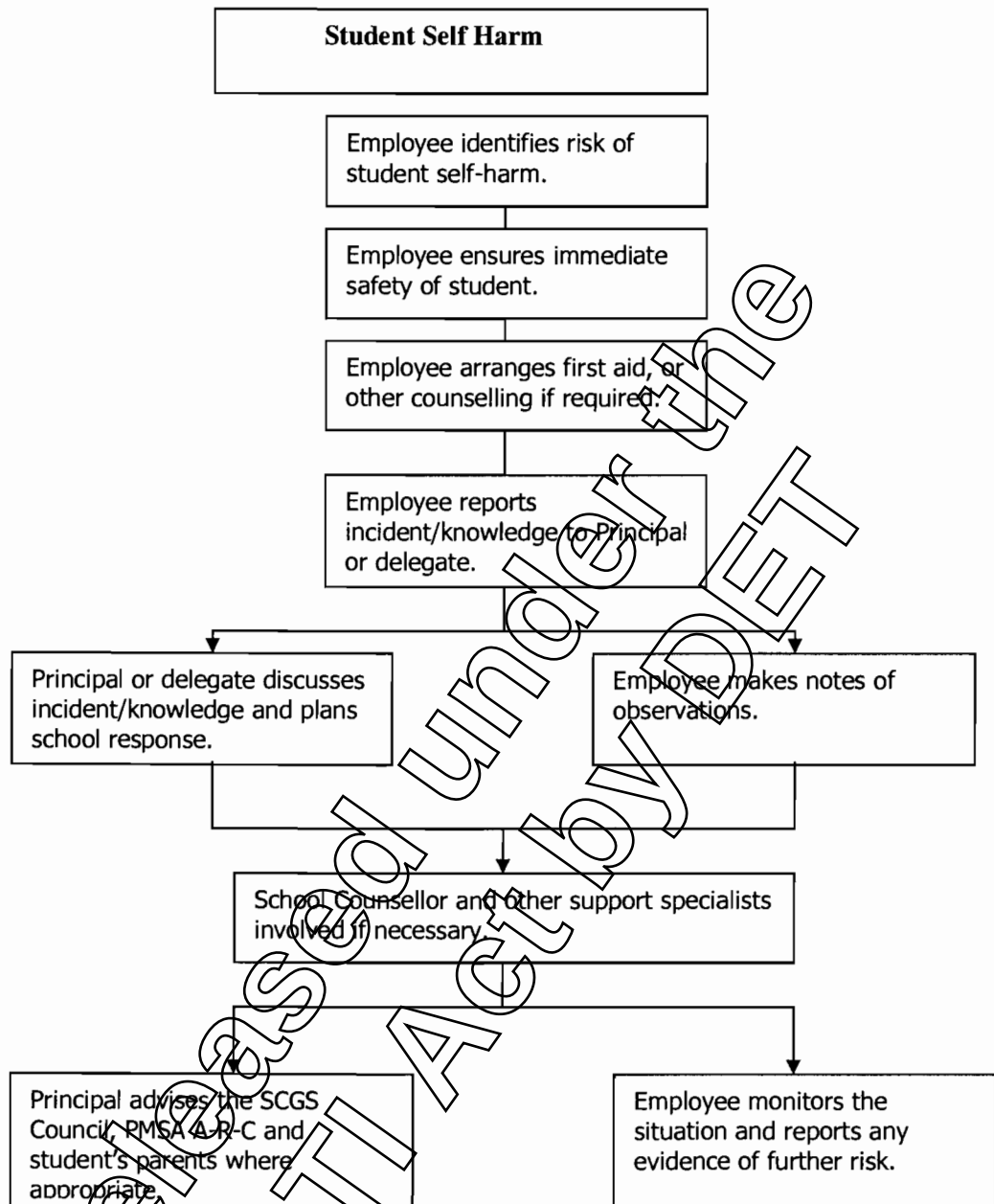
Response to student Harm

Appendix 3



Response to student Harm

Appendix 4



Appendix 5



PRIVATE AND CONFIDENTIAL STUDENT PROTECTION NOTIFICATION Sunshine Coast Grammar School

Use for notifications to other agencies by a school that do **not** involve allegations of harm to a student by an employee (eg a teacher).

School: _____ **Phone:** _____

Address: _____ **Fax:** _____

_____ **Principal:** _____

Student's Name: _____ **School Contact:** _____

_____ **Parent/Caregiver's Names:** _____

D.O.B _____ **Sex:** _____

Student's Address: _____

_____ **Parent/Caregiver's Address:** _____

Phone (H): _____

Phone (W): _____

Cultural Background: ☐ Aboriginal ☐ Torres Strait Islander ☐ Other

Custodial Information: _____

Other family Information eg siblings: _____

Nature of Concern (please tick):

☐ Emotional ☐ Physical ☐ Sexual ☐ Neglect ☐ Self harm

Urgency of Concern (please tick): ☐ Today ☐ Immediate ☐ Other

Details, Observations, Supporting Information: *(Attach relevant documents eg. Details of the suspected abuse, identity of alleged perpetrator, names of persons who can provide information, absentee data)*

Principal's Signature: _____ **Date:** _____

ACTION (Tick appropriate actions completed)

Child in need of protection from Department of Communities:

☐ Faxed this form to DoC Maroochydore, Fax 5443 5498 ☐ Confirmed by phone 5475 0000

Suspected criminal conduct:

☐ Contacted local Police: _____

☐ PMSA Abuse Reference Committee and SCGS Council advised through Chairperson: _____

Other:

☐ Considered follow-up action needed to support student e.g. School Counsellor involvement.

☐ Contacted another agency eg CYMHS/Hospital: _____

☐ Filed this form in an appropriate and secure location.



William Buck

Business Advisors
Chartered Accountants

TAX INVOICE

ABN : 91 192 068 422

12 May 2004

Our Ref: 2456

Tax Invoice Number: 10111

Mr L Vogler
Education Qld Office of Non State Education
PO Box 33
Albert Street
BRISBANE QLD 4002

Fee for Professional service, charges and disbursements	\$13,370.00
GST	\$1,337.00
TOTAL PAYABLE including GST	\$14,707.00

This amount is payable within 14 days of the date above.

For any queries on this account please contact Reg Monteiro on 07 3233 3405

RECEIVED
19 MAY 2004

BY:

Level 16, William Buck Centre, 120 Edward Street, Brisbane Qld 4000 - GPO Box 736, Brisbane Qld 4001 Australia

Telephone (61 7) 3233 3555 - Facsimile (61 7) 3210 6183 - Email info@williambuckqld.com.au - Web www.williambuck.com.au

William Buck an Association of Independent Firms, each trading under the name William Buck in: Adelaide, Brisbane, Cairns, Melbourne, Perth, Sydney - Affiliated with AGN International

SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



12 May 2004

Professor Roy Webb AO
Chairperson,
Non-State Schools Accreditation Board,
PO Box 347,
BRISBANE Q 4002

RECEIVED
17 MAY 2004

BY:

Dear Professor Webb,

Re: Sunshine Coast Grammar School

On behalf of the new School Council of Sunshine Coast Grammar School, I am writing to express the appreciation of members for the level of help and support being shown by the officers of the Office of Non-State Education. As the school goes about the process of correcting areas of concern identified in the school's assessment last year, the officers have offered excellent support and guidance.

Another reason for writing is to apprise you of current progress towards our timelines.

As earlier advised, we intend to have our response to the Board for the July meeting which, we understand, will necessitate materials being in hand to you by 24 June. Whilst we remain optimistic about this deadline, we are experiencing some difficulties in arranging for Bentleys, the accounting firm that is to review our financial status, to conduct the review and issue a report by that date. As they have not yet commenced the review, I think it prudent to advise you accordingly, in case we need to extend to the August meeting.

I will write again when Bentleys commence their work because at that time we will have a more accurate estimate of the completion date.

I can report that a very positive and optimistic spirit prevails in the school community. There is a strong sense of purpose and willingness to become involved in, and to support, school activities and the work of the School Council and the PMSA.

Yours sincerely,

Dr Murray J Evans
Consulting CEO
Acting Headmaster

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is rele



REMITTANCE ADVICE

ABN: 91 192 068 422

12 May 2004

Our Ref: 2456

Tax Invoice Number: 10111

Please choose a payment method and return this advice to our office

1. ☐ **CHEQUE**

Please attach this advice with your cheque payable to **WILLIAM BUCK** for **\$14,707.00** and quote invoice number 10111

Credit Controller

WILLIAM BUCK

GPO Box 736

BRISBANE QLD 4001 AUSTRALIA

2. ☐ **CREDIT CARD**

Please mail / fax or phone this advice with credit card details to:

Fax No (61 7) 3210 6183

Phone No (61 7) 3233 3405

Please tick: Visa ☐ Mastercard ☐ Bankcard ☐ Valid to

Card Number

Invoice number: 10111

Total: \$14,707.00

Cardholders name

Address

Telephone

Signature

(business hours)

3. ☐ **BANK TRANSFER**

Please fax this advice to (61 7) 3210 6183 or email creditcontrolbris@williambuckqld.com.au stating invoice number 10111 and the amount paid.

Transfer amount: **AUD \$14,707.00** to our Bank account.

Bank: **BANK OF NEW ZEALAND AUSTRALIA**
308 - 322 QUEEN STREET
BRISBANE QLD 4001

BSB: **084 069**

Account No **68548 2312**

Account Name: **WILLIAM BUCK**

SWIFT code (overseas transfer only) **NATAAU3302S**

Please quote invoice number 10111 at the Bank and fax this advice to (61 7) 3210 6183

If your payment has been forwarded in the meantime please accept our sincere thanks and disregard this notice. Should you have any queries regarding this invoice please contact Reg Monteiro on (61 7) 3233 3405.



11 May 2004

Mr D Langdon
Partner
William Buck
Business Advisors and Chartered Accountants
GPO Box 736
BRISBANE QLD 4001

Dear Mr Langdon

I refer to your letter of 8 April 2004 in which you propose payment of the amount of \$14,707 inclusive of GST to finalise the account with the Non-State Schools Accreditation Board in respect of the Sunshine Coast Grammar School assessment.

The Chairperson of the Accreditation Board has agreed to this payment as proposed.

I am attending to this matter in Laurie Vogler's absence on leave.

In order to make that payment, the Board's accounting section requires that you submit a further invoice in that amount (i.e. \$14,707 inclusive of GST). Apparently, the Board is unable to make a payment on the current invoice. I trust it is easy enough for William Buck to generate a fresh invoice.

I will make that payment as soon as possible upon receipt of your further invoice.

Yours sincerely

P.M.P.

Mr P M Parsons
Director
Office of Non-State Education

COPY

RECORDS AWAY

11 MAY 2004



15 April 2004

Dr M J Evans
Consulting CEO and Acting Headmaster
Sunshine Coast Grammar School
372 Mons Road
FOREST GLEN QLD 4556

Dear *Murray* Dr Evans

I refer to your Email of 14 April 2004 in which you wish to take up Professor Roy Webb's offer of providing The Presbyterian and Methodist Schools Association with a copy of all documents submitted to the Non-State Schools Accreditation Board by the previous owners responsive to the Board's Show Cause Notice and the Compliance Notice.

The relevant documents have been identified and a copy of each is enclosed:

- (a) 30 September 2003 letter from Bennett & Philip – Solicitors on behalf of s47(3)(b) and s47(3)(b)
- (b) 6 November 2003 letter (with attachment) from Sunshine Coast Grammar School Pty Ltd.
- (c) 26 November 2003 letter from Maroochy Shire Council.
- (d) 2 December 2003 letter to Sunshine Coast Grammar School Pty Ltd.
- (e) 16 December 2003 letter from McColm Matsinger Lawyers on behalf of Sunshine Coast Grammar School Pty Ltd.

I have also included a copy of the Show Cause Notice and the Compliance Notice issued by the Board on 2 September 2003.

I trust this information is of assistance.

Please contact me if I am able to be of further help.

Yours sincerely

Mr Laurie Vogler
Director
Office of Non-State Education

COPIES
15 APR 2004

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Don't -
releve

PARSONS, Pat

From: VOGLER, Laurie
Sent: Wednesday, 14 April 2004 9:56 AM
To: PARSONS, Pat
Subject: FW: Sunshine Coast Grammar School

FYI

-----Original Message-----

From: Murray Evans [mailto:jmev40xi@bigpond.net.au]
Sent: Wednesday, 14 April 2004 7:04 AM
To: VOGLER, Laurie
Subject: Sunshine Coast Grammar School

Dear Laurie,

I am in Brisbane for the Easter break and I thought that I would drop in and see you on Thursday, if that is convenient. I will be able to brief you on progress and to seek your advice. How does either 10:00 am or 12:30pm suit? The later time is better for me, but 10:00 can be done. If neither suit, we will try for another time.

At the same time, I would like to collect any materials that were submitted to the NSSAB by the previous owners as part of the accreditation 'show cause' process. Professor Webb offered this service in his letter to the PMSA, as we were not provided with copies of this material in the changeover of ownership.

Regards,

Murray

Dr Murray J Evans
Evans Educational Pty Ltd

14-04-2004



15 April 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

Dear Mr Robinson

Thank you for the letter received on 29 March 2004 from Dr Murray J Evans, Consulting CEO and Acting Headmaster of Sunshine Coast Grammar School, on behalf of The Presbyterian and Methodist Schools Association, in which you inform the Non-State Schools Accreditation Board on progress towards addressing the remaining matters in the Show Cause Notice and the Compliance Notice.

The Non-State Schools Accreditation Board considered the letter at its meeting on 1 April 2004.

The Board has asked me to convey its appreciation to the PMSA for keeping it apprised of the progress to date and the current directions in addressing the outstanding matters.

The Board is happy with the approach proposed by the PMSA to submit only one response that will deal with all issues of concern, rather than progressive submissions to the Board that deal with one or more issues.

In regard to the PMSA's current intention to have its response to the Board by the middle of the year, the Board has indicated that it would like to be in a position to consider the proposed submission at its meeting scheduled for 1 July 2004.

To that end, the Board would appreciate receipt of the response by 24 June 2004 to allow sufficient time for copying and distribution to Members in advance of the Board meeting.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely

Emeritus Professor Roy Webb AO
Chairperson

COPY
RECORDS AWAY
15 Apr 104

DWL:am
8 April 2004

Formerly Hall Chadwick

Emeritus Professor Roy Webb AO
Chairperson
Non-State Schools Accreditation Board
PO Box 347 Brisbane Albert Street BC
BRISBANE QLD 4002

Dear Professor Webb

SUNSHINE COAST GRAMMAR SCHOOL

I refer to your letter of 9 March 2004 regarding the quantum of my fees with respect to the review of Sunshine Coast Grammar School.

As is our standard practise, I raised my fee based on the hours taken to complete the assignment at normal charge rates. I can assure you that my hours were accurately recording albeit that I did not record all details consequently the confusion as to the dates of my meetings with Ms Tanzer. After the fee was submitted, I was asked to justify the hours spent. This I did in fact on a number of occasions because further details were requested. At the time the fee was rendered, no other issues were raised with me. In this respect, I have to say that it is unacceptable to me that you now raise additional issues so long after the fee account was rendered.

It was always my intention to ensure the Board was comfortable with the fee charged. During the completion of the report, I advised Office staff that a portion of the work undertaken could be regarded as developmental in nature and I would welcome feed back on the quantum of the fee expected. However, no such feed back was received until I received your letter. However, I would also like to say that I expect to be fairly remunerated for the work undertaken. In addition, and as you would be aware, the report was prepared jointly by Dr Murray Evans and myself, but as it happened, I was more actively involved with the completion of the report including meetings with Office staff and reworking the various drafts.

I would also point out that because of the nature of the report and the Board's (and Assessors') concerns with procedural fairness and natural justice, it was understood, certainly by myself, there would need to be a significant involvement of the Board's solicitors and Office staff in the finalisation of the report. By far the majority of the rewrites were involved with adapting the report to comply with the Board's solicitors changing interpretation of the Act and Regulations and the way in which they required the report structured. For example, one of the significant issues was the suitability of the governing body of the school for which there are no assessment criteria established. Initially, we were requested to include our comments in the body of the report, which we did. Subsequently we were asked to include these comments in a separate letter to the Board. This required a fairly major restructure of the report.

Some of the comments in your letter are accepted. For example there was an inconsistency in one part of the financial section. This was easily clarified in a phone conversation, did not change the overall assessment and did not require the report to be reissued with corrections. However, I take extreme exception to some of the other comments you make. For example, no one from the Board or from the Office reviewed the assessor's files, so I find that the comment there was "material for which there were no, or insufficient, substantiating facts" quite incredible. I can assure you that all matters referred to in all drafts of the report were supported by sufficient evidentiary material.

Also the comment that "The Board's solicitors and Office staff spent a considerable amount of time identifying this material in the various drafts of the report and informing the assessors about poor and unreliable reporting of evidence" is absolute rubbish. The Board's solicitors and Office staff did not have any knowledge of the extent of evidence in the assessors' files and certainly did not spend any time identifying, and certainly did not spend any time advising, the assessors of poor and unreliable reporting of any evidence.

From my point of view, I believed that Office staff and myself were working co-operatively to produce the report. Our co-operative endeavours were to make sure that the report included all of the issues identified by the assessors, as required by a statutory compliance investigation of this nature and importance, and was also carefully structured and worded so as not to expose the Board unnecessarily to an action that could negate the Board's proper use of the report.

In view of the above, and in my opinion, your proposed reduction of \$8,000 or 27.3% of the total fee is unreasonable. In the interests of finalising this matter I am prepared to reduce the fee by 10% or \$2,930 excluding GST. This reduces the amount to be paid to finalise our account to \$14,707 including GST.

Please call me on 3233 3529 if you wish to discuss the matter further.

Yours sincerely
WILLIAM BUCK

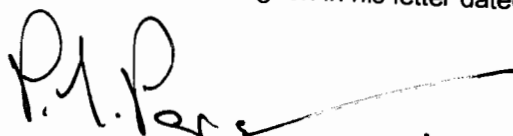


D W LANGDON
Partner

Note:

30 April 2004. Mr Vogler instructed that this account be paid at the 10% reduced fee proposed by Mr Langdon in his letter dated 8 April 2004 – if agreed by Professor Webb.

6 May 2004. Discussed the matter with Professor Webb. Professor Webb instructed the account be payed in the amount of the 10% reduced fee proposed by Mr Langdon in his letter dated 8 April 2004.



P M Parsons
A/Director

6/5/04



William Buck



6 April 2004

The Reverend Guido Kettmiss
Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
TOOWONG QLD 4066

Dear Mr Kettmiss

I am writing to you as the nominated contact for The Presbyterian and Methodist Schools Association, the governing body of the following schools under the *Education (Accreditation of Non-State Schools) Act 2001*, to advise you of an initiative commenced by the Non-State Schools Accreditation Board (the "Board") and to seek your assistance in providing the Board with copies of particular documents and other related information.

Brisbane Boys' College
Clayfield College
Somerville House
Sunshine Coast Grammar School

I wrote to all non-State school governing bodies on 3 December 2003 to give advance notification of new legislation in relation to student protection at non-State schools and an outline of the planned follow-up action in 2004 by the Accreditation Board.

By way of a brief overview, new legislation is being enacted dealing with the mandatory reporting to police of actual or suspected sexual abuse of students by employees of State and non-State schools.

The *Education (General Provisions) Act 1989* has been amended to include a new section 146B, which details the obligation to report sexual abuse of a student under 18 years attending a non-State school (see Attachment A). State schools are similarly covered by section 146A.

The *Education (General Provisions) Regulation 2000* has been amended to include a new section 76AA, which sets out the particulars that must be included in a report about sexual abuse (see Attachment B).

The present section 10 (Health, safety and conduct of staff and students) of the *Education (Accreditation of Non-State Schools) Regulation 2001* has been amended to reorganise and simplify the current wording in various places, and to include a new subsection 10(5)(a), which is a statutory reference to reporting sexual abuse or suspected sexual abuse in compliance with section 146B of the *Education (General Provisions) Act 1989* (see Attachment C).

The new and amending legislation mentioned above will come into force on 19 April 2004.

Since the beginning of 2002, section 10 has placed an obligation on schools to have certain written processes in place about the **conduct of staff and students**, and required schools to be able to demonstrate that they are complying with the written processes. As a result of the student protection initiatives detailed above, the Board expects that schools will need to make some adjustments to their current written processes.

Floor 18 Education House
30 Mary Street Brisbane 4000
PO Box 347 Brisbane Albert Street BC
Queensland 4002 Australia
Telephone 07 3237 9947
Facsimile 07 3237 0004
Website www.nssab.qld.edu.au

As foreshadowed in my 3 December 2003 letter, the Board has now commenced a program involving all non-State schools to establish the extent of conformity with the statutory requirement to have in place and operational specific written processes about the conduct of staff and students (as amended to include mandatory reporting).

Accordingly, the Board requests that for any school under your governance, after the school's written processes about the conduct of staff and students have been adjusted to include mandatory reporting matters, you provide the Board with the documents and information described below:

- (a) A copy of the written processes about the conduct of staff and students mandated by subsection 10(2) and further regulated by subsections 10(3) to 10(8) of the *Education (Accreditation of Non-State Schools) Regulation 2001*.
- (b) A description of how the governing body is complying with subsection 10(6) of the *Education (Accreditation of Non-State Schools) Regulation 2001*.
- (c) A description of how the school is implementing the written processes [subsection 10(7) of the *Education (Accreditation of Non-State Schools) Regulation 2001* refers].

If any of the requested material is embedded in a document containing a range of other related or unrelated information, it is open to you to send that larger document. If you do send it in that form, however, it would be appreciated if you would tag and mark clearly the requested information with cross references to the relevant sections of the legislation to enable the material to be readily identified and located by Board Members.

The Board would appreciate this material **as soon as possible**, but no later than **28 May 2004**.

Please note that the Board is not requiring the written processes about health and safety of staff and students mentioned at subsection 10(1) of the *Education (Accreditation of Non-State Schools) Regulation 2001*.

I have attached a copy of the relevant sections of the legislation for your assistance. Also, a copy of the legislation referred to in this letter may be found on the Queensland Parliamentary Counsel's web site at <http://www.legislation.qld.gov.au> or a copy may be purchased from Goprint, the Government Bookshop, by telephoning (07) 3246 3399 or Toll Free 1800 679 778.

The Board notes that, even though schools will already have written processes in place and be implementing them, some effort may still be required by governing bodies and school staff to include these legislated student protection initiatives into the processes. Members of the Board would like to thank you and relevant school staff in advance for assistance with this important matter, and look forward to receiving the requested material as soon as possible.

I invite you to contact Ms Debbie Tanzer of the Board's office on telephone (07) 3237 9947 if you require further information about this matter.

Yours sincerely



Emeritus Professor Roy Webb AO
Chairperson

Enc

Education (General Provisions) Act 1989

Amendments to section 2 — Proclaimed to commence on 19 April 2004

New section 146B — Proclaimed to commence on 19 April 2004

2 Interpretation

(1) In this Act

“employee”, of a non-State school or State school, means a person engaged to carry out work at the school for financial reward.

“principal”, of a non-State school with no position by that name, means a person responsible for the school's day-to-day management.

“reasonably suspects” means suspects on grounds that are reasonable in the circumstances.

146B Obligation to report sexual abuse of student under 18 years attending non-State school

(1) Subsection (2) applies if a staff member of a non-State school (the “first person”) becomes aware, or reasonably suspects, that a student under 18 years attending the school has been sexually abused by someone else who is an employee of the school.

(2) The first person must give a written report about the abuse, or suspected abuse, to the school's principal or a director of the school's governing body

(a) immediately; and

(b) if a regulation is in force under subsection (3), as provided under the regulation.

Maximum penalty—20 penalty units.

(3) A regulation may prescribe the particulars the report must include.

(4) A non-State school's principal or a director of a non-State school's governing body must immediately give a copy of a report given to the principal or director under subsection (2) to a police officer.

Maximum penalty—20 penalty units.

(5) A person who makes a report under subsection (2) or gives a copy of a report under subsection (4), is not liable, civilly, criminally or under an administrative process, for giving the information contained in the report to someone else.

(6) Without limiting subsection (5)—

(a) in a proceeding for defamation, the person has a defence of absolute privilege for publishing the information; and

(b) if the person would otherwise be required to maintain confidentiality about the given information under an Act, oath, rule of law or practice—the person does not contravene the requirement by giving the information.

(7) In this section—

“director”, of a non-State school's governing body, means—

(a) if the governing body is a company under the Corporations Act—a person appointed as a director of the governing body; or

(b) otherwise—a person who is, or is a member of, the executive or management entity, by whatever name called, of the governing body.

Education (General Provisions) Regulation 2000

New section 76AA — To commence on 19 April 2004

76AA Report about sexual abuse—Act, ss 146A and 146B

A report under section 146A or 146B of the Act must include the following particulars—

- (a) the name of the person giving the report (the “first person”);
 - (b) the student’s name and sex;
 - (c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by an employee of the school;
 - (d) details of the abuse or suspected abuse;
 - (e) any of the following information of which the first person is aware—
 - (i) the student’s age;
 - (ii) the identity of the employee who has abused, or is suspected to have abused, the student;
 - (iii) the identity of anyone else who may have information about the abuse or suspected abuse.
-

Released under the
RTI Act by DET

Education (Accreditation of Non-State Schools) Regulation 2001

Existing section 3 — Not amended

Amendments to section 10 — To commence on 19 April 2004

3 What is “harm” caused to a student under 18

- (1) “Harm”, caused to a student under 18 years, is any detrimental effect of a significant nature on the student’s physical, psychological or emotional wellbeing.
- (2) It is immaterial how the harm is caused.
- (3) Harm can be caused by—
 - (a) physical, psychological or emotional abuse or neglect; or
 - (b) sexual abuse or exploitation.

10 Health, safety and conduct of staff and students

- (1) A school must have written processes about the health and safety of its staff and students, that accord with relevant workplace health and safety legislation.
- (2) Also, the school must have written processes about the appropriate conduct of its staff and students, that accord with legislation applying in the State about the care or protection of children.
- (3) Without limiting subsection (2), the processes must include—
 - (a) a process for the reporting by a student to a stated staff member of behaviour of another staff member that the student considers is inappropriate; and
 - (b) a process for how the information reported to the stated staff member must be dealt with by the stated staff member.
- (4) For the process mentioned in subsection (3)(a), there must be stated at least 2 staff members to whom a student may report the behaviour.
- (5) Also, without limiting subsection (2), the processes must include the following—
 - (a) a process for reporting sexual abuse or suspected sexual abuse in compliance with the *Education (General Provisions) Act 1989*, section 146B;
 - (b) a process for—
 - (i) the reporting by a staff member, to the school’s principal or another person nominated in the process, of harm that—
 - (A) the staff member is aware or reasonably suspects has been caused to a student who, when the harm was caused or is suspected to have been caused, was under 18 years; and
 - (B) is not harm to which the process mentioned in paragraph (a) applies; and
 - (ii) the reporting by the principal or other person, to a relevant State authority, of the harm or suspected harm if the principal or other person also is aware or reasonably suspects the harm has been caused.
- (6) The processes must—
 - (a) be readily accessible by the staff and students; and
 - (b) provide for how the staff and students are to be made aware of the processes.
- (7) The school’s governing body must be able to demonstrate how the school is implementing the processes.
- (8) In this section—

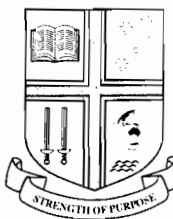
“relevant State authority”, means—

 - (a) the chief executive, or another officer, of the department in which the *Child Protection Act 1999* is administered; or
 - (b) an authorised officer under the *Child Protection Act 1999*; or
 - (c) a police officer.

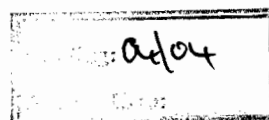
SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



24 March 2004



Professor Roy Webb AO
Chairperson
Non-State Schools Accreditation Board
PO Box 347
BRISBANE Q 4002

Dear Professor Webb,

Re: Sunshine Coast Grammar School

Thank you for your letter of 5 February, addressed to the Presbyterian and Methodist Schools Association. I am responding as the Consulting CEO and Acting Headmaster of the school, on behalf of the PMSA.

At the outset, let me apologise for the delay in responding to your letter. I was on leave during February, only returning to duty at the school at the start of March.

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The purpose of this letter is to outline our current actions to date. We will, of course, make a full response to the Board when our response is fully formulated, but we thought it would be of interest to the Board to know of our current directions.

I have presented the items in the order shown in your letter.

Show Cause Notice

Financial Viability:

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Staffing:

With the change of ownership, all previous staff members were reemployed, with the exception of s47(3)(b) and s47(3)(b) s47(3)(b). There will be a planned expansion in the number of support staff, with two positions currently advertised in the media. A library aide has been employed to assist in the secondary library.

Students with Disabilities:

Written procedures and processes are in place for identifying and caring for students with disabilities. Indeed, I am quite impressed by the ascertainment procedures of the school and the efforts of the Student Welfare department in designing specific Individual Learning Programs for the identified students. We see this as an area where the Board may be quickly satisfied about school procedures.

Land and Buildings:

The school has established contact with the appropriate departments of the Shire Council and discussions are planned with them to resolve any outstanding issues regarding local authority approvals. The PMSA has given its undertaking to the Shire Council that reasonableness will prevail and that its intention is to reach amicable resolutions. Already, an extension has been granted by the Council over an application for approval of an emergency access and for a material change of use of premises, both matters which had not received approval under the previous owners.

Educational Facilities and Materials:

The Sunshine Coast Grammar School has lodged an application with the AIS Block Grant Authority for financial allocations of State and federal grant monies to construct a new Library Resource Centre in 2005. The planned building is in keeping with modern library design and will incorporate sufficient classrooms to enable removal of the temporary classrooms currently on site.

As mentioned earlier, a library aide has been employed, enabling the current secondary school library to be open to student use for all hours in each school day.

The budget allocation for the purchase of library resources in the secondary school has been increased by 111% for 2004 over the 2003 allocation. This example of commitment will continue in future budgets until appropriate benchmarks are achieved.

Compliance Notice:**Improvement Processes:**

The school has been active in this area. A Strategic and Development Planning sub-committee has been formed. Once the plans are in place, probably by mid-year, we shall submit the relevant component parts to the Board for your consideration.

Health, safety and Conduct of Staff and Students:

We acknowledge, with appreciation, the detailed content of your letter on this matter. All of your comments are receiving thorough analysis, in association with the recent AISQ redrafted Policy Manual section on Child Protection. We are very confident

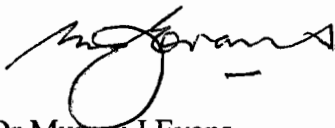
that our policy and procedures will meet with the approval by the Board when submitted.

Concluding Comments:

With your agreement, we intend, to submit only one response that will address all issues of concern to the Board, rather than to adopt an item by item approach to approval. To this end, my terms of reference with the PMSA are to have our responses compiled and forwarded to the Board by the middle of the year. If there are any concerns about this timeline, I would appreciate your advice to that effect.

In closing, please be assured of the intentions of the PMSA and the personnel of Sunshine Coast Grammar School to act expeditiously and with full attention in addressing any perceived shortcomings in school policies, procedures, or in financial operations. Our aim is to restore fully the school's standing with the Non-State Schools Accreditation Board and to respond fully, and to your complete satisfaction, on all previously identified concerns.

Yours sincerely,



Dr Murray J Evans
Consulting CEO
Acting Headmaster

Released under
RTI Act by DET



5 February 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

Dear Mr Robinson

Thank you for your advice that, following the Non-State Schools Accreditation Board's relevant approval on 8 January 2004 and upon the completion of the contract of sale on 23 January 2004, the governing body of Sunshine Coast Grammar School changed from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association (the "PMSA").

The Board notes from your letters dated 6 January 2004 and 24 January 2004 that the PMSA intends to address the issues raised in the accreditation review of the school conducted in 2003.

As foreshowed in its 8 January 2004 letter to the PMSA, the Board gave further consideration at its meeting today to the matters subject of the 2 September 2003 Compliance Notice and the remaining matters subject of the 2 September 2003 Show Cause Notice.

The Board expects that copies of the Compliance Notice, the Show Cause Notice, the 6 November 2003 Submission responsive to both notices, and any other attendant documentation have been made available to the PMSA as part of William Buck's due diligence process or subsequently as part of the hand over process for the school's operations. If, in the event, you do not have any document mentioned in this letter, please contact the Board's office to arrange for a copy to be supplied.

Show Cause Notice

Suitability of the school's governing body

The Board wishes to confirm that, consistent with its 8 January 2004 letter, given the Board's favourable decision on the suitability of the PMSA to be governing body of the school and the change in the school's governing body that was effected before 27 January 2004, the component of the Show Cause Notice at Part B concerning suitability of the school's governing body has now been satisfied.

Accreditation criteria

Financial viability:

The Board notes that, in the supporting material prepared by the PMSA for the Sunshine Coast Grammar School Pty Ltd application of 6 January 2004 to change the governing body, the PMSA indicated that, with improved borrowing arrangements, reduced cost structure and maintenance of at least the current level of enrolments, the financial viability of the school will be significantly

improved. The Board notes that the PMSA intends to address financial viability in greater detail and advise the Board in due course. The Board would welcome this additional material.

In support of the PMSA's case to verify on-going financial viability, the Board considers it would be useful to also provide a written statement from a qualified accountant that the school "*has access to adequate financial resources for its viable operation*". The qualified accountant can be of your choosing, but the person must be at least one of the following: registered, or taken to be registered, as a company auditor under part 9.2 of the *Corporations Act 2001* (Cth); or a member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants, or any other body prescribed for the purposes of subparagraph 1280(2)(a)(i) of the *Corporations Act 2001* (Cth); or approved by the Commonwealth Minister as a qualified accountant for the purposes of the *States Grants (Primary and Secondary Education Assistance) Act 2000* (Cth). If the PMSA does provide such a written statement, the Board would welcome receiving its consent to contact the qualified accountant if the Board requires clarification or further information.

The school's financial viability remains an outstanding issue. The Board looks forward to the PMSA's further submission in this regard.

Staffing:

The PMSA confirmed in the 6 January 2004 supporting material that the current staffing level is to be maintained and indicated that it will address staffing in greater detail and advise the Board in due course.

The Board holds the view that, at least up until the end of the 2003 school year, the school did not have a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program (as detailed in the Show Cause Notice). Specifically, the school did not have a sufficient number of teacher aides and administrative support staff. The Board looks forward to the PMSA's further submission on how this issue has been remedied.

Students who are persons with a disability:

In the 6 January 2004 supporting material, the PMSA identified that the school did not appear to have written processes about identifying students of the school who are persons with a disability and for devising a suitable educational program for these students.

This was not a matter identified by the Board's assessors during their review of compliance with the statutory criteria and therefore does not fall within the ambit of the current show cause action.

Nevertheless, the Board appreciates the diligence of the PMSA in identifying this criterion as requiring attention and looks forward to receiving advice about the PMSA's actions to remedy the matter.

Land and buildings:

On 2 December 2003, the Board wrote to Sunshine Coast Grammar School Pty Ltd requesting a response to additional information supplied by Maroochydore Shire Council about compliance with local authority land use approvals. A reply was received from Sunshine Coast Grammar School Pty Ltd on 16 December 2003 consisting of a covering letter from that body and advice dated 12 December 2003 prepared by Mr David Fahl, Partner, Planning and Environment Law, Maroochydore.

The Board is not persuaded by the information provided that the school is complying. The Board

notes, however, that some of these matters may have been addressed as part of the settlement process for change in ownership.

The Board's 2 December 2003 letter to Sunshine Coast Grammar School Pty Ltd sets out what the Board believed to be the position of the school in respect of local authority land use approvals at that time. The Board looks forward to the PMSA's further submission in this regard.

Educational facilities and materials:

In the 6 January 2004 supporting material, the PMSA indicated that in due course it would address any deficiencies identified in the show cause notice, viz the school does not have adequate library facilities and resources.

The Board looks forward to the PMSA's further submission in this regard.

Compliance Notice

Improvement processes

The 6 November 2003 Submission from Sunshine Coast Grammar School Pty Ltd responsive to the Compliance Notice sets out what appears to the Board to be a suitable plan for addressing the inadequacies identified. The Board notes that, in the 6 January 2004 supporting material, the PMSA indicated that inadequate strategic planning was currently in place and that this would be addressed in due course.

The Board looks forward to the PMSA's further submission in this regard, including a copy of the improvement processes where these are in written form or a comprehensive account demonstrating to the Board how the school is complying with the relevant accreditation criterion where the processes are not in written form.

Health, safety and conduct of staff and students

General comments:

While the Board acknowledges the progress made by Sunshine Coast Grammar School Pty Ltd (as set out in its 6 November 2003 Submission) to address the identified deficiencies, the Board has identified certain remaining deficiencies in the material provided.

Further, the Board notes in the PMSA's 6 January 2004 supporting material that it intends to evaluate these current school policies against policies that PSMA has for other schools and where necessary make suitable amendments.

In these circumstances, the Board wishes to advise PSMA of the following remaining deficiencies in the material provided by Sunshine Coast Grammar School Pty Ltd:

The role of the head of school/independent person regarding a complaint against a staff member or volunteer:

The revised policy states that, on receipt of a report, the Head of School is required to determine whether:

- (a) there is "sufficient evidence to justify an investigation" of the allegation;
- (b) the allegation is serious or trivial and whether the matter should be taken up with the person complained about, or no further action pursued.

The revised policy further provides that the Head of School may arrange a meeting with the person complained about if the matter is considered serious and is also required to contact the student's parents and make them aware of the allegations against the person complained about. The Head of School is to assure the parents that the police will be informed if the Head of School finds there is "substance to the allegations".

As the PMSA will be aware, section 10 of the Regulation requires the school's written processes about the appropriate conduct of its staff and students to accord with relevant legislation in relation to the care or protection of children. Section 10(5) requires a process for the reporting of harm or "suspected harm" to a relevant State authority i.e. the Chief Executive or an authorised officer of the Department of Families or a police officer.

"Harm" is defined in section 9 of the *Child Protection Act 1999* (and mirrored in section 3 of the Regulation) as "any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing". Harm can be caused by "physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation".

Section 15 of the *Child Protection Act 1999* provides that an authorised officer or a police officer who is investigating an allegation of harm, or risk of harm, to a child, or assessing the child's need of protection because of the allegation, must give details of the alleged harm or risk of harm to at least one of the child's parents. However, this requirement need not be complied with if the officer reasonably believes someone may be charged with a criminal offence or that notifying a parent may jeopardise an investigation into the offence or expose the child to harm.

Section 22 relates to notifications that a person "suspects a child has been, is being or is likely to be, harmed" or "information about alleged harm to a child".

As noted, the school's revised policy requires the Head of School to determine whether there is sufficient evidence to justify an investigation, and only to inform police if there is "substance" to the allegation. This does not appear to be consistent with the above provisions of the Regulation and the *Child Protection Act 1999*, which deal with reports of "suspected harm".

It is the Board's view that the Head of School is required to report not only harm of which he/she is aware, but also harm he/she "reasonably suspects" has been caused, or may be caused. Therefore, the Head of School must only be satisfied he/she has reasonable grounds to "suspect" a student has been harmed or is at risk of harm. An investigation to determine whether there is "substance" to the allegations may not be appropriate, particularly in cases involving allegations of a criminal nature. There is no obligation to obtain proof, establish cause or assess severity.

Reports of the neglect of students, or other harm suffered outside the school:

The revised policy states that if the school is made aware of students at risk of harm, as a result of inappropriate behaviour outside the school, the Head of School may initially take the matter up with the parents but, if such consultation is unsuccessful in protecting the child from harm, or if the allegations appear to involve serious misconduct, the Head of School will inform the Juvenile Aid Bureau of the Queensland Police Service.

The Board notes that "serious misconduct" is not defined in the policy. As noted above, the Queensland Police Service is responsible for investigating cases of suspected "criminal conduct" and the Department of Families is responsible for assessing and investigating any report of suspected harm or neglect and ensuring the safety of the child.

The revised policy does not include a reference to the option of reporting a reasonable suspicion that a child is in need of protection from harm, or the risk of harm, from a situation outside the control of the school environment, to the Department of Families and it is also not clear that a report to the Queensland Police Service is appropriate if there is evidence of "criminal conduct".

In addition, the revised policy does not expressly provide that the Head of School should not contact the parents in circumstances where a report is made to the Department of Families or the Queensland Police Service, in relation to an allegation that the parents have harmed the student.

Clearly, once a matter is reported to the Department of Families or the Queensland Police Service (in the case of suspected criminal conduct), those agencies have a role to investigate it and not the Head of School. It is the responsibility of the Department of Families or the Queensland Police Service to contact the parents if it is considered appropriate.

To conclude, the Board is pleased to note that the transition of the school's governance to the PMSA has been relatively smooth with no interruption to the continuity of the students' education.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely



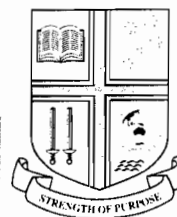
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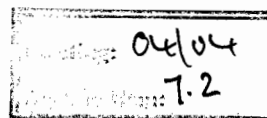
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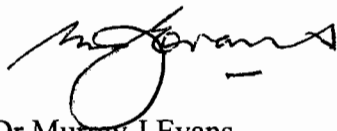
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Consulting CEO
Acting Headmaster

Released under
RTI Act by DET



5 February 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

COPY
RECORDS AWAY
5 FEB 2004

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Floor 21 Education House
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PO Box 347 Brisbane Albert Street BC
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Facsimile 07 3237 9946

improved. The Board notes that the PMSA intends to address financial viability in greater detail and advise the Board in due course. The Board would welcome this additional material.

In support of the PMSA's case to verify on-going financial viability, the Board considers it would be useful to also provide a written statement from a qualified accountant that the school "*has access to adequate financial resources for its viable operation*". The qualified accountant can be of your choosing, but the person must be at least one of the following: registered, or taken to be registered, as a company auditor under part 9.2 of the *Corporations Act 2001* (Cth); or a member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants, or any other body prescribed for the purposes of subparagraph 1280(2)(a)(i) of the *Corporations Act 2001* (Cth); or approved by the Commonwealth Minister as a qualified accountant for the purposes of the *States Grants (Primary and Secondary Education Assistance) Act 2000* (Cth). If the PMSA does provide such a written statement, the Board would welcome receiving its consent to contact the qualified accountant if the Board requires clarification or further information.

The school's financial viability remains an outstanding issue. The Board looks forward to the PMSA's further submission in this regard.

Staffing:

The PMSA confirmed in the 6 January 2004 supporting material that the current staffing level is to be maintained and indicated that it will address staffing in greater detail and advise the Board in due course.

The Board holds the view that, at least up until the end of the 2003 school year, the school did not have a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program (as detailed in the Show Cause Notice). Specifically, the school did not have a sufficient number of teacher aides and administrative support staff. The Board looks forward to the PMSA's further submission on how this issue has been remedied.

Students who are persons with a disability:

In the 6 January 2004 supporting material, the PMSA identified that the school did not appear to have written processes about identifying students of the school who are persons with a disability and for devising a suitable educational program for these students.

This was not a matter identified by the Board's assessors during their review of compliance with the statutory criteria and therefore does not fall within the ambit of the current show cause action.

Nevertheless, the Board appreciates the diligence of the PMSA in identifying this criterion as requiring attention and looks forward to receiving advice about the PMSA's actions to remedy the matter.

Land and buildings:

On 2 December 2003, the Board wrote to Sunshine Coast Grammar School Pty Ltd requesting a response to additional information supplied by Maroochy Shire Council about compliance with local authority land use approvals. A reply was received from Sunshine Coast Grammar School Pty Ltd on 16 December 2003 consisting of a covering letter from that body and advice dated 12 December 2003 prepared by Mr David Fahl, Partner, Planning and Environment Law, Maroochy Shire.

The Board is not persuaded by the information provided that the school is complying. The Board

notes, however, that some of these matters may have been addressed as part of the settlement process for change in ownership.

The Board's 2 December 2003 letter to Sunshine Coast Grammar School Pty Ltd sets out what the Board believed to be the position of the school in respect of local authority land use approvals at that time. The Board looks forward to the PMSA's further submission in this regard.

Educational facilities and materials:

In the 6 January 2004 supporting material, the PMSA indicated that in due course it would address any deficiencies identified in the show cause notice, viz the school does not have adequate library facilities and resources.

The Board looks forward to the PMSA's further submission in this regard.

Compliance Notice

Improvement processes

The 6 November 2003 Submission from Sunshine Coast Grammar School Pty Ltd responsive to the Compliance Notice sets out what appears to the Board to be a suitable plan for addressing the inadequacies identified. The Board notes that, in the 6 January 2004 supporting material, the PMSA indicated that inadequate strategic planning was currently in place and that this would be addressed in due course.

The Board looks forward to the PMSA's further submission in this regard, including a copy of the improvement processes where these are in written form or a comprehensive account demonstrating to the Board how the school is complying with the relevant accreditation criterion where the processes are not in written form.

Health, safety and conduct of staff and students

General comments:

While the Board acknowledges the progress made by Sunshine Coast Grammar School Pty Ltd (as set out in its 6 November 2003 Submission) to address the identified deficiencies, the Board has identified certain remaining deficiencies in the material provided.

Further, the Board notes in the PMSA's 6 January 2004 supporting material that it intends to evaluate these current school policies against policies that PSMA has for other schools and where necessary make suitable amendments.

In these circumstances, the Board wishes to advise PSMA of the following remaining deficiencies in the material provided by Sunshine Coast Grammar School Pty Ltd:

The role of the head of school/independent person regarding a complaint against a staff member or volunteer:

The revised policy states that, on receipt of a report, the Head of School is required to determine whether:

- (a) there is "sufficient evidence to justify an investigation" of the allegation;
- (b) the allegation is serious or trivial and whether the matter should be taken up with the person complained about, or no further action pursued.

The revised policy further provides that the Head of School may arrange a meeting with the person complained about if the matter is considered serious and is also required to contact the student's parents and make them aware of the allegations against the person complained about. The Head of School is to assure the parents that the police will be informed if the Head of School finds there is "substance to the allegations".

As the PMSA will be aware, section 10 of the Regulation requires the school's written processes about the appropriate conduct of its staff and students to accord with relevant legislation in relation to the care or protection of children. Section 10(5) requires a process for the reporting of harm or "suspected harm" to a relevant State authority i.e. the Chief Executive or an authorised officer of the Department of Families or a police officer.

"Harm" is defined in section 9 of the *Child Protection Act 1999* (and mirrored in section 3 of the Regulation) as "any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing". Harm can be caused by "physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation".

Section 15 of the *Child Protection Act 1999* provides that an authorised officer or a police officer who is investigating an allegation of harm, or risk of harm, to a child, or assessing the child's need of protection because of the allegation, must give details of the alleged harm or risk of harm to at least one of the child's parents. However, this requirement need not be complied with if the officer reasonably believes someone may be charged with a criminal offence or that notifying a parent may jeopardise an investigation into the offence or expose the child to harm.

Section 22 relates to notifications that a person "suspects a child has been, is being or is likely to be, harmed" or "information about alleged harm to a child".

As noted, the school's revised policy requires the Head of School to determine whether there is sufficient evidence to justify an investigation, and only to inform police if there is "substance" to the allegation. This does not appear to be consistent with the above provisions of the Regulation and the *Child Protection Act 1999*, which deal with reports of "suspected harm".

It is the Board's view that the Head of School is required to report not only harm of which he/she is aware, but also harm he/she "reasonably suspects" has been caused, or may be caused. Therefore, the Head of School must only be satisfied he/she has reasonable grounds to "suspect" a student has been harmed or is at risk of harm. An investigation to determine whether there is "substance" to the allegations may not be appropriate, particularly in cases involving allegations of a criminal nature. There is no obligation to obtain proof, establish cause or assess severity.

Reports of the neglect of students, or other harm suffered outside the school:

The revised policy states that if the school is made aware of students at risk of harm, as a result of inappropriate behaviour outside the school, the Head of School may initially take the matter up with the parents but, if such consultation is unsuccessful in protecting the child from harm, or if the allegations appear to involve serious misconduct, the Head of School will inform the Juvenile Aid Bureau of the Queensland Police Service.

The Board notes that "serious misconduct" is not defined in the policy. As noted above, the Queensland Police Service is responsible for investigating cases of suspected "criminal conduct" and the Department of Families is responsible for assessing and investigating any report of suspected harm or neglect and ensuring the safety of the child.

The revised policy does not include a reference to the option of reporting a reasonable suspicion that a child is in need of protection from harm, or the risk of harm, from a situation outside the control of the school environment, to the Department of Families and it is also not clear that a report to the Queensland Police Service is appropriate if there is evidence of "criminal conduct".

In addition, the revised policy does not expressly provide that the Head of School should not contact the parents in circumstances where a report is made to the Department of Families or the Queensland Police Service, in relation to an allegation that the parents have harmed the student.

Clearly, once a matter is reported to the Department of Families or the Queensland Police Service (in the case of suspected criminal conduct), those agencies have a role to investigate it and not the Head of School. It is the responsibility of the Department of Families or the Queensland Police Service to contact the parents if it is considered appropriate.

To conclude, the Board is pleased to note that the transition of the school's governance to the PMSA has been relatively smooth with no interruption to the continuity of the students' education.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely



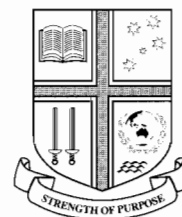
Emeritus Professor Roy Webb AO
Chairperson

Released under the
RTI Act by DET

SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



24 March 2004

Professor Roy Webb AO
Chairperson
Non-State Schools Accreditation Board
PO Box 347
BRISBANE Q 4002

Dear Professor Webb,

Re: Sunshine Coast Grammar School

Thank you for your letter of 5 February, addressed to the Presbyterian and Methodist Schools Association. I am responding as the Consulting CEO and Acting Headmaster of the school, on behalf of the PMSA.

At the outset, let me apologise for the delay in responding to your letter. I was on leave during February, only returning to duty at the school at the start of March.

I wish to acknowledge the intention of the PMSA to be totally supportive in responding to the NSSAB about the matters raised in the Show Cause Notice delivered last year when the school was under other management. The PMSA believes the school has a bright future and has been prepared to match that belief with tangible assets to acquire the assets and ownership of the school. We have received excellent support and guidance from Mr Laurie Vogler, Director, Office of Non-State Education, and we appreciate the tolerance of the Board in enabling this school to address the areas of particular interest.

The purpose of this letter is to outline our current actions to date. We will, of course, make a full response to the Board when our response is fully formulated, but we thought it would be of interest to the Board to know of our current directions.

I have presented the items in the order shown in your letter.

Show Cause Notice

Financial Viability:

We have an effective budget for 2004, but the final elements of the sale of the school are still being resolved and completed. When this procedure is complete, we will employ an accounting firm to prepare a suitable response in accordance with Board concerns. Our intention at this time is to employ the firm Bentleys MRI for this analysis.

Staffing:

With the change of ownership, all previous staff members were reemployed, with the exception of s47(3)(b) and s47(3)(b)

s47(3)(b) There will be a planned expansion in the number of support staff, with two positions currently advertised in the media. A library aide has been employed to assist in the secondary library.

Students with Disabilities:

Written procedures and processes are in place for identifying and caring for students with disabilities. Indeed, I am quite impressed by the ascertainment procedures of the school and the efforts of the Student Welfare department in designing specific Individual Learning Programs for the identified students. We see this as an area where the Board may be quickly satisfied about school procedures.

Land and Buildings:

The school has established contact with the appropriate departments of the Shire Council and discussions are planned with them to resolve any outstanding issues regarding local authority approvals. The PMSA has given its undertaking to the Shire Council that reasonableness will prevail and that its intention is to reach amicable resolutions. Already, an extension has been granted by the Council over an application for approval of an emergency access and for a material change of use of premises, both matters which had not received approval under the previous owners.

Educational Facilities and Materials:

The Sunshine Coast Grammar School has lodged an application with the AIS Block Grant Authority for financial allocations of State and federal grant monies to construct a new Library Resource Centre in 2005. The planned building is in keeping with modern library design and will incorporate sufficient classrooms to enable removal of the temporary classrooms currently on site.

As mentioned earlier, a library aide has been employed, enabling the current secondary school library to be open to student use for all hours in each school day.

The budget allocation for the purchase of library resources in the secondary school has been increased by 111% for 2004 over the 2003 allocation. This example of commitment will continue in future budgets until appropriate benchmarks are achieved.

Compliance Notices:**Improvement Processes:**

The school has been active in this area. A Strategic and Development Planning sub-committee has been formed. Once the plans are in place, probably by mid-year, we shall submit the relevant component parts to the Board for your consideration.

Health, safety and Conduct of Staff and Students:

We acknowledge, with appreciation, the detailed content of your letter on this matter. All of your comments are receiving thorough analysis, in association with the recent AISQ redrafted Policy Manual section on Child Protection. We are very confident

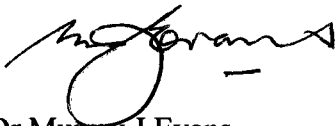
that our policy and procedures will meet with the approval by the Board when submitted.

Concluding Comments:

With your agreement, we intend, to submit only one response that will address all issues of concern to the Board, rather than to adopt an item by item approach to approval. To this end, my terms of reference with the PMSA are to have our responses compiled and forwarded to the Board by the middle of the year. If there are any concerns about this timeline, I would appreciate your advice to that effect.

In closing, please be assured of the intentions of the PMSA and the personnel of Sunshine Coast Grammar School to act expeditiously and with full attention in addressing any perceived shortcomings in school policies, procedures, or in financial operations. Our aim is to restore fully the school's standing with the Non-State Schools Accreditation Board and to respond fully, and to your complete satisfaction, on all previously identified concerns.

Yours sincerely,



Dr Murray J Evans
Consulting CEO
Acting Headmaster

Released under
RTI Act by DET



9 March 2004

Mr D Langdon
Partner
William Buck
Business Advisors and Chartered Accountants
GPO Box 736
BRISBANE QLD 4001

COPY
RECORDS AWAY
- 9 MAR 2004

Dear Mr Langdon

Thank you for providing, as requested by Mr Laurie Vogler, the fee summary in respect of the Sunshine Coast Grammar School.

The summary of fees claimed has been examined.

At the outset, I wish to point out that there has been some difficulty reconciling the dates in your summary with respect to the work completed during July 2003. For example, records of the Office of Non-State Education indicate that you initially met with Ms Tanzer on 30 July 2003 and subsequently on 1 August 2003 and not on 7 July 2003 and 11 July 2003 as stated in your summary. Discussions regarding the structure and content of the report were held during these meetings, and specific deficiencies were raised i.e. gaps in the facts, failure to adequately address main facts and findings and to reach clear conclusions.

Although the Office's analysis of your fee summary might not be exact, it is calculated that you claim \$10,823.50 for drafting tasks related to some eight drafts and a final copy of the assessors' report and a component for drafting and finalising the suitability letter.

This amount appears to be excessively high and would seem to be the result of rewriting because of deficiencies in the construction of early drafts of the report to properly set out the collection and documentation of evidence to a satisfactory and adequate standard.

Based on quality assurance monitoring by the Board's solicitors and staff of the Office, the first and various subsequent drafts of the report were found to contain irrelevant material and material for which there were no, or insufficient, substantiating facts, which would have put into serious jeopardy any decisions of the Board should it have relied on that material. The Board's solicitors and Office staff spent a considerable amount of time identifying this material in the various drafts of the report and informing the assessors of concerns about the poor and unreliable reporting of evidence in a statutory compliance investigation of this nature and significance. This should not have been necessary and I am more than a little surprised to find the Board

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X

billed for improvement work to an unsatisfactory report that, had it been presented in that form, could have prejudiced the Board's statutory investigation of this school.

On another matter related to the accuracy of the final report, when the Board was considering the report in terms of any action against the school or the school's governing body, the Board had considerable difficulty understanding the historical financial data presented at paragraph 3.7.1, and spent some time attempting to comprehend what the report was saying about the school's financial performance. As you will recall, the Board approached you for clarification and you found two inaccuracies in the presentation of the financial performance data that required rectification. It transpired that some data were incorrectly labeled making it quite misleading. For any statutory investigation, the Board is of course reliant on its assessors to collect evidence and present that material accurately and in a form on which it can rely. In this case, the errors only became apparent when the Board was considering the final report.

Turning now to another accuracy-related issue, despite the monitoring of the report drafts by Office staff, it was unfortunately not realised until after the assessors submitted their final report to the Board that they did not in fact assess, consider and report on the school's compliance with the accreditation criterion for students with a disability. Section 8 (Students who are persons with a disability) of the *Education (Accreditation of Non-State Schools) Regulation 2001* refers. Fortunately, the school's new governing body identified that the school did not appear to have written processes about identifying students of the school who are persons with a disability and for devising a suitable educational program for these students. The governing body is taking appropriate action to remedy this deficiency.

The Board is not in a position to dispute the dates on which you worked on the report or the hourly charge out rate for your services, however, in view of the matters raised it is proposed that a reduction in your account of at least \$8,000 off the total of \$29,300 (exc GST) would be reasonable.

Yours sincerely



Emeritus Professor Roy Webb AO
Chairperson

Released under RTI Act 2009



9 February 2004

Ms Deb Rollings
Director
General Recurrent Grants Section
Department of Education, Science and Training
Location Code 153
GPO Box 9880
CANBERRA ACT 2601

Dear Ms Rollings

I wish to advise that at its meeting of 8 January 2004 the Non-State Schools Accreditation Board granted approval for the governing body of **Sunshine Coast Grammar School**, 372 Mons Road, Forest Glen Qld 4556 (Queensland Non-State School No. 0599) to change from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association.

Under section 52(4) of the Act, the Board is required to decide a day before which this change is to be effected. The Board has determined this day to be 27 January 2004.

I wish to advise that the governing body exercised this approval on 23 January 2004. Accordingly, on that date, The Presbyterian and Methodist Schools Association became the governing body of the school.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely

LAURIE VOGLER
Director

decision ✓
letter of
approval

Released under the
RTI Act by DET



X

File Reference: MO407
School No: 0599

5 February 2004

Dr Murray Evans
Principal
Sunshine Coast Grammar School
372 Mons Road
FOREST GLEN QLD 4556

Dear Dr Evans

The Non-State Schools Accreditation Board has now been in full operation for just over two years. As part of the new accreditation and accountability regime established by the *Education (Accreditation of Non-State Schools) Act 2001*, the Board is required to maintain a register of information about accredited non-state schools.

This information has been collected over previous years through the annual data collection, applications to the Board, the Validation Survey conducted in November 2001 and *ad hoc* contact with individual schools. Every effort is made to keep the database up-to-date so that the Board can provide a high level of service to the non-state school sector.

Attached is a survey form that shows key information held on the Register of Non-State Schools in Queensland about Sunshine Coast Grammar School and its governing body. The Board would appreciate your assistance in checking this information. Space is provided to confirm the data shown or to correct or add to it, if necessary.

It would be helpful if the survey form were completed and faxed back to Ms Helen Linklater on (07) 3237 0004 by Friday, 5 March 2004.

Should you have any queries about the data provided or about additional information being sought, please contact Ms Linklater via email at helen.linklater@qed.qld.gov.au or by telephone on (07) 3235 9947.

Yours sincerely

LAURIE VOGLER
Director
Office of Non-State Education

Enc



File Reference: MO407
School No: 0599

5 February 2004

Dr Murray Evans
Principal
Sunshine Coast Grammar School
372 Mons Road
FOREST GLEN QLD 4556

Dear Dr Evans

Please find enclosed the *Workbook and Explanatory Notes* for the 2004 State Government Survey Data Collection for Non-State Schools in Queensland.

As in 2003, the Non-State Schools Accreditation Board will use electronic distribution, completion and lodgement of this year's Survey Data Collection. The electronic form will be a Microsoft Excel document and will be emailed to schools in the week ending **13 February 2004**. Schools that have not received the email by that date or have any difficulty in using the file attached to the email should contact Ms Helen Linklater, Project Officer, Non-State Schools Accreditation Board (telephone 3235 9947) by **Wednesday, 18 February 2004**.

School email addresses currently held by the Board will be used as the basis for distribution. Please advise Ms Linklater (telephone 3235 9947 or email helen.linklater@qed.qld.gov.au) immediately if your school's email address has changed. The email address for your school is currently recorded as –

enquire@scgs.qld.edu.au

The 2004 State Government Survey Data Collection for Non-State Schools must be completed using enrolment data as at **Friday, 27 February 2004** and must be returned no later than **Friday, 5 March 2004**. These dates are set down in Queensland legislation.

As you would be aware, the information derived from this survey is used in the allocation of funds distributed by the State Government to non-state schools and representative bodies. It is therefore imperative that all schools ensure that the data provided is accurate and that the form is submitted by the due date. To that end, detailed instructions are provided in the accompanying workbook. These instructions are intended to guide the compilation of data provided by schools to the State Government.

Principals are requested to ensure that students entered on this data collection conform to the definition of a student on page 3 of the attached workbook.

Consistency with the Commonwealth Census

As in previous years, the definitions used are closely aligned with those used by the Commonwealth in its annual Census of Non-Government Schools. This is intended to reduce the workload of schools and also allows the comparison of data as part of a data validation exercise. It is therefore important that schools ensure that the same procedures are used to compile data for this collection in February as are used in Semester 2 to compile data for the Commonwealth census. Observed discrepancies between data provided to the State and Commonwealth may require further data validation processes to be undertaken in relation to individual schools.

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Non-state schools participating in the Preparing for School trials

The 14 non-state schools participating in the *Preparing for School* trials in 2004 should complete the necessary worksheet of the document. These schools are required to complete the enclosure, which identifies the number of students participating in the Preparatory Year trials, to allow the correct calculation of their funding allocation.

Release of data

As usual, the Board is seeking fresh agreement of all non-state schools to the ongoing exchange of data with the Commonwealth Department of Education, Science and Training and the release to nominated non-state schooling organisations of information collected through this survey. Please note that all schools should complete this new authorisation even if an authorisation has been given in previous years.

Return of survey form

As advised above, the *2004 State Government Survey Data Collection for Non-State Schools* should be completed using enrolment data as at **Friday, 27 February 2004** and should be returned no later than **Friday, 5 March 2004** as follows:

- All Catholic Diocesan-owned schools are asked to forward their completed survey forms to the relevant diocesan office:
 - Catholic Archdiocese of Brisbane: to the Brisbane Catholic Education Centre, c/- Mr Trevor Reid at treid@bne.catholic.edu.au
 - Cairns Catholic Diocese: to the Catholic Education Office, c/- Mr Paul McArthur at paulm@cairns.catholic.edu.au
 - Rockhampton Catholic Diocese: to the Catholic Education Office, c/- Ms Joanne Winter at j.winter@rok.catholic.edu.au
 - Townsville Catholic Diocese: to the Catholic Education Office, c/- Ms Trish Scholes at tscholes@tsv.catholic.edu.au
 - Toowoomba Catholic Diocese: to the Catholic Education Office, c/- Ms Joanne Coulson at joanne.coulson@twb.catholic.edu.au

These authorities have undertaken to return the completed survey forms to the Non-State Schools Accreditation Board.

- All other schools should return their survey form directly to the Non-State Schools Accreditation Board at the email address below:

helen.linklater@qed.qld.gov.au

If schools experience any difficulties in gaining access to the files or in using them, they should request a printed copy of the survey form from the Board.

Should you have any enquires, please contact Ms Linklater on telephone (07) 3235 9947; fax (07) 3237 0004 or the email address provided above.

Yours sincerely



LAURIE VOGLER
Director
Office of Non-State Education

Enc



5 February 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

Dear Mr Robinson

Thank you for your advice that, following the Non-State Schools Accreditation Board's relevant approval on 8 January 2004 and upon the completion of the contract of sale on 23 January 2004, the governing body of Sunshine Coast Grammar School changed from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association (the "PMSA").

The Board notes from your letters dated 6 January 2004 and 24 January 2004 that the PMSA intends to address the issues raised in the accreditation review of the school conducted in 2003.

As foreshowed in its 8 January 2004 letter to the PMSA, the Board gave further consideration at its meeting today to the matters subject of the 2 September 2003 Compliance Notice and the remaining matters subject of the 2 September 2003 Show Cause Notice.

The Board expects that copies of the Compliance Notice, the Show Cause Notice, the 6 November 2003 Submission responsive to both notices, and any other attendant documentation have been made available to the PMSA as part of William Buck's due diligence process or subsequently as part of the hand over process for the school's operations. If, in the event, you do not have any document mentioned in this letter, please contact the Board's office to arrange for a copy to be supplied.

Show Cause Notice

Suitability of the school's governing body

The Board wishes to confirm that, consistent with its 8 January 2004 letter, given the Board's favourable decision on the suitability of the PMSA to be governing body of the school and the change in the school's governing body that was effected before 27 January 2004, the component of the Show Cause Notice at Part B concerning suitability of the school's governing body has now been satisfied.

Accreditation criteria

Financial viability:

The Board notes that, in the supporting material prepared by the PMSA for the Sunshine Coast Grammar School Pty Ltd application of 6 January 2004 to change the governing body, the PMSA indicated that, with improved borrowing arrangements, reduced cost structure and maintenance of at least the current level of enrolments, the financial viability of the school will be significantly

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improved. The Board notes that the PMSA intends to address financial viability in greater detail and advise the Board in due course. The Board would welcome this additional material.

In support of the PMSA's case to verify on-going financial viability, the Board considers it would be useful to also provide a written statement from a qualified accountant that the school "*has access to adequate financial resources for its viable operation*". The qualified accountant can be of your choosing, but the person must be at least one of the following: registered, or taken to be registered, as a company auditor under part 9.2 of the *Corporations Act 2001* (Cth); or a member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants, or any other body prescribed for the purposes of subparagraph 1280(2)(a)(i) of the *Corporations Act 2001* (Cth); or approved by the Commonwealth Minister as a qualified accountant for the purposes of the *States Grants (Primary and Secondary Education Assistance) Act 2000* (Cth). If the PMSA does provide such a written statement, the Board would welcome receiving its consent to contact the qualified accountant if the Board requires clarification or further information.

The school's financial viability remains an outstanding issue. The Board looks forward to the PMSA's further submission in this regard.

Staffing:

The PMSA confirmed in the 6 January 2004 supporting material that the current staffing level is to be maintained and indicated that it will address staffing in greater detail and advise the Board in due course.

The Board holds the view that, at least up until the end of the 2003 school year, the school did not have a sufficient number, and appropriate types, of staff necessary for the effective delivery of the school's educational program (as detailed in the Show Cause Notice). Specifically, the school did not have a sufficient number of teacher aides and administrative support staff. The Board looks forward to the PMSA's further submission on how this issue has been remedied.

Students who are persons with a disability:

In the 6 January 2004 supporting material, the PMSA identified that the school did not appear to have written processes about identifying students of the school who are persons with a disability and for devising a suitable educational program for these students.

This was not a matter identified by the Board's assessors during their review of compliance with the statutory criteria and therefore does not fall within the ambit of the current show cause action.

Nevertheless, the Board appreciates the diligence of the PMSA in identifying this criterion as requiring attention and looks forward to receiving advice about the PMSA's actions to remedy the matter.

Land and buildings:

On 2 December 2003, the Board wrote to Sunshine Coast Grammar School Pty Ltd requesting a response to additional information supplied by Maroochydore Shire Council about compliance with local authority land use approvals. A reply was received from Sunshine Coast Grammar School Pty Ltd on 16 December 2003 consisting of a covering letter from that body and advice dated 12 December 2003 prepared by Mr David Fahl, Partner, Planning and Environment Law, Maroochydore.

The Board is not persuaded by the information provided that the school is complying. The Board

notes, however, that some of these matters may have been addressed as part of the settlement process for change in ownership.

The Board's 2 December 2003 letter to Sunshine Coast Grammar School Pty Ltd sets out what the Board believed to be the position of the school in respect of local authority land use approvals at that time. The Board looks forward to the PMSA's further submission in this regard.

Educational facilities and materials:

In the 6 January 2004 supporting material, the PMSA indicated that in due course it would address any deficiencies identified in the show cause notice, viz the school does not have adequate library facilities and resources.

The Board looks forward to the PMSA's further submission in this regard.

Compliance Notice

Improvement processes

The 6 November 2003 Submission from Sunshine Coast Grammar School Pty Ltd responsive to the Compliance Notice sets out what appears to the Board to be a suitable plan for addressing the inadequacies identified. The Board notes that, in the 6 January 2004 supporting material, the PMSA indicated that inadequate strategic planning was currently in place and that this would be addressed in due course.

The Board looks forward to the PMSA's further submission in this regard, including a copy of the improvement processes where these are in written form or a comprehensive account demonstrating to the Board how the school is complying with the relevant accreditation criterion where the processes are not in written form.

Health, safety and conduct of staff and students

General comments:

While the Board acknowledges the progress made by Sunshine Coast Grammar School Pty Ltd (as set out in its 6 November 2003 Submission) to address the identified deficiencies, the Board has identified certain remaining deficiencies in the material provided.

Further, the Board notes in the PMSA's 6 January 2004 supporting material that it intends to evaluate these current school policies against policies that PSMA has for other schools and where necessary make suitable amendments.

In these circumstances, the Board wishes to advise PSMA of the following remaining deficiencies in the material provided by Sunshine Coast Grammar School Pty Ltd:

The role of the head of school/independent person regarding a complaint against a staff member or volunteer:

The revised policy states that, on receipt of a report, the Head of School is required to determine whether:

- (a) there is "sufficient evidence to justify an investigation" of the allegation;
- (b) the allegation is serious or trivial and whether the matter should be taken up with the person complained about, or no further action pursued.

The revised policy further provides that the Head of School may arrange a meeting with the person complained about if the matter is considered serious and is also required to contact the student's parents and make them aware of the allegations against the person complained about. The Head of School is to assure the parents that the police will be informed if the Head of School finds there is "substance to the allegations".

As the PMSA will be aware, section 10 of the Regulation requires the school's written processes about the appropriate conduct of its staff and students to accord with relevant legislation in relation to the care or protection of children. Section 10(5) requires a process for the reporting of harm or "suspected harm" to a relevant State authority i.e. the Chief Executive or an authorised officer of the Department of Families or a police officer.

"Harm" is defined in section 9 of the *Child Protection Act 1999* (and mirrored in section 3 of the Regulation) as "any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing". Harm can be caused by "physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation".

Section 15 of the *Child Protection Act 1999* provides that an authorised officer or a police officer who is investigating an allegation of harm, or risk of harm, to a child, or assessing the child's need of protection because of the allegation, must give details of the alleged harm or risk of harm to at least one of the child's parents. However, this requirement need not be complied with if the officer reasonably believes someone may be charged with a criminal offence or that notifying a parent may jeopardise an investigation into the offence or expose the child to harm.

Section 22 relates to notifications that a person "suspects a child has been, is being or is likely to be, harmed" or "information about alleged harm to a child".

As noted, the school's revised policy requires the Head of School to determine whether there is sufficient evidence to justify an investigation, and only to inform police if there is "substance" to the allegation. This does not appear to be consistent with the above provisions of the Regulation and the *Child Protection Act 1999*, which deal with reports of "suspected harm".

It is the Board's view that the Head of School is required to report not only harm of which he/she is aware, but also harm he/she "reasonably suspects" has been caused, or may be caused. Therefore, the Head of School must only be satisfied he/she has reasonable grounds to "suspect" a student has been harmed or is at risk of harm. An investigation to determine whether there is "substance" to the allegations may not be appropriate, particularly in cases involving allegations of a criminal nature. There is no obligation to obtain proof, establish cause or assess severity.

Reports of the neglect of students, or other harm suffered outside the school:

The revised policy states that if the school is made aware of students at risk of harm, as a result of inappropriate behaviour outside the school, the Head of School may initially take the matter up with the parents but, if such consultation is unsuccessful in protecting the child from harm, or if the allegations appear to involve serious misconduct, the Head of School will inform the Juvenile Aid Bureau of the Queensland Police Service.

The Board notes that "serious misconduct" is not defined in the policy. As noted above, the Queensland Police Service is responsible for investigating cases of suspected "criminal conduct" and the Department of Families is responsible for assessing and investigating any report of suspected harm or neglect and ensuring the safety of the child.

The revised policy does not include a reference to the option of reporting a reasonable suspicion that a child is in need of protection from harm, or the risk of harm, from a situation outside the control of the school environment, to the Department of Families and it is also not clear that a report to the Queensland Police Service is appropriate if there is evidence of "criminal conduct".

In addition, the revised policy does not expressly provide that the Head of School should not contact the parents in circumstances where a report is made to the Department of Families or the Queensland Police Service, in relation to an allegation that the parents have harmed the student.

Clearly, once a matter is reported to the Department of Families or the Queensland Police Service (in the case of suspected criminal conduct), those agencies have a role to investigate it and not the Head of School. It is the responsibility of the Department of Families or the Queensland Police Service to contact the parents if it is considered appropriate.

To conclude, the Board is pleased to note that the transition of the school's governance to the PMSA has been relatively smooth with no interruption to the continuity of the students' education.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely



Emeritus Professor Roy Webb AO
Chairperson

Released under the
RTI Act by DET

**Kim Burgess**

I work in the Technology area at the school, in a non-teaching role, helping to support the extensive computer network and its associated applications, as well as the staff and students who use it. Although officially working on a part-time basis, I have come to discover that when you are a parent, staff member and partner of a staff member

in an environment as familiar and consuming as the Sunshine Coast Grammar School, there is little time left over!

I commenced in the Technology industry at a time when windows were what you looked out of, a shortcut was the laneway down behind the corner shop, a virus meant a day off and punched cards, teletypes and room-sized mainframes were the norm. The need to keep up with the constant and extensive changes in such a dynamic industry is part of the challenge that keeps me inspired.

I enjoy being able to make Technology available and to help others apply it to their advantage.

Meet the Staff

Administrative Team

The Executive Team
Heads of Department
Heads of House
Secondary Curriculum Team
Student Support and Guidance
Secondary School Teaching Staff
Junior School Teaching Staff
Languages
Music and Art
Aides
Staff
and Development
Administrative Team
and Maintenance Team

Teacher
Technical
Marketing
Our
Grounds

Released under the
RTI Act by DET
RECORDS AWAY

X



FAMILY matters ... Emily McGrow, front, with her aunt Shaliese McGrow, left, and her uncles, from left, Alex, Jayden and

EMILJY McGrow has started Year 1 in good company.

She shares her classroom with her aunt, Shaliese McGrow, also aged five, and she has three uncles — Jayden, 7, Alex, 9, and Jorden, 11 — to watch over her in the playground.

The unusual family gathering came about because five years

ago 44-year-old Jenny McGrow and her 24-year-old daughter Rachelle gave birth to baby girls at the same time.

Now their children attend the same school, Our Lady of Dolours at Mitchelton, causing plenty of confusion for their peers.

"This is the first time we've seen anything like this," Our

Lady of Dolours principal Brian Hickey said.

"It's certainly a bit different. The other kids seem to understand it, though."

Emily calls her aunt and uncles by their first name, and treats them more like siblings.

"The two girls, particularly, act like they're sisters," Rachelle

said. "They're more than aunt and nie

They were christened and like to play so together.

Jenny — who has seven children — is emotional to see the brood head off to school. "I'm excited she

Sunshine Coast Grammar sold

Joel Dullroy

EDUCATION REPORTER

THE Presbyterian and Methodist Schools Association has bought the troubled Sunshine Coast Grammar School, prompting fears some parents may leave the school over its new religious affiliation.

New principal Murray Evans, who recently retired from Somerville House, said some parents might have to reconsider their child's enrolment now that a denomination was running the school.

He would not disclose the amount paid for the 1000-student school.

Dr Evans said the PMSA would introduce a "Christian environment" to Sunshine Coast Grammar, which was established in 1997 as a non-denominational school.

"It still had a weekly chapel service ... but did not belong to any



Murray Evans

denomination," Dr Evans said.

"It's fair to say there are some concerns, as some parents came to the school believing it to be non-religious.

"But there will be a change of direction.

"We will expect those parents will have a choice as to which way they want to go."

The PMSA, which also runs Brisbane Boys College, Somerville House and Clayfield College, took over from former principal and owner John Burgess.

Last October, the Queensland Board of Teacher Registration cancelled Burgess's registration after an inquiry which followed allegations that parents were unaware the principal had pleaded

guilty to two counts of carnal knowledge of a 13-year-old student in NSW in 1978 and 1979.

A certificate issued by the NSW District Court indicated Burgess had pleaded guilty to carnal knowledge but no conviction was recorded against him.

The Non-State Schools Accreditation Board was called in to assess the school's operations following Mr Burgess' deregistration.

Dr Evans — who led the NSSAB assessment — was asked to head Sunshine Coast Grammar only a day after his retirement from Somerville House.

He said the school's connection to Mr Burgess was "now completely severed".

"It's a completely new beginning for the school. They have no further connection," he said.

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Parent children

Leanne Edmiston

SCHOOL can write the back as well as more than a third reporting significant pain.

Backpacks, lack of books, sports equipment, lunch boxes were direct cause in many of these cases.

Chiropractors' Australia Queensland president Dr Ailsa there was a risk of spinal damage unsured their children too much and it was distributed both shoulders.

Dr Patterson should not carry more than 10 per cent body weight.

Golf gives up the s

Brendan O'Malley

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American space agency



SCIENTIST Tony Taylor ... 'life exist

NASA sparked headlines in 1996 when it announced that the meteorite, found in Antarctica 20 years ago, contained fossilised traces of life.

NASA said one meteorite piece, ALH 84001, contained

strings of oxide crystals formed by

Since then, tried hard theory, but in a paper

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FAX COVER

Date: 28 Jan 2004
Number of pages including cover sheet 2

To:
Prof Roy Webb
NSSAB
Phone
Fax Phone 07 3237 9946

From:
s47(3)(b)
Phone
Fax Phone s47(3)(b)

REMARKS

☐ Urgent ☐ For your review ☐ Reply ASAP ☐ Please comment

Dear Prof Webb

Please find attached notification as requested in your letter of 8 January 2004.

Original will be forwarded by post.

Regards

s47(3)(b)

RELEASED
28 JAN 2004

BY:.....

unfamiliar
of change of
governing body

27 January 2004

Professor Roy Webb
Chairperson
Non-State Schools Accreditation Board
PO Box 347
Brisbane Albert Street BC QLD 4002

Dear Professor Webb

I wish to advise that the effective change in governing body of the Sunshine Coast Grammar School, from Sunshine Coast Grammar School Pty Ltd to the Presbyterian and Methodist Schools Association, occurred late on Friday 23 January 2004 with the completion of the contract of sale.

If any further information is required, please do not hesitate to contact me.

Yours sincerely,

s47(3)

s47(3)(b)

27 January 2004

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Chairperson
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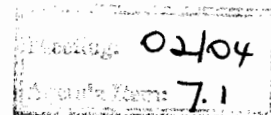
Yours sincerely,

s47(3)(b)

s47(3)(b)

RELEASED
29 JAN 2004

BY:.....



27 January 2004

Professor Roy Webb
Chairperson
Non-State Schools Accreditation Board
PO Box 347
Brisbane Albert Street BC QLD 4002

Dear Professor Webb

I wish to advise that the effective change in governing body of the Sunshine Coast Grammar School, from Sunshine Coast Grammar School Pty Ltd to the Presbyterian and Methodist Schools Association, occurred late on Friday 25 January 2004 with the completion of the contract of sale.

If any further information is required, please do not hesitate to contact me.

Yours sincerely

s47(3)(b)

s47(3)

Released under the
RTI Act by DET

**MSI TAYLOR**PTY
LTDACCOUNTANTS
BUSINESS ADVISORSLEVEL 9, TOOWONG TOWER,
9 SHERWOOD ROAD
TOOWONG BRISBANE, QUEENSLAND AUSTRALIAPO BOX 900, TOOWONG, QUEENSLAND 4066, AUSTRALIA
TEL: 61-7-3870 0198
FACSIMILE: 61-7-38703167
EMAIL: mail@msitaylor.com.au ABN 11 597 348 744

FACSIMILE TRANSMISSION

TO: NON STATE SCHOOLS
ACCREDITATION BOARD

FROM: DES ROBINSON

ATTENTION: LAURIE VOGLER

DATE: 24TH JANUARY 2004

FAX NUMBER: 3237 9946

SENDER'S REFERENCE:

TOTAL NO. OF PAGES INCLUDING COVER:

YOUR REFERENCE:

RE: PURCHASE SUNSHINE COAST
GRAMMAR SCHOOL☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ AS REQUESTED

Dear Mr Vogler,

As required by your letter dated 8th January 2004 approving the change of governing body for the Sunshine Coast Grammar School I am pleased to confirm on behalf of the Presbyterian & Methodist Schools Association (PMSA) that settlement of the purchase of the school was effected Friday evening 23rd January 2004. PMSA are now the owners and operators of the Sunshine Coast Grammar School and will address the issues raised in the accreditation review of that school. Thank you for your assistance during this difficult process and we will report to you in the near future.

Kind Regards,

Des Robinson

Deputy Chairman PMSA Council

Released under the
RTI Act
RECORDS AWAY
21/01/04

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A MEMBER OF MacINTYRE STRATER INTERNATIONAL LIMITED (MSI), A WORLD WIDE ASSOCIATION OF INDEPENDENT PROFESSIONAL FIRMS

Registered Tax Agent TAYLOR & COMPANY PTY LTD A.C.N. 011 047 671 as Trustee of The Taylor Wright Unit Trust

PARTNERS:

DAVID WRIGHT FTMA AIMM FAICD
DES ROBINSON CA FCPA B.COMM (HONS)
MICHAEL PURCELL CA B.BUS
RAY FRAZER CA B.BUS

CONSULTANT:

DAVID DEAN FPNA ACIS

**MSI TAYLOR****PTY
LTD****ACCOUNTANTS
BUSINESS ADVISORS****LEVEL 9, TOOWONG TOWER,
9 SHERWOOD ROAD
TOOWONG BRISBANE, QUEENSLAND AUSTRALIA****PO BOX 900, TOOWONG, QUEENSLAND 4066, AUSTRALIA
TEL: 61-7-3870 0198
FACSIMILE: 61-7-38703167
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MSI

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MICHAEL PURCELL CA B.BUS
RAY FRAZER CA B.BUS****CONSULTANT:****DAVID DEAN FPNA ACIS**

PARSONS, Pat

From: MACQUEEN, Sue
Sent: Friday, 23 January 2004 6:53 PM
To: Bill Lane; Joe McCorley; John Roulston; Roy Webb; Tricia Evans; Tricia Reust; WALSH, Michael
Subject: Sunshine Coast Grammar Schools

Dear Board Members

The Office has been advised that the sale and transfer of possession of Sunshine Coast Grammar School has been effected late today.

This means that the board's approval to the change in governing body to PMSA is now in effect.

Cheers

Sue

Sue Macqueen
Senior Project Officer
Office of Non-State Education
Tel 07 3237 0105
Fax 07 3237 0004

Released under the
RTI Act by DET

MinterEllison

L A W Y E R S

13 January 2004

WATERFRONT PLACE 1 EAGLE STREET BRISBANE
PO BOX 7844 WATERFRONT PLACE QLD 4001 AUSTRALIA
DX 102 BRISBANE www.minterellison.com
TELEPHONE +61 7 3119 6000 FACSIMILE +61 7 3119 1000

BY FACSIMILE

Mr Laurie Vogler
Director
Office of State Education
Non-State School's Accreditation Board

Dear Mr Vogler

Sunshine Coast Grammar School (the School)

We act on behalf of the Presbyterian & Methodists Schools Association (PMSA).

Our client is currently negotiating with Sunshine Coast Grammar School Pty Ltd in relation to our client's proposed acquisition of the School. At this stage no agreement in relation to the acquisition has been reached.

We understand that the Department of Education has stopped payment of the first instalment grant for the 2004 year due to the proposed sale of the School.

In order to allow payment of the grant to be made to Sunshine Coast Grammar School Pty Ltd, our client consents to:

1. the January 2004 State Government Recurrent Grant of approximately 25% of the annual payment being made to the Sunshine Coast Grammar School Pty Ltd.

It is anticipated that any contract that is subsequently entered into between our client and the seller will contain a term which allows an adjustment to be made to the purchase price to reflect that the grant monies will be the property of our client upon settlement; and

2. the payment of the grant instalment discharging the State Government's liability for the partial payment of the grant.

It is important to note that at this time the parties have not reached agreement on the terms of the sale as these are still being negotiated. At the time of providing this letter PMSA cannot provide the Board with confirmation that the sale will proceed.

MINTER ELLISON GROUP AND ASSOCIATED OFFICES
SYDNEY MELBOURNE BRISBANE CANBERRA ADELAIDE PERTH GOLD COAST
HONG KONG SHANGHAI BANGKOK JAKARTA SAN FRANCISCO LONDON
AUCKLAND WELLINGTON

Mr Laurie Vogler
13 January 2004

2

If you have any questions please contact Belinda Fox on (07) 3119 6126 or Gail Tarditi on (07) 3119 6135.

Yours faithfully
MINTER ELLISON

Handwritten signature

Contact: Belinda Fox Direct phone: +61 7 3119 6126 Direct fax: +61 7 3119 6126
Email: belinda.fox@minterellison.com
Partner responsible: Cameron Charlton
Our reference: BJF CC 40-444335

cc: Michael Biggs, Bennett Philp (07) 3229 1521

Released under the
RTI Act by DET



12 January 2004

Ms Deb Rollings
Director
General Recurrent Grants Section
Department of Education, Science and Training
Location Code 153
GPO Box 9880
CANBERRA ACT 2601

Dear Ms Rollings

I wish to advise that at its meeting of 8 January 2004 the Non-State Schools Accreditation Board granted approval for the governing body of **Sunshine Coast Grammar School**, 372 Mons Road, Forest Glen Qld 4556 (Queensland Non-State School No. 0599) to change from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association.

Under section 52(4) of the Act, the Board is required to decide a day before which this change is to be effected. The Board has determined this day to be 27 January 2004.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely

LAURIE VOGLER
Director

RELEASED UNDER RTI ACT
RECORDS AWAY
1/2 JAN 2004



Australian Government

Department of Education, Science and Training

Our Ref : 15407

Emeritus Professor Roy Webb AO
Chairperson
Non-State Schools Accreditation Board
PO BOX 347
BRISBANE QLD 4000

Dear Professor Webb

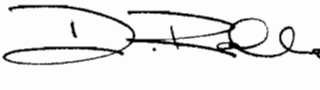
Thank you for your letter dated 12 December 2003 in which you have provided advice about the change to the Directors of the Sunshine Coast Grammar School Pty Ltd. Mr Laurie Vogler of the Non-State Schools Office has also been in touch with me on this matter.

This office is continuing to monitor the developments at Sunshine Coast Grammar School and your assistance is greatly appreciated. Australian Government recurrent grant funding will be withheld from the school until we are confident that it will be open and operating in 2004. Under normal payment arrangements, the school could expect to receive its first advance grant payment for the new year in the third week of January. This would be around \$1.6 million or fifty per cent of its 2004 entitlement.

The incorporated bodies operating non-government schools in receipt of Australian Government funding cannot be 'for profit' companies. It is therefore a requirement of funding that the constitution or memorandum contain suitable clauses which demonstrate that this is the case. Most independent non-government schools would be operating under a constitution which contains a clause along the lines of that quoted in your letter.

I trust this information is of assistance to you.

Yours sincerely


Deb Rollings
Director
General Recurrent Grants Section
Funding and Co-ordination Branch

15 December 2003

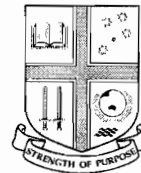
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RTI ACT 2008

RECEIVED
- 9 JAN 2004

BY:.....

SUNSHINE COAST GRAMMAR SCHOOL

372 Mons Road FOREST GLEN
QUEENSLAND 4556 AUSTRALIA



Mr Laurie Vogler
Director Non State Education
Non-State Schools Accreditation Board
PO Box 347
BRISBANE ALBERT STREET BC 4002

Fax No: 3237 0004

Dear Mr Vogler

SUNSHINE COAST GRAMMAR SCHOOL PTY LTD

Sunshine Coast Grammar School Pty Ltd hereby submits the enclosed Application for Change of Accreditation Attribute relating to the change of ownership of Sunshine Coast Grammar School from this company to PMSA.

I am completing this form as sole director and secretary of the company which is the current owner of the school. The only information of which I have positive knowledge is that set out in items 1 and 2 of the application. All other information has been supplied by PMSA and neither myself nor Sunshine Coast Grammar School Pty Ltd can take any responsibility in relation to this information since we have no information as to its accuracy or otherwise.

Accordingly the application is submitted on this conditional basis.

I am sure you will understand my position in this difficult matter.

Yours faithfully

Kim Maria Burgess
Director and Secretary
Sunshine Coast Grammar School Pty Ltd

RECEIVED
- 5 JAN 2004
BY:

Telephone: +61 7 5445 4444
Facsimile: +61 7 5445 4345

Sunshine Coast Grammar School Pty Ltd
ABN 61 064 506 814

Email: enquire@scgs.qld.edu.au
Web: www.scgs.qld.edu.au



Form NSS-301

Change of accreditation attribute

Application for accreditation and
funding eligibility

Name of school SUNSHINE COAST GRAMMAR SCHOOL			Office use only
Details of person to contact about this application			CIS No.
Title (eg Ms, Mrs, Mr, Dr, Pastor) Mrs	Given name/s Kim Maria	Preferred first name Kim	CIS No. Appendices
Surname BURGESS			
Postal address s47(3)(b)			
Postcode s47(3)(b) 4555			
Fax s47(3)(b)		Email address s47(3)(b)	Date received
Business telephone s47(3)(b)	After hours telephone s47(3)(b)	Mobile s47(3)(b)	Funding application

Information Privacy

Form NSS-301: *Application for changing attributes and for funding eligibility* collects information for the following purposes:

- to enable the Non-State Schools Accreditation Board to decide whether to approve changes to an applicant's accreditation attributes under the *Education (Accreditation of Non-State Schools) Act 2001* and
- where applicable, to enable the Non-State Schools Eligibility for Government Funding Committee to decide whether to grant eligibility for government funding status under the *Education (Accreditation of Non-State Schools) Act 2001*.

Certain data collected in this form is 'personal information' within the meaning of the Queensland Government Information Standard 42, which deals with the collection and handling of such information by government agencies. Form NSS-301 collects personal information about:

- a contact person for the purpose of processing the application and
- the directors of the incorporated governing body making the application for the purpose of ascertaining whether the governing body complies with the requirements of the *Education (Accreditation of Non-State Schools) Act 2001*.

The information collected in this form may be disclosed to the following entities:

- the Minister for Education
- the Office of Non-State Education within the Queensland Department of Education and other relevant areas of the Queensland Department of Education
- assessors and auditors appointed under the *Education (Accreditation of Non-State Schools) Act 2001* and
- any person who inspects an application or asks the applicant for a copy of an application under sections 82 or 83 respectively of the Act.

Released under the
RTI Act by DET

1. Applicant

Name of the governing body applying to change an attribute or attributes of accreditation.

Sunshine Coast Grammar School Pty Ltd

2. Accreditation attributes

If a change of attribute is being proposed for more than one site, separate applications would need to be completed for each additional site.

With the exception of the governing body of the school, attributes of accreditation are specific to each site.

- a) Indicate the anticipated date of the change of accreditation attribute.

___ 19 ___ / ___ 01 ___ / 2004 ___

- b) Tick to indicate which attribute/s the school's governing body is seeking to change.

- ☒ Governing body of the school
Proceed to Item 3 then Item 10.
- ☐ Location of the school
Proceed to Item 4 then to Item 10 and onwards.
- ☐ Curriculum model
Proceed to Item 5 then to Item 10 and onwards.
- ☐ Mode of delivery of education
Proceed to Item 6 then to Item 10 and onwards.
- ☐ Years of schooling and student intake type
Proceed to Item 7 then to Item 10 and onwards.
- ☐ Inclusion of boarding facilities
Proceed to Item 8 then Item 10 and onwards.
- ☐ Sector student-intake day
Proceed to Item 9 then Item 10.

3. Governing body of the school

Attach documentary evidence that the proposed governing body is a corporation and ensure the type of corporation is included.

Attach copies of the documentation showing the membership of the proposed governing body.

Attach copies of the positive notices issued by the Commissioner for Children and Young People (CCYP) for each member of the proposed governing body.

Has any director of the proposed governing body been convicted of an indictable offence?

- ☐ Yes (If yes, attach details.)
☒ No

Has the proposed governing body been convicted of an offence?

- ☐ Yes (If yes, attach details.)
☒ No

4. Location of school

Provide details of the existing location and the proposed new location.

Existing street address

Postcode

Proposed street address

Postcode

Real property description of existing school site

Lot no.

Plan no.

Real property description of proposed school site

Lot no.

Plan no.

5. Curriculum model

Attach a statement providing details of the proposed change of curriculum model/syllabus framework to be used by the school.

If the proposed change will result in the use of a curriculum model/syllabus framework other than those approved or accredited by the Queensland Studies Authority, attach details to show that the proposed curriculum model/framework will enable students to achieve standards of learning at least comparable to those stated in the approved or accredited syllabus frameworks.

6. Mode of delivery of education

Attach a statement providing details of the proposed change in the mode of delivery of education.

7. Years of schooling offered and student-intake type

Attach a statement providing details of the proposed change in the years of schooling offered and the student-intake type (*ie, females only or males only or co-educational*) to be enrolled in each new year of schooling.

8. Boarding facilities

Attach a statement providing details of the proposed change relating to boarding facilities at the school.

9. Sector student-intake day

A sector student-intake day is the first day students will commence education within the following sectors of schooling:

- Preschool to Year 3
- Years 4-7
- Years 8-10
- Years 11-12.

Attach a statement providing details of the proposed change/s to sector student-intake day/s.

10. Accreditation criteria

Attach statements explaining how each of the following criteria will be affected by the proposed change in attribute/s.

1. Statement of philosophy and aims
2. Educational program
3. Students with a disability
4. Distance education delivery
5. Health, safety and conduct of students and staff
6. Staffing
7. Land and buildings
8. Educational facilities and materials
9. Improvement processes
10. Financial viability

Released under the
RTI Act by DET

PRESBYTERIAN & METHODIST SCHOOLS ASSOCIATION

COUNCIL MEMBERS

As at 31st December 2003

NAME	OCCUPATION	SUITABILITY CARD NO.
Rev Guido Kettmiss Chairman of PMSA Council	Minister of Religion BA, BD	35611/1
Mr Des Robinson Deputy Chairman of PMSA Chairman of Audit & Finance Committee	Partner in Accounting Practice B Com(Hons) FCPA FCA AACQ FEMICD	7275/1
Mr Alan Grummit Chairman of Somerville House	Partner in an Engineering Practice BE, FIE (Aust), FIE (SASCE), IF	7271/1
Mr Bernie Stein Chairman of Brisbane Boys' College	Financial Consultant BA, Dip Pub Admin, FRIPA, FAICD	7880/1
Rev John Gilmour Chairman of Clayfield College	Minister of Religion	4856/1
Mr Peter Woodward Chairman of Education & Pastoral Care Committee	Educationalist B.Com, B Ed	Application being processed
Mrs Jacqueline McPherson Chairman of Abuse Reference Committee	Solicitor LLB	10438/1
Dr Wendy Jeays Chairman of Industrial Relations Committee	Medical Practitioner MBBS, A Mus A	24420/1
Mr Ian Smith Councillor	Property Manager BA, Dip Bus, FIAAA, JP	727-
Mr Allan Taylor Councillor	Quantity Surveyor BSc, A.AOS, ARICS	53698/1
Robert McCall Councillor	State Officer to Assistant Commissioner of Police - Metropolitan North Region	43880/1
Mrs Jane Dale Councillor	Teacher/Librarian DipT, BA, Grad Dip(Guidance & Counselling)	7272/1

ENTERED on Record by me, in the Register of Patents, No. 14 Page 85, this twenty-eighth day of June, A.D. 1918.

(Sgd) P.J. McDERMOTT

The Under Secretary, Chief Secretary's Department.

LETTERS PATENT

GEORGE THE FIFTH, by the Grace of God, of the United Kingdom of Great Britain and Ireland, and of the British Dominions beyond the Seas, King, Defender of the Faith:

TO ALL TO WHOM THESE PRESENTS SHALL COME:

GREETING:-

WHEREAS by "The Religious Educational and Charitable Institutions Act of 1861", of Our State of Queensland, in the Commonwealth of Australia, it is enacted that it shall be lawful for the Governor of Our said State, with the advice of the Executive Council thereof, from time to time, to issue LETTERS PATENT under the Seal of Our said State, and therein to declare that any person or persons, and their successors for ever, holding any religious or secular office or preferment or exercising any religious or secular functions, to which he they should have been called or appointed, in accordance with the rites, laws, rules, and usages of the community or institution to which such person or persons should belong, should be a Body Corporate, by such and style as might in and by the said LETTERS PATENT be given to such Corporation: AND WHEREAS it has been represented to Our Governor of Our said State that the Reverend LESLIE ERNEST BENNETT Master of Arts and B. of Divinity, WILLIAM ROBERT BLACK, GEORGE IREDALE BOURNE, the Reverend WILLIAM BROWN, the Reverend GEORGE THOMAS FIELDING, the Honourable EDWIN WESLEY HOWARD FOWLES Master of Arts, Bachelor of Laws, Barrister-at-law, a Member of the Legislative Council of Queensland, the Reverend JAMES BULLOCH GALLOWAY, the Reverend JAMES Master of Arts, ARTHUR JOHN GIBSON, Doctor of Philosophy, the Reverend RICHARD GLAISTER, Master of Arts, B. of Divinity, Sir DAVID HARDIE Knight, Doctor of Medicine, JAMES JORDON KING, JOHN JAMES KINGSBURY Master of Arts, Barrister-at-law, the Reverend JOSEPH LUNDIE Bachelor of Arts, the Reverend CHARLES MARTIN, WILLIAM ALEXANDER MORROW Master of Arts, Bachelor of Laws, Barrister-at-law, FREDERICK THOMAS MORRIS, the Reverend WILLIAM CHRISTOPHER RADCLIFFE, Bachelor of Arts, the Reverend GEORGE EDWARDS ROWE Doctor of Divinity, WILLIAM NATHANIEL ROBERTSON Bachelor of Medicine, Master of Surgery, the Reverend ROBERT STEWART, Doctor of Divinity, the Reverend WILLIAM HERMAN WATERS Bachelor of Arts, and the Reverend HENRY YOUNGMAN Doctor of Divinity hold and exercise offices of Councillors of The Presbyterian and Methodist Schools Association and have been appointed to such offices respectively, in accordance with the rites, laws, rules, and usages of the said Association AND WHEREAS it has been further represented to Our said Governor that they are desirous of being incorporated and declared by the style of THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION under the provisions of the said Act, complied with the provisions thereof entitling them in that behalf; whereupon Our said Governor, with the advice of the Executive Council of Our said State, hath directed that LETTERS PATENT shall be issued to them accordingly: NOW, THEREFORE, WE DO, BY THESE OUR LETTERS PATENT, declare that the said LESLIE ERNEST BENNETT, WILLIAM BLACK, GEORGE IREDALE BOURNE, WILLIAM BROWN, GEORGE EDWARDS ROWE, THOMAS FIELDING, EDWIN WESLEY HOWARD FOWLES, JAMES BULLOCH GALLOWAY, JAMES GIBSON, ARTHUR JOHN GIBSON, RICHARD GLAISTER, Sir DAVID HARDIE, JAMES JORDON KING, JOHN JAMES KINGSBURY, JOSEPH LUNDIE, CHARLES MARTIN, WILLIAM ALEXANDER MORROW, FREDERICK THOMAS MORRIS, WILLIAM CHRISTOPHER RADCLIFFE, GEORGE EDWARDS ROWE, WILLIAM NATHANIEL ROBERTSON, ROBERT STEWART, WILLIAM HERMAN WATERS and HENRY YOUNGMAN and their successors for ever, holding the offices aforesaid, shall be a Body Corporate by the name and style of THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION.

IN TESTIMONY WHEREOF, Our said Governor hath caused these OUR LETTERS PATENT to be sealed with the Public Seal of Our said State.

I certify that this is a true copy of Letters Patent issued in the name of The Presbyterian and Methodist Schools Association on 28th June, 1918.

WITNESS Our Trusty and well-beloved His Excellency Sir Hamilton John Major on the Right Hand of His Majesty's Army, Knight Grand Cross of the Distinguished Order of St. Michael and St. George, Companion of the Honorable Order of the Bath, Governor of the State of Queensland and its Dependencies in the Commonwealth of Australia at Government House, Brisbane, this eighth day of June in the year of Our Lord one thousand nine hundred eighteen and in the ninth year of Our Reign.

Kirk Spence
Secretary and Clerk of the Executive Council,
Premier's Department.
11.4.79

By Command, (Sgd) J. H. H. H.

(Sgd) Hamilton Gould-A

CHANGE OF ACCREDITATION ATTRIBUTE

SUNSHINE COAST GRAMMAR SCHOOL

ITEM 10 – ACCREDITATION CRITERIA

1. Statement of philosophy and aims

The Association, comprising members of the Presbyterian Church and the Uniting Church carries the responsibility for the management and policy making for the Brisbane Boys' College, Clayfield College and Somerville House schools and is the Christian Church engaged in education in the independent schools environment.

The reason for the Association's existence is the desire of its members to express the concern of the church towards the students in the schools and the community in which they will take their place.

The Association seeks to encourage a high level of personal integrity, a respect for others, and an increasing sense of individual responsibility both to the school community and to society as a whole, and to present the challenge of Christian commitment and education fulfillment by:-

- a) Providing for the formal teaching of Christian beliefs centered on the Scripture and the Christian tradition;
- b) Offering the possibility of personal development through relationships with other members of the school community and with God as seen in Jesus Christ;
- c) Seeking and nurturing talent whenever it may be found;
- d) Developing each individual to the fullness of his or her innate abilities and capacities;
- e) Emphasising high standards in teaching and learning;
- f) Encouraging boys and girls to seek personal fulfillment in life, whether this be in employment or in parenthood and family life – or both.

The Association aims to have its students leave its schools as well-adjusted people on the way to self-fulfilment and willing to take their places as useful members in society.

The goals set by the Association are high with an equally high degree of challenge and its members are charged with the successful attainment of those goals.

2. Educational program

The educational program is based upon the QSA syllabus.

3. Students with a disability

No policy exists but will be addressed when PMSA take possession of the school.

4. Distance education delivery

Not applicable.

5. Health, safety and conduct of students and staff

The school has a number of policies covering work place health and safety. These are:-

- Child protection policy
- Child protection reporting procedures
- Staff security procedures
- Bullying policy
- Behaviour management policy

These will be evaluated against the policies that PMSA have and where necessary, revised or added to so that a comprehensive set of policies covering health, safety and conduct of students and staff exist for the school.

6. Staffing

The school currently has a complement of staff which will be assessed when PMSA takes possession of the school.

7. Land and buildings

The school operates from existing buildings. PMSA is aware of some inadequacy in these buildings to provide for the school program and will address these matters after taking possession of the school.

Access issue to the school site is being addressed as part of the acquisition of the school.

8. Educational facilities and materials

The current facilities and materials will be used in delivering the educational program.

9. Improvement process

There is no strategic plan in place. Once PMSA are in possession a program to establish a strategic plan for SCGS will be developed. This program will include surveys of the various stake holders.

10. Financial viability

The financial viability of the school has been assessed by PMSA and found to be viable. Changes to be made to the school structure and with the financial support of PMSA will reduce the cost structure and improve the cash flow of the school.

Released under the
RTI Act by DET

11. Funding eligibility

Do you wish to modify your eligibility for government funding to incorporate the proposed changes?

☐ Yes

☐ No

Where modification to funding eligibility is being sought, provide the information requested below as it relates to the proposed changes.

Where a proposed change in attribute only involves the *discontinuation* of an attribute, eg, discontinuation of Years 11 and 12 or discontinuation of boarding facilities, there is no need to complete the following items.

12. Catchment area

The catchment area is defined in the Act as the geographical area in which at least 80 percent of the school's students reside or are likely to reside.

Attach the following as they relate to the proposed change/s for which funding is being sought:

- c) a description and map/s of the modified catchment area of the school with the catchment boundary and CD and SLA codes clearly marked on the map/s;
- d) supportive argument for both:
 - the selection of the CDs or SLAs included in the catchment area; and
 - the exclusion of the CDs or SLAs that are adjacent to the catchment area boundary; and
- e) for the first and fifth year of operation of the proposed change, a list of the CDs/SLAs that comprise the catchment area ranked by the:
 - magnitude of prospective student enrolments by percentage and numbers; and
 - proximity to the proposed school location.

13. Educational choice

If it is claimed that the proposed change/s for which funding is being sought will provide new elements of choice for schooling in the catchment area, attach a statement explaining the features that are not currently available in existing schools, for example:

- a) the school's philosophy;
- b) the educational program;
- c) the student welfare and pastoral care provisions; and/or
- d) the facilities.

The Committee's consideration of the educational choice criterion may include matters other than those noted above.

14. Anticipated enrolments

In relation to the proposed change/s for which funding is being sought, attach a table of the anticipated enrolments by year level or age for the next five years. Indicate the number of intended overseas students separately.

15. Projected student population

Attach the following as they relate to the change/s for which funding is being sought:

- a) a table showing data on the projected population of school-age students in the catchment area by age or year level for the first and fifth years; and
- b) details of the source/s of the projected population data (eg Australian Bureau of Statistics, Department of Local Government and Planning, or other independent and authoritative sources).

16. Anticipated share of cohort

In relation to the change/s for which funding is being sought, attach supporting argument for the share of the cohort of school-age students in the catchment area by age or year level that is claimed as the anticipated enrolment.

17. Public notification

Attach the following as it relates to the change/s for which funding is being sought:

- a) a statement on how the public notification requirements will be met;
- b) copy of the public notice to be published; and
- c) a list of people, with their addresses, to whom the notice will be given.

18. Impact on other schools (Optional)

Attach a statement on the likely impact of the proposed change/s over the next five years on existing schools in the catchment. The statement would address impact on existing schools in terms of:

- a) changes to their enrolments;
- b) changes to their curriculum offerings;
- c) their future viability; and
- d) positive effects.

19. Unfilled enrolment capacity (Optional)

Attach a statement relating to the changes that comments on the current demand for student places and the likely effect on the overall unfilled enrolment capacity of other schools in the catchment area.

Declaration

The person authorised by the incorporated governing body to act on its behalf, eg the chairperson or secretary, is to sign the declaration and provide the contact details requested below.

I, (print full name here)

_____ Mrs Kim Maria BURGESS

of (print full address here)

s47(3)(b)

declare that the information provided in and attached to this application is, to the best of my knowledge, true and correct.



Signature of declarant

7/1/04

Date of declaration

Contact details

Business telephone

s47(3)(b)

After hours telephone

s47(3)(b)

Mobile

s47(3)(b)

Fax

s47(3)(b)

Email address

s47(3)(b)

Postal address

s47(3)(b)

Postcode

s47(3)(b)

1. Location of site

Street address

Postcode

Real property description of school site *only if change in site location is being proposed*

Lot no.

Plan no.

2. Accreditation attributes

- ☐ Location of site
Proceed to Item 3 then Items 9 and 10
- ☐ Curriculum model
Proceed to Item 4 then Items 9 and 10
- ☐ Mode of delivery of education
Proceed to Item 5 then Items 9 and 10
- ☐ Years of schooling and student intake type
Proceed to Item 6 then Items 9 and 10
- ☐ Inclusion of boarding facilities
Proceed to Item 7 then Items 9 and 10
- ☐ Sector student-intake day
Proceed to Item 8 then Items 9 and 10

3. New location of site

Provide details of the proposed new location of the site.

Proposed street address

Postcode

Real property description of proposed school site

Lot no.

Plan no.

4. Curriculum model

Attach a statement providing details of the proposed change of curriculum model/syllabus framework to be used.

If the proposed change will result in the use of a curriculum model/syllabus framework other than those approved or accredited by the Queensland Studies Authority, attach details to show that the proposed curriculum model/framework will enable students to achieve standards of learning at least comparable with those stated in the approved or accredited syllabus frameworks.

5. Mode of delivery of education

Attach a statement providing details of the proposed change in the mode of delivery of education.

6. Years of schooling offered and student-intake type

Attach a statement providing details of the proposed change in the years of schooling offered and the student-intake type (*ie, females only or males only or co-educational*) to be enrolled in each new year of schooling.

7. Boarding facilities

Attach a statement providing details of the proposed change relating to boarding facilities.

8. Sector student-intake day

A sector student-intake day is the first day students will commence education within the following sectors of schooling:

- Preschool to Year 3
- Years 4-7
- Years 8-10
- Years 11-12

Attach a statement providing details of the proposed change/s to sector student-intake day/s.

9. Accreditation criteria

Attach statements explaining how each of the following criteria will be affected by the proposed change in attribute/s at the site.

1. Statement of philosophy and aims
2. Educational program
3. Students with a disability
4. Distance education delivery
5. Health, safety and conduct of students and staff

6. Staffing
7. Land and buildings
8. Educational facilities and materials
9. Improvement processes
10. Financial viability

10. Funding eligibility

Note: Only schools operating on a not-for-profit basis are eligible for government funding.

Do you wish to modify your eligibility for government funding to incorporate the proposed change/s relating to the site.

☐ Yes

☐ No

If Yes, proceed to Item 12 on the form and onwards.

Released under the
RTI Act by DET



8 January 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

COPY
RECORDS AWAY
08 10 11 04

Dear Mr Robinson

I refer to the application under the *Education (Accreditation of Non-State Schools) Act 2001* from the governing body of **Sunshine Coast Grammar School** to change the governing body of the school.

Accreditation Board's decision re change in school's governing body

I am pleased to inform you that on 8 January 2004 the Non-State Schools Accreditation Board granted approval for the governing body of Sunshine Coast Grammar School (372 Mons Road, Forest Glen) to change from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association.

The Board understands that the change in the school's governing body is anticipated to occur on 19 January 2004, which is the proposed date of possession.

Under section 52(4) of the Act, the Board is required to decide a day **before** which this change is to be effected. The Board has determined this day to be 27 January 2004.

The Board requests that you advise it in writing as soon as possible after the change in governing body occurs.

If the school's governing body does not in fact change before 27 January 2004, the Board's approval to change the governing body becomes void.

Show Cause Notice and Compliance Notice issued 2 September 2003 to school's governing body

Because the change in governing body has not yet occurred, for privacy reasons the Board is not in a position to give detailed information about developments between Sunshine Coast Grammar School Pty Ltd and the Board in so far as the Show Cause Notice and the Compliance Notice are concerned. However, with the likelihood of a governing body change and in the interests of facilitating good governance upon the change, the Board is prepared to make a number of relevant observations and comments. These are set out below:

In the circumstances, the Board has at this time not completed its consideration of the Submission dated 6 November 2003 (and other relevant information received since that date) from the

Floor 21 Education House
30 Mary Street Brisbane 4000
PO Box 347 Brisbane Albert Street BC
Queensland 4002 Australia
Telephone 07 3237 9947
Facsimile 07 3237 9946

Sunshine Coast Grammar School Pty Ltd in response to the Show Cause Notice and the Compliance Notice.

In respect of the Show Cause Notice, given the Board's favourable decision on the suitability of The Presbyterian and Methodist Schools Association to be the governing body of the Sunshine Coast Grammar School and provided the change in the school's governing body is effected before 27 January 2004, the component of the Show Cause Notice concerning suitability of the school's governing body becomes void.

However, the other issues raised in the Show Cause Notice, which relate to a number of the statutory accreditation criteria, require the Board's further consideration.

In terms of the Compliance Notice, the Board's preliminary consideration would indicate that there may be one or two matters that are not yet rectified. These appear to the Board at this stage to be relatively minor in nature and capable of being readily rectified.

The Board expects to be in a position to give further consideration to the matters subject of the Compliance Notice and the remaining matters subject of the Show Cause Notice at its next scheduled meeting on 5 February 2004. The Board will write to The Presbyterian and Methodist Schools Association about the above matters again after its 5 February 2004 meeting.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely

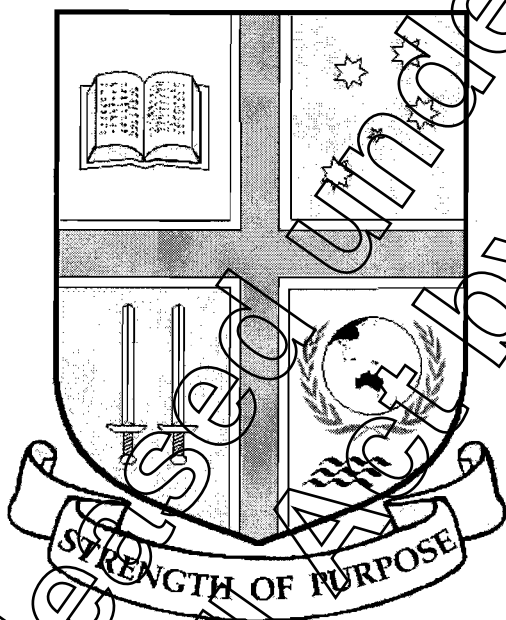


Emeritus Professor Roy Webb AO
Chairperson

Released under the
RTI Act

Sunshine Coast

Grammar School



Child Protection Policy

June 2004

Contents

Section 1 **School Policy**

- Part A Principles and Guidelines
- Part B Dealing with Allegations of Harm
- Part C Procedures for Reporting of Harm Caused by SCGS employee
- Part D Preventing Harm Caused by other Students - Bullying
- Part E Preventing Harm to Students from People Outside of the School
- Part F Preventing Student Self Harm

Section 2 **Information Leaflets for Parents and Students**

Section 3 **The "Bully Free" Program - a Program that meets the requirements of the Preventing Bullying Policy**

Section 4 **Appendices**

Important Notes

- This Policy is current at June 2004. Updates will be issued by SCGS as required by changes in legislation or other circumstances.
- This Policy has been prepared with assistance from AISQ who engaged legal advisors. Sunshine Coast Grammar School acknowledges that the original document was prepared by AISQ as "Handbook for Schools – Child Protection" and that this document has been altered to reflect the practices of Sunshine Coast Grammar School.
- This Policy is available electronically for ease of use by members of the school community. It may be accessed through the school intranet.
- The following Disclaimer applies in respect of this Handbook.

The information contained in this Policy is to the best of our knowledge and belief correct at the date of publication. However, no warranty or guarantee is or can be given by SCGS or any member of its staff, and no liability is or can be accepted for any loss or damage resulting from any person relying on or using the information contained in this publication.

SECTION 1 –SCHOOL CHILD PROTECTION POLICY

Sunshine Coast Grammar School Child Protection Policy

VISION:

Sunshine Coast Grammar School is a unique community of learners whose goal is to develop and foster every individual in its care.

Our Strength of purpose is derived from our core values of Respect, Care, Trust, Empathy and Integrity, which underpin and infuse all our actions and aspirations.

We are dedicated to creating a vibrant school environment that offers opportunity, participation and challenge founded upon these values.

Sunshine Coast Grammar School is committed to the establishment and maintenance of an environment that provides protection, from harm or the risk of harm, for all students.

PURPOSE OF THIS POLICY: To provide written processes about the appropriate conduct of Sunshine Coast Grammar School staff and students that accord with legislation applying in Queensland about the care and protection of children.

SCOPE: Applies to all staff and students at Sunshine Coast Grammar School.

REFERENCES: *Commission for Children and Young People Act 2000*
Education (General Provisions Act) 1989
Education (Teacher Registration Act) 1998
Education (Accreditation of Non-State Schools) Regulation 2001

DEFINITIONS:

A *child* is a person under 18 years of age.

Harm is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

A *student* is any person regardless of age who is enrolled at the school

The *Principal* is the Head of School or Principal of a sub school.

USEFUL CONTACTS:

Commission for Children and Young People, telephone 07 3247 5525
Council of Teacher Registration, telephone 07 3377 4777
Police (07 54 414 724)

PART A – PRINCIPLES AND GUIDELINES

PRINCIPLES:

The Sunshine Coast Grammar School will uphold the following principles under this Policy.

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential.
- The Sunshine Coast Grammar School recognises that people who are subjected to abuse are harmed by it.
- At Sunshine Coast Grammar School, the welfare and best interests of the child will always be a primary consideration.
- Sunshine Coast Grammar School expects its students to show respect to its staff and volunteers and to comply with safe practices.
- All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful.
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse.
- Sunshine Coast Grammar School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
- Reprisals against students or others making a complaint will not be tolerated.
- Student management practices will be administered with respect and in a manner which maintains the student's dignity.
- Sunshine Coast Grammar School will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct.
- Sunshine Coast Grammar School will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student.
- Anybody within Sunshine Coast Grammar School who becomes aware or reasonably suspects that a student is being harmed must report it to the School in accordance with the School's Procedures for Reporting Harm (Appendix 1,2,3,4,5).
- Sunshine Coast Grammar School will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others.
- Sunshine Coast Grammar School will not permit people to work in a position if the School believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed.
- Sunshine Coast Grammar School will cooperate with state authorities in resolving allegations of harm.

GUIDELINES

In complying with these principles, Sunshine Coast Grammar School will be guided by the following.

Natural Justice

The principles of natural justice will apply to decisions to be made under this Policy. The two fundamental principles of natural justice are:

- That those making a decision are not biased.

-
- That nobody should be condemned unless they are given prior notice of the allegations against them and they have a fair opportunity to be heard.

Process

It is important to make the lodging of a complaint easy. See Appendices 1 – 5.

Confidentiality

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. Sunshine Coast Grammar School is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

Criminal Law

Where there are allegations of criminal misconduct, the allegations should be referred to the police. The Principal must refer all allegations of pedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

Defamation

A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.

Promptness

All steps under the Policy should be carried out promptly. The School will keep the victim and the alleged perpetrator informed of progress.

Protection

The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:-

- That each staff member understands and fulfils his/her obligations under this Policy.
- That there is an acceptable reference for each staff member engaged since the commencement of this protocol, from their previous employer.
- That each non-teaching staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People¹.
- That each teaching staff member is a Registered Teacher.

Support

The School will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The School will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

¹ Note: in relation to positive suitability notices for non-teaching staff, the *Commission for Children and Young People Act* currently only requires non-teaching staff employed after commencement of the Act (1 May 2001) to have suitability notices. The Government has notified its intention to amend the Act to require all non-teaching staff at schools employed prior to 1 May 2001, to have suitability notices

Further, the Act currently exempts volunteers who are parents of children at the school from the requirement to have suitability notices. It is therefore a decision for the school as to whether all volunteer parents should have suitability notices. The Government is currently reviewing this provision of the Act.

Interviews

There will be two representatives of the School present at interviews, where practical. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

Teachers

If a respondent to an allegation is a registered teacher, the School will give notification to the Board of Teacher Registration, if required to do so under the *Education (Teacher Registration) Act 1988* and the *Education and other Legislation (Student Protection) Amendment Act 2003*.

Public Relations

The Principal will ensure that the School is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media.

Police Action

Usually it will be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until the charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Principal from seeking advice from police regarding the duty of care to existing students which may involve the standing down of a staff member during an investigation. The police are not required to inform the School about their investigation. Some of their material may be acquired under a Freedom of Information request when their work on the case is finished.

Insurer

The School will keep its insurer informed about developments.

PMSA Abuse Reference Committee

The Sunshine Coast Grammar School will keep informed the Chair of the PMSA Abuse Reference Committee and will be informed in its subsequent actions by the Committee.

Publication

The Principal will ensure that this policy is published:-

- to staff members generally, at least once each year
- to each new staff member, on induction
- by reference to it in the school newsletter, at least twice each year
- by display on at least one notice board in the school

The Principal will ensure that a copy of the policy is always available from the school's administration

Review

The School will ensure that this Policy is reviewed at least once every two years.

PART B - DEALING WITH ALLEGATIONS OF HARM

The following actions should be taken in any cases relating to harm or suspected harm against a child:

1. Record details of the allegations. Be careful not to taint the evidence of the student or the respondent.
2. Decide whether the allegation should be reported to authorities: see *Procedures for Reporting Harm*. If so, report it.
3. Provide details of the allegations to the respondent.

4. If there is unacceptable risk, stand down the respondent. In extreme cases, dismiss them summarily.
5. Offer counselling to the student and the respondent.
6. Inform the student's parents.
7. Inform the School's Council.
8. Inform the PMSA Abuse Reference Committee.
9. Inform the School's insurers.
10. Investigate the allegations. Note: if the allegations have been reported to police, do not begin the investigations until the prosecution is complete and the police inform you they have decided not to charge the respondent.
11. Attend to public relations.
12. Take disciplinary action against the respondent if the circumstances require it.
13. Keep the student and the respondent informed as the matter proceeds.

PART C – PROCEDURES FOR REPORTING HARM CAUSED BY AN SCGS EMPLOYEE

Staff members at Sunshine Coast Grammar School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of Sunshine Coast Grammar School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in Sunshine Coast Grammar School. Further information is available in **Appendix 1**.

Where a reference is made to **PROVIDING A WRITTEN REPORT** in the below procedures, the following matters are to be included in the written report:

1. name of the person giving the report;
2. name, sex and (if known) age of the child victim;
3. details of the basis for the maker of the report becoming aware, or reasonably suspecting, that the child has been sexually abused;
4. details of the actual or suspected sexual abuse;
5. particulars of the identity of the alleged perpetrator of the abuse (if known); and
6. particulars of the identity of any other person who may be able to give information about the abuse (if known).

PROCEDURES FOR REPORTING HARM	
SCOPE:	applies to: • harm of any student of this school; and • behaviour of a staff member that a student considers is inappropriate.
DEFINITION:	"harm":- • is any detrimental effect of a significant nature on a student's physical psychological or emotional well being, however caused • can be caused by - physical, psychological or emotional abuse or neglect; or - sexual abuse or exploitation.

ACTIONS REQUIRED:

Subject	If	Then
Reporting Harm (Accreditation Regulation s.10)	You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school	report it to any staff member
	You are a staff member and you are aware or reasonably suspect that harm has been caused by anyone to a student of the school	report it to the Principal or delegate keep a written record of your actions
	You are:- the Principal or the delegate and you receive a report of harm or suspected harm to a student of the school; and/or you are aware of the harm having been caused or you reasonably suspect the harm to have been caused	report it to the police or the Department of Communities report it through Principal to PMSA Abuse Reference Council/School Council keep a written record of your actions
Reporting Inappropriate Behaviour (Accreditation Regulation s.10)	you are a student and you wish to report behaviour by a staff member that you consider inappropriate	report the behaviour to The Principal or delegate
	you, the Principal or delegate receive the report under the preceding step	interview the student interview the staff member named in the report interview any other person who may be able to provide useful information report your findings to the Principal, if you are the delegate, with your recommendation for action to be taken as Principal take action on the basis of the report
Reporting Sexual Abuse (Education (General Provisions) Act s.146B)	you are:- • a staff member; and • you are aware or you reasonably suspect that an employee of the school has sexually abused a student of the school	give a written report about the abuse to the Principal immediately contents of the written report are prescribed by regulation made under the Education (General Provisions) Act: www.education.qld.gov.au/publication/production/reports/
	You, the Principal, receive a report under the preceding step	advise the PMSA Abuse Reference Council and School Council immediately. give a copy of the report to a police officer immediately

PART D – PREVENTING HARM CAUSED BY ANOTHER STUDENT –INCLUDING BULLYING

The school has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination, harassment or other harm.

All schools must take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against, harassed or harmed in any other way.

By definition bullying is repeated oppression, psychological or physical, of a less powerful person or group by a more powerful person or group of persons. It may be manifested in many ways e.g. harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination.

In any form bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim. Within the context of the Sunshine Coast Grammar School bullying is entirely contrary to the ideals of the school and the school's Mission statement. Therefore this policy seeks to:

- develop in students respect and concern for others, of all races and creeds;
- develop in students an understanding that they must take responsibility for their own behaviour;
- develop in students critical and effective thinking and problem solving skills;
- develop in students life skills related to healthy life styles; and
- develop an environment that nurtures and promotes student self-esteem and self confidence.

Implementation

The following steps are a guide to dealing with reports of bullying.

1. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached, to ensure the student's safety. It is **never** acceptable to turn a blind eye to bullying.
2. A clear account of the incident should be recorded and given to the Principal or delegate.
3. The Principal or delegate will then work through the school's anti-bullying policy (see The "Bully Free" Program below) and follow the procedures in **Appendix 2** of this policy.
4. The PMSA Abuse Reference Council will be informed of the matter in writing if criminal conduct is involved.

Students

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- providing encouragement to form and maintain friendships with non-bullying students.

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and the need to change; and
- enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.

PART E – PREVENTING HARM TO STUDENTS FROM PEOPLE OUTSIDE OF THE SCHOOL

Over 85% of children are harmed by someone they know and trust – a parent, sibling, or other relative, family friend or care provider. Employees should be aware of the physical, emotional and behavioural indicators of risk of student harm, and actual harm. These indicators are more significant if they are severe and/or consistent over time.

Indicators of harm

Physical abuse and excessive punishment

- student presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- students offer explanations for an injury which appear inconsistent with that injury;
- student or another person advise that he/she has been subjected to or threatened with physical harm;
- reluctance/refusal to participate in swimming or other activities where getting changed or wearing more revealing clothes may show signs of harm;
- excessive absenteeism.

Emotional abuse and/or deprivation

- poor peer relationships/withdrawn;
- inclined to seek adult company and/or students who are older or younger;
- avoiding going home on a regular basis;
- learning difficulties, including poor concentration;
- attention seeking behaviour such as stealing, lying, running away, disrupting classes repeatedly.

Physical neglect and/or inadequate supervision or care

- students appear underweight for age and body type;
- inadequate clothing;
- asking other students for food or money or not bringing food to school;
- excessive absences from school and/or high frequency of illness/infection;
- student often arrives at school early and/or leaves late.

Sexual abuse

- bruises, bite marks or other injuries to breasts, buttocks, arms, lower abdomen or thighs;
- bruises, scratches or other injuries not consistent with accidental injury;
- difficulty walking or sitting;
- persistent headaches or recurrent abdominal pain;
- unexplained pain in genital area;
- torn, stained or bloodied underwear;
- itching, soreness, discharge or unexplained bleeding;
- painful and recurrent urination;
- recurrent urinary tract infections;
- signs of sexually transmitted diseases;
- pregnancy in adolescents where the identity of the father is vague or secret.

Where an employee has concerns or is unsure whether or not observations should be cause for concern, it is mandatory that they report their concerns to the Principal and follow the procedures in **Appendix 3** of this policy.

The Principal will contact the PMSA Abuse Reference Committee and the Department of Communities to discuss, in the first instance, the fact there is a concern and to seek advice as to the appropriateness of formally reporting the matter.

If it is deemed, after this discussion, that further investigation is warranted, then the Principal, on behalf of the employee who made the original observation, will report the matter to the Queensland Police Service. Reporting to the police is mandatory where harm caused to a child indicates a criminal offence may have taken place, such as a sexual assault. At this time the employee concerned must be available to give a first hand account of the situation.

It should be noted that the role of the employee is not an investigative one. Staff must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. Neither the employee nor the Principal is obliged to obtain proof, establish the cause of harm or assess its severity.

Once a report has been made, the employee is not required to take further action beyond the requirement to exercise a duty of care.

Evidence

The investigation of these matters is a complex and sensitive process. In the course of an investigation, officers from the child protection agencies may request permission to interview the student concerned. In most cases, in order to ensure the interests of the child are protected, the student may be interviewed before the matter is discussed with the parent/caregiver.

The responsibility for informing parents/caregivers of notifications and any interviews rests with the investigating child protection agency officers, not with the Principal. For this reason, any person making an inquiry or complaint concerning an investigation or an interview must be promptly referred to the Principal who will refer the enquirer to the appropriate department, with the explanation that it is the responsibility of that department to answer such inquiries or complaints.

Confidentiality

The identity of the person reporting the matter must not be revealed to any person or officer of any department without that person's consent.

Child protection agencies operate under strict laws of confidentiality. This means they do not divulge the identity of the person reporting the matter except to others requiring the information to perform duties under the *Child Protection Act 1999*, neither do they divulge information about their investigations to the person reporting the matter.

Section 22 of the *Child Protection Act 1999* provides for the protection from civil liability for persons who, acting honestly, notify or give information about suspected harm to a child. It also states that merely because the person gives the notification, the person cannot be held to have breached any code of professional etiquette or ethics, or departed from accepted standards of professional conduct. Furthermore, Section 146B (5) of the *Education and Other Legislation (Student Protection) Act 2003* provides similar protection with respect to reports of sexual abuse.

Support for the Student

The school has a responsibility to offer a long-term, supportive environment for all students. The following are suggested as ways to support a student who may be in need of protection:

- Treat the student with respect and dignity.
- Be sensitive to the student's needs, feelings and concerns.
- Monitor the situation.
- Maintain confidentiality as far as is practicable.
- Immediately notify the Principal if, after the initial report, any further incidents of harm are suspected.

PART F – PREVENTING STUDENT SELF HARM

During their schooling, some students may be at risk of harming themselves. This harm may occur with or without suicidal intent; or may be symptomatic of, or associated with, a known medical condition or intellectual disability.

Self-harm with suicidal intent

Youth suicide rates in Australia are among the highest in the industrialised world. Common risk factors include:

- previous attempts at suicide (most powerful risk predictor);
- depression;
- drugs and alcohol abuse;
- conduct disorder;
- disruptive and unsupportive family background;
- relationship conflicts;
- poor coping skills;
- psychiatric illnesses;
- ready availability of lethal means to commit suicide;
- copycat behaviour after an incident of self-harm by another person.

Other risk factors include:

- recent bereavement;
- chronic physical illness;
- anniversary phenomenon (of past losses or major life events);
- early loss experiences;
- school failure;
- perfectionism and overachievement as a result of students having high expectations of themselves.

Threats of self-harm by a student should be taken seriously and reported to the School Counsellor and Principal immediately. It is much safer to be cautious and act on the concern, than to do nothing.

An employee who becomes aware of, or suspects, a student is experiencing significant psychological distress, should consult the School Counsellor, or school based nurse (where applicable) for further advice and report the information to the Principal or delegate and follow the reporting procedures in **Appendix 4**.

In the case of an acutely distressed student, the immediate safety of the child is paramount. An employee should ensure the immediate safety of the student, arrange for an adult to be with the student at all times and then report concerns to the Principal and the School Counsellor. Employees should note, that while it is important to support a student, they should be careful not to substitute support for professional help.

Following a report, the School Counsellor will meet with the distressed student, **on the day of the report**, to conduct an initial assessment and determine an appropriate course of action. In cases of serious concern, the Principal, or Counsellor under the direction of the Principal, will notify the student's parents and make arrangements for access to professional assistance.

Self-harm without suicidal intent

Not all cases of self-harm relate to suicidal intent. Students may engage in a variety of high risk behaviours, such as alcohol/substance abuse; drug-taking; unsafe promiscuity; cutting/burning oneself.

All school employees are expected to act to prevent all high risk behaviours occurring within the school, and support any other interventions undertaken to reduce the risk of such behaviours occurring outside the school.

Employees who are aware that a student is engaging in, or is at risk of engaging in, high risk activities should consult with the School Counsellor for further advice and report their concerns to the Principal.

Following a report, the Principal will consult with the student counsellor to determine what course of action should occur. Possible actions include:

- contacting parents
- arranging professional assistance
- consulting with the local office of the Department of Communities
- contacting the police, where appropriate
- informing the PMSA Abuse Reference Council of all suspected incidents as soon as possible.

Self-harm as a symptom of a medical condition or intellectual disability

Where it is known that a student has a propensity to engage in self harm that is symptomatic or associated with a known medical condition or intellectual disability, the school Principal, in cooperation with other qualified school staff and external treating professionals (where applicable) will devise an individual program of management, as part of or an adjunct to an Individual Educational Plan, to prevent or reduce the likelihood of the student engaging in self-harm at school.

The program will complement any other management procedures adopted outside the school setting to address the self harm behaviour.

The program of management will be monitored on an on-going basis and reviewed on a 6 monthly basis (or as needed) to maximise socially adaptive behaviour.

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RTI Act by DET

SECTION 2 - INFORMATION LEAFLET FOR PARENTS

Child Protection at Sunshine Coast Grammar School

Our Vision:

Our Strength of purpose is derived from our core values of Respect, Care, Trust, Empathy and Integrity, which underpin and infuse all our actions and aspirations.

We are dedicated to creating a vibrant school environment that offers opportunity, participation and challenge founded upon these values.

Sunshine Coast Grammar School is committed to the establishment and maintenance of an environment that provides protection, from harm or the risk of harm, for all students.

Sunshine Coast Grammar School recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation defines harm as:

- any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by:
- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation; or
- Domestic or family violence.

How does the School protect students from harm?

The Sunshine Coast Grammar School has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the school becomes aware or reasonably suspects that harm has been done to a student of the school by other staff, people outside the school or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the school by a member of staff, someone outside of the school or by other students?

You should report your concerns to the Principal or to any other member of school staff.

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to the Chairman of the School Council.

What will the Principal or the Chairman of the School Council do?

If the Principal or Chairman of the School Council receives a report of harm or suspected harm to a student of the school; and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse; or to the Department of Communities if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

In all instances, the Abuse Reference Committee of the PMSA will be informed. The Committee Chair will work with the Principal or delegate to ensure that correct and acceptable procedures are followed.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the School Council and the PMSA Abuse Reference Committee will also need to be informed. It is the school's policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the school.

How will the School help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each new staff member, engaged at Sunshine Coast Grammar School from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child's confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

What should I do if I require more information?

The School's complete Child Protection Policy is available on the school's website and at the school Reception area. Parents and students may have access to this policy at any time. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.

INFORMATION LEAFLET FOR STUDENTS

Child Protection - Students

Every student has the right to feel **safe** and **free** from harm while at Sunshine Coast Grammar School. We expect you to **respect** your teachers and other students and we expect that you will receive the same respect in return. You should **never** allow yourself to feel unsafe without reporting it to someone you **trust**.

Who should I tell if I am not feeling safe at school or at home?

Anyone on staff. If you do not feel like talking to a member of staff you may like to write him or her letter or send them an email.

What will happen if I report what is happening to me or another student?

If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you or the other student ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

What if I don't want the member of staff to tell the Principal?

The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Principal and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to some-one else he or she will explain to you exactly what will happen next.

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed or if you are aware that another student is being harmed.

Released under the
RTI Act 2010

SECTION 3

THE "BULLY FREE" PROGRAM

THE "BULLY FREE" PROGRAM

This program involves the implementation of the school's bullying policy. It is a proactive program which seeks, by education, cooperation and consultation, to empower individuals to function comfortably and effectively within the school and the wider community. It seeks to build and reinforce attitudes conducive to developing respect for all individuals and allowing all individuals to reach their potential in a supportive and non-threatening environment.

The basic beliefs underlying the program and the strategies employed are:

1. Every individual has value in a community.
2. Every individual has the right to feel safe from bullying or harassment in all its forms.
3. Every conflict can be resolved. Victims and bullies both need help to solve conflict.
4. A 'No-Blame' approach is the most effective means of dealing with conflict resolution.
5. Every individual in a community is responsible for the safety of other individuals in that community.
6. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

Stage 1 Research and Analysis

The first step in the program is to gather data about the extent and type of bullying that may be occurring in the school. A School Safety Survey is conducted on two or more occasions during the year. Further investigation is undertaken by staff when a student's name appears on the survey three or more times during a survey period. Students are asked to indicate if they require assistance from an adult in relation to bullying and this is followed up by the School Counsellor. Survey information is analysed to gauge the type and extent of the problem across the school.

Stage 2 Education and Awareness Raising

A. Staff Awareness Program

The results of the survey are presented to staff for consideration and discussion. As a result of the discussion the staff further discuss:

- overall philosophies
- strategies for staff use
- approaches to use with students
- how to identify problems
- the ongoing support needed by staff.

B. Student Awareness

A program to raise awareness about bullying throughout the school is implemented in each year level. Term 2 is often a focus time for more detailed strategies and student activities and presentations. Strategies include:

- an address by the Principal to explain the school's attitude towards bullying and policy to combat bullying;
- an address to the full school assembly by student leaders or other members of the school community;
- theme within the school that every individual in the school is responsible for the success of the anti-bullying program;
- a poster/poetry competition;
- drama performance devised by students to show some aspect of bullying;
- discussions with students at the Student Council about bullying and

-
- identification of staff members as contact people for students wishing to report bullying.

Stage 3 Implementation

For any incidents of bullying it is assumed that a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Following this the following steps should be taken:

1. Identification.

Student reports bullying incidents/problem to any staff member, Form Captain or responsible student. The person receiving the report notifies the Principal or delegate as soon as possible.

2. Initial interview.

The victim and bully are interviewed separately, and the incident is recorded by each in writing. The interviewer makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The interviewer works with the students to devise strategies for conflict resolution. The interviewer attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately.

The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.

3. Follow-up Interview

If the incident is repeated or the problem continues - both parties record incident/problem in writing. The staff member interviews the victim and bully together and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Help may be sought from a qualified counsellor at any stage.

A letter may be sent to both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.

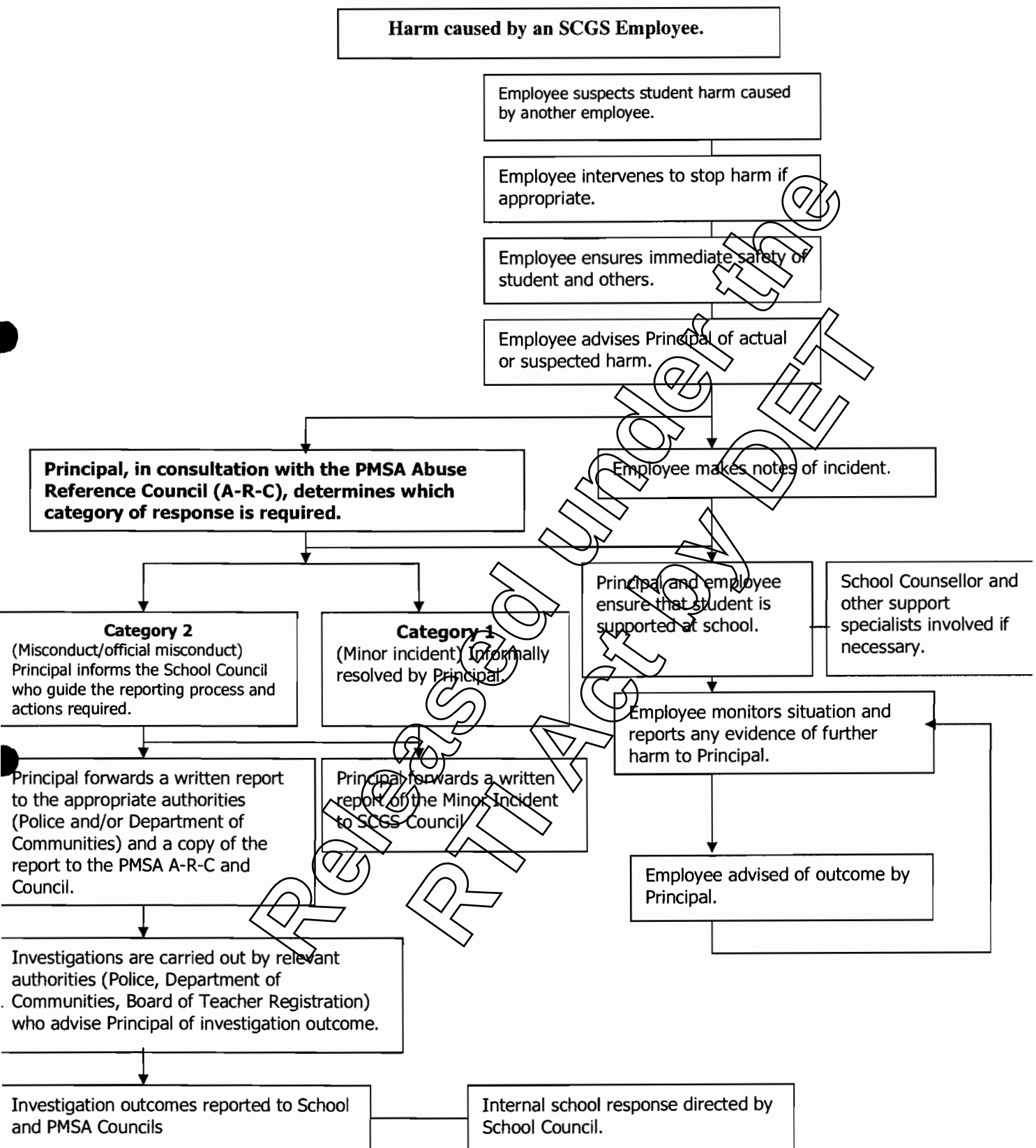
4. Reinforce (as above), employ sanctions

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Internal Suspension
- Major fixed term suspension
- Seek help from qualified counsellor
- Permanent exclusion

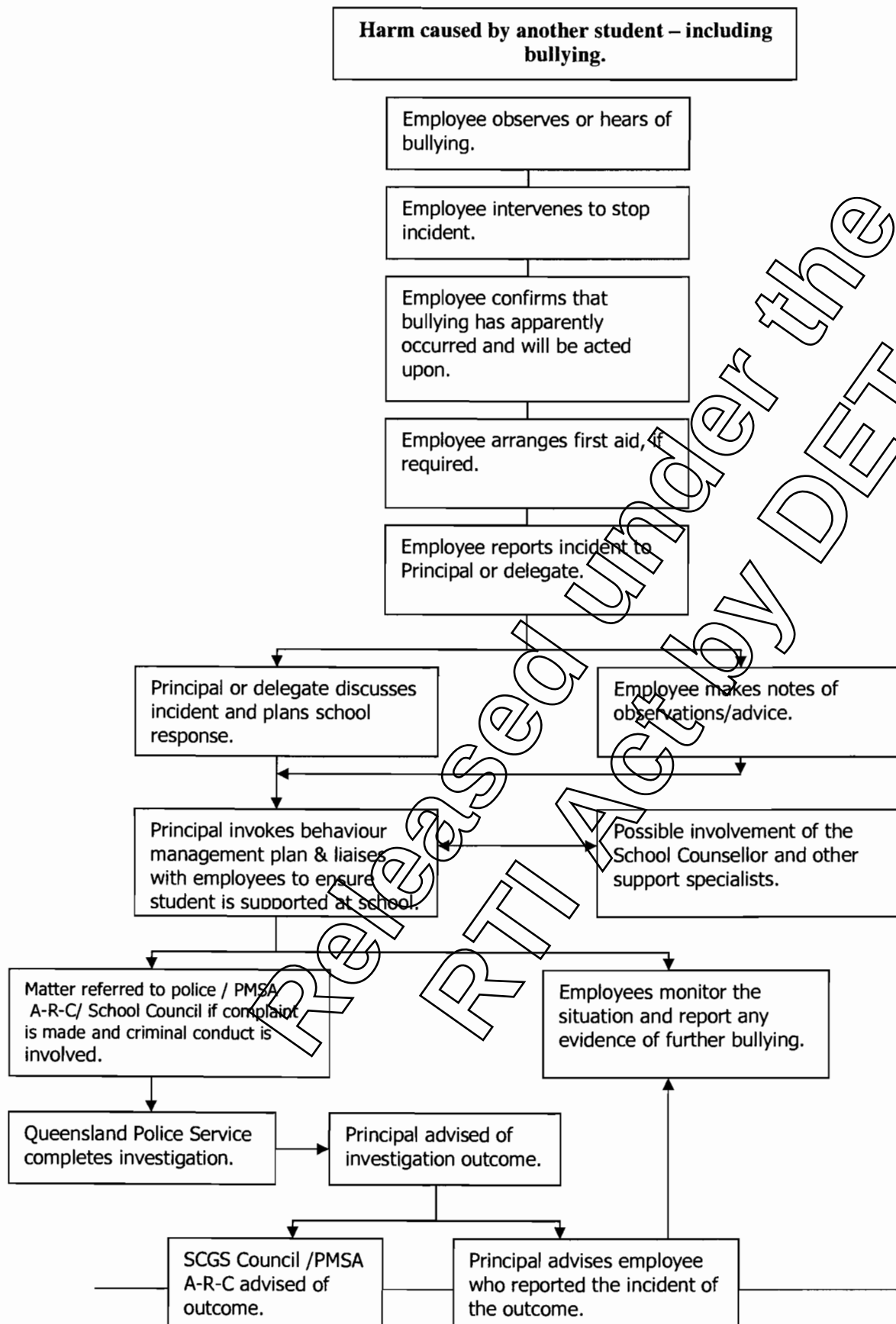
Stage 4 Reappraisal and Reaction

Records are kept, centrally, of all reported incidents of bullying in the school. These are analysed on a regular basis to ascertain major areas where bullying occurs, sex and age of victims and bullies, and strategies which have been successful. A review of the school's policy is undertaken every 12 months, taking into account this annual data.

Response to student Harm Appendix 1

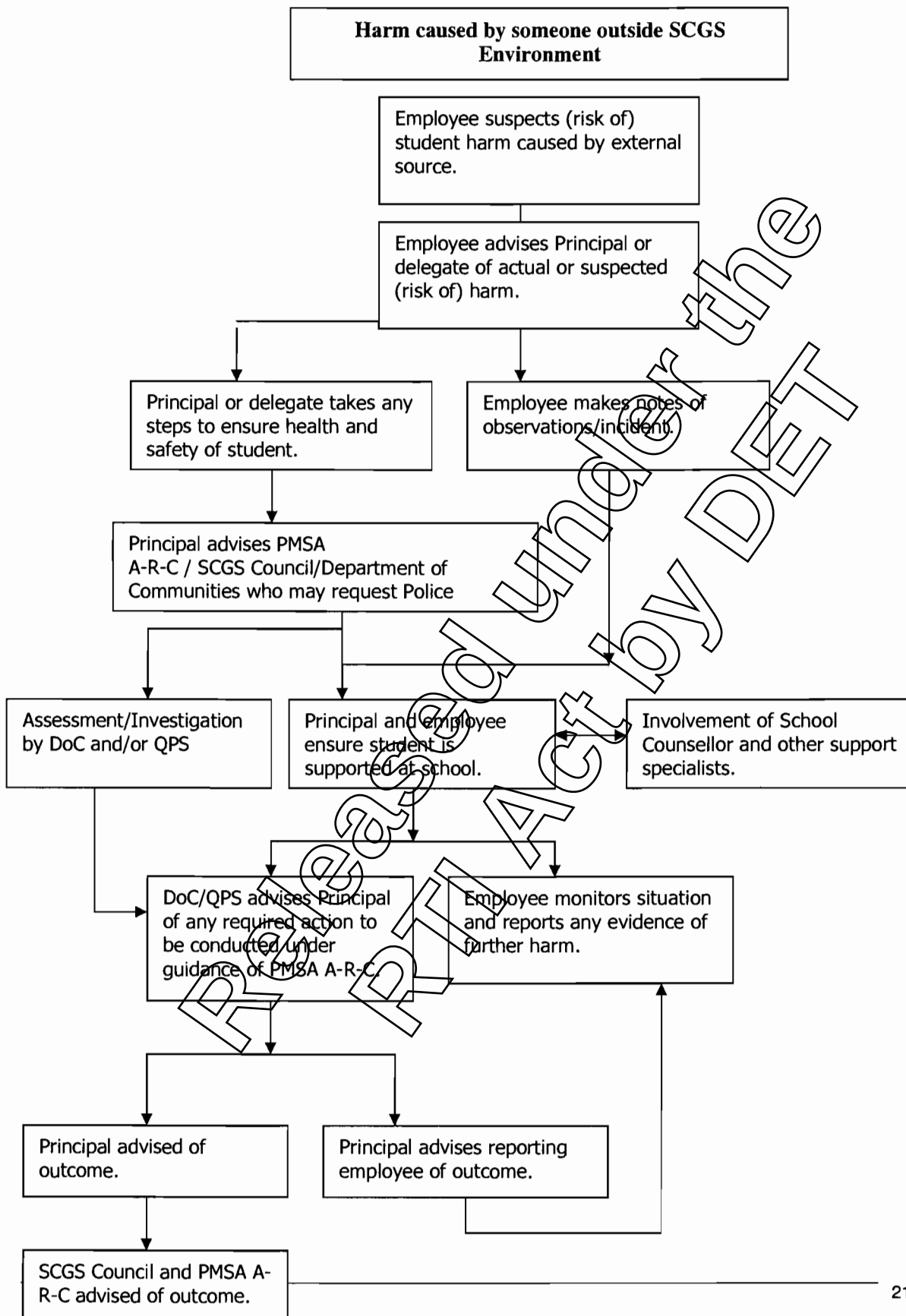


Response to student Harm Appendix 2

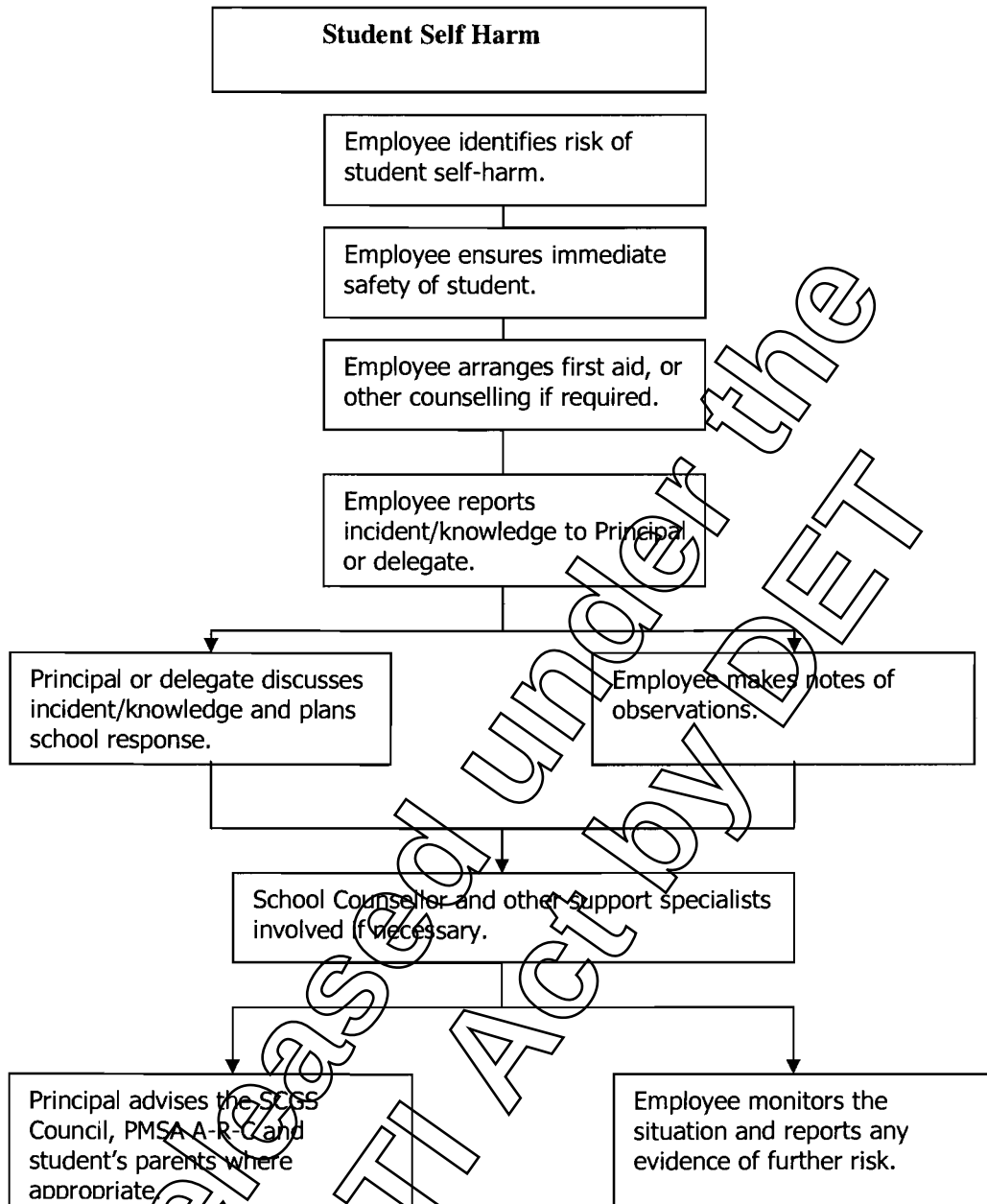


Response to student Harm

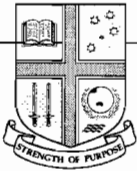
Appendix 3



Response to student Harm
Appendix 4



Appendix 5



PRIVATE AND CONFIDENTIAL STUDENT PROTECTION NOTIFICATION Sunshine Coast Grammar School

Use for notifications to other agencies by a school that do **not** involve allegations of harm to a student by an employee (eg a teacher).

School: _____ **Phone:** _____

Address: _____ **Fax:** _____

_____ **Principal:** _____

Student's Name: _____ **School Contact:** _____

_____ **Parent/Caregiver's Names:** _____

D.O.B _____ **Sex:** _____

Student's Address: _____

_____ **Parent/Caregiver's Address:** _____

Phone (H): _____

Phone (W): _____

Cultural Background: ☐ Aboriginal ☐ Torres Strait Islander ☐ Other

Custodial Information: _____

Other family Information eg siblings: _____

Nature of Concern (please tick):

☐ Emotional ☐ Physical ☐ Sexual ☐ Neglect ☐ Self harm

Urgency of Concern (please tick): ☐ Today ☐ Immediate ☐ Other

Details, Observations, Supporting Information: *(Attach relevant documents eg. Details of the suspected abuse, identity of alleged perpetrator, names of persons who can provide information, absentee data)*

Principal's Signature: _____ **Date:** _____

ACTION (Tick appropriate actions completed)

Child in need of protection from Department of Communities:

☐ Faxed this form to DoC Maroochydore, Fax 5443 5498 ☐ Confirmed by phone 5475 0000

Suspected criminal conduct:

☐ Contacted local Police: _____

☐ PMSA Abuse Reference Committee and SCGS Council advised through Chairperson: _____

Other:

☐ Considered follow-up action needed to support student e.g. School Counsellor involvement.

☐ Contacted another agency eg CYMHS/Hospital: _____

☐ Filed this form in an appropriate and secure location.

TAX INVOICE

ABN : 91 192 068 422

12 May 2004

Our Ref: 2456

Tax Invoice Number: 10111

Mr L Vogler
Education Qld Office of Non State Education
PO Box 33
Albert Street
BRISBANE QLD 4002

Fee for Professional service, charges and disbursements	\$13,370.00
GST	\$1,337.00
TOTAL PAYABLE including GST	\$14,707.00

This amount is payable within 14 days of the date above.
For any queries on this account please contact Reg Monteiro on 07 3233 3405

RECEIVED
19 MAY 2004

BY:

Level 16, William Buck Centre, 120 Edward Street, Brisbane Qld 4000 - GPO Box 736, Brisbane Qld 4001 Australia

Telephone (61 7) 3233 3555 - Facsimile (61 7) 3210 6183 - Email info@williambuckqld.com.au - Web www.williambuck.com.au

William Buck an Association of Independent Firms, each trading under the name William Buck in: Adelaide, Brisbane, Cairns, Melbourne, Perth, Sydney - Affiliated with AGN International

SUNSHINE COAST GRAMMAR SCHOOL

ABN 40 192 147 977

A MEMBER SCHOOL OF THE PRESBYTERIAN AND
METHODIST SCHOOLS' ASSOCIATION



12 May 2004

Professor Roy Webb AO
Chairperson,
Non-State Schools Accreditation Board,
PO Box 347,
BRISBANE Q 4002

RECEIVED
17 MAY 2004

BY:

Dear Professor Webb,

Re: Sunshine Coast Grammar School

On behalf of the new School Council of Sunshine Coast Grammar School, I am writing to express the appreciation of members for the level of help and support being shown by the officers of the Office of Non-State Education. As the school goes about the process of correcting areas of concern identified in the school's assessment last year, the officers have offered excellent support and guidance.

Another reason for writing is to apprise you of current progress towards our timelines.

As earlier advised, we intend to have our response to the Board for the July meeting which, we understand, will necessitate materials being in hand to you by 24 June. Whilst we remain optimistic about this deadline, we are experiencing some difficulties in arranging for Bentleys, the accounting firm that is to review our financial status, to conduct the review and issue a report by that date. As they have not yet commenced the review, I think it prudent to advise you accordingly, in case we need to extend to the August meeting.

I will write again when Bentleys commence their work because at that time we will have a more accurate estimate of the completion date.

I can report that a very positive and optimistic spirit prevails in the school community. There is a strong sense of purpose and willingness to become involved in, and to support, school activities and the work of the School Council and the PMSA.

Yours sincerely,

Dr Murray J Evans
Consulting CEO
Acting Headmaster

?
Don't this
is relevant



REMITTANCE ADVICE

ABN: 91 192 068 422

12 May 2004

Our Ref: 2456

Tax Invoice Number: 10111

Please choose a payment method and return this advice to our office

1. ☐ **CHEQUE**

Please attach this advice with your cheque payable to **WILLIAM BUCK** for **\$14,707.00** and quote invoice number 10111

Credit Controller
WILLIAM BUCK
GPO Box 736
BRISBANE QLD 4001 AUSTRALIA

2. ☐ **CREDIT CARD**

Please mail / fax or phone this advice with credit card details to:

Fax No (61 7) 3210 6183 Phone No. (61 7) 3233 3405

Please tick: Visa ☐ Mastercard ☐ Bankcard ☐ Valid to

Card Number

Invoice number: 10111

Total: \$14,707.00

Cardholders name

Address

Telephone

Signature

(business hours)

3. ☐ **BANK TRANSFER**

Please fax this advice to (61 7) 3210 6183 or email creditcontrolbris@williambuckqld.com.au stating invoice number 10111 and the amount paid.

Transfer amount: **AUD \$14,707.00** to our Bank account.

Bank: **BANK OF NEW ZEALAND AUSTRALIA**
308 - 322 QUEEN STREET
BRISBANE QLD 4001

BSB: **084 069**

Account No **68548 2312**

Account Name: **WILLIAM BUCK**

SWIFT code (overseas transfer only) **NATAAU3302S**

Please quote invoice number 10111 at the Bank and fax this advice to (61 7) 3210 6183

If your payment has been forwarded in the meantime please accept our sincere thanks and disregard this notice. Should you have any queries regarding this invoice please contact Reg Monteiro on (61 7) 3233 3405.



11 May 2004

Mr D Langdon
Partner
William Buck
Business Advisors and Chartered Accountants
GPO Box 736
BRISBANE QLD 4001

Dear Mr Langdon

I refer to your letter of 8 April 2004 in which you propose payment of the amount of \$14,707 inclusive of GST to finalise the account with the Non-State Schools Accreditation Board in respect of the Sunshine Coast Grammar School assessment.

The Chairperson of the Accreditation Board has agreed to this payment as proposed.

I am attending to this matter in Laurie Vogler's absence on leave.

In order to make that payment, the Board's accounting section requires that you submit a further invoice in that amount (i.e. \$14,707 inclusive of GST). Apparently, the Board is unable to make a payment on the current invoice. I trust it is easy enough for William Buck to generate a fresh invoice.

I will make that payment as soon as possible upon receipt of your further invoice.

Yours sincerely

Mr P M Parsons
Director
Office of Non-State Education

COPY

RECORDS AWAY

11 MAY 2004



8 January 2004

Mr D L Robinson
Deputy Chairman
The Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

Dear Mr Robinson

I refer to the application under the *Education (Accreditation of Non-State Schools) Act 2001* from the governing body of **Sunshine Coast Grammar School** to change the governing body of the school.

Accreditation Board's decision *re* change in school's governing body

I am pleased to inform you that on 8 January 2004 the Non-State Schools Accreditation Board granted approval for the governing body of Sunshine Coast Grammar School (372 Mons Road, Forest Glen) to change from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association.

The Board understands that the change in the school's governing body is anticipated to occur on 19 January 2004, which is the proposed date of possession.

Under section 52(4) of the Act, the Board is required to decide a day **before** which this change is to be effected. The Board has determined this day to be 27 January 2004.

The Board requests that you advise it in writing as soon as possible after the change in governing body occurs.

If the school's governing body does not in fact change before 27 January 2004, the Board's approval to change the governing body becomes void.

Show Cause Notice and Compliance Notice issued 2 September 2003 to school's governing body

Because the change in governing body has not yet occurred, for privacy reasons the Board is not in a position to give detailed information about developments between Sunshine Coast Grammar School Pty Ltd and the Board in so far as the Show Cause Notice and the Compliance Notice are concerned. However, with the likelihood of a governing body change and in the interests of facilitating good governance upon the change, the Board is prepared to make a number of relevant observations and comments. These are set out below:

In the circumstances, the Board has at this time not completed its consideration of the Submission dated 6 November 2003 (and other relevant information received since that date) from the

Floor 21 Education House
30 Mary Street Brisbane 4000
PO Box 347 Brisbane Albert Street BC
Queensland 4002 Australia
Telephone 07 3237 9947
Facsimile 07 3237 9946

Sunshine Coast Grammar School Pty Ltd in response to the Show Cause Notice and the Compliance Notice.

In respect of the Show Cause Notice, given the Board's favourable decision on the suitability of The Presbyterian and Methodist Schools Association to be the governing body of the Sunshine Coast Grammar School and provided the change in the school's governing body is effected before 27 January 2004, the component of the Show Cause Notice concerning suitability of the school's governing body becomes void.

However, the other issues raised in the Show Cause Notice, which relate to a number of the statutory accreditation criteria, require the Board's further consideration.

In terms of the Compliance Notice, the Board's preliminary consideration would indicate that there may be one or two matters that are not yet rectified. These appear to the Board at this stage to be relatively minor in nature and capable of being readily rectified.

The Board expects to be in a position to give further consideration to the matters subject of the Compliance Notice and the remaining matters subject of the Show Cause Notice at its next scheduled meeting on 5 February 2004. The Board will write to The Presbyterian and Methodist Schools Association about the above matters again after its 5 February 2004 meeting.

I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely



Emeritus Professor Roy Webb AO
Chairperson

Released under the
RTI Act by DEU



8 January 2004

Mrs K M Burgess
Director
Sunshine Coast Grammar School Pty Ltd
s47(3)(b)

COF 1
RECORDS AWAY
- 8 JAN 2004

Dear Mrs Burgess

I refer to the application under the *Education (Accreditation of Non-State Schools) Act 2001* from the governing body of **Sunshine Coast Grammar School** to change the governing body of the school.

I am pleased to inform you that on 8 January 2004 the Non-State Schools Accreditation Board granted approval for the governing body of Sunshine Coast Grammar School (372 Mons Road, Forest Glen) to change from Sunshine Coast Grammar School Pty Ltd to The Presbyterian and Methodist Schools Association.

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I invite you to contact Mr Laurie Vogler, Director, Office of Non-State Education, on telephone (07) 3237 9947, if you require further information about this matter.

Yours sincerely

Emeritus Professor Roy Webb AO
Chairperson

Floor 21 Education House
30 Mary Street Brisbane 4000
PO Box 347 Brisbane Albert Street BC
Queensland 4002 Australia
Telephone 07 3237 9947
Facsimile 07 3237 9946

SUNSHINE COAST GRAMMAR SCHOOL

372 Mons Road FOREST GLEN
QUEENSLAND 4566 AUSTRALIA



Mr Laurie Vogler
Director Non State Education
Non-State Schools Accreditation Board
PO Box 347
BRISBANE ALBERT STREET BC 4002

Fax No: 3237 0004

Dear Mr Vogler

SUNSHINE COAST GRAMMAR SCHOOL PTY LTD

Sunshine Coast Grammar School Pty Ltd hereby submits the enclosed Application for Change of Accreditation Attribute relating to the change of ownership of Sunshine Coast Grammar School from this company to PMSA.

I am completing this form as sole director and secretary of the company which is the current owner of the school. The only information of which I have positive knowledge is that set out in items 1 and 2 of the application. All other information has been supplied by PMSA and neither myself nor Sunshine Coast Grammar School Pty Ltd can take any responsibility in relation to this information since we have no information as to its accuracy or otherwise.

Accordingly the application is submitted on this conditional basis.

I am sure you will understand my position in this difficult matter.

Yours faithfully

Kim Maria Burgess
Director and Secretary
Sunshine Coast Grammar School Pty Ltd

fax of
original
received on
9 Jan 04

Telephone: +61 7 5445 4444
Facsimile: +61 7 5445 4345

Sunshine Coast Grammar School Pty Ltd
ABN 61 064 506 814

Email: enquire@scgs.qld.edu.au
Web: www.scgs.qld.edu.au



Non-State Schools
Accreditation Board
Queensland Government

Form NSS-301

Change of accreditation attribute

Application for accreditation and
funding eligibility

Business Name			Office use only
Principal Name			CIS No.
Principal Position			CIS No. Appendices
Principal Address			
Principal Phone			
Principal Email			
Principal Fax			
Principal Mobile			
Principal Other			
Principal Signature			Date received
Principal Stamp			Funding application

Information Privacy

Form NSS-301: *Application for changing attributes and for funding eligibility* collects information for the following purposes:

- to enable the Non-State Schools Accreditation Board to decide whether to approve changes to an applicant's accreditation attributes under the *Education (Accreditation of Non-State Schools) Act 2001* and
- where applicable, to enable the Non-State Schools Eligibility for Government Funding Committee to decide whether to grant eligibility for government funding status under the *Education (Accreditation of Non-State Schools) Act 2001*.

Certain data collected in this form is 'personal information' within the meaning of the Queensland Government Information Standard 42, which deals with the collection and handling of such information by government agencies. Form NSS-301 collects personal information about:

- a contact person for the purpose of processing the application and
- the directors of the incorporated governing body making the application for the purpose of ascertaining whether the governing body complies with the requirements of the *Education (Accreditation of Non-State Schools) Act 2001*.

The information collected in this form may be disclosed to the following entities:

- the Minister for Education
- the Office of Non-State Education within the Queensland Department of Education and other relevant areas of the Queensland Department of Education
- assessors and auditors appointed under the *Education (Accreditation of Non-State Schools) Act 2001* and
- any person who inspects an application or asks the applicant for a copy of an application under sections 82 or 83 respectively of the Act.

Released under the
RTI Act by DET

Application for accreditation

1. Applicant

Name of the governing body applying to change an attribute or attributes of accreditation.

Sunshine Coast Grammar School Pty Ltd

2. Accreditation attributes

If a change of attribute is being proposed for more than one site, separate applications would need to be completed for each additional site.

With the exception of the governing body of the school, attributes of accreditation are specific to each site.

- a) Indicate the anticipated date of the change of accreditation attribute.

19 / 01 / 2004

- b) Tick to indicate which attribute/s the school's governing body is seeking to change.

- ☒ Governing body of the school
Proceed to Item 3 then Item 10.
- ☐ Location of the school
Proceed to Item 4 then to Item 10 and onwards.
- ☐ Curriculum model
Proceed to Item 5 then to Item 10 and onwards.
- ☐ Mode of delivery of education
Proceed to Item 6 then to Item 10 and onwards.
- ☐ Years of schooling and student intake type
Proceed to Item 7 then to Item 10 and onwards.
- ☐ Inclusion of boarding facilities
Proceed to Item 8 then Item 10 and onwards.
- ☐ Sector student-intake day
Proceed to Item 9 then Item 10.

3. Governing body of the school

Attach documentary evidence that the proposed governing body is a corporation and ensure the type of corporation is included.

Attach copies of the documentation showing the membership of the proposed governing body.

Attach copies of the positive notices issued by the Commissioner for Children and Young People (CCYP) for each member of the proposed governing body.

Application for accreditation

Has any director of the proposed governing body been convicted of an indictable offence?

- ☐ Yes (If yes, attach details.)
☒ No

Has the proposed governing body been convicted of an offence?

- ☐ Yes (If yes, attach details.)
☒ No

4. Location of school

Provide details of the existing location and the proposed new location.

Existing street address

Postcode

Proposed street address

Postcode

Real property description of existing school site

Lot no.

Plan no.

Real property description of proposed school site

Lot no.

Plan no.

Application for accreditation**5. Curriculum model**

Attach a statement providing details of the proposed change of curriculum model/syllabus framework to be used by the school.

If the proposed change will result in the use of a curriculum model/syllabus framework other than those approved or accredited by the Queensland Studies Authority, attach details to show that the proposed curriculum model/framework will enable students to achieve standards of learning at least comparable to those stated in the approved or accredited syllabus frameworks.

6. Mode of delivery of education

Attach a statement providing details of the proposed change in the mode of delivery of education.

7. Years of schooling offered and student-intake type

Attach a statement providing details of the proposed change in the years of schooling offered and the student-intake type (*ie, females only or males only or co-educational*) to be enrolled in each new year of schooling.

8. Boarding facilities

Attach a statement providing details of the proposed change relating to boarding facilities at the school.

9. Sector student-intake day

A sector student-intake day is the first day students will commence education within the following sectors of schooling:

- Preschool to Year 3
- Years 4-7
- Years 8-10
- Years 11-12.

Attach a statement providing details of the proposed change/s to sector student-intake day/s

10. Accreditation criteria

Attach statements explaining how each of the following criteria will be affected by the proposed change in attribute/s.

Application for accreditation

1. Statement of philosophy and aims
2. Educational program
3. Students with a disability
4. Distance education delivery
5. Health, safety and conduct of students and staff
6. Staffing
7. Land and buildings
8. Educational facilities and materials
9. Improvement processes
10. Financial viability

Released under the
RTI Act by DET

GEORGE THE FIFTH, by the Grace of God, of the United Kingdom of Great Britain and Ireland, and of the British Dominions beyond the Seas, King, Defender of the Faith:

TO ALL, TO WHOM THESE PRESENTS SHALL COME:

SERVING: -

WHEREAS by "The Religious Educational and Charitable Institutions Act of 1861", of Our State of Queensland, in the Commonwealth of Australia, it is enacted that it shall be lawful for the Governor of Our said State, with the advice of the Executive Council thereof, from time to time, to issue **LETTERS PATENT** under the Seal of Our said State, and therein to declare that any person or persons, and their successors for ever, holding any religious or secular office or preferment or exercising any religious or secular functions, to which he or they should have been called or appointed, in accordance with the rites, laws, rules, and usages of the Community or Institution to which such person or persons should belong, should be a Body Corporate, by such name and style as might in and by the said **LETTERS PATENT** be given to such Corporation: AND WHEREAS it has been represented to Our Governor of Our said State that the Reverend **LESLIE ERNEST BENNETT** Master of Arts and Bachelor of Divinity, **WILLIAM ROBERT BLACK**, **GEORGE IRIDALE BOURKE**, the Reverend **WILLIAM BROWN**, the Reverend **GEORGE EDWIN THOMAS KING**, the Honourable **EDWIN WESLEY HOWARD FOWLES** Master of Arts, Bachelor of Laws, Barrister-at-Law, a Member of the Legislative Council of Queensland, the Reverend **JAMES BULLOCK GALLOWAY**, the Reverend **JAMES GIBSON** Master of Arts, **ARTHUR JOHN GIBSON**, Doctor of Philosophy, the Reverend **RICHARD GLAISTER**, Master of Arts, Bachelor of Divinity, **SIR DAVID HARDIE KNIGHT**, Doctor of Medicine, **JAMES JORDON KING**, **JOHN JAMES KINGSBURY** Master of Arts, Barrister-at-Law, the Reverend **JOSEPH LUNSTON**, Bachelor of Arts, the Reverend **CHARLES MARTIN**, **WILLIAM ALEXANDER MORRISON** Master of Arts, Bachelor of Laws, Barrister-at-Law, the Reverend **FREDERICK THOMAS MORRIS**, the Reverend **WILLIAM NATHANIEL RADCLIFFE**, Bachelor of Arts, the Reverend **GEORGE EDWARDS ROME** Doctor of Divinity, **WILLIAM NATHANIEL ROBERTSON** Master of Arts, the Reverend **ROBERT STEWART**, Doctor of Divinity, the Reverend **HERBERT YOUNGMAN** Doctor of Divinity hold and exercise the offices of **Ministers of the Presbyterian and Methodist Schools Association** and have been appointed to such offices respectively, in accordance with the rites, laws, rules, and usages of the said Association and WHEREAS it has been further represented to Our said Governor that they are desirous of being incorporated and designated by the style of **THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION** under the provisions of the said Act, and have completed with the provisions thereof and filing them in that behalf, whereupon Our said Governor, with the advice of the Executive Council of Our said State, has directed that **LETTERS PATENT** shall be issued to them accordingly: AND, BY THESE OUR **LETTERS PATENT**, we declare that the said **LESLIE ERNEST BENNETT**, **WILLIAM ROBERT BLACK**, **GEORGE IRIDALE BOURKE**, **WILLIAM BROWN**, **GEORGE EDWIN THOMAS KING**, **JOHN JAMES GIBSON**, **ARTHUR JOHN GIBSON**, **RICHARD GLAISTER**, **SIR DAVID HARDIE KNIGHT**, **JAMES JORDON KING**, **JOHN JAMES KINGSBURY**, **JOSEPH LUNSTON**, **CHARLES MARTIN**, **WILLIAM ALEXANDER MORRISON**, **FREDERICK THOMAS MORRIS**, **WILLIAM NATHANIEL RADCLIFFE**, **WILLIAM NATHANIEL ROBERTSON**, **ROBERT STEWART**, **WILLIAM HERMAN MATTHEW** and **MENNY YOUNGMAN** and their successors for ever, holding the offices aforesaid, shall be a Body Corporate, by the name and style of **THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION**.

IN TESTIMONY WHEREOF, Our said Governor hath caused these OUR LETTERS PAYMENT to be sealed with the public Seal of our said State.

WITNESS Our Trusty and Well-beloved His Majesty's Air-Marshal John Goult-Adams, Major on the Retired List of His Majesty's Army, Knight Grand Cross of the Most Distinguished Order of St Michael and St. George, Companion of the Most Honourable Order of the Bath, Governor of the State of Queensland and its Dependencies in the Commonwealth of Australia at Government House, Brisbane, this twenty-eighth day of June in the year of our Lord one thousand nine hundred and eighteen and in the ninth year of our Reign.

I certify that this is a true copy of letters Patent issued in the name of The Presbyterian and Methodist Schools Association on 28th June, 1918.

by Command, (Sgd) J. Huxham (Sgd) Hamilton Gould-Adams

Secretary and Clerk of the
Executive Council,
Premier's Department.
11.4.79

ENTRÉD ON RECORD BY ME, IN THE REGISTER OF PATENTS, NO. 12, PAGE 25, THIS TWENTY-EGHTH DAY OF JUNE, A.D. 1928.

(Sgt) P.J. NOLTER

The Under Secretary, Chief Secretary's Department.

Declaration

The person authorised by the incorporated governing body to act on its behalf, eg the chairperson or secretary, is to sign the declaration and provide the contact details requested below.

I, (print full name here)

Mrs Kim Maria BURGESS

of (print full address here)

s47(3)(b)

declare that the information provided in and attached to this application is, to the best of my knowledge, true and correct.



Signature of declarant

7/1/04

Date of declaration

Business telephone

s47(3)(b)

After hours telephone

s47(3)(b)

Mobile

s47(3)(b)

Fax

s47(3)(b)

Email address

s47(3)(b)

Postal address

s47(3)(b)

Postcode

s47(3)(b)





the working
with children
check★
©NSW Commission for
Children and Young People

Released under the
RTI Act by DET

Sustainability Card

for Child Balanced Employment

Approved by the Commission for Children and Young People

Desmond Leslie Robinson

DOB

72781

06-Feb-04

Employer's Reference

Expiry Date

Dr Robinson

Signature

Child Protection - NSW Government - Ballina



the working
with children
check★

©NSW Commission for
Children and Young People

Released under the
RTI Act by DET

Suitability Card for Child Related Employment

Issued by the Commission for Children and Young People

Guido Karl Kettniss

Name

35611/1

Registration Number

04-Sep-04

Expiry Date

Guido Kettniss

Signature

Child Protection - It's Everybody's Business



the working
with children
check ★

© NSW Commission for
Children and Young People

Released under RTI Act 2001

CHANGE OF ACCREDITATION ATTRIBUTE

SUNSHINE COAST GRAMMAR SCHOOL

ITEM 10 – ACCREDITATION CRITERIA

1. Statement of philosophy and aims

The Association, comprising members of the Presbyterian Church and the Uniting Church carries the responsibility for the management and policy making for the Brisbane Boys' College, Clayfield College and Somerville House schools and is the Christian Church engaged in education in the independent schools environment.

The reason for the Association's existence is the desire of its members to express the concern of the church towards the students in the schools and the community in which they will take their place.

The Association seeks to encourage a high level of personal integrity, a respect for others, and an increasing sense of individual responsibility both to the school community and to society as a whole, and to present the challenge of Christian commitment and education fulfillment by:-

- a) Providing for the formal teaching of Christian beliefs centered on the Scripture and the Christian tradition;
- b) Offering the possibility of personal development through relationships with other members of the school community and with God as seen in Jesus Christ;
- c) Seeking and nurturing talent whenever it may be found;
- d) Developing each individual to the fullness of his or her innate abilities and capacities;
- e) Emphasising high standards in teaching and learning;
- f) Encouraging boys and girls to seek personal fulfillment in life, whether this be in employment or in parenthood and family life – or both.

The Association aims to have its students leave its schools as well-adjusted people on the way to self-fulfilment and willing to take their places as useful members in society.

The goals set by the Association are high with an equally high degree of challenge and its members are charged with the successful attainment of those goals.

PMSA believes that the philosophy and aims on which it proposes to base the operation of Sunshine Coast Grammar School are not likely to lead to a change in the school's enrolment profile of the catchment area from which it draws its students.

2. Educational program

The educational program is based upon QSA syllabuses.

3. Students with a disability

The school does not currently appear to have written processes for identifying students of the school who are persons with a disability and for devising a suitable educational program for them. PMSA will address this matter when it takes possession of the school. The written processes are likely to be very similar to those undertaken within the three existing PMSA schools.

4. Distance education delivery

Not applicable.

5. Health, safety and conduct of students and staff

The school has a number of policies covering work place health and safety. These are:-

- Child protection policy
- Child protection reporting procedures
- Staff security procedures
- Bullying policy
- Behaviour management policy

These will be evaluated against the policies that PMSA has, and where necessary, revised or added to so that a comprehensive set of policies covering health, safety and conduct of students and staff exist for the school. The written processes will satisfy the requirements of section 10 of the *Education (Accreditation of Non-state Schools) Regulation 2001*.

6. Staffing

The school currently has a complement of staff with which the school will be able to commence in January 2004. The staffing level will at least be maintained. PMSA acknowledges that staffing issues were identified in the show cause notice and advises that it will address these matters and respond more fully to the Accreditation Board, when it takes possession of the school.

7. Land and buildings

The school operates from existing buildings. PMSA is aware of some inadequacy in these buildings to provide for the school program and will address these matters after taking possession of the school.

The issue of establishing a second external access to the school site is being addressed as part of the acquisition of the school.

8. Educational facilities and materials

The current facilities and materials will be used in delivering the educational program. In due course, PMSA will address any deficiencies identified in the show cause notice, specifically those related to library facilities and resources.

9. Improvement process

There is no strategic plan in place at present. Once PMSA is in possession a program to establish a strategic plan for SCGS will be developed. This program will include surveys of the various stake holders.

10. Financial viability

As part of the acquisition process for the school, PMSA assessed the school's financial viability. PMSA believes that, with improved borrowing arrangements, reduced cost structures and maintenance of the current student employment level, the financial viability of the school will be significantly improved.

In making a further response to the Board's show cause notice in due course, PMSA will address financial viability in greater detail.

PRESBYTERIAN & METHODIST SCHOOLS ASSOCIATION**COUNCIL MEMBERS****As at 31st December 2003**

NAME	OCCUPATION	SUITABILITY CARD NO.
Rev Guido Kettniss Chairman of PMSA Council	Minister of Religion BA, BD	35611/1
Mr Des Robinson Deputy Chairman of PMSA Chairman of Audit & Finance Committee	Partner in Accounting Practice B Com(Hons), FCPA, CA, AAUQ, JP, MICD	7275/1
Mr Alan Grummit Chairman of Somerville House	Partner in an Engineering Practice BE, FIE (Aust), FICE, FASCE, JP	7271/1
Mr Bernie Stein Chairman of Brisbane Boys' College	Financial Consultant BA, Dip Pub Admin, FRIPA, FAICD	7880/1
Mr John Gilmour Chairman of Clayfield College	Minister of Religion	4856/1
Mrs Jacqueline McPherson Chairman of Abuse Reference Committee	Solicitor LLB	10438/1
Dr Wendy Jeays Chairman of Industrial Relations Committee	Medical Practitioner MBBS, A Mus A	54420/1 85580
Mr Ian Smith Councillor	Property Manager BA, Dip Bus, AAPI, AIAA, JP	7274/1
Mr Allan Taylor Councillor	Quantity Surveyor BSc, AAIQS, ARICS	53698/1
Mr Robert McCall Councillor	State Officer to Assistant Commissioner of Police - Metropolitan North Region	43880/1
Mrs Jane Dale Councillor	Teacher/Librarian DipT, BA, Grad Dip (Guidance & Counselling)	7272/1

Released under the
RTI Act



7 January 2004

Mr D L Robinson
Deputy Chairman
Presbyterian and Methodist Schools Association
PO Box 298
Toowong Qld 4066

Dear Mr Robinson

Please find attached a copy of a letter to Mrs K M Burgess, Director, Sunshine Coast Grammar School Pty Ltd, which acknowledges receipt of the application under the *Education (Accreditation of Non-State Schools) Act 2001* from Sunshine Coast Grammar School Pty Ltd to change the governing body of the Sunshine Coast Grammar School to the Presbyterian and Methodist Schools Association.

The Accreditation Board will advise you in writing when a decision on the application is made.

Yours sincerely

Mr Laurie Vogler
Director

Att

Released under the
RTI Act by DEPT
COPY
RECORDS AWAY
- 7 JAN 2004



7 January 2004

Mrs K M Burgess
Director
Sunshine Coast Grammar School Pty Ltd

s47(3)(b)

Dear Mrs Burgess

I acknowledge receipt on 7 January 2004 of the application under the *Education (Accreditation of Non-State Schools) Act 2001* from Sunshine Coast Grammar School Pty Ltd to change the governing body of the Sunshine Coast Grammar School, 372 Mons Road, Forest Glen, to the Presbyterian and Methodist Schools Association.

The Accreditation Board will contact you if it requires any additional information or documents in relation to the application.

You will be advised in writing when a decision on the application is made.

Yours sincerely

Mr Laurie Vogler
Director



7 January 2004

Mrs K M Burgess
Director
Sunshine Coast Grammar School Pty Ltd

s47(3)(b)

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Yours sincerely

Mr Laurie Vogler
Director

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RTI Act by DE
COPY

RECORDS
- 7 JAN 2004



The Presbyterian and Methodist Schools Association

Meeting: 01/04
Agenda Item: 5.3.1

Telephone: 3371 7860
Fax: 3870 3167
E-mail: pmsa@pmsa-schools.edu.au
Web site: www.pmsa-schools.edu.au
P O Box 298
Toowong Qld 4066

6th January 2004

PRE188/GEN/DK

Non-State Schools Accreditation Board
PO Box 347
BRISBANE ALBERT STREET BC QLD 4002

ATTENTION – Laurie Vogler

Dear Mr Vogler,

RE: SUNSHINE COAST GRAMMAR SCHOOL

Please find attached a "Change of Accreditation Attribute" being a change of governing body for the Sunshine Coast Grammar School. The Presbyterian and Methodist Schools Association (PMSA) has signed Heads of Agreement with Sunshine Coast Grammar School Pty Ltd to acquire the assets and operations of the school.

Work on the sale contract is progressing and we expect to have it signed by Friday 9th January 2004. Our anticipated date of possession is 19th January 2004 but this is dependent upon a few conditions being met.

The attached application is brief in detail as we intend to initially operate the school as it is. We are fortunate to have Dr Murray Evans to assist the PMSA in evaluating and planning the needs of the school. He is familiar with the "show cause notice" and will be able to formally develop a plan with PMSA to address the various issues raised in the notice.

When PMSA has taken possession of the school and has evaluated the situation a more detailed response to the current show cause notice will be made to the Accreditation Board.

Yours sincerely

D L ROBINSON

Deputy Chairman - PMSA Council

RECEIVED
- 7 JAN 2004

BY:.....

"For the Good of the Community"