



Parent Code of Conduct



KIN College – the why

KIN College started as a dream of parents and has become a reality through their hard work and dedication. This deeply personal mission sparked the creation of KIN to build a place where neurodiverse children don't just fit in, but flourish and lead.

Their son was struggling in mainstream education, and his story became the spark for KIN: a school built to create hope, belonging, and brilliance for thousands of children like him. His challenges revealed what so many families already knew that the current system is not designed for neurodivergent learners, and that our children deserve an environment where they are understood, supported, and celebrated.

KIN College was born from this vision: to pioneer a revolutionary approach to education for autistic and neurodiverse students. By providing a nurturing, supportive environment and a tailored curriculum, KIN empowers students to grow with confidence, discover their strengths, and build the skills they need for independence, wellbeing, and meaningful futures.

At KIN, every child is seen. Every child is valued. Every child is given the opportunity to thrive as their authentic self.

The School name

The name KIN College was inspired by their son, and the word *kin* — symbolising family, connection, and community. It reflects our belief that every child deserves a place where they feel supported, included, and truly belong.

KIN is more than a school name. It is a promise: that every student who walks through our doors becomes part of a community that sees them, values them, and stands beside them as they grow into confident, capable, authentic young people.

Vision

The Vision is a world where neurodiverse learners are celebrated for their strengths, equipped with the tools to succeed, and supported to become confident, compassionate changemakers.

Mission

The school provides a dynamic, inclusive learning environment for students from Kindergarten to Year 13. Through personalised education, innovative teaching, and a strengths-based approach, academic excellence, emotional resilience, and social connection are nurtured preparing every learner to flourish in life beyond school and the world of work.

Values

At KIN College, our name reflects who we are – a connected community grounded in belonging, respect and shared purpose. Our values shape our culture, guide our teaching and inspire every learner to thrive.

Our values shared principles that guide how our KIN College school community behaves, makes decisions, teaches, and learns. They shape culture and expectations for:

- Students
- Staff
- Families
- Leadership
- Advisory Board Members

Values are not just words on a website — they define “how we do things here.”

Our values are embedded into our culture by having:

- High expectations culture
- Differentiated learning
- Celebrating achievement (academic, sporting, creative)
- Clear feedback systems

Our School values are successfully implemented by:

1. Visible

- Displayed in classrooms and common areas
- Used in newsletters and reports
- Referenced in assemblies

2. Explicitly Taught

- Integrated into PDHPE / wellbeing curriculum
- Social stories
- Role-play and modelling

3. Reinforced

- Merit awards linked to values
- Behaviour systems aligned to values
- Staff appraisal aligned to values

4. Lived by Leadership

- If leadership doesn't model the values, they lose credibility.

KIN College Values

Creativity - Celebrate original thinking

Curiosity, imagination and original thinking are fostered through inquiry, design, the arts and problem-solving, students are encouraged to explore new ideas and express themselves with confidence.

Creativity empowers our learners to think differently and approach challenges with optimism.

Inclusion - Every student belongs

Belonging is at the heart of KIN College. Diversity the unique strengths of every learner are celebrated and honoured. Through personalised support, inclusive practices and a culture of respect, every student feels safe, valued and understood.

Empowerment - Build confidence and independence

By building confident, capable young people, students develop voice, agency and self-belief. By setting goals, reflecting on progress and embracing growth, they learn to advocate for themselves and take ownership of their learning journey.

Innovation - Adapt learning to unique profiles

Learners are prepared at KIN College for a changing world. Through evidence informed practice, contemporary learning environments and purposeful integration of technology, adaptable thinkers ready to lead and contribute in the future are cultivated.

Compassion - Lead with empathy

Relationships matter.

Kindness, empathy and understanding guide our interactions. Wellbeing is prioritised so that every member of the KIN College community feels supported, respected and connected.

Excellence - Support students to reach full potential

Personal best is pursued.

High expectation, strong foundations and meaningful learning and feedback ensure that each learner achieves growth – academically, socially and emotionally.

KIN College Values Matrix

- Clarifies expectations across the whole community
- Strengthens KIN College culture alignment
- Supports staff and Advisory Board induction and performance review
- Demonstrates governance clarity for registration purposes
- Makes values measurable and observable

Creativity

Students	Staff	Families
Explore ideas with curiosity	Design engaging, inquiry-rich learning	Encourage creative thinking at home
Take risks in learning	Provide open-ended tasks	Celebrate effort and originality
Express ideas respectfully	Integrate arts and innovation across subjects	Support co-curricular opportunities

Inclusion

Students	Staff	Families
Respect differences	Implement personalised learning plans	Communicate openly about student needs
Welcome others	Use inclusive teaching strategies (UDL)	Promote inclusive language and attitudes
Show empathy	Create safe, structured environments	Partner with school to support wellbeing

Empowerment

Students	Staff	Families
Set and reflect on goals	Facilitate student voice and agency	Encourage independence
Advocate respectfully for needs	Teach self-regulation and resilience	Reinforce growth mindset language
Take responsibility for actions	Provide clear expectations and feedback	Support accountability at home

Innovation

Students	Staff	Families
Embrace new ideas	Engage in ongoing professional learning	Be open to contemporary approaches
Use technology responsibly	Integrate evidence-informed practices	Support digital citizenship
Reflect and improve	Evaluate and refine teaching strategies	Provide constructive feedback

Compassion

Students	Staff	Families
Act with kindness	Model respectful communication	Speak positively about others
Resolve conflict calmly	Use restorative practices	Partner in resolving concerns constructively
Support peers	Prioritise wellbeing	Encourage empathy and service

Excellence

Students	Staff	Families
Strive for personal best	Maintain high expectations	Value effort and perseverance
Persist through challenges	Use data to inform teaching	Support homework and learning routines
Celebrate growth	Provide meaningful feedback	Celebrate progress, not just outcomes

Context

KIN College policies and procedures establish a framework that prioritises the safety, wellbeing, and dignity of all members of the School community. They promote collaborative, respectful relationships and reflect our commitment to fostering an environment where every individual feels welcome, open, safe, positive, and supportive for students, staff (teaching and non-teaching), parents/guardians, visitors, contractors, volunteers, and all members of the broader School community can thrive, contribute, and feel valued.

KIN College promotes a community where there is strong collaboration between the school, family members and other professionals that support each student. We see learning as a shared responsibility. KIN College values and recognises the vital role parents and carers play in their child's education. Each and every interaction has the following principles as guidelines: respect, inclusion, and dignity.

All individuals have the right to participate in the whole of school life—whether on site, at events, or during activities—with the expectation that their rights and dignity will be respected, free from aggression, violence, discrimination, or abuse and free from hate speech.

This Parent Code of Conduct provides clear guidelines for parents/guardians about the conduct expected of them whilst on School premises, engaging in any School related activities or representing the School.

In alignment with the NSW Child Safe Standards, KIN College commits to ensuring that parents and carers actively contribute to a culture where children feel safe, respected, and empowered. Parents play a vital role in upholding these Standards by modelling respectful behaviour, reporting concerns promptly, and supporting the school's child-safe practices.

Scope

This Parent Code of Conduct applies to all parents/guardians of students enrolled at the School. In relation to this document 'parent/guardian' includes any adult who plays a parental or caregiver role in relation to an enrolled student.

Communication

Within the context of the Parent Code of Conduct, "communication" refers to any verbal, written or electronic transmission of information by a parent, including face-to-face conversations, telephone calls, emails, letters, digital messages, Class Dojo posts.

General Expectations

Parents/guardians are expected to follow the School's communication protocols, including allowing staff a reasonable timeframe (typically within 2 business days) to respond to enquiries. Repeated or excessive communication outside these expectations may be redirected through formal channels.

Parents/guardians must not contact staff through personal phone numbers, personal social media accounts, or private messaging platforms. All communication must occur through approved school channels.

When visiting the school

The School expects all parents/guardians to:

- Come to the school reception and sign in
- support and uphold the School's core values;
- abide by all of the School's policies and procedures, including in relation to child safety, anti discrimination, bullying, hate speech, harassment, and privacy;

- only enter a classroom or office with permission from a staff member and stay within the scope/area of the intended visit
- listen respectfully, in the same manner required by students and staff, when attending any kind of School assembly, presentation, performance, class event or public meeting;
- follow proper School processes, including in relation to complaints;
- abide by the health and safety practices at the School, and at other locations at which the parent/guardian may represent the School or interact with members of the School community;
- behave and communicate respectfully and courteously with all members of the School community (including, but not limited to, parents/guardians, staff, contractors, volunteers, students and visitors);
- respect School property and the property of students, staff, contractors, and volunteers;
- respect the privacy of all students, staff, parents/guardians, volunteers, contractors, and other members of the School community;
- behave with integrity and in the spirit of an upright community; and
- accept the authority of the teacher (and other staff present) when visiting a classroom and comply with any reasonable direction.

Parents/guardians must not:

- bully, harass or discriminate, use hate speech against any parents/guardians, staff, contractors, volunteers, students, or visitors to the School;
- engage in behaviour, or encourage any behaviour of other parents/guardians, students, contractors, or members of the School community, which brings or is likely to bring the reputation of the School into disrepute or cause harm to staff;
- behave or communicate (including online) in a manner which undermines the reputation of the School or its employees;
- place the health, safety, or wellbeing of any other person (including students, staff, parents/guardians, volunteers, contractors, visitors, or other members of the School community) at risk;
- smoke or vape on school grounds or in the vicinity of students and staff; or be intoxicated by alcohol or under the influence of illicit drugs whilst on School premises, or whilst engaging in School-related activities or representing the School.

When interacting with students

The school is committed to the safety and wellbeing of all its students and expects parents/guardians to comply with its Child Safety and Wellbeing Policy.

When interacting with the school's other students on the School's grounds or at a School event, including picking up or dropping off their child or attending a sporting event, camp or extracurricular event, parents/guardians must:

- comply with the school's child safety policies and procedures;
- comply with reasonable directions by the school's staff;
- treat all students with respect and courtesy; and
- immediately notify a staff member if they witness or become aware of any child safety concern or risk to students.
- Do not discriminate, bully or harass a student

Parents/guardians must not:

- take a photo or video recording of a child if that child is not their own child, unless the parent/guardian of the child is present and consents to the photo or video recording being taken;
- post a photo, video recording or audio recording of a child if that child is not their own child on social media without the prior consent of the child's parent/guardian;
- discipline or reprimand a student about their behaviour if that child is not their own child;
- act in a manner that places a student at risk of harm; or
- bully or harass a student.
- engage in hate speech

The school retains the right to ask a parent/guardian to leave the school's grounds or event if it believes that the parent/guardian poses a risk to its students in accordance with the school's duty of care.

Parents/guardians can discuss any child safety concerns with the Principal

Parents/guardians must follow all staff instructions during emergencies, evacuations, lockdowns, behavioural incidents, or first-aid situations. Parents must not intervene, film, or approach students or staff during an incident unless explicitly directed by staff.

When communicating with staff, volunteers and contractors

All staff, contractors and volunteers are entitled to a safe and enjoyable work environment. If a parent/guardian contacts a staff member, contractor or volunteer with a query or concern, the recipient will respond within a reasonable period of time. In order to most effectively discuss a particular query or concern, parents/guardians wishing to speak to a staff member, contractor or volunteer (either in person or over the phone) must make an appointment in advance.

Parents/guardians must:

- speak to staff, contractors, and volunteers with courtesy and respect;
- communicate with staff, contractors and volunteers in a clear, friendly and open manner; and
- respect the privacy of staff, contractors and volunteers.

Parents/guardians must not:

- raise their voice or interrupt whilst a staff member, contractor or volunteer is trying to speak;
- intimidate another person with physicality, tone, body gestures
- speak to staff, contractors or volunteers in a derogatory or offensive manner;
- take a photo, video recording or audio recording of a staff member, contractor or volunteer without prior consent;
- post a photo, video recording or audio recording of a staff member, contractor or volunteer on social media without prior consent;
- assault (sexually or physically) a staff member, contractor or volunteer;
- comment on or defame a staff member online; or
- intimidate, undermine, threaten, bully or harass staff, contractors or volunteers.

Parents/guardians are expected to respect staff professional judgment and expertise.

Disagreement with a decision does not justify disrespectful communication or behaviour.

Parents/guardians must attend scheduled meetings (including ILP reviews, behaviour plan meetings, NCCD evidence meetings, or wellbeing conferences) or provide reasonable notice if they are unable to attend. Active participation in planning is essential to supporting student learning and safety.

When communicating with other parents/guardians

Parents/guardians must:

- speak to other parents/guardians with courtesy and respect;
- contribute to a positive and friendly culture within the School community;
- support and encourage the values, activities and ethos of the School; and
- respect the privacy of other parents/guardians.

Parents/guardians must not:

- raise their voice when speaking to other parents/guardians;
- deliberately exclude another parent/guardian or treat that parent/guardian differently to other parents/guardians;
- speak to other parents/guardians in a derogatory or offensive manner;
- engage in hate speech
- take a photo or video recording of another parent without their consent;
- post a photo or video recording of another parent/guardian on social media without prior consent;
- intimidate, undermine, threaten, bully or harass other parents/guardians; or
- disclose the personal details of a parent/guardian to another person without consent.

When using social media

Misuse of social media or messaging apps (e.g. WhatsApp/Messenger/Snapchat) by parents/guardians has the potential to negatively impact the school, its staff, students, parents/guardians and others. It can also amplify misinformation, be disruptive to the school's operations, foster distrust and/or harm the school's reputation.

This policy notes that the current parent WhatsApp groups are not official school communication channels.

Parents/guardians recognise the potential for damage to be caused, directly or indirectly, to the school and others as a result of their personal use of social media or messaging apps, especially in circumstances when they can be identified as a parent or guardian of the school.

Parents/guardians are encouraged to raise concerns about the school through appropriate channels and refrain from airing grievances on social media or messaging apps.

When using social media or messaging apps, parents/guardians must:

- respect a person's professional or personal environment and must not harass, intimidate, threaten, bully or undermine other people online;
- act with integrity;
- be respectful to staff, contractors, volunteers, other parents/guardians and students while conducting themselves online;
- refrain from discussing the school, another parent, a member of staff, a student or any other member of the school community in a negative or defamatory way; and never reveal confidential or sensitive information relating to the school, staff members, contractors, volunteers, other parents/guardians or students at the school.

The school considers the following examples to be inappropriate uses of social media/messaging apps:

- Using social media/messaging apps to voice grievances about the school, its staff or any member of the school community;
- Making defamatory, offensive or derogatory comments about the school, any member of staff, a student or other member of the school community;
- Making false or vexatious allegations about a member of the school community or recklessly repeating gossip/unsubstantiated allegations;
- Publishing information or material (including sexually inappropriate material) which may bring the school, its staff, students or other members of the school community into disrepute.
- Parents/guardians must not post any photo or video recording of a child if that child is not their own child, unless the parent of the child consents to the photo or video recording being uploaded.

Confidentiality in Collaborative Practice

KIN College works closely with allied health professionals, external therapists, and support agencies. Parents/guardians must respect the confidentiality of all students involved in these services. Parents must not discuss or share information about another child's therapy, behaviour, diagnosis, or support needs, whether in person or online.

Parents/guardians must share sensitive information about their own child only through appropriate school channels to ensure privacy and compliance with the Privacy Act 1988.

Use of School Facilities

Parents/guardians must use school facilities only as directed by staff. This includes playgrounds, learning spaces, therapy rooms, and outdoor areas. Siblings must be supervised at all times while on school grounds.

Parents/guardians must follow all parking, traffic flow, and safety procedures when dropping off or collecting students.

Cultural Safety

Parents/guardians must contribute to a culturally safe environment for all students, including Aboriginal and Torres Strait Islander children, culturally and linguistically diverse families, and neurodiverse learners. Parents must avoid culturally unsafe language, assumptions, or behaviours.

When making a complaint

Parents/guardians have the right to raise issues and concerns relating to the education of their child or other matters relating to the school.

Parents/guardians should ensure they raise their issues and concerns with the right person and follow correct communication channels in accordance with the Complaints and Grievances Policy.

When making a complaint to the school, parents/guardians are required to act in a manner consistent with this

The Complaints and Grievances Policy is available on the school website and in the Parent Handbook. Parents/guardians must follow the outlined steps and raise concerns with the appropriate staff member before escalating.

Unacceptable Conduct

Parents/guardians are expected to refrain from engaging in any conduct which the School considers unacceptable. Unacceptable conduct includes:

- violence (in any form) or threats of violence;
- hate speech – in any form: verbal, online, written
- verbal/written abuse or threatening/offensive language or behaviour;
- conduct of a sexual nature (including grooming) with a student or child;

- unlawful behaviour, including harassment, bullying, cyberbullying, discrimination and criminal conduct;
- negative, derogatory or defamatory messages to or comments about staff
- theft or misuse of School resources;
- engaging in unconstructive commentary (including unwarranted criticism, uninformed rumour or speculation) with other parents/guardians, including on social media or messaging apps, that causes damage to the school or to members of the school community.

Breach of Policy

Any parent/guardian, student, staff member, contractor or volunteer may notify the Principal or a member of the School Leadership Team of a possible breach of the Parent Code of Conduct.

The Principal or their representative will endeavour to investigate the matter to determine whether there has been a breach of the Parent Code of Conduct.

If satisfied that a breach has occurred, the Principal or their representative may implement disciplinary action against the parent/guardian, such as:

- a meeting with the Principal and/or the Principal;
- a request that the relevant conduct immediately cease;
- a warning that a breach of the Parent Code of Conduct has occurred and that a further breach will not be tolerated;
- a direction that a parent/guardian may only communicate with relevant staff through a nominated person;
- a direction to provide an apology;
- a parent being asked not to attend School premises, School events or School activities for a period of time;
- reporting unlawful conduct to relevant authorities;
- cancellation of their child's enrolment and, in the case of extreme, flagrant, repeated, or prolonged breaches of this Parent Code of Conduct, the cancellation of enrolment for all students from that family.

Communication

This Parent Code of Conduct is provided to parents upon enrolment of their child. It is also published on the school website.