



ST SCHOLASTICA'S COLLEGE

POLICIES AND PROCEDURES

MAY 2014

(Updated Feb 2015)

Table of Contents

<i>Introduction</i>	4
Aboriginal & Torres Strait Education	5
Accident.....	7
Appraisal	8
Assessment.....	10
Attendance	12
Bullying.....	14
Child Protection & Reportable Conduct	16
Code of Conduct	19
College Administration, Management, Reporting & Public Communication	24
Computers and Technology	29
Copyright.....	31
Critical Incident.....	32
Curriculum	34
Cybersafety	36
Diary Use.....	38
Disability Discrimination	39
Discipline and Termination.....	41
Dispensing of Medicines	43
Enrolment.....	46
ESL and Language Across the Curriculum.....	47
Excursions.....	49
Gender and Equity	51
Gifted and Talented.....	52
Grievance and Dispute.....	53
Homework	55
Internet Acceptable Use	56
Library	58
Literacy and Numeracy	60
Minor Complaints	61
Overseas Students.....	63
Privacy.....	64
Professional Development	66
Security and Safety	67
Special Needs	69

Staff Complaints.....	71
Staff Welfare	73
Student Leadership	74
Student Reporting	77
Student Teachers – Acceptance and Placement.....	78
Student Well Being and Behaviour Management	79
Supervision.....	81
Teacher Induction	82
Uniform.....	83
Vocational Education	84
Work Health and Safety	85
Workplace Harassment.....	86

Appendix 1

Good Samaritan Philosophy of Student Well Being (June 2012)	88
---	----

Appendix 2

OFFICE – Student Attendance Administration	90
--	----

Appendix 3

STAFF – Student Absence Follow-Up & Student Care Procedures.....	92
--	----

Appendix 4

Student Diary – Code of Rights & Responsibilities	93
---	----

Appendix 5

STAFF CHILD PROTECTION OPERATIONAL PROCEDURE	94
STAFF PROCEDURES – CHILD PROTECTION & REPORTABLE CONDUCT	108

Appendix 6

A SAFE AND SUPPORTIVE ENVIRONMENT PROTOCOL	109
STAFF PROCEDURES – DEALING WITH STUDENT MISBEHAVIOUR	111
STAFF INFORMATION – DISCIPLINE PROCEDURE	114
STAFF INFORMATION – ANTI-BULLYING STRATEGIES	116
STAFF INFORMATION – ATTENDANCE STRATEGIES	117

Introduction

The Policies and Procedures contained within this document should be read in conjunction with the Vision and Mission of St Scholastica's College, a statement which encapsulates our Catholic and Benedictine ethos and values:

“Saint Scholastica's College is an independent Good Samaritan, Benedictine Catholic Day and Boarding school for girls, Years 7-12.

The College is a Christ-centred, inclusive community.

It recognises and respects the dignity, individuality and culture of each person.

We provide a learning environment which nurtures independent thinkers who are lifelong learners.

We strive to create the learning culture through quality teaching and learning within a broad differentiated curriculum.

Each student has the opportunity to take responsibility for her learning in a positive environment which offers an education in faith and the freedom and responsibility to learn.”

This document should also be read in conjunction with The Good Samaritan Schools Teaching & Learning Framework, the Good Samaritan Schools Mission Framework and the Staff Handbook which contains general instructions and practical requirements for all members of staff.

Aboriginal and Torres Strait Education Policy

Philosophy

St Scholastica's College values respect for individual differences so that "the strong have something to strive for and the weak nothing to run from" (Rule of Benedict 64:9). The college acknowledges the original owners of the land; the Gadigal people, and the rich diversity of Aboriginal cultures. The policy is informed by key events, the national agenda and relevant documents (*see below), while working in partnership with families and communities.

A Curriculum that is truly Australian should provide opportunities for all students to develop knowledge, understanding and appreciation of Aboriginal heritage, cultures, contemporary issues and spirituality, and promote high expectations of Aboriginal students through quality teaching and learning opportunities.

This policy is underpinned by our Catholic values expressed through the Benedictine tradition that recognises the individuality and dignity of each person and the fostering of each one's unique potential and spirituality.

Guidelines

- Curriculum, teaching and assessment programs which are challenging, have high expectations and are culturally appropriate.
- Evidence of Aboriginal cross-curriculum perspectives in key learning areas and in teachers' programs.
- Provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures in the class room and through school activities and events such as Sorry Assemblies, Speech Night and Multicultural days.
- Provide literacy, numeracy, subject and assessment support for Aboriginal students where needed – through small tutorial groups, individual tutor support, withdrawal from class, extra teacher support in classroom
- Encourage and support staff to develop knowledge and understanding of the education and cultural needs of Aboriginal students, through regular in servicing on areas of teaching and learning specifically for Aboriginal students and cultural education.
- Individual Learning Plans, as needed, for Aboriginal students.
- Provide safe and supportive learning environments which enhance the self-esteem and cultural identity of Aboriginal students - through the Aboriginal dance group Yapa Mula, Acknowledgement of country and dance opening the St Scholastica's Mass and Speech Night, acknowledgement of country at the beginning of each assembly, the flying of the Aboriginal flag each day.
- Provide professional development opportunities for staff to enhance understandings, knowledge, awareness and appreciation of traditional and contemporary Aboriginal culture, protocols and spirituality
- Support all staff through focused professional development to know and understand how they may be able to contribute to making a difference in the lives of Aboriginal students

Procedures

- Employment of Aboriginal staff to support students pastorally, academically, culturally and spiritually – Yapa Mula teacher, day and boarding school tutors.
- Aboriginal Program coordinator: ensures all Aboriginal students have necessary uniforms, equipment, funds and resources for their education including sport and extra-curricular participation. Management of scholarships, sporting and leadership opportunities.
- Aboriginal Studies offered Stage 5 and 6 for any student.
- Mentoring through AIME program and individual past students

- Regular visits from past students sharing their stories and successes and challenges
- Meetings with parents to discuss the academic, social and emotional needs of the students
- Individual Learning Plans reviewed and adapted annually to meet the students' needs.

(* These include the Melbourne Declaration on Educational Goals for Young Australians (2008), the National Education Agreement, the Aboriginal and Torres Strait Islander Education Action Plan (MCEECDYA 2010-2014) and the Smarter Schools National Partnerships and Closing the Gap programs (2009-to present) to accelerate improvements in the educational outcomes of Aboriginal and Torres Strait Islander students.)

Accident Policy

Philosophy

An accident to a student can be a cause of serious concern. If the accident is of a serious nature reference should be made to the Critical Incident Policy. Apart from the injury and trauma to the student, there is also the question of legal liability of St Scholastica's College and staff. The legal standard applied in the case of an accident is that 'if the accident could have been foreseen and could have been prevented, then the appropriate action or intervention should have prevented it from occurring.'

Guidelines

- All care and supervision must be taken to prevent accidents from occurring on the College grounds, at sport or on excursions.
- All accidents should be reported to the Deputy Principal who will investigate the possible cause or condition that triggered the accident, determine any contributing circumstances and take positive action to remove or modify the cause to avoid similar accidents from occurring in the future.
- A report procedure is in place so that details of the accident are recorded in the accident book kept in the Deputy Principal's office.

Procedures

- Report the incident to the Deputy Principal who will contact parents and arrange medical assistance if necessary.
- Complete all details of injury in the Accident Book.
- If a child is injured, medical assistance is to be sought and, if necessary, she is to be transported to RPA Hospital.

Appraisal Policy

“The greatest resource in Australian schools is our teachers. They account for the vast majority of expenditure in schools education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy.” New South Wales Institute of Teaching National Professional Teaching Standards.

St Scholastica's College ...is a Christ-centred, inclusive community.
It recognises and respects the dignity, individuality and culture of each person.
Each student has the opportunity to take responsibility for her learning in a positive environment which offers an education in faith and the freedom and responsibility to learn.
- St Scholastica's College Mission Statement

Philosophy

The Appraisal Policy addresses teacher development, which is a formative process. It is an appraisal process designed to improve the quality of their work and to focus their work on the goals and objectives of the College. The Professional Teaching standards provide a common reference point to outline the varied nature of teachers' work. The standards will provide what teachers need to know, understand and be able to do as well as support them in their Professional development.

Guidelines

The aims of the appraisal process are:

- To provide an occasion to recognise strengths, contributions and commitment
- To provide an occasion to see how performance can be enhanced and improved
- To consider what can be done to develop individual abilities and confidence
- To increase our communication and co-operation
- To clarify role descriptions
- To develop and maintain support networks
- To ensure that teachers are mostly sensibly employed according to the school's needs and the teachers' talents.

In various ways, all of the above aims deal with the pastoral care of the individual.

Teachers new to teaching since 2004 will need to be classified according to the requirements of the National Teaching Standards and will need to be monitored by the Assistant Principal for Teaching and Learning as part of a reaccreditation process. Teachers would be expected to work their way from Graduate teacher to Proficient, Highly Accomplished and Lead teacher by seeking appraisal as they progress against the National Teaching Standards.

Procedures

The appraisal process is both informal and formal.

The informal aspects of the process are continuous and take a range of forms including self-development and collegial appraisal. Informal appraisal may include reflective discussion, critical comment, documentation to BOSTES, classroom observation and team teaching.

From time to time, as part of College auditing, registration or periodic review as decided by the College community, a formal appraisal process will be employed.

The formal appraisal process will include written reports produced by

- The individual being appraised
- Peer(s) chosen by the individual
- The Subject or Guidance Co-ordinator and/or the Principal
- An external consultant engaged by the College (if a consultant is appointed)

The formal process may include formal interviews, and an outside management consultant may be appointed to conduct the process.

Specific details concerning the structure and completion of these reports will be decided by the College community at the time of initiation of a formal appraisal process.

Assessment Policy

Philosophy

Assessment is the process of collecting information about student achievement and performance in order to indicate to parents and students the level of progress achieved in fulfilling the curriculum goals. The College believes that in years 7-12 it is important to provide regular and reliable information about the extent to which students have met course outcomes and so to better enable students to achieve their personal best. A variety of assessment procedures is used in order to cater for diversity of individual strengths and talents and to increase the validity of the measurement of different course outcomes. Assessment opportunities are spaced to measure and observe the student's progress throughout the whole course.

Guidelines

- Assessment is carried out in order to provide students feedback about their learning and information for parents and students in the form of a report.
- Each student will be assessed using a variety of tasks in each course encompassing the range of syllabus objectives.
- Assessment tasks are scheduled throughout the course.
- Each student will receive an assessment outline showing weightings for individual tasks for each course.

Procedures

Years 7-10

- Teachers will use continuous assessment for each course. Assessment tasks could take the form of some or all of the following: Written tests/ examinations, Oral presentations, Group work, Excursion Report, Practical work, Essays, Projects/ research.
- Years 7-10 will receive an assessment handbook indicating the procedures and requirements of the assessment program in each course.
- Teachers create and administer assessment tasks in accordance with the requirements of their syllabus and Board of Studies advice. A copy of each task is to be given to the Coordinator and is to be archived at the end of each year.
- General subject information is detailed in the Junior Course book issued to all students at the end of Year 8.

Years 11-12

- Year 11 will receive a Senior Subject Coursebook detailing the procedures and requirements of the Preliminary and HSC Courses.
- A booklet entitled *Preliminary Assessment Handbook*, containing procedures and requirements will be issued to all students at the beginning of Year 11. The *HSC Assessment Handbook*, containing procedures and requirements will be issued to all students at the beginning of Year 12.

- Each of these Assessment Handbooks will contain the outline of assessment for each course, including the number of tasks, the general time and nature of each task, their weighting and the outcomes to be assessed in each.
- Specific dates for assessments are given to the Assistant Principal – Teaching and Learning at the commencement of each term and issued to students by the Curriculum Coordinator as a Term calendar.
- Teachers create and administer assessment tasks in accordance with the requirements of their syllabus and Board of Studies advice. A copy of each task is to be given to the Coordinator and is to be archived at the end of each year.
- Feedback on achievement in tasks is to be provided to students in a timely manner.
- Departments are responsible for storing and updating the results of assessment tasks in Accelerus, and in other readily accessible forms on the computer network. A hard copy must be kept by all subject departments in a centralised place.
- The College IT department is responsible for the back-up of the Accelerus database so that the Curriculum Coordinator has access to assessment results at all times.
- The College follows a Board approved process of appeals for senior assessment marks.

Attendance Policy

Philosophy

'A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment...a love of learning...a holistic view of education... and the integration of life and faith and wise stewardship.'
Good Samaritan Teaching and Learning Framework.

St Scholastica's College recognises that to ensure students are engaged by their learning, punctuality and reliability need to be fostered. These habits will contribute to a student's connection with the school community and encourage their engagement in their learning journey. In partnership with parents, the College is responsible for promoting the regular attendance and encouraging this is a core responsibility of the College.

Students at the College are expected to attend school from 8:50am to 3:20pm, every day of the school year. This requirement is crucial in meeting the Board of Studies guidelines and accurate records must be kept by the school regarding student attendance noting absenteeism and lateness.

Guidelines

- Students are to attend homeroom by 8.50 am. Homeroom teachers are to mark the roll, noting only students in the room. Students arriving after 9.00 am should sign in at the office.
- Parents/carers will be informed of late arrival or absences as soon as possible.
- Absences (explained or unexplained) and late arrivals will be noted on the semester report.

Lateness

- It is the responsibility of the student to arrive at school by 8:50am. Parents/carers need to provide written or email confirmation as to the reason for a student's late arrival either before or soon after the event.
- It is the role of the homeroom teachers and Guidance Co-ordinators to monitor lateness, particularly if it recurs. Parents/carers of absent students or late arrivals will usually be notified by SMS or email to assist in rectifying the recurrent late arrivals.
- Guidance Co-ordinators follow up on students who are regularly late or absent. Guidance Coordinators may ask students to attend afternoon detention if lateness is an ongoing issue.

Concerns regarding Absenteeism

- It is the expectation of the College that students attend college every school day.
- Parents/carers should contact the school to explain the absence either before or when the student returns to school (written note, email or text from a phone/email address on record).
- Homeroom teachers are to ensure notes explaining absences are brought, recorded and filed.
- Guidance Co-ordinators notify parents if absences are of concern. A letter expressing concern regarding absences will be sent if the number of days missed becomes an issue.
- Guidance Co-ordinators consult with the Principal, School Counsellor or Assistant Principal-Pastoral Care about how to best follow up students whose absences are of concern. An *Action Plan* may be agreed upon by the College and the parent/carer. Ongoing support is offered to the student which may include counselling either at school or in the community.
- Students with significant absenteeism will be reported to CCYP (Neglect of Educational Needs) if deemed of significant concern by the Principal, School Counsellor or Assistant Principal- Pastoral Care.
- Senior students are permitted to leave after period 5 at the discretion of the Guidance Coordinator

Exemption from School (under Section 25 of the Education Act 1990)

- Requests for extended absence from school are applied for one week in advance. An *Exemption From School Certificate* may be issued for a period of up to 100 days with the approval of the Principal. Application Forms are available on the school webpage: http://www.scholastica.nsw.edu.au/html/contact_us_get_in_touch.html OR from the office of the Assistant Principal- Pastoral Care.
- Exemption from the compulsory education requirements of the Education Act may be granted by the Principal when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered. Exemptions granted by the Principal cannot total more than 100 days in a 12 month period. Exemptions of more than 100 days must be referred to the Minister. Procedural fairness

must be accorded to an applicant for an exemption. Records are kept to ensure that 'leave granted' does not exceed that which is allowable.

Removal of Students from the Attendance Roll

A student's name will be removed from the attendance roll if:

- advice has been received from parents/carers their daughter is enrolled in another school or
- advice has been received from parents/carers their daughter is registered with the BOS for home schooling.

If a student under 17 years is absent for a significant period and parents/carers are un-contactable, CCYP (Neglect of Educational Needs) will be contacted by the Principal, School Counsellor or Assistant Principal- Pastoral Care.

Roll Procedure

- The College keeps an electronic register of attendance in accordance with government guidelines.
- Clear information is made available to both students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The practices surrounding attendance are outlined in the Student Diaries. These practices are also articulated by the Assistant Principal -Pastoral Care in the newsletter and in Guidance Coordinators' communications throughout the year.
- A roll is marked at the start of each day. In addition a roll is taken during each lesson.
- Teachers mark students as absent if they are not present in the room. This absence remains as unexplained until an explanation is received by the office or homeroom teacher at which point the appropriate absence code is entered against this student.

SYMBOLS TO BE USED FOR EXPLANATION OF STUDENT ABSENCE

A	The student's absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: <ul style="list-style-type: none"> • A medical certificate is provided or • The absence was due to sickness and the Principal accepts this explanation. The Principal may request a medical certificate in addition to the explanation if the explanation is doubted or the duration of the absence is more than four days.
L	The Principal may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the principal. Additional days for students not of compulsory school age may be recorded at the principal's discretion. This symbol is recorded where a student's absence is due to reasons accepted by the Principal due to: <ul style="list-style-type: none"> • Misadventure or unforeseen event • Participation in special events not related to the school • Domestic necessity such as serious illness of an immediate family member • Attendance at funerals • Recognised religious festivals or ceremonial occasions
E	The student was suspended from school
M	The student was exempted from school
F	A senior student participating in a flexible timetable not present because they are not required to be at school
B	The student is absent from school on official school business. This symbol is recorded where the Principal approves the student leaving the school site to undertake: <ul style="list-style-type: none"> • Work experience • School sport (regional and state carnivals) • School excursions
H	The student is attending two or more educational settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis. This symbol is recorded where the educational setting is separate to the mainstream school such as: <ul style="list-style-type: none"> • Tutorial centre and programs • Behaviour schools • Juvenile justice • Hospital schools

Appendix 2: Office - Student Attendance Administration

Appendix 3: Staff – Student Absence Follow-up and Student Care Procedures

Bullying Policy

Philosophy

St Scholastica's College ...is a Christ-centred, inclusive community.

It recognises and respects the dignity, individuality and culture of each person.

Each student has the opportunity to take responsibility for her learning in a positive environment which offers an education in faith and the freedom and responsibility to learn.

- *St Scholastica's College Mission Statement*

We value....respect for individual differences so that 'the strong have something to strive for and the weak nothing to run from'. – *Good Samaritan Education- Philosophy of Student Wellbeing*.

St Scholastica's College community believes in fostering a caring environment where there is mutual respect for individual differences. We believe every person has the right to be happy, safe and welcome in our College and this is expressed in our motto- *Pax*. Everyone has the responsibility to protect this fundamental right and ensure our school remains a Christ-centred, inclusive community.

Guidelines

Bullying is hurtful and persistent behaviour by a person or group that causes another person or group physical harm, emotional discomfort or pain. It is not an isolated incident or a single act of aggression. Bullying may be deliberate and planned or unintentional. Bullying can be overt (face to face) or covert (subtle or hidden) and may take many forms:

- Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats, malicious or suggestive comments
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting, restraining, sexual abuse
- Social e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures
- Emotional e.g. spreading rumours, dirty looks, hiding or damaging possessions
- Cyber-bullying using social media and messaging services, inappropriate use of camera phones.

Staff and students are responsible for ensuring that hurtful and persistent bullying behaviours are not tolerated and are responded to quickly and appropriately. The Staff *Code of Conduct* and the *Code of Rights and Responsibilities* (for students) outline that all members of the community are responsible for maintaining the wellbeing of others at the College. Staff and students are to follow the correct procedures to ensure that the bullying behaviour is investigated and the school takes the appropriate response.

Procedures

STAGE 1 - INFORMAL MEDIATION

Teacher Mediation:

This process is to be used by teachers when they observe an instance of bullying. The following are guidelines for this procedure:

- All teachers must deal with situations they suspect as bullying and restorative justice protocols should be used. The *Code of Rights and Responsibilities* contained in our school diary may be referred to
- If the teacher feels that the situation does not demand a more serious intervention, he or she must informally mediate between the students in the classroom or immediately after the class has finished
- If the situation is deemed to be serious by the teacher it must be referred to Guidance Co-ordinator for formal mediation
- All instances of bullying/and or intentional aggression are to be recorded by the teacher and reported to the Guidance Co-ordinators for their records.

Student Mediation (Big Sisters):

This process is to be used by students trained in restorative justice with or without teacher referral.

This process:

- is to support junior students (Year 7 and 8) in the development of resilience and socio-emotional skills
- does not initially involve adults unless student mediators ask the Guidance Co-ordinator to follow-up with the students.
- ongoing liaison between the Big Sisters and the Guidance Co-ordinator is essential.

STAGE 2 - FORMAL MEDIATION

- This process is to be initiated and run by Guidance Co-ordinators. A process of formal mediation should be conducted using restorative justice protocols. Guidance Co-ordinators should keep a record of the incident.
- Parents of students involved should be informed of the outcome and the strategies/consequences for the behaviours of the students.

STAGE 3: FORMAL MEDIATION AND CONFERENCING

- Principal or Assistant Principal- Pastoral Care to interview the students involved
- Parents are informed and may choose to attend any follow-up interview
- Consequence is determined by the Principal and/or Assistant Principal- Pastoral Care
- External agencies (e.g. counselling agencies or the Police Liaison Officer) may be contacted to provide ongoing support.

STAGE 4: FORMAL MEDIATION AND CONFERENCING (Severe or Persistent Bullying)

- Principal and/or Assistant Principal- Pastoral Care to interview the students involved in a serious incident
- External agencies (including but not limited to the Police Liaison Officer) to be contacted
- Parents are informed and must attend the follow-up interview
- Serious consequence (suspension or expulsion) may be determined by the Principal.

ISSUE AND RELEVANT LEGISLATION

Providing safe and supportive environments	Education Act 1990
Negligence and duty of care	Civil Liabilities Act 2002
Physical assault	Crimes Act 1900
Use of a carriage service for transmission of inappropriate content	Crimes Act 1900
Negligence and duty of care Children and Young Persons (Care and Protection) Act 2012	

CONTACT INFORMATION

Police Liaison Officers – Mascot Police Station 83387385

Appendix 4: Student Diary - Code of Rights and Responsibilities

Child Protection and Reportable Conduct Policy

Philosophy

'Saint Scholastica's College is a Good Samaritan Catholic Day and Boarding school. The College is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person'.

St Scholastica's College Mission Statement

At St Scholastica's College we believe that all students in our care should grow up in an environment which enables them to develop physically, intellectually, socially, emotionally and morally in conditions of freedom, dignity, safety and security. This policy acknowledges the College's commitment to child-centred practice which values the well-being of our students and details legislation relevant to their care and protection. This policy includes the handling of allegations of abuse, harassment and discrimination.

Scope of the Policy

This policy applies to all College personnel including employees, volunteers, religious and contractors. For the purpose of this policy the College mandatory reporter is the Principal or Principal's nominee. All staff are required to report any situation where the staff member becomes aware that there may be an issue in relation to child protection or an allegation of reportable conduct.

Legislation

All personnel are required to familiarise themselves and comply with the relevant child protection legislation, including but not limited to the following legislation:

Ombudsman Act 1974 (Amendment)
Commission for Children and Young People Act, 1998
Child Protection (Working with Children) Act 2012
Child Protection (Working with Children) Regulation 2013
Child Protection (Prohibited Employment) Act, 1998
The Children and Young Persons (Care and Protection) Act, 1998
The Child Protection (Offenders' Registration) Act, 2000

College personnel are also expected to comply with the following:

Good Samaritan Philosophy of Student Wellbeing 2012
Good Samaritan Care and Protection of Students 2002.

Staff Informed about Legal Responsibilities Relating to Child Protection

St Scholastica's Child Protection Policy is available to all members of staff and informs them of their legal responsibilities relating to child protection. Staff undertakes annual training updates on Child Protection. They are required to acknowledge receipt of any documentation as well as their understanding of it and agree that they will implement it to ensure the safety and welfare of all students. The College maintains a record of their written acknowledgement of this obligation.

All new staff is taken through the Child Protection Policy and complete a Working With Children Clearance before commencing work with the College.

Staff Informed about Requirements to Notify and Investigate Allegations of Reportable Conduct

St Scholastica's College requires all staff to be familiar with all the requirements of the legislation. Regular in-service is held for staff on this most vital aspect of working with children. Staff are given copies of relevant documents relating to their responsibilities as Mandatory Reporters. Staff are in-serviced using CEC and AIS Training Resources including the *Keep Them Safe Training Resource* www.KeepThemSafe.nsw.gov.au.

Employment Screening and Notification Requirements

St Scholastica's College meets the employment screening and notification requirements of the *Commission to Children and Young People Act 1998*. The Business Manager's office carries out this process for all members of staff prior to the commencement on duty at the College and maintains all appropriate records for the day and boarding school. The Business Manager will ensure that all staff maintain a current Working With Children Clearance.

Each staff member must apply for their own Working With Children Check once every five years. Paid workers are required to pay a fee for the five year clearance. Volunteers are not required to pay for the clearance. The Business Manager will verify a child-related worker's or a volunteer's clearance number and stores records in date order for monitoring. Cleared applicants will be subject to ongoing monitoring and relevant new records could lead to the clearance being revoked. It is the individual's responsibility to apply for the Check which can be done by going to the website <http://www.kids.nsw.gov.au/Working-with-children/>, completing and submitting the relevant form. Existing employees must have undergone a new check by the end of the phase in period.

Reporting Allegations

Staff must report to the Principal, or Principal's nominee concerns about a child /young person where

- the staff member is aware of an allegation of child abuse;
- the staff member has formed a belief that a child is in danger of, or is, being abused; or
- a child is in need of care.

Failure to report allegations or suspicious of child sexual abuse of a child who is under 16 years of age, based on reasonable grounds, is an offence under Section 316 of the NSW Crimes Act.

Mandatory Reporting

A report will be made to the NSW Community Services by the Principal or Principal's nominee if they have:

- Reasonable grounds to make a report
- A current concern about safety, welfare or wellbeing
- A suspicion of risk of harm

The Principal or Principal's nominee uses the Mandatory Reporter Guide 2013 (MRG) to make a decision about whether to make a report. A report may be made to Community Services or the School Counsellor for referral to a support agency in the area. A record of the referral and the reference number of the notification is kept by the Principal or Principals' delegate. It is filed in the student secure file. Staff members may report themselves to the Principal or Principal's nominee.

Reportable Conduct

Under the Ombudsman Act 1974 (Amendment), certain conduct of personnel is required to be reported to the NSW Ombudsman. The Ombudsman Act defines a child as a person under the age of 18 years. Section 25A of the Ombudsman Act defines 'reportable conduct' as:

- a) any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornographic offence), or
- b) any assault, ill-treatment or neglect of a child, or
- c) any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

- a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards, or
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures, or
- c) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA (which is any reportable allegation or reportable conviction against an employee of the agency of which the head of the agency becomes aware.)

Investigation of Reportable Conduct

Any allegation of reportable conduct or conduct that is inappropriate, or conduct that is inconsistent with the College's values or the *Good Samaritan Philosophy of Student Wellbeing 2012*, *Good Samaritan Care and Protection of Students 2002* may be subject to investigation. An employee, against whom a reportable allegation has been made in the course of employment, is to be informed by the Principal or Principal's nominee of the reportable allegations made against them.

A full investigation of suspected reportable conduct must be carried out. The finding of this investigation are given to the Head of Agency. The Principal is the Head of Agency for St Scholastica's College. The Head of Agency must make appropriate reports to the Ombudsman within 30 days, and if required Family and Community Services.

Employees should also be made aware that there are rights of access to investigation files and avenues of dispute resolution (excluding the name of the notifier except in certain circumstances). Employees should also be given full details regarding the process of enquiry, the panel or person appointed to investigate the reportable matter.

The College may suspend an employee with pay or take other action as deemed appropriate by the College pending this investigation. The College may also take disciplinary action, including termination of employment where it is deemed appropriate following an investigation.

See Appendix 5: ***Staff Child Protection Operational Procedure***
 Staff Procedures - Child Protection and Reportable Conduct

Code of Conduct

1. INTRODUCTION AND PURPOSE

In performing your duties, it is expected that you will avoid by word, action or public lifestyle, anything which is contrary to the teachings and values of the Catholic Church.

You have a responsibility to meet the standards of professional and ethical behaviour required by St Scholastica's College, the public, the Catholic community, parents and the profession itself.

You must familiarise yourself and comply with the mission, vision, values, policies, procedures and guidelines of St Scholastica's College. In the absence of policy, for clarification of policy, or, if faced with a policy, which is at variance with your own view, you should discuss the matter with the Principal to resolve the issue.

This Code of Conduct sets out the standards of conduct and personal behaviour required of you.

2. SCOPE

This Code of Conduct applies to all personnel (including employees, religious and contractors) so that they can meet professional and ethical standards of behaviour and act in accordance with the mission, vision and values of St Scholastica's College.

This Code of Conduct also applies to volunteers to the extent that its provisions are capable of having application to the activities of that group.

3. CODE DETAILS

3.1 Legal Compliance

You must comply with legislation, regulations and standards relevant to your position, and always act in accordance with your legal duty of care. This includes, but is not limited to, legislation relating to industrial relations, child protection, privacy, discrimination and occupational health and safety.

3.2 Professionalism and Ethics

In the performance of your duties, you are required to comply with this Code of Conduct and maintain professional and ethical behaviour at all times

You must respect the dignity, rights and views of others by:

- listening to and seeking to understand different points of view (this does not necessarily mean agreeing with the point of view);
- respecting cultural, ethnic and religious differences;
- acknowledging the genuine contributions that others make in meeting the mission of St Scholastica's College;
- expressing constructive feedback that is considerate and moderate in its tone;
- being courteous, sensitive, and considerate to the needs of others;
- being honest in communications;
- actively managing workplace conflict involving yourself or employees under your supervision to create positive and constructive outcomes;
- informing people of their rights and entitlements where appropriate;
- working co-operatively and collaboratively with others to achieve common goals and a harmonious work environment; and
- supporting the personal and professional development of employees under your supervision.

3.3 Ethics

You will perform any duties associated with your position diligently, impartially and conscientiously, to the best of your ability. You will:

- maintain and improve the skills, knowledge and competencies required for your position;
- keep up to date with advances and changes in the body of knowledge and the professional and ethical standards relevant to your area of expertise;
- exercise care, responsibility and sound judgement when carrying out your duties and conform to the principles of natural justice;
- ensure procedural fairness is followed in all processes;
- maintain adequate documentation to support any decisions made;
- undertake to the best of your endeavors to be mentally and physically fit to carry out your employment responsibilities at all times, refrain from carrying out your duties if under the influence of alcohol, any illegal substance, or any drug which impairs your performance or poses a safety risk to yourself or others;
- not tolerate dishonest behaviour by colleagues or others;
- not take or seek to take improper advantage of any official information gained in the course of employment;
- not take improper advantage of your position to benefit yourself or others; and
- not allow personal political views/affiliations or other personal interests to influence the performance of your duties or exercise of responsibilities.

3.4 Compliance with Lawful Direction

You will recognise legitimate authority within St Scholastica's College. You will carry out the reasonable directions of management. Failure to do so may result in disciplinary action, including the termination of employment.

3.5 Conflict of Interest

You have an obligation to ensure that there is no actual or perceived conflict between your personal interests and professional duties. In general, if any personal advantage is obtained or may be perceived to be obtained, there is potential to bring your actions into question.

As a rule of thumb, a good test to apply to difficult situations would be for you to ask how you would react if all staff were informed of your conduct or behaviour. If you would feel uncomfortable then you should seek advice prior to proceeding.

Some examples where conflicts of interest will or may arise follow; these have been categorised into three main types:

1. *Activities which automatically result in a conflict of interest and therefore must be avoided:*

- acting as a supplier (either in a personal capacity or through your business) of goods or services to St Scholastica's College, yourself, or anyone you deal with in a professional capacity (unless this has been discussed with and approved by the Principal);
- being involved anywhere in the purchasing process when an associate's business is the supplier of goods or services (unless this has been discussed with and approved by the Principal);
- being involved in the paid tutoring of students who are in your class; and
- being a member of an interview panel where your spouse, partner or near relative is an applicant.

In the examples given above, the position you hold in the organisation is significant and it is inappropriate for you to delegate the arrangements to a subordinate and expect that any conflict is automatically removed.

2. *Activities which will result in an actual or perceived conflict, unless formal procedures are followed, for example:*

- accepting a discount on a personal purchase from a business you deal with in your professional capacity;
- providing private paid services in your own time, for which you are already being paid by the College; and
- accepting gifts, including hospitality, which may be linked to or be perceived as a link to the letting of a contract or tender.

In these types of cases, it is important for you to declare your interests to the Principal who should ensure the processes are documented and transparent to the community and all interested parties.

3. *Activities where a conflict of interest may occur or be perceived, depending on the circumstances, for example:*

- assessing external applications for community use of St Scholastica's College conference facilities when you are an active member of the local book society which is looking to book the facilities.

You have an obligation once you become aware that there is, or may be, a potential conflict between your personal interest and professional duty (whether real or apparent) to immediately inform the Principal and seek guidance on how or if to proceed.

In general, it is not necessary for you to obtain permission to be involved in voluntary or unpaid activities. However, where a conflict of interest arises between these activities and official responsibilities, you have an obligation to raise the issue with the Principal.

3.6 Acceptance and /or Giving of Gifts or Benefits

It is expected that you will never solicit any gifts or benefits. Nor should you accept gifts or benefits either for yourself or for another person which might in any way, either directly or indirectly, compromise or influence you in your professional capacity.

Gifts of a nominal value generally used for promotional purposes or moderate acts of hospitality offered as a genuine "thank you" by a student, parent or other party may be accepted by you as long as they have not been solicited.

Gifts or hospitality offered as an inducement to purchase, provide information or treat favourably are not acceptable regardless of their monetary value.

Acceptance of gifts and hospitality is a matter of judgement for you, as an employee, however, you must be satisfied that your position will not in any way be compromised or appear to be compromised by acceptance of the gift or hospitality. If accepted, you must consider what is 'reasonable' and, if made public knowledge, how would you be perceived, what may be the impact upon your personal or professional reputation, and how might it impact upon future dealings with clients, stakeholders and contractors.

3.7 Reporting of Improper Conduct

You have a responsibility to report immediately to a relevant senior staff member any suspected cases of improper conduct.

3.8 Secondary Employment

Full-time employees must inform the Principal prior to engaging in any secondary employment or business activity, including a family company, in case there is a possibility of a conflict of interest that could adversely impact on St Scholastica's College's financial position, services, clients or St Scholastica's College's standing in the community.

Part-time employees are entitled to work in a secondary capacity outside St Scholastica's College provided the Principal is informed if there is a possibility of a conflict of interest that could adversely impact on St Scholastica's College's financial position, services, clients or St Scholastica's College's standing in the community. Where requested by the College, a part-time employee will provide details of any secondary employment.

3.9 Management of Resources

You must use College resources economically and ethically. College resources include finances, facilities, equipment, vehicles, and any other property which is the responsibility of St Scholastica's College. You have a duty to ensure that St Scholastica's College resources are used only for their intended purpose, are well maintained and secured against theft or misuse.

You are fully accountable for the use of St Scholastica's College work time and resources. You should not use work time or resources for an outside interest or personal gain; examples include the development of a new commercial idea or writing a book.

You have a duty to report any improper use, waste or abuse of resources, corrupt or fraudulent conduct or inadequate administration or accountability.

3.10 Protected Disclosures

In reporting any improper use, fraud, waste or abuse of resources, corrupt conduct, inadequate administration or accountability you are entitled to seek support and protection when making such disclosures, and to be notified of the action taken or proposed in relation to the disclosure.

You are not entitled to protection for disclosures which, on investigation, are found to be vexatious or malicious allegations; you may be liable for disciplinary action as a result.

3.11 Confidentiality

St Scholastica's College's employees must not divulge, either during employment or after leaving St Scholastica's College, any confidential information gained as an employee of St Scholastica's College that could adversely affect St Scholastica's College.

4. INTERACTION WITH OTHER POLICIES OF ST SCHOLASTICA'S COLLEGE

It is expected that this Code of Conduct is read and understood in conjunction with the existing policies and procedures of St Scholastica's College. In particular, it is expected that you understand and regularly review the following policies of St Scholastica's College:

- *Grievance*
 - *Discrimination, Bullying and Harassment*
 - *Email and Internet*
 - *Occupational Health and Safety*
 - *Child Protection*
 - *Complaints*
 - *Appraisal*
-

5. BREACH OF THE CODE OF CONDUCT

Proven breaches to this Code of Conduct by you can result in, but are not limited to, any one or more of the following:

- Disciplinary action
- Dismissal
- Notification to an external agency
- Criminal charges

Contractors who engage in unacceptable behaviour may have their contract of engagement with St Scholastica's College terminated or not renewed.

College Administration, Management, Reporting and Public Communication

Policy and Procedures

Philosophy

'Saint Scholastica's College is a Good Samaritan Catholic Day and Boarding school. The College is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person'.

St Scholastica's College Mission Statement

St Scholastica's College recognises its responsibility to communicate with various interested stakeholders to ensure the College fulfils its mission and complies with its statutory obligations.

Procedures

The following procedures will apply to ensure St Scholastica's College's reporting and accountability obligations:

Reporting To The Board Of Studies, Teaching And Educational Standards

The College will notify the Board of Studies, Teaching and Educational Standards on matters pertaining to the management and operation of St Scholastica's College. The responsible persons* at St Scholastica's College are:

- The Chair of the Board
- The Board of Directors
- The Principal (or delegate)

St Scholastica's College will conduct induction for each of the responsible persons identified in the policy to ensure they are familiar with and understand their responsibilities under the Act. This induction will take place upon the appointment of a responsible person and prior to this person commencing their duties and annually at the first St Scholastica's College Board of Directors Meeting.

The Principal will notify the NSW Board of Studies, Teaching and Educational Standards regarding any changes which may impact on requirements for Registration and Accreditation.

Returns to the Board of Studies, Teaching and Educational Standards

The Principal will be responsible for providing a return to the Board of Studies, Teaching and Educational Standards if, following an investigation by a relevant agency or authority, the school is formally notified in writing by that agency or authority of an alleged breach of any of the following legislation:

- *Ombudsman Act 1974*
- *Commission for Children and Young People Act 1998*
- *Institute of Teachers Act 2004*
- *Disability Discrimination Act 1992*
- *Work Health and Safety Act 2011*
- *Environmental Planning and Assessment Act 1979*
- *Food Act 2003 (NSW)*
- *Explosives Act 2003*
- *Building Code of Australia*

Notification will be provided to the Board within fourteen (14) working days of the formal notification of an alleged breach. If the event of the investigation involving the Principal of the College, the Chair of the Board will make the returns to the office of the Board of Studies.

Management and Operation of the College

Where a notification in relation to a 'responsible person' is required the Principal will make the relevant notification to the Board of Studies, Teaching and Educational Standards.**

Where there has been an appointment of a new Principal the Board of Studies, Teaching and Educational Standards will be notified within one (1) month of such change occurring by the Chair of the Board of Directors.

Where the College has been sold, written notice will be given by the purchaser to the Board of Studies, Teaching and Educational Standards within seven (7) days of completion of the sale.

Where the College intends to change its name, written notice will, be given one (1) month prior to such change taking effect, by the Principal to the Board of Studies, Teaching and Educational Standards.

Staffing of the College

Where there is a turnover of half or more of the teaching staff during any twelve (12) month period, the Principal must inform the Chair of the Board of Directors in writing. The Principal will notify the Board of Studies, Teaching and Educational Standards at the commencement of the next new term.

Curriculum

The Principal will notify the Office of the Board of Studies where the College:

- increases the scope of its curriculum by teaching one or more courses in a KLA from which it has not previously taught any courses. The Board of Studies, Teaching and Educational Standards must be notified within one (1) month of such a change being implemented.
- intends to deliver all or a significant part of students' courses of study by means of distance education. The Board of Studies, Teaching and Educational Standards must be notified at least nine (9) months prior to the implementation of such a change. This excludes situations where a school that does not normally deliver courses by means of distance education provides units of work/activities for a student who has been granted leave by the principal and/or courses of study that its students access through outside tutors or external providers.

College Premises and Buildings

The Principal will notify the Board of Studies, Teaching and Educational Standards where the College intends to:

- add another campus. The Board of Studies, Teaching and Educational Standards must be notified at least three (3) months prior to the implementation of such a change.
- move to a new site. Written notice must be given to the Board of Studies, Teaching and Educational Standards by the principal (or equivalent) and/or proprietor of the College three (3) months prior to relocation
- close a campus. The Board of Studies, Teaching and Educational Standards must be notified within one (1) month of such a change.

Boarding College

The Principal will notify the Board of Studies, Teaching and Educational Standards where the College intends to:

- close the Boarding College or change materially the purpose of the residential facility.

Annual Report

The Principal will prepare an Annual Report which will be made available publicly in hard copy and on the College website. The Annual Report will be submitted online to the Board of Studies, Teaching and Educational Standards by 1 July in the year following the reporting year and will include information on:

- School performance in all state-wide tests and examinations in which the College participates, including the Higher School Certificate;
- Details of all teaching staff who are responsible for delivering the curriculum as described by the *NSW Education Act 1990* in terms of the numbers who:
 - Have attained a standard of professional teacher competence as determined by the Minister for Education and Training;
 - Are working towards a standard of professional teacher competence as determined by the Minister.
- Actual and apparent retention rates in secondary schools, with comments on trends/significant features;
- Enrolment policies, including any prerequisites for continuing enrolment and general composition of the student population;
- Summary of policies for student welfare with information on:
 - Changes made to policies during the reporting year;
 - How to access or obtain the full text of policies.
- Summary of policies for student discipline with information on:

- Changes made to policies during the reporting year;
- How to access or obtain the full text of policies.
- Summary of policies for handling complaints and resolving grievances with information on:
 - Changes made to policies during the reporting year;
 - How to access or obtain the full text of policies.
- Priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the College may or may not include targets for student achievement;
- Summary financial information which includes:
 - Income from all sources, including Commonwealth and State grant and subsidies and all private income, including fees and donations;
 - Expenditure on all purposes, including teaching and learning, administration and financing (ie borrowing costs, depreciation, etc).
- Financial information will be based on and reported in a form consistent with the detailed information provided to the Commonwealth Government each year in the Commonwealth Financial Questionnaire.
- The financial information will be presented graphically.
- Any other information requested by the Board of Studies, Teaching and Educational Standards.

In addition to the Annual Report, the Principal will make available to the Minister any information required for the Minister's annual report to Parliament on the effectiveness of schooling in NSW in an online form.

Communication With Good Samaritan Education

- The Principal will attend meetings of Good Samaritan Principals and joint meetings of Principals with Good Samaritan Education.
- The Chair of the College Board will report annually to Members at the Annual General Meeting of the Company.
- The Principal will report annually to Members at the Annual General Meeting of the Company.
- The Principal will report to the College Board at each Board Meeting.
- The Principal will communicate informally with the Board Chair and the Executive Officer of Good Samaritan Education, informing them of critical incidents and serious situations at the College.

Communication With Staff, Students, Parents And Ex-Students

- Regular morning briefings will be conducted during the week for staff and at other times as necessary.
- Teaching Staff will meet regularly with the Executive at meetings which are scheduled on the College calendar.
- Regular meetings of Subject Departments and Guidance Teams will be scheduled on the College calendar.
- A College Assembly will be held during the timetabled school day twice a term. At this assembly students will be kept informed of College events, policies, programs and practices.
- Regular Year meetings will also be used to communicate information to students.
- A College newsletter will be prepared regularly, usually once per cycle (two weeks) during school terms, to inform parents and students of College events, achievements of staff and students, policies, programs and practices and to educate parents and students in the Mission and Vision of the College. The newsletter will be distributed to students and families by email and be published on the College website.
- Information evenings for parents and students will be held at critical stages – on enrolment, entering Year 7, entering Year 9 and entering Year 11.
- The College will be open for tours for prospective or current parents and/or friends of the College on at least one occasion per year.
- The College will organise events which enable parents and other community members to visit the College throughout the year e.g. Open Day, Welcome BBQ, Mothers' and Fathers' Day Breakfasts, Grandparents' Day.
- Parents are encouraged to contact the College at any time to seek information regarding their daughter or general College information.

- Student academic reports are published twice per year and will comply with statutory reporting requirements.
- Formal parent/teacher interviews are conducted twice per year for each year group and parents are given the opportunity to contact teachers for discussion after receipt of student academic reports.
- Regular meetings of the Parents and Friends Association will be attended by the Principal who will report to the Association at each meeting.
- If at any time the College has its period of Registration or Accreditation reduced or withdrawn, the Principal will notify parents in writing and detail the consequences.

Communication with Australian Charities and Not For Profit Commission (ACNC)

- The College will submit the Annual Financial Report from the Company Secretary.

Communication with Federal Government Agencies

- The College will submit annual census data, financial questionnaire and other information as required.

Communication with Catholic Education Commission

- The College will submit annual census data and submission for non-recurrent grants and other information as required.

Communication with Australian Bureau of Statistics

- The College will submit Employment Data quarterly as requested.

Definition of Responsible Persons*

St Scholastica's College requires all 'responsible persons' identified in the procedures to complete a declaration at the commencement of their appointment each academic year. The declaration will specifically declare that as a responsible person they:

- Have not been convicted of an offence that is punishable by imprisonment for twelve (12) months or more
- OR
- Have not become bankrupt, applied to take the benefit of any law for the relief of bankrupt or insolvency debtors, compounds with his or her creditors or made an assignment of his or her remuneration for their benefit
- OR
- If the person is a corporation – is not the subject of a winding up order or has had a controller or administrator appointed.

These declarations are to be forwarded to St Scholastica's College (10) days prior to the first official day of classes at St Scholastica's College.

In the event of a responsible person not being able to make the declaration at the beginning of the academic year, as described above, they will notify the Principal or Chair of the Board in writing of their intention to resign from their appointed position. In the event of a responsible person as identified in this policy becoming aware of a change in circumstances of another responsible person, where that person's 'good character', as defined in the procedures may be in question, they are to disclose this information to the Principal or Chair of the Board immediately. The Principal or Chair of the Board will then request a declaration from the responsible person in question. The declaration will be made and sent to St Scholastica's College within three (3) working days. During these three (3) days or until the declaration has been made, the person in question will be stood down, without prejudice. In the event that the person in question is not able to make the declaration, they will tender their resignation from their position of responsibility to the Principal or Chair of the Board as appropriate, immediately.

In the event of the Principal not completing the declaration or having his or her 'good character' being called into question, the Chair of the St Scholastica's College Board will make the notification to the Board of Studies, Teaching and Educational Standards.

The Principal will notify the Board of Studies and one other 'responsible person' if a 'responsible person' becomes a mentally incapacitated person and becomes

A patient at an institution because of that incapacity

OR

A protected person under the *Protected Estates Act 1983*

** In case of the following events, the Principal will notify the Board of Studies, Teaching and Educational Standards and at least one other 'responsible person' of the circumstances:

- Where the refusal to register, or cancellation of registration, of any school in the five years prior to application for registration is largely attributable to the actions of a 'responsible person';
- Where a 'responsible person' is convicted of an offence punishable by imprisonment for 12 months or more;
- Where a 'responsible person' becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his or her creditors or makes an assignment of his or her remuneration for their benefit;
- Where a 'responsible person' being a corporation is the subject of a winding up order or has had a controller or administrator appointed;
- Where a 'responsible person' becomes a mentally incapacitated person and becomes a patient at an institution because of that incapacity, the Principal will notify the superintendent of the institution of the need to notify the Board of Studies and at least one other 'responsible person' as soon as practicable.
- Where a 'responsible person' becomes a mentally incapacitated person because of being a protected person under the *Protected Estates Act 1983*, the Principal will notify the Protective Commissioner of the need to notify the Board of Studies, Teaching and Educational Standards and at least one other 'responsible person' as soon as practicable.

Computers and Technology Policy

Philosophy

“Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT. While schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade.” The Melbourne Declaration MCEEDYA 2008

“Investigate and Research and seize opportunities” Learning @ Schols

Information and Communication Technologies (ICTs) are now an integral part of the life and functioning of St Scholastica's College. It is a matter for each teacher to make decisions about the most appropriate use of technology for teaching and learning according to the needs and aspirations of the students in their classes. However, it is assumed that teachers will actively pursue the most effective practices, including the use of ICT, in order to maximise the use of facilities provided by the College and the devices students bring to the College.

The College will offer an appropriate level of support for co-curricular and extra-curricular activities that occur on site by members of the College community as needs arise.

When using ICT the following guidelines will assist the teacher:

1. The competent use of ICT for self-regulation, creation, collaboration and communication is an essential aspect of our current global context and should form the basis of all classrooms.
2. Teachers should integrate technology in their teaching in a meaningful and challenging way so that students are motivated to learn in a secure environment.
3. Teachers must judge how their classes will learn best, using the facilities at their disposal.
4. Teachers and students should always act in an appropriate manner when engaged in teaching, learning and communication using ICT.
5. ICT's are considered tools of trade for contemporary educators.
6. Professional development to staff in the use and potential of information technology strategies in the teaching program is on-going.
7. Every student and staff member has access to an e-mail which may be used for the Teaching Learning process and communicating with other students and teachers where necessary.

Procedures

- The College will provide the necessary facilities that staff and students should use for appropriate, school-related purposes and other approved reasons.
- The administration of the College (including student information) will be facilitated through a school management system to which teachers, students, parents and other members of the College community will have appropriate levels of access, as determined by the College.
- Teachers will manage the use of technology in their classrooms and will do so within the scope of both College and KLA expectations.
- The College will provide ongoing technology-related support and professional development to staff as well as appropriate support to students and parents.
- Timely and effective technical IT support will be provided on site for those devices, systems and equipment purchased or otherwise authorised by the College.

- Teachers will be given the opportunity to utilise ICT inside and outside the classroom for collaboration, critical thinking & creative activities that are reflective of contemporary pedagogies.
- It is expected that teachers and students check their school-provided email accounts at least once each school day.
- It is expected that students will not email teachers directly unless invited to.
- It is expected that staff will communicate with students only through their school-provided email account, or an appropriate virtual learning environment, of which their KLA Co-ordinator is an invited member.
- It is expected that teachers will reply to student, parent or other emails within 48 hours of receipt. It is not expected that teachers will reply to emails outside of school hours, unless previously arranged.

Copyright Policy

Philosophy

Copyright is the protection of an author's work from unlawful exploitation by others. Copyright protects the ability of an author to profit from the fruits of their hard work, creativity and initiative. Copyright in the information age has also created new issues and problems, some of them closely linked to the concept of intellectual property.

Guidelines

St Scholastica's College (The College) will abide by and comply with copyright legislation. The College will not condone infringements of copyright and will accept no responsibility for the payment of fines, legal costs or damages awards incurred by or imposed on any member of staff in relation to breaches of copyright.

Procedures

Warning notices, as specified in the Regulations are affixed to, or in close proximity to, each device capable of copying that is installed on the College premises.

The Catholic Education Commission, NSW, on behalf of all Catholic Schools in NSW, is currently party to six Copyright Licence Agreements. Each agreement requires the payment of a per pupil licence fee.

These agreements are with:

- (i) Copyright Agency Ltd (CAL) – for print and digital copying.
- (ii) Screenrights (Audio Visual Copyright Society) and Roadshow – for video and audiotape copying and communication.
- (iii) The Australian Musical Copyright Owners Society (AMCOS) and Australian Record Industry Association (ARIA) Licences – for copying sheet music and the recording of music.
- (iv) Australian Performing Right Association (APRA) – for minor performance and broadcast of music.

Copyright and schools is an area of some complexity and College staff should refer to other documents.

For updates on copyright issues, staff should refer to the CEC website: www.cecsw.catholic.edu.au under Programs/Compliance – Copyright, and to the official guide to Copyright issues for Australian Schools and TAFE which can be found at <http://www.smartcopying.edu.au>.

Staff should refer to the "Copyright Compliance Manual for Teachers" when copying and communicating information for educational use from the internet. A copy is available through the school library and at

<http://www.qcec.catholic.edu.au/upload/publicsite/Finance/copyrightforschools/Copyright%20Manual%20for%20Teachers%20on%20Using%20Content%20Repositiries.pdf> (retrieved 08/01/14).

Critical Incident Policy

Philosophy

‘St Scholastica’s College..... is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person.’

St Scholastica’s College Mission Statement

An integral part of the philosophy of St Scholastica’s College is the total care of the student and all those who belong to the College community. It is based on a belief in the dignity of the person.

St Scholastica’s is a significant part of the student’s social, cultural and emotional system, so preparation for a potential critical incident is helping to create a safe, supportive environment for students and staff members.

The establishment of a Critical Incident Management Team is a vital element in the planning and management of a critical incident. It allows the provision of a caring and safe environment.

Guidelines

A critical incident may be defined as “an event which causes disruption to the College, creates significant danger or risk and which creates a situation where staff, students and/or parents feel unsafe, vulnerable and under stress”.

Examples of such incidents are:

- Sudden death in the College community
- Serious injury of a member of the College community
- Students lost or injured while on an excursion
- Students or staff members being taken hostage
- Violent events
- Witnessing a serious accident or act of violence
- Major vandalism of College property
- Natural or community disaster

The compassion and care underpinning the Good Samaritan philosophy of education will form the basis of any response to a critical incident.

Procedures

In the first instance, in case of emergency, the staff responsible shall report immediately to the Principal or Assistant Principals who will inform the Critical Management team. The Principal is to be notified immediately and given all known factual information. The Principal notifies the Chair of the Board of St Scholastica’s College as soon as possible.

The Critical Incident Team will oversee the safety and welfare of those affected by the incident. The Critical Incident Team will:

- Gather factual information about the incident.
- Set up recovery areas and equipment if required.
- Arrange for the parents of students affected by the incident to be informed.
- Brief the Office personnel on the incident and appoint staff to deal with phone enquiries and/or the media.

- Inform staff via the best method available with up to date information and discuss action plans, receive staff response and decide how students will be informed.
- Inform students of the facts of the incident, the College's response and support services available.
- With the aid of Guidance Co-ordinators and Homeroom Teachers, identify "at risk" students; arrange debriefing and/or support; contact their families if necessary.
- Identify "at risk" staff and arrange debriefing and support if necessary.
- Inform all parents by letter.
- Convene another full staff meeting at the end of the day to gather information, evaluate procedures and for the purpose of debriefing.
- Restore the College to a regular routine as soon as possible.
- Continue to monitor the well being of students and staff.

No staff member or student is to speak to the media except for the Principal or the appointed media contact person.

Curriculum Policy

Philosophy

At St Scholastica's we strive to provide the very best learning opportunities for students in our care. We recognise that education is a holistic process and cater for the spiritual, intellectual, creative, moral, physical and emotional development of our students. It is important that the learning experience is enjoyable and that the College provides a happy and harmonious learning environment.

We provide a broad-based curriculum which ensures a solid grounding in a wide range of subjects as well as allowing students to pursue areas of particular interest and expertise. We seek to offer a flexible curriculum that can be tailored to suit the individual talents and needs of our students.

We wish to foster the growth of our students so that they may achieve to the very best of their potential. We encourage the development of young women with inquiring minds who have respect for others and confidence in themselves. We do this by encouraging and providing opportunities for independent and co-operative learning.

Guidelines

- The curriculum is divided into 3 stages:
 - Stage 4 = Years 7 and 8
 - Stage 5 = Years 9 and 10
 - Stage 6 = Years 11 and 12
- The curriculum is delivered to ensure that the requirements of the syllabuses of the NSW Board of Studies are met, including course objectives, outcomes, assessment and indicative hours.
- The study of Religion is compulsory in each year from 7-12.
- The College provides a diversity in the range of subjects and learning experiences.
- Student progress in courses is monitored and reported on to parents biannually.
- There is integration of students in Years 9 and 10 in a number of elective subjects.
- An important focus on independent and co-operative learning is provided in a number of elective courses, especially History, Geography and Aboriginal Studies.
- The College offers special programs to cater for students' individual talents, interests and needs e.g. a gifted and talented programme, vocational courses.

Procedures

- The timetable is organised to allow for breadth of choice.
- Acknowledging their value, study in Stage 4 is arranged to provide students with a range of experiences in the Creative Arts including Drama.
- The timetable enables significant time for elective study in Stage 5, recognising the value of such study.
- Teachers are encouraged to deliver curriculum by the use of a variety of teaching and assessment methods to allow for differing learning styles.
- Teachers have a duty to foster, in a holistic manner, the intellectual, spiritual, creative, physical, emotional and moral development of students.
- Teachers must foster an environment that encourages independent and co-operative learning in their students.
- Some classes are arranged based on ability grouping where challenge and support can be appropriately offered.

Many co- and extra-curricular activities are offered with the approval of the Principal. They seek to provide students with an opportunity to pursue areas of personal interest, develop their talents and to experience the enjoyment a pursuit with others outside of the usual classroom.

CYBERSAFETY POLICY

St Scholastica's College ...is a Christ-centred, inclusive community.
It recognises and respects the dignity, individuality and culture of each person.
Each student has the opportunity to take responsibility for her learning in a positive environment
which offers an education in faith and the freedom and responsibility to learn.
- St Scholastica's College Mission Statement

We value....respect for individual differences so that 'the strong have something to strive for and the weak nothing to run from'. – Good Samaritan Education- Philosophy of Student Wellbeing.

"Investigate and Research and seize opportunities" Learning @ Schols

Student access to learning technologies is provided for the purposes of research and learning. Students at St Scholastica's College are provided access to services such as email and internet in order to support their educational and administrative needs. These school services are necessary educational tools and must be used in a responsible manner. This policy can never anticipate all possible advances and uses of technology and therefore students who are unsure about their usage should seek clarification as soon as possible.

This Policy is intended to outline the school's expectations when students are using the services provided by the school and when using their personal equipment to communicate to or about members of the school community. If a student acts in a way that is against the contents of the policy, she will be subject to consequences according to the school's Student Welfare Policy.

The school reserves the right to capture, store and review all internet browsing and emails across our school network.

POLICY RULES

1. When using the school services **students will:**

- ensure that communication through internet and email services is appropriate (i.e. consistent with this policy) in content, nature and intent.
- only use the user ID and password issued by St Scholastica's College Glebe and not allow other users to use their username and password.
- understand that the student is responsible for any computer activity undertaken using their username and password. To help maintain security, students will change passwords as advised and notify the College immediately if they think that it is known to another person.
- promptly tell their teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- seek advice from a teacher if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
- ensure that copyright permission is gained before electronically publishing the works or drawings of others.
- always acknowledge the creator or author of any material published.
- keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
- ensure that school services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.
- use social media tools responsibly and respect the College's position on the use of social media on College grounds or when representing the school.

Actions taken through social media can be investigated by the College if deemed to be in breach of College policy and may be investigated by the police in serious circumstances.

2. When using the school services **students will not:**

- disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
- allow others to use their personal accounts.
- deliberately use the electronic identity of another person to send messages to others or for any other purposes.
- use inappropriate programs or intentionally download inappropriate software, graphics or music that is not associated with the learning activity as directed by a teacher.
- damage or disable computers, computer systems or networks.
- disclose personal information about another person (including name, address, photos, phone numbers)
- distribute or use information which is copyrighted without proper permission.
- take photos or video of members of the school community without their consent.

3. When using school services **students will never knowingly** initiate or forward emails or other messages containing:

- a message that was sent to them in confidence, a computer virus or attachment that is capable of damaging recipients' computers, chain letters and hoax emails, spam, e.g. unsolicited advertising material.

4. As a student of St Scholastica's College **students will never** send or publish either through internet sites, e-mail or mobile phone messages:

- unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
- use the internet to access or distribute material that would be judged as offensive by the College Principal or her delegate
- threatening, bullying or harassing material or make unreasonable demands.
- sexually explicit or sexually suggestive material or correspondence.
- false or defamatory information about a person or organisation.
- the school name or crest without the written permission of the Principal.

Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users.

Policy Update

This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated policy. The College Cybersafety Policy and Agreement is printed in the College Diary pp. 26-27.

Diary Use Policy

Philosophy

'A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by..... providing opportunities for students to listen, reflect and evaluate in order to develop a deeper understanding of what they are learning and why they are learning'

Good Samaritan Teaching and Learning Framework

'Read, reflect & revise...apply your knowledge....have high standards'

Learning @ SCHOLS

At St Scholastica's College learning is understood as a collaborative partnership between parents, students and teachers. The diary is one key source of communication between parents/carers, teachers and students. Students are able to use the diary as a tool to help them to work effectively and efficiently at home and school. If students need to be out of class, it is recorded in the diary by the teacher. The diary is a useful tool to assist students with organisation and time management.

Guidelines

- Students record homework, important dates, reminders, test dates and results, and room changes in their diaries.
- The diary is a useful resource for students listing administration information, timetables, the school song, prayers and other relevant data.

Procedures

- Students receive a diary at the start of each school year which is to be kept in good condition. If the diary is lost or defaced the student must purchase a new diary.
- The diary is to be used to record homework, assessments and important events.
- Teachers may use the diary to communicate information to parents/carers.
- If a student leaves the classroom for any reason, teachers note this in the student's diary and on the school database.
- Parents/carers can acknowledge homework and any messages from teachers in the diary.

Disability Discrimination Policy

Policy

‘St Scholastica’s College..... is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person.’

St Scholastica’s College Mission Statement

‘Student well-being is the responsibility of all staff working in partnership with the families in a whole school context.’

Good Samaritan Education- Philosophy of Student Wellbeing

‘A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment which respects individual differences so that the strong have something to strive for and the weak nothing to run from. ” (Rule of Benedict 64:9)

Good Samaritan Teaching and Learning Framework.

St Scholastica’s College takes seriously its obligation under the Disability Discrimination Act (DDA) 1992 and the Disability Standards for Education 2005. These Education Standards set out the rights of students with disability under the DDA in the area of education. They also set out the obligations of education providers, like schools and universities, under the DDA to assist students with disability in the area of education.

The main aim of the Education Standards is to give students with disability the right to participate in educational courses and programs on the same basis as students without disability. This means a person with disability should have access to the same opportunities and choices in their education that are available to a person without disability in all aspects of education.

Sometimes to achieve this aim the Education Standards require an education provider to make adjustments to allow people with disability to take part in education. The College acknowledges the need to care for all its students without discrimination. Where necessary and to the extent possible adjustments are made to allow students with disabilities equal and fair access to a relevant and challenging curriculum and College environment.

The process of working with students with disabilities is always a collaborative one involving the College, the student, the parent/carer and any relevant outside specialists.

Procedures

- The College fosters a climate of tolerance and acceptance of students with disabilities and includes programmes to increase awareness in our Pastoral Care and Social Justice Programmes.
- Students with disabilities have equal access to enrolment at and participation in the College.
- Where required the curriculum delivery is differentiated for particular disabilities as necessary.
- The College will make services available to support students with disabilities.
- There is no tolerance of harassment or victimisation of any student with a disability.

In accordance with the Act the College has installed:

- A lift to give disabled access at every level of the Day College.
- Level pathways to allow mobility impaired access to main teaching block.

- Ramps.
- Painted nosings on steps for sight impaired.
- Access toilets on every level of main teaching block.
- Brailled signage on new access toilets.

All new buildings or alterations to existing buildings have met the requirements of the Disability Discrimination Act 1992 and have had alterations to accommodate any student disability since 2005 according to the Education Standards.

Discipline and Termination Policy

1. INTRODUCTION AND PURPOSE

This Policy sets out the basis upon which St Scholastica's College may take disciplinary action against you, including termination of your employment. In taking such disciplinary action, including termination, the principles of natural justice will apply.

2. SCOPE

This Policy applies to all personnel of St Scholastica's College including employees, religious and contractors and is to operate in a manner that is consistent with any contract of employment or engagement.

3. POLICY DETAILS

3.1 Poor Performance or Misconduct

Circumstances where you may be disciplined or have your employment terminated by St Scholastica's College include, but are not limited to, the following:

- poor performance (for example, where you are unable to satisfactorily undertake the inherent requirements of the job, where work quality, work quantity or work timeliness is unsatisfactory);
- misconduct (for example, being consistently late for work or misusing and / or overusing the internet for personal purposes); and
- serious misconduct (for example, threatened or actual physical assault, verbally abusing or harassing a person at work, theft).

3.2 Disciplinary Action other than Dismissal

Disciplinary action may include, but is not limited to the following:

- verbal and/or written warnings
- suspension

In the case of misconduct, notification to an external agency and/or criminal charges may also occur.

3.2.1 Warnings

The warning process set out in this policy is not meant to be a staged or graduated process. There is no requirement to commence disciplinary action with a verbal warning. Similarly, there is no requirement to give a final written warning prior to termination. The type of warning to be given, if a warning is considered to be an appropriate response, will depend on the circumstances of each case.

(a) Verbal Warning

A verbal warning is the most appropriate method of dealing with unsatisfactory performance or misconduct where:

- informal discussions about your unsatisfactory performance have failed to produce change; or

- a single instance of misconduct occurs which is of sufficient seriousness to warrant formal disciplinary action being taken.

(b) *Written Warning*

A written warning is the most appropriate step in dealing with unsatisfactory performance or misconduct where:

- a verbal warning has already been issued for unsatisfactory performance and the performance problem continues;
- a verbal warning has already been issued for misconduct and another instance of misconduct occurs; or
- no prior verbal warning has been issued, but an instance of misconduct occurs which justifies a written warning.

(c) *Final Written Warning*

A final written warning is the most appropriate step in dealing with unsatisfactory performance or misconduct where:

- a written warning has already been issued for unsatisfactory performance and the performance problem continues;
- a written warning has already been issued for misconduct and another instance of misconduct occurs; or
- no prior verbal or written warning has been issued but an instance of unsatisfactory performance or misconduct occurs which justifies going straight to a final warning letter.

If disciplinary action is taken, a note recording the action taken will be placed on your personal file indefinitely.

3.3 Dismissal

Whilst generally dismissal would only follow after an investigation has been completed, in some cases instant dismissal may be warranted. This situation may arise where the serious misconduct incident was witnessed, blatant and inexcusable. If you are dismissed for serious misconduct you are not entitled to payment in lieu of notice.

Contractors who engage in unacceptable behaviour may have their contract with St Scholastica's College terminated or not renewed.

4. INTERACTION WITH OTHER POLICIES OF ST SCHOLASTICA'S COLLEGE

This Policy shall be read and interpreted in conjunction with the existing policies and procedures of St Scholastica's College, which policies and procedures may impact on the application of this policy. In particular, it is expected that you read and regularly review the following policies:

- *Grievance*
- *Discrimination, Bullying and Harassment*
- *Email and Internet*
- *Code of Conduct*
- *Child Protection*
- *Occupational Health and Safety*
- *Complaints*
- *Appraisal*

Dispensing of Medicines Policy

Philosophy

I have a right to be protected against threats to my health-
St Scholastica's College Rights and Responsibilities.

At St Scholastica's College we believe that all students in our care should grow up in an environment which enables them to develop physically, intellectually, socially, emotionally and morally in conditions of freedom, dignity, safety and security. Medication may be required to assist students in the immediate treatment of acute illness or assist in the maintenance of chronic conditions.

Guidelines

The College supports students through the provision of first aid, providing temporary care when student become unwell at school, and, the administration of prescribed medication and health care procedures. Collection of medical forms, the record of dispensing and other documentation (such as Action Plans) should be kept up to date by the school. The Registrar is the Senior First Aid Officer charged with oversight of these documents and Action Plans.

This guideline regarding dispensing medicine is written to comply with the NSW Work Health and Safety Act 2011, anti-discrimination and privacy legislation, and, demonstrates a commitment to collaboration with parents/carers to support the wellbeing of students.

Procedures

Care of students who become unwell at school

- Students who become unwell at school are best transferred, at the first opportunity, to the care of parents/carers or the Boarding College supervisor. The aim of care given by the school is to make students comfortable in the interim.
- The Registrar is the primary first aid officer and medicine dispensing person on staff. If necessary, in an emergency, the Principal or other staff member may dispense medication if required.
- Self-administration of medication, by a student under adult supervision, may only occur with the approval of the Principal after receipt of a written request and medication is kept in a secure place in the Office.
- Medication must be supplied by parents or carers in the original container clearly marked with the student's name, the name of the drug, the dosage, the frequency of administration and the prescribing doctor's name. Appropriate equipment for administration of the medication should be supplied by the parents. All medication is to be kept in a secure cabinet in the office.

Individual Action Plans (Health Care Plans)

- An Action Plan should be prescribed by the doctor and made available for the student who may require emergency assistance.
- An Action Plan is **required** for any student diagnosed with
 - severe asthma,
 - type 1 diabetes,
 - epilepsy or anaphylaxis and/or
 - diagnosed as being at risk of an emergency and/or
 - requires the administration of health care procedures at school.

All School Staff

- Staff should take sensible measures to protect students against the risk of injury or harm which should reasonably have been foreseen.
- Where staff do not have first aid qualifications, they should provide immediate assistance to ensure that a student receives medical attention in a timely fashion.
- In the event of an excursion, sporting event etc. a student with an Action Plan is to ensure they have medication with them. The supervising teacher should check that all medication is available if required.

- All teachers need to be trained in the administration of medication in emergency situations which are likely to arise in the school, particularly where it is known that a student has a medical condition or serious allergy.
- Staff trained in the administration of injections may perform this if required. Anaphylaxis training is to be completed by all staff including training in the use of EPIPENS or equivalent.

Documentation

- Parents must consult the Principal during the enrolment interview of their child and provide the Action Plan for the school.
- For students who require an Action Plan (above in red), a letter indicating medical advice to the school must be completed by the prescribing doctor.

Administration of non-prescribed medication

- No medication should be given to a student without the written permission of a parent/carer.
- It is the responsibility of the Registrar to ensure that students are given medication only if parent/carer permission has been granted.
- A record of any medication should be recorded in the Medications Register.

Monitoring evaluation and reporting requirements

- The NSW Work Health and Safety Act 2011 (WHS Act) requires the report of any work related incidents within a given time frame. Depending on the type of incident WorkCover may need to be notified.
- Injuries and incidents are to be reported in the School Incident Reporting Register.

Monitoring medicine in the Boarding College

The Boarding College has specific protocols for the administration of medicine. See Protocol for Medicine in the Boarding College

Protocol for Medicine in the Boarding College

Health Care

Supervising staff are in residence in the Boarding College 24 hours per day, 7 days a week and all have Senior First Aid (Level 2) qualifications and training in the administration of Epipens or their equivalent.

In case of emergency, an ambulance will be called. Girls may also be taken to Royal Prince Alfred or Balmain Hospital by supervising staff if deemed unwell.

When girls get sick we use the Glebe Medical Centre whenever possible (ph.: 80706888). For dental issues we use the Glebe Dental Group (ph. 96602927). Our local pharmacy is Glebe Point Pharmacy (ph. 96601170).

All boarding students should have their own personal Medicare card to assist when visiting medical practitioners and collecting prescriptions.

Asthma and Anaphylaxis

If a student has asthma, it is essential that her asthma Action Plan is submitted. Parents/carers should inform us immediately if there are any changes to the management plan. If a student has a food or other allergy, the Action Plan must be provided. She should also have TWO Epipens- one for the school and one for the boarding college.

Medical Appointments

Where possible medical/ dental/orthodontic appointments are to be made out of school hours so that girls do not miss classes.

Medication

Medications must be administered in compliance with existing legislation, and be stored in a safe and effective manner. A range of non-prescription and over the counter medication is available for the relief of minor coughs and colds. These medications may only be given if the parent/carer has completed the *Confidential Medical History* form at the beginning each school year.

Parents must complete the following forms before prescription medication will be dispensed:

- *Medical Advice to the School* (by doctor if prescribed medication is to be given)
- *Request to Dispense Medicine* (by parent if prescribed medication is to be given)
- *Notification of Change to Medication* (if prescription medication is changed)

Medication must be supplied by parents or carers in the original container clearly marked with the student's name, the name of the drug, the dosage, the frequency of administration and the prescribing doctor's name. Appropriate equipment for administration of the medication should be supplied by the parents. Parents should be discouraged from providing medication for children at school unless on Doctor's advice.

All prescribed medication is to be kept in the agreed central location within the Boarding College until the time of administration. In the main boarding college this is in the main office and in Winima House this is in a locked cupboard.

The Boarding Director, after consultation with staff, will nominate at least two members of staff who generally will be responsible for the administration of medication in the boarding college. It is reasonable to expect students to present themselves at the appropriate time and place for their medication but staff minister this at all times and an accurate written record is kept of all medication given to students.

Enrolment Policy

St Scholastica's College is a Catholic Girls' College in the Good Samaritan tradition, open to all who seek a Christian education. As a Catholic school all students, staff and parents must support the ethos of Catholic education.

1. Students must participate in the Religious Education Programme and in the spiritual/ritual life of the College.
2. Parents/Guardians seeking enrolment for their daughter acknowledge that the decision rests with the Principal of the College and that criteria exist which the Principal will refer to in making a decision.

Criteria for an offer of a place

For the Day School, in order of preference:

1. Local Catholic students.
2. Students from Catholic Primary Schools.
3. Students whose parents seek the values of a Catholic education.

For the Boarding School, in order of preference:

1. Catholic country or isolated students.
2. Students whose parents seek the values of a Catholic education.
3. Students wishing to be enriched by the diversity of educational and cultural experiences the College offers.

Parents/Guardians confirm that they accept the policies of the College.

Parents/Guardians make a firm commitment to meet the financial obligations of enrolment into the College OR a firm commitment to adhere to the conditions of any scholarships/bursaries that may have been awarded to their daughter.

E.S.L and Language Across the Curriculum Policy

Philosophy

The school is non-selective and open to students from all backgrounds. Students whose second language is English are encouraged to participate equally in the school's community and learning.

Competence in the English Language is fundamental to full participation in all aspects of learning.

All teachers recognise the responsibility to support students' language/learning development in their classrooms. It is therefore necessary for there to be a whole school across the curriculum approach to language development.

Furthermore, incorporating students' first language and culture into school experiences enhances students' cognitive, spiritual, psychological and emotional development, and increases their self-esteem. Parents, guardians and teachers are partners in their students' learning.

Guidelines

- The school supports mainstream teachers in developing their knowledge and understanding of the relationship between language and learning, in order to cater for ESL needs in their mainstream programs.
- ESL teachers function in a support role to mainstream teachers.
- Staff recognise the difference between students having problems with learning due to being of Non English Speaking Background and students having Learning Difficulties. Staff also recognise that ESL students may have Special Needs in addition to second language difficulties.
- Staff have a positive attitude towards and high expectations of all students.
- Staff create an atmosphere of trust within their class to encourage students to 'risk take' in their language use.
- It is recognised, that in some cases, an ESL approach may be appropriate for Aboriginal students whose first language is an Aboriginal language, or Aboriginal English.

Procedures

- Year 7 and International Students' baseline level of English competency will be assessed by a synthesis of qualitative and quantitative instruments including ESL Scales and Diagnostic English Language Tests (DELTA).
- For entry into Year 11 an IELTS score of 5.5 is considered a minimum requirement, and although entry into the Junior School is more flexible, a good academic record in the student's first language is essential if successful study in English is to be achieved.
- All students will be placed in the educational situation which will best meet their educational needs. For ESL students, this may be in an integrated classroom utilising first language peers as models, or in classes consisting mainly of ESL students. Some students may need to be referred to private Intensive English Centres, if further tuition in the English language is considered necessary.

- ESL teachers' support of mainstream teachers will include Team Teaching, as well as providing advice on the needs of individual learners and suggesting general strategies for improved instruction.
- ESL teachers' support of individual students will include withdrawing students for specialist help and providing tutoring sessions, and providing additional group tuition.
- Appropriate monitoring and assessment procedures will be implemented regularly to assist teachers in their interventions and to encourage students to maintain a sense of personal progress and achievement.

Excursion Policy

Philosophy

An excursion is any activity organised by the school that takes the students outside the school grounds. These may range from a one period walk to Jubilee Park or Glebe Point Road to a two week trip to Japan. In every case the educational rationale should be clear, with the relationship between the excursion and the overall Course obvious.

As we strive to develop each student's capabilities through a variety of learning experiences in a broad curriculum we seek to challenge the creativity, initiative and ability of each student. It is only through opportunities beyond the classroom that we can expand the experiences of our students and reinforce theoretical concepts and outcomes expressed in the syllabuses. In fact, in some subjects there are essential field experience requirements which must be met.

Guidelines

- Each department should have a yearly plan of excursions, cost involved and rationale for the incorporation of field work in the Course.
- Supervising teachers should have a good knowledge of the excursion location and visit any unfamiliar location beforehand.
- Non-excursion periods during the year are to be adhered to so teachers can plan uninterrupted activities and assessments.
- Legal responsibilities are to be noted with excursions organised so that adequate supervision and safety of students are provided for.
- At least one teacher must have First Aid qualifications.
- For water or near water activities at least one teacher is to have CPR training.
- Public transport must be used wherever possible. If the school bus or car is used the driver must be appropriately licensed.
- For overnight excursions at least one teacher must have CPR training and detailed medical information on each student must be obtained from parents.
- Parents and guardians must be informed in advance with a "Permission Note".
- Students may not attend excursions unless they have permission of parents. This may be done through email or by a signed permission slip.
- Cost is an important consideration and excursions must be budgeted carefully so that costs are covered. While costs are covered, any small profit incurred by rounding up fees to the nearest dollar will be deposited into the general excursion fund to assist students in financial difficulty. All money is to be paid directly to the College bursar and a receipt will be issued to students.
- Students are not to be excluded from excursions for financial reasons.
- Worksheets should accompany excursions and follow-up work completed at school.
- Any accident that may occur must be promptly reported to the Assistant Principals or Principal.
- A mobile phone must be taken on any overnight excursion and the school contacted daily.
- If bushwalking or camping, the local police must be informed.

Procedures

- Submit an “Excursion Proposal Form’ to the Subject Co-ordinator and Guidance Co-ordinator for their signatures.
- Attach a list of students’ names and a completed Risk Assessment Form to the Excursion Proposal Form and submit these to the AP, Teaching and Learning who will give approval and keep the paperwork on file.
- Book any venue or transport, develop worksheets and calculate costs.
- Complete “Excursion Permission Forms” and distribute to the class. If for some reason students are dismissed from the venue rather than returning to school then this must be clearly expressed to parents who must then give their permission.
- Students pay any costs to the Bursar and give receipt and permission slip to the teacher.
- Unless the excursion is of such a nature as to require other sorts of clothing the school uniform should be worn. Teachers should check uniform before departure.
- Students must be closely and adequately supervised at all times.
- A list of students must be given to the office so that attendance can be checked and a list posted on the staff bulletin board.
- The canteen must be informed if a large number of students will be absent or if the canteen needs to be open at different times.
- Staff and students attending will be indicated in the Weekly Bulletin and in the Daily Bulletin.

Gender and Equity Policy

Philosophy

Equity “requires that the school system and schools themselves be organised in ways that treat all students fairly and, as far as possible, avoid policies and practices whereby some students are disadvantaged compared to others by circumstances outside their own control or influence.”

“Action on behalf of girls continues in recognition of the persistent differences noted among girls and boys in relation to curriculum participation, scholastic performance and post-school destinations.”

Guidelines

There are four focus areas in addressing Gender and Equity.

- Teaching and Learning
- School Culture and Organisation
- The School and its Community
- Monitoring, Evaluation, Review and Development.

Procedures

- Interests, aptitudes and experiences of students should be considered when planning the curriculum and assessment procedures.
- Teachers should have access to professional development particularly in areas of Information Technology, Computers and Design and Technology.
- Subject choice should be as broad as possible and not constrained by gender perceptions.
- The Careers programme should challenge students’ views of appropriate subject and career choices for females and males.
- Staff and students should be able to recognise sex-based harassment, homophobic bullying and other forms of violence, and actively work towards its elimination.
- The College should ensure that preconceived assumptions by parents and staff about gender attitudes and practices of different cultural groups are challenged.
- Roles within the school community should challenge perceptions of male and female stereotypes.
- Opportunity should be provided for parents and care givers to join in discussions about ways that gender may affect the attitudes, behaviours and life choices of their daughters. Freedom to raise concerns about gender as an issue affecting education of young women should be available.
- The College must continue to evaluate, monitor and review the effectiveness of these procedures.

Gifted and Talented Policy

Philosophy

'A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment...a love of learning...a holistic view of education... and the integration of life and faith and wise stewardship.'
Good Samaritan Teaching and Learning Framework.

At St. Scholastica's College the development of each child's full potential is recognised as being of value to the welfare of the individual and to society. There is a commitment to catering for individual capabilities and abilities. Gifted and talented students are recognised, encouraged and challenged throughout the school and through specific courses designed to cater for different learning styles and levels of performance.

We accept Professor Gagné's (1985) definition:

*Giftedness – outstanding ability in one or more aptitude domains
E.g. mathematical, creative, socioemotional or sensorimotor*

*Talent – performance which is distinctly above average in one or more fields of human performance
e.g. maths, science, athletics, technology.*

Guidelines

- All teachers are responsible for identifying gifted and talented students and should adjust and modify with consideration for their learning, social and emotional needs.
- Teachers should use a variety of classroom strategies in attempting to cater for the different learning styles of students utilising differentiation of activities.
- The College promotes participation of gifted and talented students in activities with outside organisations e.g. music, art, public speaking, Tournament of Minds, debating and drama competitions and enrichment courses offered at universities.

Procedures

- Students are identified as being gifted and talented using a variety of methods and involving teachers, parents and students (peer or self).
- Assessment of students' performance can be through a panel consisting of facilitators, a parent and a student.

Grievance and Dispute Policy

PREAMBLE

This policy sets out the principles and procedures to be invoked where a problem arises in respect of a teacher's performance in her/his duties. This procedure does not limit or exclude the Principal's right of summary dismissal according to Clause 14.3 of the Teachers' (Non-Government) (State) Award or to suspend as referred to in Clause 13.

POLICY GUIDELINES

This policy is underpinned by the Good Samaritan Education Philosophy of Workplace Relations: GSCA1.5

Deficiencies in teacher performance need to be identified early for the sake of the teacher and the students. Action to overcome such deficiencies should be taken immediately. To this end, the College Principal, assisted as appropriate by senior members of staff, should assist the teacher in resolving the deficiencies within a reasonable period of time. This formal grievance procedure should not replace normal practices in the College for resolving day to day matters.

The College does acknowledge that duties and responsibilities should be allocated to staff equitably, in a manner that reduces the risk of responsibilities not being met, with adequate resourcing, supervision and support.

The teacher should be informed of the nature of the problem and the monitoring to be set in place. The teacher should be given the opportunity to respond. The specific action needs to be monitored with accurate records being kept.

1. NORMAL PROCEDURES (Not part of disputes procedures.)

- a) All problems which arise within a school in relation to a teacher may be discussed within a school by the Principal and the teacher with a view to their resolution.
- b) It is not essential in the school context for all problems to be brought to the teacher's attention in writing.
- c) Where a problem has been brought to the Principal's attention in a written complaint from parents, pupils or other staff members, the teacher must be allowed to see the complaint as soon as possible.
- d) In any such interview between a Principal and a teacher, the Principal will inform the teacher of the nature of the problem and the teacher is to be given an opportunity to respond.
- e) Any such problem which is discussed within the school may again become relevant where the problem continues to exist or if further problems develop.

2. DISPUTE PROCEDURES

The following procedures are to be followed when normal procedures do not work and the Principal judges it necessary to formally warn, censure or reprimand or dismiss the teacher.

- a) Any specific instruction given to the teacher by the Principal, as well as any strategies to assist the teacher to overcome the problem and the period of time in which the strategies are expected to lead to a resolution of the problem, are to be confirmed in writing by the Principal to the teacher and a copy placed on the teacher's file.

- b) If, during the process, it is necessary for a Principal to warn, censure or reprimand the teacher, any such action must be followed up in writing to the teacher and a copy be placed in the teacher's file in the College.
- c) Where possible, the Principal must give the teacher at least 24 hours' notice that such a discussion is to take place and the subject matter to be discussed.
- d) At such a discussion the teacher may be accompanied by another teacher of her/his choice from the staff of the College who may be the I.E.U. Chapter representative in the College or a representative of the I.E.U. In such a situation the Principal may have present another member of the College's administration or a member of the Catholic Industrial Office.
- e) Any person present at an interview between the Principal and a teacher is free to take notes.
- f) The Principal will ensure that a written record of these interviews is made and a copy given to the teacher and one placed on file. In no circumstances is the teacher to be asked or required to sign any such record of interview.

3. SUBSEQUENT PROCEDURES

After not more than five (5) working days following the interview, the teacher will be informed in writing that:

- a) No further action is necessary; or
- b) There is a need for improvement in the teacher's performance and the matter will be reviewed at a date so determined; or
- c) There are specific matters which have caused concern and that any recurrence of these matters may result in further action being taken by the Principal; or
- d) Steps will be taken to make available to the teacher appropriate advisory or counselling services; or
- e) The teacher is to be disciplined and the nature of such disciplinary action; or
- f) Such other steps as regarded appropriate by the Principal are to be taken.

Where the teacher is advised that her/his performance is to be reviewed at a later date, the Principal will inform the teacher in writing of:

- a) The aspects of the teacher's performance to be reviewed and the nature of the improvement required.
- b) The name(s) of the person(s) who will conduct the review.
- c) The appropriate time(s) at which the review will be carried out.
- d) The nature of any special assistance that will be made available to the teacher during the course of the review.

At the end of the period of review as mentioned above the teacher will be advised in writing:

- a) The process of the review has been completed and that the required improvement in the teacher's performance has been achieved; or
- b) The process of review is to be extended; or
- c) The process of review has been completed and that the required improvement in the teacher's performance has not been achieved.

Homework Policy

Philosophy

‘A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing ...a love of learning’

Good Samaritan Teaching and Learning Framework

‘Read, reflect & revise....set goals and be determined’

Learning @ SCHOLS

Students reinforce the learning achieved in the supportive environment of the classroom through regular homework activities. Homework allows for student reflection, reinforcement and provides an opportunity for students to further research ideas explored in the classroom. If encouraged in the home, homework assists students to develop motivation and self-discipline. Homework should be one part of a student’s balanced life which also encourages good nutrition, family time, physical and social activities and recreation.

Guidelines

For all year levels, a student’s homework should include personal review of the day’s work, written work set by classroom teachers, preparation of ongoing assignments, reading and study.

College guidelines for homework would *generally* suggest:

Year 7 and 8:	At least 1 but not more than 2 hours per night
Year 9 and 10:	At least 2 but not more than 3 hours per night
Year 11 and 12:	At least 3 hours per night with additional attention to developing a regular study schedule in preparation for examinations. Senior students have a number of study sessions incorporated into their weekly timetable and should use this time wisely to complete homework, assignments and conduct group study sessions.

Procedures

For junior students, homework should be written in the school diary at the end of every lesson and checked regularly by the parent/carer. Students should for each subject:

- Read through the work completed that day to ensure that concepts are understood.
- Check the textbook for any ideas which are not clear or understood and write in the explanation.
- If the work is not understood, write down questions which the teacher needs to be asked.

Set Homework: The school diary should be used as a record of each day’s homework and about 15 to 20 minutes should be allowed for each subject studied that day.

Assignments: These need to be planned so that students use their time efficiently. Generally students receive two weeks’ notice of an assignment or assessment task.

Reading: At least 15 minutes per night is suggested to improve vocabulary and aid critical thinking.

Study and Revision: A small amount of work on a regular basis is most effective in preparing for examinations.

Internet Acceptable Use Policy (see also Cybersafety Policy)

“Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT. While schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade.” The Melbourne Declaration MCEEDYA 2008

“Investigate and Research and seize opportunities.” Learning @ Schols

Introduction

The internet provides an exciting tool for teachers and students to use as part of the teaching and learning process. With this educational opportunity comes responsibility. As with other aspects of life at school, students are expected to abide by the philosophy and expectations of the College at all times.

Teachers should ensure that parents sign the responsible use agreement which appears in the diary so parents are aware of policies surrounding internet use at the College.

Teachers will ensure the following occur as part of their duty of care:

- When using technology teachers will maintain and respect the privacy requirements of other users in the College.
- When communicating with other individuals when using technology teachers are aware of the tone of their communicate as well as any other interpretation that may be given.

Plagiarism/Copyright

Teachers will not break copyright law by copying and/or redistributing another's work, and will not use another person's work without correctly acknowledging them. Teachers should not use pirated materials for public viewing in the College.

Internet Access and Use

Teachers will not use the internet to access or distribute material that would be judged as offensive by the College Principal or her delegate because of pornographic, racist, violent, illegal, illicit or other inappropriate content. Information published on the internet may be inaccurate or may misrepresent a person or situation, thus students will take care in the use of this information.

User ID and Password

Teachers must agree to only use the user ID and password issued by St Scholastica's College Glebe and not allow other users to use their username and password.

It is the teacher's responsibility to ensure the security of their password and they are responsible for any computer activity undertaken using their username and password.

Email and Social networking

Teachers will not use digital technologies to harass or bully another person within or outside the College community and will always use appropriate language in accordance with the values of the College.

Teachers will use social media tools responsibly and will not connect with people or services they do not know, especially as a representative of the College. They will respect the College's position on the use of social media on College grounds or when representing the school.

Any actions taken through social media can be investigated by the College if deemed to be in breach of College policy and may be investigated by the police in serious circumstances.

Monitoring

From time to time, the contents and usage of the College's network and electronic messaging may be examined by the College or by a third party on behalf of the College. This will include files stored on the network and electronic communications which are sent to or by students or teachers, either internally or externally.

This policy document takes into account a number of other policies operating at St Scholastica's College concerning such issues as technology, curriculum, safety and security and equal opportunity. It has been conceived in the spirit of advancing the cause of achieving academic excellence through the provision of high quality resources and opportunities for the staff and for the student body. The Internet does have an entertainment as well as educational function, but it is a tool and not a toy – it exists primarily at St Scholastica's as a means of achieving desired educational outcomes.

Copyright

This policy should be read in conjunction with the Copyright Policy.

Library Policy

Philosophy

The role of the library is to provide information services to the whole school community. Consequently it plays a pivotal role in the realisation of the College's mission. The library provides a positive learning environment supported by a variety of resources and is staffed by library professionals who can assist both staff and students with their information-seeking strategies and skills. It provides a variety of educational materials in a range of formats to support the teaching and learning process. The library curates resources to encourage a love of reading and the development of information literacy in order to encourage lifelong learners.

Specific Goals are to:

- provide materials and support for consistent achievement of high quality learning;
- encourage independent reading;
- keep the collection current and relevant;
- provide a positive learning space; and
- maintain a stimulating, safe and welcoming environment.

Guidelines

- The school maintains open access to the catalogue records from any internet connected device through the the v-library integrated library system. Open access is also available to the library portal page (Wordpress) which provides links to online resources and subject study guides.
- Access to electronic databases, e-books and digital videos are only available from within the school network with a username and password in order to maintain copyright obligations.
- The library staff maintains the database through the e-library interface. All text and audio-visual resources purchased by staff members should be accessioned using the cataloguing module. This allows for discovery of each item as well as maintaining a record of the financial transaction.
- All students are issued with an I.D. card, which is to be used for all library borrowing. The card is also used for photocopying and printing and other broader functions as required.
- The College library also supplies textbooks to all students with a valid ID card. The library maintains a record of the loan transactions and the available items, but the responsibility for selection and ordering is the responsibility of subject coordinators.
- There are separate spaces in the library dedicated to reading, reflection, collaboration and research. The reading and research spaces can be booked via the portal page.
- The library manager works in consultation with subject co-ordinators in the acquisition of quality and relevant resources to support their respective areas of the curriculum.
- Information literacy is integrated across the curriculum and is the responsibility of the classroom teacher. The library manager is able to provide advice and collaborate with teaching staff to achieve this goal.
- The library manager is responsible for the selection of recreational reading resources.
- The library manager will provide advice on copyright issues to individual staff members and students as well as producing general advice as relevant. All materials copied or communicated by the library under Part VA, Part VB or section 200 will have the appropriate notices attached.
- All students and staff have freedom of access to the library resources and are encouraged to make the most of what it has to offer. Fundamental to the library's promotion of the rights of the individual to use its resources and services is the notion of the individual's responsibility to recognise and respect the rights of others in their use of the facilities and services as well.
- The library is open continuously from 8:00-4:00 Mon-Thurs and 8:00-3:30 on Fridays.

- Library staff will assist all members of the College community in their individual/collective quest for information and/or resources for personal growth and fulfilment. The library manager is ALIA qualified and provides access to a range of services and resources beyond the library walls.
- The *Library Officer* program encourages student involvement in the selection and promotion of reading resources and the provision of lending services.
- Students have a right to privacy, so their library loan record should only be accessed by the library staff or the principal. However, overdue notices will be posted on the noticeboard and distributed through homerooms or year meetings. Textbook loan records are not considered private.
- DVDs, videos and teacher resources are accessioned by the library, but remain on permanent loan to the subject coordinator. They may be found in the staffroom or other designated location.

Procedures

- No school bags in the Library. They may be left in the library foyer but valuable items such as wallets and phones should be kept in the student's possession. Three 24 hour CCTV cameras are in the library foyer and circulation areas. Warning notices have been posted in these areas.
- All library bookings operate on a first-come, first-served basis except for pre-determined library lessons which are timetabled and take priority. Access to the library by unaccompanied students is only permitted with a note from their teacher and if space allows.
- The standard loan period for library books is 2 weeks with 1 week renewal (5 books maximum).
- There is a limit of one textbook per subject per student and loans are for one year.
- A fine system (5c/day/item) for overdue items operates for students with the intention of teaching responsibility. Students with fines and overdues may still borrow textbooks but not library books.
- Students using the library in study periods must be considerate of the rights of their peers to an atmosphere conducive to positive study and research, especially in the reflection area.
- Food and drink are not allowed and the library should always be left neat and tidy in the interests of those who are following.
- The reading area is specifically for that purpose: groups are booked in to read. It is not a study or a discussion area. Please do not remove furniture from this area.
- Constant supervision is to be maintained. Students are to remain on task with movement and noise minimised in consideration of other staff and students sharing the space at the same time.
- Entry and exit through the correct doors assists freedom of movement and maintains the integrity of the library's security system.
- If you wish textbooks to be issued, please advise the library staff in advance (24 hours where possible). A maximum of 4 classes will be issued books in any single period.
- The library policy is NO CARD = NO LOAN. Please assist in supporting this policy by insisting that your students have their cards on the day of issue. The cost of a replacement card is \$5.
- Textbook returns should be made through the textbook chute in the library foyer. Do not take texts from individual students and store them away yourself as the loan to the student will still be registered on the system.
- Library returns should be made through the library chute in the foyer. Please do not leave books or resources in the library office as they may not be returned correctly.
- Subject coordinators may request lists of borrowers holding particular titles. The library staff will repair items if possible and provide timely information on the number of books held, but the subject coordinator is responsible for maintaining an adequate stock.
- The library is able to capture and store digital video files from free to air or pay television on request. 48 hours notice is required for pay TV.

Literacy and Numeracy Policy

St Scholastica's College includes students from a wide variety of backgrounds, in that the student body represents almost 60 nationalities. The College community recognises the need for students to achieve a literacy and numeracy level which will allow them to effectively learn and participate in all curriculum areas and across all phases of learning. St Scholastica's recognises that as students progress through schooling, they should develop effective literacy and numeracy skills to support successful participation in the post-school years in training, work, or further study. St Scholastica's has a 'whole-school' approach to literacy, and is working towards a whole school approach to numeracy.

At St Scholastica's **Literacy** is defined as:

The ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing and includes the cultural knowledge which enables a speaker, reader or writer to recognise and use language appropriate to different social situations. (National Benchmark Project)

At St Scholastica's **Numeracy** is defined as:

The ability to use mathematical ideas efficiently to make sense of the world. It makes use of number and spatial sense combined with critical mathematical thinking involving measurement, chance and data. (Starting with Assessment: Support Materials for Parents, 2000)

Reflecting the National Goals for schooling, *(in particular Goal 2.2 which states that every child should attain 'the skills of numeracy and English literacy; such that every student should be able to read, write, spell and communicate at an appropriate level')* the St Scholastica's literacy and Numeracy Plan will:

- Enhance literacy and numeracy skills for all students by raising teacher awareness and responsibility for literacy and numeracy
- Identify and support students who are educationally disadvantaged to attain the skills of literacy and numeracy so that they become able to read, write, spell and communicate at an appropriate level
- Support students, who are educationally disadvantaged because of ESL background, to develop their English language competence and facilitate their participation in mainstream education activities
- Provide appropriate professional development activities, and literacy and numeracy resource support, in order to allow all teachers to design more effective learning/teaching programs
- Monitor and report on students' progress.

Minor Complaints: Policy & Procedures for dealing with enquiries, concerns or minor complaints

Serious complaints will be dealt with by referring to the Good Samaritan Schools Code of Conduct Policy.

Parents and other members of school communities may, from time to time, wish to complain about a school matter. They may, for example, be unhappy with a school policy or with a particular staff member.

Schools must deal with such complaints sensitively, confidentially and effectively. The matter must be resolved as soon as possible and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints are not accepted or acted upon.

The vast majority of concerns which arise from parents and others need never take the form of a formal complaint. Principals and teachers are available to discuss and resolve these concerns in more informal ways.

If deemed necessary in the professional judgement of the Principal (or other senior staff member), a complaint may be addressed in a more formal manner.

The focus of effective complaint resolution is conciliation, acknowledging the rights of all concerned.

Principles

- The staff member concerned must be informed of the complaint. Teachers and other staff members are entitled to know the details of the complaint against them, including the name of the person raising the complaint as well as the specific details of the complaint.
- The staff member concerned must be given the opportunity to respond prior to any action being taken in response to the complaint.
- Where there is a meeting of the staff member concerned with the Principal, parents, student/s or other staff member in relation to the complaint, the staff member must be told in advance the purpose of the meeting and who will be attending the meeting.
- The staff member must be given the opportunity to be accompanied by a staff member of their choice.
- Where action is taken the staff member must be involved.
- If a matter is not raised with the staff member involved, then the matter cannot be raised at a later date or as part of another incident, as the staff member has not been given a right of reply.

Steps in Minor Complaints Procedures

1. A person making a complaint should be directed to the Principal.
2. The person who has made the complaint should be requested to firstly discuss the concern with the staff member concerned.

3. If the complainant feels unable to do this or the matter is not resolved after discussion with the staff member, then the Principal will discuss the matter further with the complainant and clarify with them the matter and the issues of concern. The matter may be resolved at this level without any further discussion.
4. If the matter is not resolved then a discussion should take place between the complainant, the Principal, the staff member concerned and a support person for the staff member.
5. Decisions made as a result of this meeting are to be made in consultation with all parties concerned.
6. A report of the decision should be communicated where appropriate in writing to all concerned.
7. If the complaint is not resolved through the conciliation process, the Principal must make a decision based on:
 - the substance of the complaint;
 - all relevant information;
 - any relevant policy.
8. The Principal is to follow up a few weeks later to ensure that procedures are working effectively.
9. If conciliation is not achieved the parties involved may advise the Chairperson of the Board of their complaint.

Overseas Students Policy

Philosophy

St Scholastica's College welcomes overseas students at all year levels and provides a friendly, supportive environment that encourages the educational development and personal growth of all students.

Guidelines

Enrolment Numbers

Overseas students have special language, learning and social needs and resources available to cope with these needs are limited. St Scholastica's College is also first and foremost an Australian catholic girls' school in the Good Samaritan tradition and the College seeks to maintain its integrity as such.

With the aforementioned in mind, the College maintains a ceiling of 10-15% of the total College population on the number of overseas students who proceed to full enrolment.

English

All instruction at St Scholastica's College is in English. Therefore, students must possess an adequate level of proficiency in the English language to enable them to participate in class and meet written and oral class requirements.

English Language proficiency must be demonstrated and the College reserves the right to seek evidence of English ability or an arrangement to acquire it prior to commencement of the high school program. If further instruction in English is considered necessary, the College reserves the right to alter the student's entry level to satisfy those instructional needs.

Procedures

- Applications for places are accepted through accredited agents (both onshore and offshore), via ELICOS centres or through direct family (or relative) representation.
- All overseas students must have an English speaking guardian/carer in Australia. This guardian/carer must be at least 21 years of age and nominated by the parents. This must be arranged by the parents prior to commencement at the College.
- Students under the age of 18 must reside in accommodation which is supervised by a person at least 21 years of age and approved by the parents and the College.
- Overseas students wishing to board must make arrangements to secure a position.
- Applications are considered on their merits with due recognition given to prior academic performance.
- The College reserves the right to give preference to Catholic over non-Catholic applicants, although applicants from all religious persuasions will be considered.
- The College strives to maintain within the Overseas Student population, as much as possible, a balance between ethnic and language groupings.
- The College reserves the right to make academic judgements in the best interest of each overseas student.
- Overseas students are required to stay at school for the duration of each term prior to returning home for term holidays. If a student needs to leave prior to the end of term, permission to do so must be sought from the Principal before travel arrangements are made, mindful of the fact that airline schedules often make this difficult if not impossible.
- The College does not negotiate with overseas immigration departments on behalf of enrolled students. If a student has a query involving an overseas immigration department, the student's parent or guardian will need to assist. The College will assist, through the Director of the Overseas Student Program, with local enquiries to the Department of Immigration and Citizenship (DIAC).
- DIAC sets down minimum requirements for the retention of a student visa. The College adheres to these requirements and will inform both the student and DIAC if these requirements are not met.

Privacy Policy

Philosophy

The College collects personal information, including sensitive information, about students, staff and parents or guardians before and during the course of an individual's enrolment/employment at the College. The primary purpose of collecting this information is to enable the College to provide schooling for its students and for the College to satisfy legal obligations, particularly the duty of care.

The enrolment of a student and the employment of an individual is contingent upon the receipt of such information.

Guidelines

Commonwealth privacy legislation (*Privacy Act 1988*, the *Privacy Amendment [Enhancing Privacy Protection] Act 2012*) regulates the way private sector organisations deal with personal information about individuals. The purpose of the new provisions is to ensure that organisations that hold information about people handle that information responsibly.

Procedures: Students / Parents

- Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask parents/guardians to provide medical reports about pupils from time to time.
- The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, Catholic Education Office, Catholic Education Commission, the local Diocese and Parish and other Dioceses, medical practitioners and people providing services to the College, including specialist visiting teachers, sports coaches, volunteers and counsellors.
- Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasions, information such as academic and sporting achievements, student activities and other news is published in College newsletters, print media and on our website.
- Parents may seek access to personal information collected about them and their daughter by contacting the College. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the student, or where pupils have provided information in confidence.
- The College from time to time engages in fundraising and marketing activities. Information received from parents/guardians may be used to make an appeal to them. On occasion photos of school facilities and students may be used in newsletters, magazines, the College's website or in newspapers advertising the College and various school events. However we will not disclose personal information to third parties for their own marketing purposes without the consent of those concerned.
- If parents/guardians provide the College with the personal information of others, such as doctors or emergency contacts, we encourage parents/guardians to inform them that they are disclosing that information to the College and why, that they can access that information if they wish, and that the College does not usually disclose the information to third parties.

Procedures: Employees

- In relation to personal information of job applicants, staff members and contractors, the College's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.
- The purposes for which the College uses personal information of job applicants, staff members and contractors include:
 - in administering the individual's employment or contract, as the case may be;
 - for insurance purposes;
 - seeking funds and marketing for the College;
 - to satisfy the College's legal obligations, for example, in relation to child protection legislation.
- The College also obtains personal information about volunteers who assist the College in its functions or conduct associated activities, to enable the College and the volunteers to work together.
- Parents, staff, contractors and other members of the wider College community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.
- In referring to 'sensitive information', the College means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.
- Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless the individual agrees otherwise, or the use or disclosure of the sensitive information is allowed by law.
- The College's staff are required to respect the confidentiality of all personal information and the privacy of individuals. The College has in place steps to protect the personal information the College holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and passworded access rights to computerised records.
- Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the College holds about them and to advise the College of any perceived inaccuracy. There are some exceptions to this right set out in the Act.

Professional Development Policy

Philosophy

‘A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment at the forefront of modern educational development and a love of learning, holistic view of education, a respect for individual differences, and the integration of life and faith and wise stewardship.’
Good Samaritan Teaching and Learning Framework.

“The greatest resource in Australian schools is our teachers.” New South Wales Institute of Teaching
National Professional Teaching Standards.

St Scholastica’s College is committed to the well being and on-going development of its staff members. The College is committed to ensuring that all members of staff have the opportunity to realise their potential, spiritually, professionally and interpersonally.

The College values its staff and seeks to support them in their endeavours in the area of professional development. The professional development of the staff is to the benefit of the whole school community and enables teachers to keep up to date with contemporary education.

All teachers are expected to maintain the National Performance Standards for Teachers as developed and required by the NSW Institute of Teachers. Teachers who have reached Proficiency Level are encouraged to follow a program of Professional Development which leads to “highly accomplished” and to “Leading Teacher” status.

Guidelines

- Professional development of staff is a direct responsibility of Key Learning Area Co-ordinators and the Assistant Principal Teaching and Learning.
- Each staff member will be encouraged to engage in some form of professional development in order to develop expertise in areas that will benefit the College community and relate to their KLA goals and the College annual goals.
- Where the College deems it relevant, days will be allocated for whole staff development.
- Staff will be encouraged to pursue opportunities for marking the Higher School Certificate Examinations.
- Efforts will be made to ensure fairness and equity in the distribution of professional development amongst staff.

Procedures

- Staff can apply for professional development courses by approaching their relevant KLA Co-ordinator.
- **All applications must be made with at least 6 weeks prior notice**
- The KLA co-ordinator will liaise with the Assistant Principal Teaching and Learning
- Approval will depend on the relevance, importance of the inservice, available relief, events at the College on the same day and the cost of the inservice.
- Proposals indicating costs and timing must be lodged with the Assistant Principal Teaching and Learning
- Approval must be given by the Assistant Principal Teaching and Learning
- Records of staff development are maintained by the College.

Security and Safety Policy

Philosophy

St Scholastica's College is committed to providing a safe working and learning environment for all employees and students. The College is also committed to ensuring the safety of contractors, visitors, guest speakers, parents and any others who visit College premises from time to time. In keeping with our understanding of stewardship, the College also takes responsibility for the preservation, maintenance and efficient use of our environment, plant, facilities and resources.

This policy will work towards ensuring the protection of students, staff and authorised visitors from harm, maintaining a record of who is on site at any given time, guarding physical assets from damage, protecting College property and property of staff, students and authorised visitors from theft or damage, as identified below.

Guidelines

The College will implement a number of measures to ensure security:

- a protocol for identifying staff and students attendance;
- a procedure for the protection of the buildings and grounds;
- a protocol for identifying visitors and recording their presence on the premises;
- a procedure for use of buildings and grounds after hours;
- procedures for recording and issuing keys;
- an alarm system with PIN numbers;
- a fire detection system and fire safety measures to comply with Council requirements;
- Critical Incident Policy, lock down and evacuation procedures.

Procedures

Care of Students and Staff

- Student attendance rolls are marked during Homeroom and classes during the day. Students who arrive late than 9.05 am go to the Office to be recorded as late in the database. A list of absentees is available to all staff. Early leave is also recorded in the school database.
- Staff who will be absent contact the Administration Coordinator and relief staff are organised to cover classes for the day. If staff need to leave school during the day they are to sign out in the Staff Book at the Office. Upon return staff are to sign back in.

Visitor Protocol

- All visitors are directed to Reception Office by signs at the front of the college. On arrival at the Office the purpose of their visit is ascertained and they are given a visitor's badge and are asked to sign in the Visitor's Book. Parent/Carers who arrive to collect students are to remain in the Office until their daughter arrives and signs out with the parent/carer.
- Out of school hours visitors are to come directly to the Boarding College office.

After Hours Access/ Alarm Response

- College buildings are locked at the end of the day. Alarms are set in the day school and boarding college and the main gates are closed. Senior staff are issued with alarm codes to disarm the alarm afterhours. All staff have keys to the secure areas in which they teach. An alarm system for the College has a back to base security system. and nominated members of the staff are contacted in the event of an alarm activating. A fire alarm system for the Boarding College and the TFC is linked directly to the local Fire Station.

Lighting and Signage

- Perimeter lighting is activated by time switches.
- The pathways have clear signage to indicate the main areas of the College.

Evacuation and Lock Down

- The College has procedures in place for evacuation, in case of a threat to safety of people inside buildings, and lock down, in the event of external or internal threat to security and/or safety, (See Critical Incident Policy. Evacuation and Lock Down Procedures).

See Appendix 6: A Safe and Supportive Environment Protocol

Special Needs Policy

Philosophy

‘St Scholastica’s College..... is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person.’
St Scholastica’s College Mission Statement

‘Student well-being is the responsibility of all staff working in partnership with the families in a whole school context.’
Good Samaritan Education- Philosophy of Student Wellbeing

‘A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment which respects individual differences so that the strong have something to strive for and the weak nothing to run from.’ (Rule of Benedict 64:9)
Good Samaritan Teaching and Learning Framework.

It is the philosophy of the College that each student’s capabilities are developed through a variety of learning experiences by emphasising the positive abilities of each student.

Every student is a valued member of our College community and students with special needs are provided with the opportunity of an equal education in an environment which is caring and expresses the Good Samaritan tradition.

This tradition recognises and respects the dignity and individuality of each person within our College community.

The policy focuses on integration of the individual student with special needs into the mainstream classroom, with assistance where appropriate.

Guidelines

1. To develop with staff an appreciation of the varied nature of the student population of the school.
2. Assistant Principal Teaching and Learning will initially inform all staff (after consultation with Special Needs teachers and Guidance Coordinators), of students with special needs so that they have an awareness of these individuals and their requirements via the Special Needs handbook which appears on the Faculty drive on the College internet.
3. Teaching Learning Programs are to be adjusted and modified to cater for the Special Needs students.
4. If necessary, new programmes will be developed to meet the needs of each student within the context of the immediate community and wider society.
5. Guidance Co-ordinator, with the assistance of Special Education Staff, monitors the progress and liaises with the parents of students with Special Needs.
6. Staff professional development is provided on differentiation and how to adjust activities.
7. Monitoring of the implementation of the school’s program is to be reviewed on an annual basis with the submission of funding applications to the Catholic Education Commission.

Procedures

A. Individual Assessment

Formal assessment of individual students with special needs must take place. These include;

1. New student assessment
2. Ongoing student assessment whilst at the College.

Liaise with feeder schools:

- Liaise with feeder schools.
- Communication of relevant information and documentation.
- Principal to receive data on funded and unfunded Special Needs students.
- The Guidance Co-ordinator is to make contact for additional information.
- Placement Testing in English and Mathematics in Year 7.
- Psychometric testing carried out if necessary.
- Referral from College staff.

Work towards the development of an appropriate curriculum instruction and support.

Individual Education Plan

- Students are to be provided with Equality of Education Opportunity.
- Programs are to ensure the appropriateness and continuity of learning for students.
- Programs are drawn up by Special Education staff in conjunction with classroom teachers.
- Special Needs teachers to liaise with subject teachers and parents of students.
- Students with modifications or adjustments to their education programs shall have an Individual Learning Plan (IP) lodged with the Catholic Education Commission. The modifications and adjustments are then advertised to the teaching staff for implementation into the classroom activities.
- Regular meetings with parents, subject teachers and Special Needs teacher to be set up to monitor students' progress and to keep all parties informed of new developments.

Liaison with Parents

- Regular meetings with parents, subject teachers and Special Needs staff are to occur. These meetings will keep all parties informed regarding developments in student progress.

Special Provisions for Assessments and Examinations

- Students with Special Needs are given the opportunity to apply for BOS Special Provisions.
- Forms are accessed from the BOS via the Head of Special Needs and completed by the relevant Guidance Co-ordinator in conjunction with the Special Education Staff and Assistant Principal Teaching and Learning.
- Students are given the relevant forms in Year 12 and school based decisions are made on the provision being requested for all other year groups

Pastoral Care

- Students with Special Needs require appropriate levels of support in order to access the curriculum.
- As educators we need to provide them with a caring environment that offers equal opportunities in terms of development of the whole person – academically, socially, and spiritually.
- As well as the Pastoral system in the College, Special Needs students may receive the support of an aide where appropriate.

Staff Complaints Policy

Preamble

St Scholastica's College is committed to developing an educational and organisational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

The College acknowledges that staff members may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable or affects them adversely. This policy provides a process for staff to raise a complaint related to any practice or policy of the College.

This policy is underpinned by the Good Samaritan Education Philosophy of Workplace Relations: GSCA1.5

Objectives

This policy will work towards the achievement of the following objectives:

- to ensure that College practices and policies are consistent with the College Mission and Vision Statement;
- to resolve complaints and grievances as far as possible to the satisfaction of both the complainant and the College;
- to ensure that complaints and grievances are investigated without bias;
- to consider all aspects of a complaint or grievance and to ensure that investigations follow the principles of procedural fairness;
- to respond to complaints and grievances in a timely manner.

Principles

Complaints will be

- investigated in a fair and impartial manner.
- A person facing a complaint is entitled to know detailed information about the substance of the complaint and have the opportunity to respond.
- Confidentiality will be observed.
- The complaints management process will be respectful of all parties.
- Persons making a complaint will not be victimised or sanctioned in any way.
- Complaints will be addressed in a timely manner and the complainant will be advised if the matter cannot be finalised within one month.

Procedures

Persons with complaints may choose to deal with the situation personally or contact the College.

The Intake Process

All College personnel who are responsible for taking an enquiry or complaint will make a written record of the following details:

- Contact details of the complainant;
- Nature of the matter including details of the complaint (what is the matter, who is involved, when it happened, where it happened, any contextual information) and the resolution that is sought;
- Any advice provided;
- Any action taken including referral of the complaint.

This record will be forwarded to the person responsible for assessing how the complaint is to be managed (either the Principal or Deputy Principal).

A copy of the record will be forwarded to the person responsible for following up the complaint or enquiry.

Where an investigation is conducted, a separate file will be established or documents will be included in relevant staff or student files.

When the enquiry is finalised, the result is noted and filed with the original record.

If no complaint is substantiated, no record will be kept.

Addressing Complaints

When the complainant is satisfied with the explanation given at the time of making the enquiry or complaint, no further action will be taken, unless it is required under other school policies.

Complaints will be handled in accordance with relevant policies and procedures.

Any person against whom a complaint has been made will be advised of the concern and will be provided with an opportunity to respond.

Relevant information will be gathered from witnesses.

Once all the information has been collected the person undertaking the investigation will make a recommendation regarding a resolution to the Principal.

The proposed resolution will be communicated to the complainant, and any person against whom the complaint was made, by the Principal or Deputy Principal.

Appeals

A person who is not satisfied that a matter has been resolved appropriately may choose to appeal to the Principal, providing that the Principal has not been involved in investigating the complaint, or is not the person named as the source of the grievance.

Otherwise, an appeal may be made in writing to the Chair of the Board.

Staff Welfare Policy

Philosophy

St Scholastica's College is a school founded in the tradition of the Good Samaritan Sisters. The College therefore aims to reflect the Benedictine tradition of a balance between work, relaxation and prayer. The College values all individuals in terms of their gifts and talents and this is true of both staff and students.

Each staff member is a valued part of a dynamic team at the College and is valued for his or her contribution to the team's efforts in the development of the students in our care. The College acknowledges that we are all learners throughout our lives and, through relationship with the staff, seeks to provide opportunities for continued learning.

Guidelines

- The College provides opportunities for staff to become familiar with the Good Samaritan tradition on which the school is founded.
- The College provides opportunities for staff inservice and reflection.
- Consideration is given for individuals in particular need e.g. in times of illness or family crisis.
- There is a quest for equity in timetabling and workload.
- The College has an appreciation for staff talents, interests and abilities and encourages the use and development of these.
- The College recognises the need for occasions of celebration and acknowledgement of staff success and achievement.

Procedures

- A number of days will be provided for staff development. These will include an examination of Good Samaritan philosophy and the practical implications, to extend staff knowledge of educational theory and practice with reference to particular subject areas.
- Staff development days will be made equally available to all staff.
- The Principal and Deputy will take into consideration family circumstances in granting special leave.
- In allocating loading (including extras) the Administration Co-ordinator will keep in mind principles of equity and justice with loads being equally distributed and tallies kept.
- Teaching loads are generally 20 hours (face-to-face) per week with a contribution of time to extra curricular activities an expectation, as well as other duties directed by the Principal.
- Staff are given the opportunity to contribute to school policy.
- In allocated classes, every effort is made to ensure that each teacher's talents and expertise are used to their best effect
- The staff Social Committee is an important body in providing occasions for staff celebration, and the recognition of achievements and events.

This policy is underpinned by the Good Samaritan Education Philosophy of Workplace Relations: GSCA1.5

Student Leadership

Philosophy

St Scholastica's College ...is a Christ-centred, inclusive community.
It recognises and respects the dignity, individuality and culture of each person.
Each student has the opportunity to take responsibility for her learning in a positive environment
which offers an education in faith and the freedom and responsibility to learn.
- *St Scholastica's College Mission Statement*

St Scholastica's College, guided by our Benedictine values and challenged by the model of Jesus as servant leader, encourages all students to become *women who will make a positive difference in their world*. Drawing on examples such as St Benedict, St Scholastica and Mother Scholastica Gibbons we seek to offer all students opportunities to demonstrate leadership through social action. For some of our students this culminates in leadership of the community as a College Leader.

The College recognises that there are many different forms of taking responsibility, exercising initiative and making an active contribution. We encourage students to find ways to become connected in the school, through music, sport or social action such as community service opportunities. A commitment to the development of leadership skills is reflected in our Pastoral Care programs which offer house and year group social justice initiatives. Each year group also has leadership opportunities either as a Class Captain or as a Council member. For senior students there is opportunity to become a Big Sister or take on a school leadership position as a Captain or Vice-Captain. School leadership positions do not require students to look after or discipline other students.

Guidelines

Year 7 and 8

Students elect Class Captains in their Homeroom for each term. Class Captains have responsibilities to represent the Homeroom at school events and assemblies. They assist the Homeroom Teacher with any class initiatives such as fundraising.

Year 9 and 10

Year 9 and 10 elect students to take up leadership as part of the Sport Council and Boarding College Council. These councils assist the seniors in preparation for school events such as carnivals or Boarders' Dinners.

Year 11 and 12

Year 11 and 12 students self-nominate to become a Big Sister. Big Sisters are peer support leaders for junior students to assist in their transition to high school. Big Sisters undertake restorative justice training and meet each term with the Principal, the Director of Boarding and Assistant Principal – Pastoral Care to discuss any broad concerns of the students. Big Sister Training includes clear protocols for the girls regarding informing staff about students of concern and how best to work with the Guidance Coordinator to ensure younger students are supported.

The Voting Process

During Term 3, Year 11 students undertake several sessions of leadership training in preparation for the vote for the Student Council leadership positions. These leadership positions are as School Captain, School Vice-Captain, Liturgy, Social Justice, Environment, Music and Drama Captains, House and Sport Captains and Vice-Captains. The Boarding College students (in addition to the Year 11 student body) contribute to the voting for the Boarding College Captain and Vice-Captain. Staff are able to vote for students they consider suitable for any of these leadership roles. Voting is overseen by the Senior Guidance Coordinators and Assistant Principals with all Year 12 and staff voting on the same day. The votes are counted and the Principal is advised of the result. The students who have been voted to leadership as School Captain and Vice-Captain are informed by the Principal of the outcome.

Monitoring of Student College Leadership

Student leaders in Years 7 and 8 are monitored through the homerooms by the Guidance Coordinator of their year group. These students are not required to look after or discipline other students.

Students in Years 9 and 10 on the Sport Council and Boarding College Council are supervised and monitored by the Sports Co-ordinator and Director of the Boarding College respectively. These students are not required to look after or discipline other students.

Students in Years 11 and 12 who are leaders are monitored by the Senior Guidance Coordinators with the support of the Mission Coordinator and the Assistant Principals. The Big Sisters attend regular meetings with the Senior Guidance Coordinators, the Mission Coordinator and Assistant Principal –Pastoral Care. The School Council meet fortnightly with the Mission Coordinator and the Year 12 Coordinator. These students are not required to look after or discipline other students.

Role Descriptions

School Captain and Vice Captain

Are leaders of the Student Leadership Council and are able to demonstrate and promote the College Mission and Good Samaritan / Benedictine values. They represent the student body in both formal and informal situations; speak in public on behalf of the school; attend official functions as a school representative; lead the students in a positive direction; attend regular Student Leaders' Meetings; meet regularly with the Principal and liaise with the Assistant Principals, the Guidance Co-ordinator and Mission Coordinator.

The School Captain and Vice-Captain should be trustworthy and honest, respect Good Samaritan / Benedictine values highly, be approachable, responsible and sensible, be good listeners and communicators, and be women who support the school rules and what they stand for and are prepared to act responsibly for the benefit of the school.

Boarding School Captain and Vice-Captain

Are leaders of the Student Leadership Council and are able to demonstrate and promote the College Mission and Good Samaritan / Benedictine values. They represent the Boarding College in both formal and informal situations; speak in public on behalf of the boarders; attend official functions as a school representative; lead the students in a positive direction; attend regular Student Leaders' Meetings; meet regularly with the Principal and liaise with the Assistant Principals, the Guidance Co-ordinator and Mission Coordinator.

The Boarding School Captain and Vice-Captain should be trustworthy and honest, respect Good Samaritan / Benedictine values highly, be approachable, responsible and sensible, be good listeners and communicators, and be women who support the school rules and what they stand for and are prepared to act responsibly for the benefit of the school. They are role models and mentors to young students in the Boarding College.

House Captains and House Vice Captains

Are leaders who motivate and encourage house spirit, can demonstrate and promote the College Mission and Good Samaritan / Benedictine values, will oversee and monitor House activities, can organise house participation in carnivals and other house initiatives, will set an example for others in the house and support Student Leadership Council initiatives. They meet regularly with the Sports Co-ordinator and liaise with the Assistant Principals, Guidance Co-ordinator, PDHPE staff and Mission Coordinator.

The House Captains and Vice-Captains are responsible and reliable, committed and able to communicate with others, are approachable, enthusiastic and well organised.

Other leadership positions: Liturgy / Social Justice / Environment

These students are members of the Student Leadership Council and demonstrate and promote the College Mission and Good Samaritan / Benedictine values. They meet regularly with the Principal and liaise with the Assistant Principals, Guidance Co-ordinator, Boarding School Director, School Chaplain and Mission Co-ordinator. They demonstrate support for School Captain and Vice Captain on all formal occasions and support House Captains and Vice Captains. At the Student Leadership Council they report on their portfolio activity and inform the student body at Assembly of any upcoming initiative.

Council Committees

Student Leaders Council (SLC): consists of all above captains (total of 19)

The Student Leaders Council should meet once a fortnight to plan whole school initiatives (with Mission Co-ordinator and Guidance Co-ordinator)

Boarding Captain and Boarding Council

Consisting of representatives from each year group they meet regularly with the Director of Boarding to discuss issues across the Boarding College.

Drama Captain and Drama Council

The Drama Council (consisting of nominated elective drama students) works with the Drama staff in the planning and organisation of drama events.

Environment Captain & Environment Council

The Environment Council (consisting of Year 10 and 11 students) assist the Environment Captain to undertake whole school initiatives that promote stewardship of the earth.

House Captain, House Vice-Captain and House Council

Consisting of one representative from Year 10 and 11, this council can assist the captains in the lead up to / during carnivals with communicating any messages that need to be given to the rest of the House and assist the House captains in other house-based events. They may also be involved in planning for special school events such as Foundation Day, Picnic Day.

Liturgy Captain & Liturgy Council

Consisting of one representative from Year 10 and 11, this council assist the School Chaplain with liturgical events such as St Scholastica's Day, Ash Wednesday, Easter liturgies, Graduation liturgies, Advent liturgies, reflection days, retreats, etc. They also assist with prayer at Assembly.

Music Captain & Music Council

The Music Council (consisting of nominated elective music students) works with the Music staff in the planning and organisation of music events such as Soirees.

Social Justice Captain & Social Justice Council

Consisting of nominated Year 10 and 11 students this group works on social justice issues with the Social Justice Captain and promotes these across the school. They meet regularly with the Mission Co-ordinator.

Sports Captain, Sports Vice-Captain & Sports Council

The Sports Council works with the Sports Co-ordinator in the planning and organisation of sporting events and carnivals. The Sports Captain and Vice-Captain are also responsible for the overall organisation and administration (venues) of house meetings and cheer rehearsals.

Student Reporting Policy

Philosophy

As co-educators of students, parents and guardians have the right to be informed of their daughter's academic progress, growth, welfare, attendance, punctuality and participation in the School Community. Student reporting, on a regular basis, provides the opportunity to reflect on student achievement or to make any necessary changes in approach. In reporting, teachers emphasize wherever possible, the positive abilities of the students and make comments that are encouraging in nature.

Guidelines

All comments by teachers are to be an accurate assessment of the student's progress and ability in meeting the outcomes of the course.

Twice a year, a report of each student will be sent containing:

For Years 7-10:

- An achievement grade and an achievement rating for some attitudes/habits.
- in each course
- A comment by the class teacher in each course.
- A pastoral care report written by the homeroom teacher commenting on the student's whole development and progress.
- A record of attendance and punctuality.
- A comment of acknowledgement by the Principal.
- An invitation to be provided information about relative performance in the form of quartiles.

For Years 11-12

- Examination mark, examination rank and cumulative rank (except for the final Year 12 Report), together with a comment by the class teacher.
- A pastoral care report written by the homeroom teacher
- A record of attendance and punctuality.
- A comment of acknowledgement by the Principal.

Procedures

- Notice of dates for reporting are given to teachers well in advance.
- The school based centralised reporting system is used to create, maintain and store reports.
- A copy of each student report is also stored electronically as an individual file.
- All individual reports are checked by the Subject or Curriculum Co-ordinator.
- The Pastoral Care teacher reads reports and comments on the student's attendance, punctuality, co-operation and participation in school life.
- The Guidance Co-ordinator reads reports to better understand each student's development and progress.
- All reports are given to the Principal for reading and further comment.

Student Teachers - Policy for Acceptance and Placement

Philosophy

‘A Good Samaritan school develops a quality curriculum through effective teaching and learning. This is achieved by valuing an academic environment and a love of learning.’
Good Samaritan Teaching and Learning Framework.

The education of future teachers is an important task and St Scholastica's College acknowledges that we are prepared to provide in-school experience for students in their pre-service teacher education.

The College benefits from being involved in the teacher education program in that it provides one way for teachers to become aware of the latest research and practice in teacher education, as well as in the methodology of their subject areas.

Guidelines

Supervising teachers should have

- at least five years' teaching experience
- a thorough knowledge of current syllabus and policy documents
- an interest in professional development
- the ability to maintain a professional yet friendly relationship with student teachers
- excellent classroom management skills
- the willingness to devote a significant amount of time to the guidance of student teachers.

Procedures

While acknowledging the value of the In-School Experience Program, there is to be minimal disruption to the regular classes and daily organisation of the College.

The following procedures apply when allocating classes to student teachers:

- all student teachers must participate in an orientation session with their supervising teachers before commencement of their practicum;
- as a general principle, only classes from Year 7 to Year 10 may be assigned; a Year 11 class may be assigned only after discussion with the Assistant Principal Teaching and Learning;
- classes should be allocated in such a way that no student is being taught by more than one student teacher;
- unless otherwise directed by the university concerned, supervising teachers must be present in the classroom, or on the courts, etc., for the duration of the class being taught by the student teacher.

Student Wellbeing and Behaviour Management Policy

Philosophy

‘St Scholastica’s College..... is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person’

St Scholastica’s College Mission Statement

‘Student well-being is the responsibility of all staff working in partnership with the families in a whole school context.’

Good Samaritan Education- Philosophy of Student Wellbeing

St Scholastica’s College, in the Good Samaritan tradition, values the wellbeing of each person, recognising and valuing differences, fostering quality relationships between staff, between staff and parents/carers, and between staff and students and protecting the young people in its care. All staff members are involved in supporting the pastoral care of the students in the College. Staff and students are given guidance in policy and procedure by our Pastoral Care Team and through the use of restorative justice practice in the College.

Establishing *right relationships* between staff and students is important and this occurs when rights and responsibilities are clear, school and classroom rules are understood and respected, words and actions respect the dignity of others, we create a safe environment, and, respect for cultural and individual differences is maintained. Members of the community at St Scholastica’s College need to respect the physical and emotional boundaries that uphold the dignity and integrity of each person. Arenas of safety must be maintained at all times by all members of the community. The College does not accept harassment, bullying, intimidation, violence, abuse (particularly of young people), or corporal punishment at school or its use by members of the school community or non-school persons to enforce discipline at the school.

As a Good Samaritan School we are responsible for providing a safe, supportive and inclusive environment within which students can feel safe and learn to keep themselves safe. We acknowledge that feeling safe and supported is essential for student wellbeing and effective learning and we are vigilant in all matters relating to child protection and safety (*The National Safe Schools Framework*). We have protocols for managing behaviour and ensure our pastoral policies and procedures conform to state legislation for the protection of children and young people. Staff are trained in pastoral policy and procedure by the Pastoral Care Team (Guidance Coordinators, Counselling staff and Assistant Principal – Pastoral Care).

Guidelines

Guidelines clarify policy through good management of pastoral care at the school. Procedural fairness* underpins all aspects of the Student Wellbeing and Behaviour Management Policy. The College uses strategies to sustain positive relationships so that students are safe and effective learning and teaching can occur.

This is achieved by:

- ensuring *right relationships* exist within the community of students, staff and are understood and supported by parents/carers.
- encouraging students to respect and value themselves, others in the community and the environment.
- offering pastoral programs which promote self-discipline, self-respect, responsibility and resilience
- incorporating inclusive teaching strategies which respond to diverse needs and disadvantage
- providing support systems which monitor, support and record student behaviour modification and use a whole school and evidence based approach to planning pastoral strategies to create a safe school community.

- offering effective networks of care for students and their families to support their wellbeing needs
- incorporating restorative justice practices which enable students to consider their behaviours and plan effective strategies to improve their communication and relationships with others, integrating reflective strategies which offer reconciliation and an opportunity for a fresh start.
- offering opportunities for community service to enable students to participate in the rebuilding of their relationship to the school community.

Procedures

Restorative Practice is the initial strategy employed by staff to help students understand their actions and behaviours. (*What happened? How did it happen? How did you act in this incident? What were you thinking at the time? Who do you think was affected? How were they affected? How were you affected? What needs to happen to make things right? If the same situation happens again, how could you behave differently?*)

The *Code of Rights and Responsibilities* (included in the School Diary) details the college expectation that the members of the community will respect and offer fair treatment to others. Every student has a right to learn and the staff have the right to teach without disruption. When a student does not meet these expectations, restorative practice is used to assist them to remain in the classroom. Referral to the Guidance Coordinator provides an opportunity for the pastoral staff to support the student and provide guidance to enable the student's re-entry into the classroom.

The four stage system of **merits** (cards, awards, certificates and dove medallions) for rewarding positive efforts and behaviour and the four stage system of **levels** (one, two, three and four) for assisting students to reflect and reconnect with the school community, as outlined in the Student Welfare Booklet, are to be used by all teachers. Procedures for each merit stage and level are clearly defined in the Staff Handbook.

Suspensions and expulsion are possible consequences of behaviour deemed to be at level four (see appendix *Staff Procedures- Dealing with Misbehaviour*). Suspension of a student from class or the expulsion of a student from the College is action that can only be taken by the Principal or the Principal's delegate. In dealing with these matters procedural fairness* will always be applied and the Principal remains the final arbiter in all disciplinary matters. The College seeks to work with parents/carers to find the most appropriate response to a student's behaviour. The school will assist families of any student who no longer has reasonable options for remaining at St Scholastica's College to find a place in another school.

Appendix: Staff Procedures- Dealing with Student Misbehaviour **Staff Information- Discipline Procedure**

**Procedural Fairness*

St Scholastica's College uses disciplinary procedures that are based on principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

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

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker, and the review mechanism adds to the fairness of the process.

Supervision Policy

Philosophy

Supervision is intended to safeguard the welfare of all students through the promotion of a caring and ordered environment.

The supervision plan includes rosters and instructions for the safety and management of students while in the care of the College staff. The roster is for playground supervision before school and at recess and lunchtime as well as arrangements for the safe departure of students.

The Principal and Deputy have a responsibility to ensure that supervision is being performed effectively and from time to time will personally monitor the supervision of students to ensure that it is adequate and appropriate.

Guidelines

- A playground supervision roster and bus duty roster are distributed to each staff member and a copy put on the staff noticeboard.
- Parents and students are informed in the student diary and through *Schols News* of school starting and finishing times and any variations to these.
- Parents are also informed that the school cannot accept responsibility for students outside these hours.
- Expectations of St Scholastica's College regarding student behaviour are clearly communicated to students and parents via *Schols News*, and Diary, at assemblies and during homeroom.
- College rules regarding travel are clearly communicated to parents and students via *Schols News* notes home, the Diary, at assemblies and during homeroom.

Procedures

- As in the Attendance Policy, students are expected to be at school from 8:50am until 3:20pm and to remain in the school grounds during this time.
- Parental consent is to be obtained for any request by students to leave early, in which case students have the diary signed by the Guidance Co-ordinator and then must sign the "Sign Out Book" having shown the office manager their diary.
- Students are not permitted to leave classes unless their diary is signed. Students must carry diaries with them at all times.
- Teachers on supervision duty must enforce College rules regarding areas that are 'Out of Bounds'.
- Any dangerous activity must be stopped immediately.
- Any dangerous objects should be confiscated immediately.
- Playground and bus supervision must be active and teachers must be vigilant, remaining in their allocated area until they are relieved.
- At the commencement of classes, teachers on playground duty are to encourage students to return promptly to classes, not leaving the area until all students have moved to class.
- Any accident whilst on supervision must be reported immediately to the Principal or Assistant Principal (see Accident Policy).

Teacher Induction Policy

Philosophy

The overall philosophy of the Teacher Induction Programme at St Scholastica's is to provide a framework to improve the quality of teaching and thereby learning by offering support to beginning teachers and other teachers new to the Good Samaritan tradition.

The College believes that the teaching profession "needs people who can respond sensitively, exercise judgement and think creatively." (Campbell, 1992)

It is with this goal in mind that the school has developed its Teacher Induction Programme to ensure continuing development of competencies, and coherence between initial teacher education and the Good Samaritan tradition.

Guidelines

The school frames its Induction Programme around the recognised areas of competence.

- The ethics of teaching.
The idea that all our students have a capacity to learn and should be treated justly and equitably.
- The practice of teaching.
Establishing and maintaining a school and classroom-learning environment which is safe and supportive, orderly and purposeful, interesting and challenging.
- Management in classroom/school.
Operational knowledge of classroom and school management. Teachers should become familiar with the many facets of management as it applies to their individual circumstances. These include their roles as subject teachers, pastoral care teachers and organisers and participators in extra-curricular activities.
- Interaction with parents and social community.
Teachers should be able to interact effectively with those primarily responsible for the students they teach.
- Professionalism and professional development.
Teachers should understand the responsibilities and obligations of belonging to the profession of teaching.

Procedures

- Staff Induction Day run by Senior Staff to familiarise the new teachers with the philosophy, policies, routines and protocols before the commencement of the school year.
- Topics covered:
Philosophy of Good Samaritans.
Group discussion on ideas and aspirations about education.
Special features of St Scholastica's: overseas students, Boarding school and Toxteth House.
Staff structure and lines of communication.
Student profiles and brief case studies.
- Follow up lunch three weeks later to discuss any impressions, problems and suggestions.
- During Term 2 there will be a follow up including the possibility of implementing a buddying system, formal and informal meetings with the teacher induction team, further inservicing on the nature of teaching in a Catholic school and the opportunity to air concerns, express opinions and put forward suggestions.
- One senior staff member, usually the Assistant Principal, Teaching and Learning is responsible for the accreditation of New Scheme Teachers.

Uniform Policy

Philosophy

‘We value the dignity of each person -as a child of God’
Good Samaritan Education, Philosophy of Student Wellbeing

Guided by *Good Samaritan Education* values, the College uniform enables a student to experience accord with their peers and identification with the College as an equal member of the community. It also allows the general public to recognise our students as being from a Good Samaritan school and representative of the community values that we espouse.

Guidelines

Full school uniform must be worn when travelling to and from school.

Students should wear their hair off their faces and tied back, using regulation College ribbons. Hair should be of a natural colour and extreme hairstyles are not permitted. Makeup and coloured nails are inappropriate when students are in college uniform.

The only jewellery permitted is a watch, a simple ring or plain bangle and non-decorative sleepers / studs in the ear lobe. Visible piercings or tattoos are not permitted.

Students are to wear regulation school shoes which provide support for students’ feet and protection over the instep. Boots, ballet-style or flat shoes with a strap across the instep are not suitable.

Students should ensure that all items of uniform and belongings are clearly labelled. Lockers (with padlocks attached) are to be used to store student belongings during the day.

Procedures

Students are to wear the correct uniform at all times and ensure that all items of clothing including shoes are clean and presentable.

All teachers are responsible for the enforcement of the Uniform Policy. Homeroom teachers should ensure that students begin the day in appropriate uniform. Any student out of uniform should be brought to the attention of the Guidance Co-ordinator who will assess what action the student must take to rectify the situation.

Confiscated items are to be placed in a labelled envelope and given to the Guidance Co-ordinator or the Assistant Principal - Pastoral Care who will follow up with the student.

In cases where a student’s shoes breach Workplace Health and Safety regulations, students will be removed from practical courses until regulation school shoes are worn. The Assistant Principal - Pastoral Care will issue a note to inform parents/carers if required.

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Basis of Discretion

Discretion may be used for uniform misdemeanours, especially for new students to the school. The Principal has the right to waiver uniform requirements in special circumstances.

Vocational Education Policy

Philosophy

At St Scholastica's College we aim to offer a wide range of subjects to meet the needs of individual students. We strive to develop each student's capabilities through a variety of learning experiences in a broad curriculum. We seek to challenge the creativity, initiative and ability of each student. Vocational education and training (VET) is that part of tertiary education and training which provides accredited training in job related and technical skills. The College offers subjects which prepare students for tertiary entrance as well as those that are more vocationally oriented. Students are free to choose a vocational package, an ATAR package or a combination of both.

Guidelines

- The College will generally provide the students with the opportunity to choose vocational courses that will cater for interest and ability.
- Senior students will be informed of vocational options offered both within and outside the school structure.
- The school structure will accommodate students who need to attend off campus courses.
- Vocational Education has a mandatory workplace component; for school delivered courses this is one week in Year 11 and one week in Year 12.
- Teachers will be supported in gaining necessary training and accreditation to deliver dual accredited courses.
- Only teachers with accreditation will be able to teach Vocational Courses.
- The College is a member of the Archdiocese of Sydney Registered Training Organisation and as such will be bound by the Memorandum of Association of this organisation.

Procedures

- The administration of Vocational Education courses is the responsibility of the Curriculum Co-ordinator, delegated to the VET Co-ordinator/Careers Adviser.
- The costs of Vocational courses outside the school premises are subsidised by the school but are also borne by the students who elect to participate.
- Some vocational courses offered in school, for example Hospitality Operations, attract additional costs which are borne by students who elect to participate.
- Students who miss some other work at school because of commitments to vocational courses are obliged to complete that work.
- Students must adhere to the rules of the College, the BOS and external partners, such as TAFE, regarding assessment and attendance.
- The procedures for staff and students, to maintain compliance in VET course delivery, are developed in accordance with guidelines provided by the Catholic Education Office Sydney Registered Training Office (RTO 90478).

Work Health and Safety Policy

Philosophy

The College believes that St. Scholastica's needs to be a place where students, staff and visitors are safe and free from exposure to unnecessary risk and injury. As learning occurs in many diverse environments, it is believed to be the responsibility of the principal and teachers to exert all reasonable care in providing suitable and safe conditions for staff to work and students to learn. A responsibility is also present in providing a recording system in which incidents can be documented, reviewed and monitored.

Guidelines

- The school must adhere to the *Work Health and Safety Act 2011*. In doing so it must
 1. Maintain premises that are safe and without risk to health.
 2. Provide and maintain safe access and exit points
 3. Ensure students are not exposed to risks to their health.
 4. Train staff who become members of the College's OHS committee.
- Teachers must exert a general duty of care and are obliged to provide assistance doing everything possible to prevent injuries.
- First Aid should be administered by an accredited person if available. Emergency Services should be called if necessary.
- Field trips and excursions must adhere to guidelines laid out in the excursion policy.
- The school must maintain a first aid kit which is readily accessible and provide an adequate number of staff with training.
- Any accident, illness or injury within the school must be reported and documented as soon as possible.
- Parents need to be contacted immediately in relation to a student's injury or illness. Records must be kept of any pre-existing medical conditions. Similar records need to be kept for staff members.
- The school, teachers and individual students are all responsible for the implementation of responsible hygiene.
- Provisions must be made for the execution of evacuation procedures. Exit signs need to be clearly marked. An adequate number of extinguishers must be available and serviced regularly.
- All staff members have a responsibility to exercise a clear Duty of Care.

Procedures

- In the event of a fire, gas leak or chemical spill evacuation procedures are to be applied. These are present in every room.
- Teachers must note and avoid any visible hazards and ensure students do not enter these areas. Notice must immediately be given to the office when hazards arise.
- Teachers on duty in the classroom, playground or with the buses, are directly responsible for the safety of students for the entire period or break. Teachers must be visible whilst on morning, playground or bus duty.
- Any accident, injury or illness must be reported immediately to the Deputy Principal.
- Maintenance of school facilities is to be logged in the maintenance book kept in the bursar's office.
- Work Health and Safety issues will be a standing item at all Coordinator and staff meetings.

Workplace Harassment Policy

Philosophy

St Scholastica's College ...is a Christ-centred, inclusive community.

It recognises and respects the dignity, individuality and culture of each person.

Each student has the opportunity to take responsibility for her learning in a positive environment which offers an education in faith and the freedom and responsibility to learn.

- St Scholastica's College Mission Statement

Respect for human persons entails respect for the rights that flow from their dignity as creatures. -

Catechism of the Catholic Church: n.1930

St Scholastica's College is committed to developing a school culture based on mutual trust and respect, expressed through the guiding Good Samaritan value of *Pax*. The goal is to provide a safe, caring and growth enhancing environment for all members of the community.

Harassment is regarded as any form of behaviour which is unwanted and uninvited. It is behaviour which humiliates, offends or intimidates a person and is focused on a person's race, gender, pregnancy, disability, sexuality, marital status or age. It may be just one incident or a series of incidents and may be intentional or unintentional. To prove harassment, the complainant does not need to demonstrate disadvantage. It is sufficient to have been offended, humiliated or intimidated by the behaviour and for it to be reasonable to have felt that way. It may create a hostile work environment in which people are not treated with respect and this could impact on staff morale.

Guidelines

This policy will work towards the achievement of the following objectives:

- To provide a work environment in which all staff feel welcome, safe and free from harassment.
- To promote positive relationships amongst staff members.
- To educate all staff to recognise the signs of harassment in the workplace and to take steps to eliminate it.
- To provide skills for all staff which will enable them to respond to harassment if it occurs and to eliminate it from the workplace.

Procedures

The staff are responsible for:

- Remaining informed of the options available within the workplace if harassment has occurred. These options include: dealing with the harasser personally; seeking confidential advice from the Independent Education Union, the NSW Anti-Discrimination Board or the Human Rights and Equal Opportunities Commission or by taking the complaint to one of the Assistant Principals.
- Informing the Assistant Principal if she/he is aware of incidents of harassment in the workplace.

The Principal is responsible for:

- Informing all staff members of their rights under the appropriate agenda.
- Ensuring that the policy is implemented.
- Informing the staff member being harassed of her/his rights and obligations under the appropriate legislation.

- Discussing with the complainant the options which can be taken to avoid or eliminate the harassment.
- Investigating the incident of harassment, if that is the desirable course of action.
- Informing the alleged harasser of the consequences if harassment is proven.

POSSIBLE COURSES OF ACTION IF HARASSMENT IS CONFIRMED

Step 1: Harasser is given a formal warning.

Step 2: A second formal warning if harassment continues.

Step 3: Grievance Procedure is entered into.

Step 4: Possible dismissal following appropriate procedure if matter is serious.

LAWS GOVERNING ANTI HARASSMENT IN AUSTRALIA

COMMONWEALTH

Racial Discrimination Act 1975

Sex Discrimination Act 1984

Disability Discrimination Act 1992

Affirmative Action (Equal Opportunity for Women) Act 1986

Human Rights and Equal Opportunity Commission Act 1986

Human Rights (Sexual Conduct Act) 1995

Racial Hatred Act 1995

NEW SOUTH WALES

Anti-Discrimination Act 1977

Occupational Health and Safety Act 2000 (NSW)

Occupational Health and Safety Regulation 2001

Values

This philosophy is based on particular Gospel values found at the heart of the Rule of Benedict and the Church's teaching. These values include love, respect, compassion, inclusion, community, justice, hope and reconciliation.

We value:

- ❖ the dignity of each person (as a child of God);
- ❖ a love of learning;
- ❖ respect for individual differences so that "the strong have something to strive for and the weak nothing to run from" (Rule of Benedict 64:9);
- ❖ an appreciation of beauty and the diversity of cultural values;
- ❖ hospitality of heart and place;
- ❖ the seeking of peace.

(*Good Samaritan Education* Philosophy of Education)

Respect for human persons entails respect for the rights that flow from their dignity as creatures.

These rights are prior to society and must be recognised by it...

(Catechism of the Catholic Church: n.1930).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching; that is why the promotion of the human person is the goal of the Catholic school.

(The Catholic School on the Threshold of the Third Millennium #9)

Principles underlying student well-being and child protection policies and procedures in Good Samaritan schools

- Recognition of the God-given dignity and rights of students
- Students have a right to a safe, secure and peaceful environment
- **Student well-being impacts directly on student learning**
- **Students are better prepared for learning when:**
 - **their innate human dignity is recognized**
 - **individual differences are catered for**
 - **cultural diversity is welcomed.**
- **Student well-being is the responsibility of all staff working in partnership with families in a whole school context.**

Good Samaritan Catholic School communities are responsible for:

- providing a safe, supportive and inclusive environment within which students experience personal safety and safety in relationships

- being **vigilant in all matters relating to child protection and safety**
- developing protocols for effectively and non-violently managing behaviour within a supportive school environment
- regularly monitoring and reviewing all elements of the pastoral programs, their implementation, and their outcomes
- ensuring that the pastoral policies, programs and procedures conform to the requirements of State legislation for the protection of children and young people
- ensuring staff are appropriately trained in the understanding and application of these programs and procedures
- ensuring that the [Governing Council is notified of the referral](#) to a State authority of an allegation of harm to a student by an employee and of the [outcome of such a referral](#)

The principles underpinning a supportive Good Samaritan Catholic school environment form the organizational framework within which each school community plans strategies for sustaining positive relationships so that students are safe and effective learning and teaching may occur.

An Organizational Framework for strategies to sustain safe positive relationships and effective learning and teaching would include:

- pastoral relationships which help students value themselves and others
- inclusive teaching and learning which is responsive to diverse needs and educational disadvantage;
- support for students who are at risk or suffer harm
- supportive school-family partnerships
- formation in self-discipline, responsibility and resilience
- effective networks of care across the community
- specific structures and organisational arrangements to support student development and redirection
- reconciliation – offering, in the Christian tradition, support and opportunity for a fresh start.
- commitment to justice and service - identifying and eliminating barriers that hinder the participation and achievement of all students
- procedures that provide for a quick and appropriate response to concerns raised

Review History

GSCA 1.6 version 1.0 October 2008

GSCA 1.6 version 2 June 2012

This policy (Philosophy of Student Well Being) was inserted in this document in November 2013.

Appendix 2 OFFICE - STUDENT ATTENDANCE ADMINISTRATION

ST SCHOLASTICA'S COLLEGE



STUDENT ATTENDANCE ADMINISTRATION

CODE	EXPLANATION	OFFICE GUIDELINES & PROCEDURES
a	The student was absent on the day	Record as 'a' on hardcopy roll. Enter Absent on IWISE
Pa	The student was late or was absent for part of a day. Time of arrival or department must be recorded	Record as 'Pa' in IWISE with time. Early Leaver and Late Notes to be entered If a student is consistently late, inform Guidance Co-ordinator
A	The student's absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence	After seven days if there has been no explanation provided by parents transfer to A on hardcopy roll. If an explanation comes in enter information in IWISE.
B	The student is absent from school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake work experience, school sport, retreats, excursions or school business	Record in IWISE as 'B' students on excursions, sport, work experience etc.
E	The student was suspended from school	Entered as 'E' in IWISE Suspension letter sent to parents, Administration Officer informed and copy filed on IWISE
F	Year 11 or 12 student participating in a flexible timetable not present because they are not required to be at school OR Student who has completed Year 10 but is below the age of 17 years participating in: <ul style="list-style-type: none"> Approved education or training or If the child is of or above the age of 15yrs paid work or a combination of approved education or training and paid work 	Enter 'F' in IWISE for any senior student on flexible learning agenda See Assistant Principal- Learning and Teaching for list of these students. Possibly put in as 'scheduled' if a regular occurrence.
H	The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full time basis in line with school policy e.g. <ul style="list-style-type: none"> Hospital school or Behaviour school Tutorial centre and programs 	Enter 'H' in IWISE for: <ul style="list-style-type: none"> Students going to TAFE/Open High School. See Careers Counsellor for list of names and days Student completing school based apprenticeships when they are at TAFE
L	Principals may record up to 15 days in a school year for students of a compulsory school age who have provided an explanation of the absence which has been accepted by the principal. Additional days for students not of compulsory school age may be recorded at the principal's discretion. This may be due to: <ul style="list-style-type: none"> Misadventure or unforeseen event Participation in special events not related to school Domestic necessity such as serious illness of an immediate family member Attendance at funerals Recognised religious festivals or ceremonial occasions 	Enter 'L' in IWISE for leave other than sick leave that comes under the adjacent dot points. Please note: <ul style="list-style-type: none"> This will require entries in IWISE that have been put in as 'a' transferred to 'L' or 'S' according to the absence explanation advice. This means that students will may have a combination of 'A', 'S' or 'L' once notes have come in. Reports will need to be generated for students who are reaching the limit of 15 'L's. These reports should be presented to the Principal.

M	The student was exempted from attending school following completion of an Application for Exemption and issuing of a Certificate of Exemption.	Enter 'M' into IWISE as scheduled leave when issuing Certificates of Exemption for students. Exemption procedure as follows: <ul style="list-style-type: none"> Application for Exemption being completed by parents (obtained from the webpage or Assistant Principal - Pastoral Care) Discussion with the Principal/Assistant Principal –Pastoral Care Certificate of Exemption issued by the office if and when Principal approves leave Copies of documentation are held: <ul style="list-style-type: none"> Certificate of Exemption Folder Original Certificate and copy of application to be given to parent
S	The student's absence is due to sickness or as the result of a medical appointment. In these cases: <ul style="list-style-type: none"> A medical certificate if provided OR The absence was due to sickness and the principal accepts this explanation. NB: Principal's may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four consecutive days 	Enter 'S' in IWISE for sick leave that comes under the adjacent dot points. Please note: <ul style="list-style-type: none"> This will require entries in IWISE that have been put in as 'a' transferred to 'S' or 'L' according to the absence explanation advice. This means that students will may have a combination of 'A', 'S' or 'L' once notes have come in. <p>Additionally, reports should be generated for students of concern who have large numbers of 'S' and 'A's. These should also be brought to the attention of the Guidance Co-ordinator and Assistant Principal- Pastoral Care</p>

STUDENTS ON OVERSEAS EXCHANGE PROGRAMS

Students participating in accredited overseas student exchange programs for periods of up to 12 months are to remain on IWISE. Documentation regarding the Exchange should be kept on the student's file and the Exemption Folder should also hold this information for ease of referral by Administration.

METHODS OF EXPLANATION	ACCEPTABLE METHODS OF EXPLANATION: <ul style="list-style-type: none"> Parent written note Email from parent – from a source that can be verified, filed as a note on IWISE Phone call from parent – recorded by Administration Officer and filed as a note on IWISE Parent at school explaining -recorded by Administration Officer and filed as a note on IWISE Fax from parent – from a source that can be verified, filed as a note on IWISE SMS from parent – from a number previously lodged with the school, recorded by Administration Officer and filed as a note on IWISE
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STUDENT ABSENCE FOLLOW UP PROCEDURES

ADMINISTRATION RESPONSIBILITIES:

- Provision of manual rolls for Home Room Teachers' recordkeeping. Rolls are marked during the day electronically on IWISE by Homeroom teachers and class teachers during lessons in the day.
- Partial absences are reported immediately by class teachers to the Guidance Coordinators and the Assistant Principal- Pastoral Care for follow-up.
- Accurate record of explanations of daily absences is recorded in IWISE by Homeroom Teacher or Administration Officer.
- Acceptance and verification by way of phone call, parent at reception, email, fax, SMS to a school number or email.
- Provision of reports, correspondence and information to school community including but not limited to:
 - Providing information to Guidance Co-ordinators regarding students with ongoing unexplained absences
 - Providing a report to Principal of any student who has reached 35 unexplained absences
 - Providing students and/or parents with information regarding Exemptions and Approvals
 - Recording information about Certificates of Exemption on IWISE.
 - Providing a printout of student absences to ensure rolls are accurate and parents/carers are informed.**

Appendix 3 STAFF – STUDENT ABSENCE FOLLOW-UP and STUDENT CARE PROCEDURES

STEP ONE

AFTER 3 DAYS CONSECUTIVE ABSENCES OF ANY TYPE

- Home Room Teacher to inform Guidance Coordinator

STUDENT IS SICK

- If student is sick, the Guidance Coordinator is to inform parent/carer by email or phone call that a doctor's certificate may be required for further absences
- Homeroom teacher to follow up Absent Note from parent/carer upon the student's return to school
- Office to send out details of unexplained absences to parent/carers for clarification

ABSENCES OTHER THAN SICK

- If student does not return **AND IS NOT** on Sick Leave go to **STEP TWO**

STEP TWO

4 TO 14 DAYS CONSECUTIVE OR CUMULATIVE ABSENCES OTHER THAN SICK

- Home Room Teacher to inform Guidance Co-ordinator
- Guidance Co-ordinator to contact parent/carer regarding attendance by phone or email
- If required, Guidance Co-ordinator to arrange a meeting with parent/carer, student and Assistant Principal- Pastoral Care to support the student's ongoing attendance
- Principal informed of absence concern and result of meeting
- Any resulting documentation to be placed on student file by Guidance Co-ordinator

ABSENCE APPROVALS

The Principal may approve the following:

SICK LEAVE

Sick Leave

ABSENCES OTHER THAN SICK

A maximum of 15 days cumulative leave for compulsory school age children **for leave other than sick leave:**

- Misadventure or Unforeseen Event
- Participation in special event not school related
- Domestic necessity such as serious illness of immediate family
- Attendance at funerals
- Recognised religious festivals or ceremonial occasions

NB: If the Principal denies the explanation it is recorded as Unjustified or Unexplained

ALL OTHER ABSENCES - EXEMPTIONS:

Principal can grant an Exemption Certificate for up to 100 days within any 12 month period provided that:

- It is in the best interests of the child
- Applications must be in advance and cannot be granted retrospectively

These exemptions include FAMILY HOLIDAYS

PROCESS FOR EXEMPTION GRANTING

- Student obtains an Application for Exemption from the office of the Assist Principal- Pastoral Care or the website for parents to complete
- Exemption considered if to be in the students best interest and procedural fairness is applied
- If Exemption granted – Certificate of Exemption issued by Assistant Principal- Pastoral Care

STEP THREE

15 TO 35 DAYS CONSECUTIVE OR CUMULATIVE ABSENCES OTHER THAN SICK

- Guidance Coordinator informs Assistant Principal- Pastoral Care of the ongoing concern regarding attendance
- *Letter of Concern* sent by the Assistant Principal- Pastoral Care regarding the ongoing absences
- Meeting with Assistant Principal – Pastoral Care, parent/carer and student and an **Action Plan** agreed upon
- If required a letter confirming this agreement and attaching **Action Plan** is sent to parent/carer
- Any resulting documentation to be placed on student file by Assistant Principal- Pastoral Care

STEP FOUR

22-35 DAYS CONSECUTIVE CUMULATIVE ABSENCES OTHER THAN SICK

- Principal & Assistant Principal- Pastoral Care determine effectiveness of the **Action Plan** and add additional support strategies

STEP FIVE

ABOVE 35 DAYS CONSECUTIVE OR CUMULATIVE ABSENCES

- Letter to parents advising that the school has reported the case to Department of Education & Communities Legal Services Unit.
- Inform Department of Education & Communities via letter
- Report student at risk to CCYP (Neglect of Educational Needs)

CODE OF RIGHTS AND RESPONSIBILITIES



***At St Scholastica's we respect the rights of everyone in the College community.
With these rights come responsibilities.***

Rights	Responsibilities
<ul style="list-style-type: none"><i>I have the right to be happy.</i>	<ul style="list-style-type: none"><i>It is my responsibility to treat others with understanding and to be treated with understanding</i><i>It is my responsibility to treat others with understanding – not to laugh at others, tease others, nor try to hurt their feelings. It is my responsibility to respect the rights of others.</i>
<ul style="list-style-type: none"><i>I have a right to privacy in my personal life</i>	<ul style="list-style-type: none"><i>It is my responsibility to avoid spreading gossip or stories that may destroy the good reputation of my fellow students, their families or teachers.</i>
<ul style="list-style-type: none"><i>I have a right to be protected against threats to my health</i>	<ul style="list-style-type: none"><i>It is my responsibility, as a member of this College, not to smoke, take alcoholic drinks or drugs, or influence other students to do so.</i>
<ul style="list-style-type: none"><i>I have a right to justice and fair treatment</i>	<ul style="list-style-type: none"><i>It is my responsibility to be truthful and treat others fairly.</i><i>It is my responsibility to speak to someone in authority when I am aware of an injustice being done.</i><i>It is my responsibility to accept the authority of those who have to make the difficult decisions of justice.</i>

A copy of this code of rights and responsibilities is located in the school diary.

St Scholastica's College

Child Protection Operational Procedure

Table of Contents

1. Philosophy.....	96
2. Outcomes.....	96
3. Staff Child Protection Protocol.....	96
4. Mandatory reporter.....	97
5. Reporting obligations.....	100
6. Investigation.....	102
7. Risk Management.....	103
8. Pastoral Care in Investigations.....	104
9. Confidentiality.....	104
10. Record Keeping.....	104
11. Communicating the Policy.....	105
12. Training and Development.....	105
13. Working With Children Checks.....	105
14. Flow chart –Managing Concerns.....	106
15. Acknowledgement of understanding this policy.....	107

Philosophy

'Saint Scholastica's College is a Good Samaritan Catholic Day and Boarding school. The College is a Christ-centred, inclusive community. It recognises and respects the dignity, individuality and culture of each person'.

St Scholastica's College Mission Statement

At St Scholastica's College we believe that all students in our care should grow up in an environment which enables them to develop physically, intellectually, socially, emotionally and morally in conditions of freedom, dignity, safety and security. This policy acknowledges the College's commitment to child-centred practice which values the well-being of our students and details legislation relevant to their care and protection. This policy includes the handling of allegations of abuse, harassment and discrimination.

Scope of the Policy

This policy applies to all College personnel including employees, volunteers, religious and contractors. For the purpose of this policy the College mandatory reporter is the Principal or Principal's nominee. All staff are required to report any situation where the staff member becomes aware that there may be an issue in relation to child protection or an allegation of reportable conduct.

Outcomes

If the Child Protection Policy is implemented effectively it is expected that:

- All staff will know and understand their responsibilities with regard to the policy
- All staff will abide by the content and spirit of the Policy
- Students will be supported and their concerns addressed should they be suspected of being at risk of significant

STAFF CHILD PROTECTION PROTOCOL

1. Introduction

1.1. General

The safety, protection and well-being of all students is of fundamental importance to the College. Both you and the College have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this document is to summarise the obligations imposed by child protection legislation on the College and on employees, contractors and volunteers at the College and to provide guidelines as to how the College will deal with certain matters. Child protection is a community responsibility.

1.2. Key legislation

All personnel are required to familiarise themselves and comply with the relevant child protection legislation, including but not limited to the following legislation:

Ombudsman Act 1974 (Amendment)

Commission for Children and Young People Act, 1998

Child Protection (Working with Children) Act 2012

Child Protection (Working with Children) Regulation 2013

Child Protection (Prohibited Employment) Act, 1998

The Children and Young Persons (Care and Protection) Act, 1998

The Child Protection (Offenders' Registration) Act, 2000

College personnel are also expected to comply with the following:

Good Samaritan Philosophy of Student Wellbeing 2012

Good Samaritan Care and Protection of Students 2002.

1.3. Your obligations to report

While we set out below circumstances in which the **legislation** requires reporting of particular child protection issues, the School requires you to report **any concern** you may have about the safety, welfare or wellbeing of a child or young person to the Principal
If the allegation involves the Principal you are required to report to the Chair of the Board.
This obligation is part of the College's overall commitment to the safety, welfare and well-being of children.

1.4. Other policies

Please note that there are a number of other School policies that relate to child protection which you need to be aware of and understand including (but not limited to):

- a) the **Code of Conduct** which sets out information about the standards of behaviour expected of all employees, contractors and volunteers of the College;
- b) the **Work Health and Safety Statement** which summarises the obligations imposed by work health and safety legislation on the school and workers; and
- c) the **Bullying Policy**

PART A: The Care and Protection Act

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or well being of a student must be reported to the Principal.

1. Who is a mandatory reporter?

Under the Care and Protection Act persons who:

- a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.

All teachers and boarding school supervisors, are mandatory reporters. Other College employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Principal.

2. When must a report be made Community Services?

2.1 What is the threshold?

A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to Community Services as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.

In addition, while not mandatory, the College considers that a report should also be made to Community Services where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

2.2 Reasonable grounds

'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:

- a) first hand observations of the child, young person or family
- b) what the child, young person, parent or another person has disclosed
- c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

2.3 Significant Harm

Significant harm

A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

Other relevant definitions

1. Policy definition of significant harm

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these.

Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

Child abuse and neglect

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints.

Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.

Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

2 What should you do if you consider that a mandatory report is required?

Reporting by the College about these matters to Community Services and, where necessary, the police, is generally undertaken by the Principal or Principal's delegate. This is in accordance with best practice principles and is the expectation of the College.

If you have a concern that a child or young person is at risk of significant harm you should contact the Principal as soon as possible to discuss whether the case reaches the threshold of 'risk of significant harm' and the steps required to report the matter.

However, if there is an immediate danger to the child or young person and the Principal or next most senior member of staff is not contactable you should speak to the Police and/or the Child Protection Helpline directly and then advise the Principal or next most senior member of staff at the College as soon as possible.

You are not required to, and must not, undertake any investigation of the matter yourself.

You are not to inform the parents or caregivers that a report to Community Services has been made.

You are required to deal with the matter confidentially and only disclose it to the persons referred to above or as required to comply with your mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy, but could expose you to potential civil proceedings for defamation.

3 What should you do if you have a concern that is below the mandatory reporting threshold?

While the Care and Protection Act outlines a mandatory reporter's obligation to report to Community Services, as an employee of this College, any concern regarding the safety, welfare and wellbeing of a student must be reported to the Principal. You are required to deal with all reports regarding the safety, welfare or wellbeing of a student with confidentiality and only disclose it to the Principal and any other person the Principal nominates. Failure to do so will be a breach of this procedure.

PART B: The Ombudsman Act

1 Responsibilities

1.1 General

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non government schools in New South Wales, to notify the New South Wales Ombudsman of all allegations of reportable conduct by an 'employee' and the outcome of the School's investigation of these allegations.

An 'employee' includes employees, contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services. In this part where there is a reference to an employee it includes all of these persons.

1.2 The Ombudsman

The Ombudsman:

- a) must keep under scrutiny the systems for preventing reportable conduct by employees of non government schools and the handling of, or response to, reportable allegations (including allegations which are exempt from notification) or convictions;
- b) must receive and assess notifications from non government schools concerning reportable conduct or reportable convictions;
- c) is required to oversee or monitor the conduct of investigations by non government schools into allegations of reportable or reportable convictions;
- d) must determine whether an investigation that has been monitored has been conducted properly, and whether appropriate action has been taken as a result of the investigation;
- e) may directly investigate an allegation of reportable conduct or reportable conviction against an employee of a non government school, or the handling of or response to such a matter (eg arising out of complaints by the person who is the subject of an allegation); and
- f) may undertake 'own motion' investigations of non government schools where the Ombudsman considers it appropriate to do so, including where there is evidence of systemic failure or serious conflict of interests.

1.3 Head of Agency

The Head of Agency is the Principal of the College.

Under the Ombudsman Act the Head of Agency must:

- a) set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees;
- b) notify the Ombudsman as soon as possible and no later than thirty days after being made aware of an allegation;
- c) notify the Ombudsman whether or not the College plans to take disciplinary or other action in relation to an employee who is the subject of a reportable allegation or conviction, and the reasons for taking or not taking any such action as soon as practicable; and
- d) provide the Ombudsman with any documentary and other information as the Ombudsman may from time to time request to assist in the Ombudsman's monitoring of an investigation.

1.4 Your obligations to report

You must report any concerns you may have about any other employee engaging in reportable conduct or any allegation of 'reportable conduct' that has been made to you, to the Principal, including information about yourself. If you are not sure whether the conduct is reportable conduct but consider that it is inappropriate behaviour you must still report it.

You must also report to the Principal if you become aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct.

This includes information relating to yourself.

If the allegation involves the Principal, you are required to report to Chair of the School Board.

1.5 Contact for parents

[The Principal] is the contact point for parents if they wish to report an allegation of reportable conduct against an employee.

What is reportable conduct?

1.1 Definition of reportable conduct

Reportable conduct is defined as:

- a) any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
- b) any assault, ill-treatment or neglect of a child; and
- c) any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

- a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or
- c) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.

1.2 Other relevant definitions

Set out below are definitions of the various terms referred to above in relation to reportable conduct. Behaviour that causes **psychological harm** to a child is behaviour that is obviously or very clearly unreasonable and results in significant harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient.

Child is a person under the age of 18 years for the purposes of the Ombudsman Act.

Ill-treatment captures those circumstances where a person treats a child in an unreasonable and seriously inappropriate, improper, inhumane or cruel manner. The focus is on the alleged conduct rather than the actual effect of the conduct on the child.

Ill-treatment can include disciplining or correcting a child in an obviously unreasonable and seriously inappropriate manner; making excessive and/or degrading demands on a child; hostile use of force towards a child; and/or pattern of hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

Neglect includes either an action or inaction by a person who has care responsibility towards a child. The nature of the employee's responsibilities provides the context against which the conduct needs to be assessed.

1. Supervisory neglect:
 - An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
 - An intentional or reckless failure to adequately supervise a child or a significantly careless act or failure to act, that:
 - Involves a gross breach of professional standards, and
 - Has the potential to result in the death or significant harm to a child.
2. Carer neglect:
 - Grossly inadequate care that involves depriving a child of the basic necessities of life: such as the provision of food and drink, clothing, critical medical care or treatment, or shelter.
3. Failure to protect from abuse:
 - An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.
4. Reckless act (or failure to act):
 - A reckless act, or failure to act, that:
 - Involves a gross breach of professional standards, and
 - Has the potential to result in the death of, or significant harm to, a child.

Physical Assault is any act by which a person intentionally inflicts unjustified use of physical force against another. An assault can also occur if a person causes another person to reasonably apprehend that unjustified force is going to be used against them. Even if a person who inflicts physical harm or causes another person to reasonably apprehend physical harm does not actually intend to inflict the harm or cause fear, they may still have committed an assault if they acted 'recklessly'.

'Recklessness' in this context relates to circumstances when the person ought to have known that their actions would cause a person physical harm or cause them to fear injury.

Assaults can include hitting, pushing, shoving, throwing objects or making threats to physically harm a child.

PSOA 'person subject to the allegation'.

Reportable conviction means a conviction (including a finding of guilt without the court proceeding to a conviction), in NSW or elsewhere, of an offence involving reportable conduct.

Sexual Misconduct has two categories which include:

- (1) crossing professional boundaries and
- (2) sexually explicit comments and other overtly sexual behaviour.

The alleged conduct must have been committed against, with or in the presence of a child.

Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- relationship with;
- conduct towards; or
- focus on; a child or young person, or a group of children or young persons.

Codes of conduct that outline the nature of the professional boundaries which should exist between employees and children/young people can be particularly useful. For employees who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, it may be necessary to provide more detailed written advice about what constitutes appropriate behaviour.

Sexually explicit comments and other overtly sexual behaviour

Behaviour involving sexually explicit comments and other overtly sexual behaviour which can constitute sexual misconduct. Some forms of this behaviour also involve crossing professional boundaries. This conduct may include:

- a) inappropriate conversations of a sexual nature
- b) comments that express a desire to act in a sexual manner
- c) unwarranted and inappropriate touching
- d) sexual exhibitionism

- e) personal correspondence (including electronic communications such as e-mails and text messages) with a child or young person in relation to the adult's sexual feelings for a child or young person
- f) exposure of children and young people to sexual behaviour of others including display of pornography
- g) watching children undress. For example, in change rooms or toilets when supervision is not required or justified.

Sexual Offences encompasses all criminal offences involving a sexual element that are 'committed against, with or in the presence of a child'.

These offences include (but are not limited to) the following:

- (a) indecent assault
- (b) sexual assault
- (c) aggravated sexual assault
- (d) sexual intercourse and attempted sexual intercourse
- (e) possession/ dissemination/ production of child pornography or child abuse material
- (f) using children to produce pornography
- (g) grooming or procuring children under the age of 16 years for unlawful sexual activity
- (h) deemed non-consensual sexual activity on the basis of special care relationships

2 What happens when an allegation of reportable conduct is made?

3.1 Initial steps

Once an allegation of reportable conduct against an employee is received, the Head of Agency is required to:

- (a) determine on face value whether it is an allegation of reportable conduct;
- (b) assess whether Community Services or the Police need to be notified (ie, if reasonable grounds to suspect that a child is at risk of significant harm or criminal offence);
- (c) notify the child's parents (unless to do so would be likely to compromise the investigation or any investigation by Community Services or the Police);
- (d) notify the Ombudsman within 30 days of receiving the allegation;
- (e) carry out a risk assessment and take action to reduce/remove risk, where appropriate; and
- (f) investigate the allegation or appoint someone to investigate the allegation.

3.2 Investigation principles

The College will:

- (a) be mindful of the principles of procedural fairness;
- (b) inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations;
- (c) make reasonable enquiries or investigations before making a decision;
- (d) avoid conflicts of interest;
- (e) conduct the investigation without unjustifiable delay;
- (f) handle the matter as confidentially as possible; and
- (g) provide appropriate support for all parties including the child/children, witnesses and the PSOA.

3.3 Investigation steps

In an investigation the Head of Agency or appointed investigator will generally:

- (a) interview relevant witnesses and gather relevant documentation;
- (b) provide a letter of allegation to the PSOA;
- (c) interview the PSOA;
- (d) consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines;
- (e) inform the PSOA of the preliminary finding and provide them with an opportunity to respond;
- (f) consider any response provided by the PSOA;
- (g) make a final finding in accordance with the NSW Ombudsman Guidelines;
- (h) decide on the disciplinary action, if any, to be taken against the PSOA;

- (i) apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG; and
- (j) send the final report to the Ombudsman and report to the OCG (where required) (see Part C).

The steps followed in the investigate process will be guided by the "Recommended Protocols for Internal Investigative and Disciplinary Proceedings, 2001" (IEU/AIS) as updated from time to time (See Appendix 2.)

The steps outlined above may need to be varied on occasion to meet particular circumstances. For example it may be necessary to take different steps where the matter is also being investigated by Community Services or the NSW Police.

A PSOA may have an appropriate support person with them during the interview process. Such a person is there for support only and as a witness to the proceedings and not as an advocate or to take an active role.

3 Risk management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.

The Head of Agency is responsible for risk management throughout the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation.

4.1 Initial risk assessment

One of the first steps following an allegation of reportable conduct against an employee is for the Head of Agency to conduct a risk assessment. The purpose of this initial risk assessment is to identify and minimise the risks to:

- (a) the child(ren) who are the subject of the allegation;
- (b) other children with whom the employee may have contact;
- (c) the PSOA;
- (d) the College, and
- (e) the proper investigation of the allegation.

The factors which will be considered during the risk assessment include:

- (a) the nature and seriousness of the allegations;
- (b) the vulnerability of the child/children the PSOA has contact with at work;
- (c) the nature of the position occupied by the PSOA;
- (d) the level of supervision of the PSOA; and
- (e) the disciplinary history or safety of the PSOA and possible risks to the investigation.

The Head of Agency will take appropriate action to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being suspended from duty. When taking action to address any risks identified, the College will take into consideration both the needs of the child/ children and the PSOA.

Please Note: A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter. Until the investigation is completed and a finding is made, any action, such as an employee being suspended, is not to be considered to be an indication that the alleged conduct by the employee did occur.

4.2 Ongoing Risk Management

The Head of Agency will continually monitor risk during the investigation including in the light of any new relevant information that emerges.

4.3 Risk Management at the Conclusion of the Investigation

At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by the Head of Agency regarding what action, if any, is required in relation to the PSOA, the child/children involved and any other parties.

5. What information will be provided to the PSOA?

The PSOA will be advised:

- (a) that an allegation has been made against them (at the appropriate time in the investigation); and
- (b) of the substance of the allegation, or of any preliminary finding and the final finding.

The PSOA does not automatically have the right to:

- (a) know or have confirmed the identity of the person who made the allegation; or

- (b) be shown the content of the Ombudsman notification form or other investigation material that reveals all information provided by other employees or witnesses.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children (see Part C section 3).

6. Disciplinary Action

As a result of the allegations, investigation or final findings, the College may take disciplinary action against the PSOA (including termination of employment).

In relation to any disciplinary action the College will:

- (a) give the PSOA details of the proposed disciplinary action; and
(b) give the PSOA a reasonable opportunity to respond before a final decision is made.

7. Confidentiality

It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible.

The College requires that all parties maintain confidentiality during the investigation including in relation to the handling and storing of documents and records.

Records about allegations of reportable conduct against employees will be kept [in a secure area] and will be accessible by [the Head of Agency or with the Head of Agency's express authority].

No employee may comment to the media about an allegation of reportable conduct unless expressly authorised by the Principal to do so.

If you become aware of a breach of confidentiality in relation to a reportable conduct allegation you must advise the Principal.

8. Pastoral care in Investigations

(a) Where a student is at risk of significant harm or is the person to whom the reportable conduct has allegedly been directed, the Principal must as soon as possible advise the student's parents or care givers unless she is satisfied that:

- The department of family and community Services intends to notify the student's parents or care givers promptly; and
- The college will not be in breach of its duty of care to the student or to other students by not advising the student's parents or care givers.

(b) The College will make available counselling staff to provide counselling and other support as required to:

- Any student who is at risk of significant harm or is the person to whom reportable conduct has allegedly been directed; and
- Where relevant their families, and refer these people to external agencies able to provide relevant care and support.

10. Record Keeping

The College is committed to keeping accurate records of all matters required by this Policy.

- The College will collect and hold personal information relating to the Working With Children Check in accordance with the Australian Privacy Principles arising from the *Privacy Act 1988* and the *Privacy Amendment (Enhancing privacy protection) Act 2012*
- The College will keep securely relating to reports to the Ombudsman.
- The College will not disclose any information obtained by it in connection with employment screening, except as allowed by law.
- The College will take all reasonable measures to prevent unauthorised access to information held on paper or electronic systems.

A member of staff who is the subject of relevant employment proceedings can, using the protocols made under legislation set out in s43 of the *Commission for Children and Young People Act 1998*;

- Apply for access to any documents held by the College containing information about these proceedings; and
- Apply for the amendment of any College records which contain information about the proceedings on the grounds that such records are incorrect or misleading.

11. Communicating the Policy

This policy will be provided to all new staff on Induction.

This Policy will be provided to all College Council Members.

This Policy is available on the College web site and several hard copies are available with the Principal, assistant Principals and Director of Boarding.

This Policy will also be given to any person who makes a reportable conduct allegation and any member of the College community who requests a copy.

12. Training and Development

St Scholastica's College's implements strategies which seek to create a safe learning environment. These include:

- Educating all members of the College community about child protection issues
- Ensuring all reportable allegations are taken seriously
- Monitoring all strategies that create a safe learning environment for their effectiveness

All staff will undergo professional development to ensure they have read and understood this pPolicy. Training will be part of the induction process for all new staff. Ongoing training will occur at regular intervals, including when changes are made to the Policy.

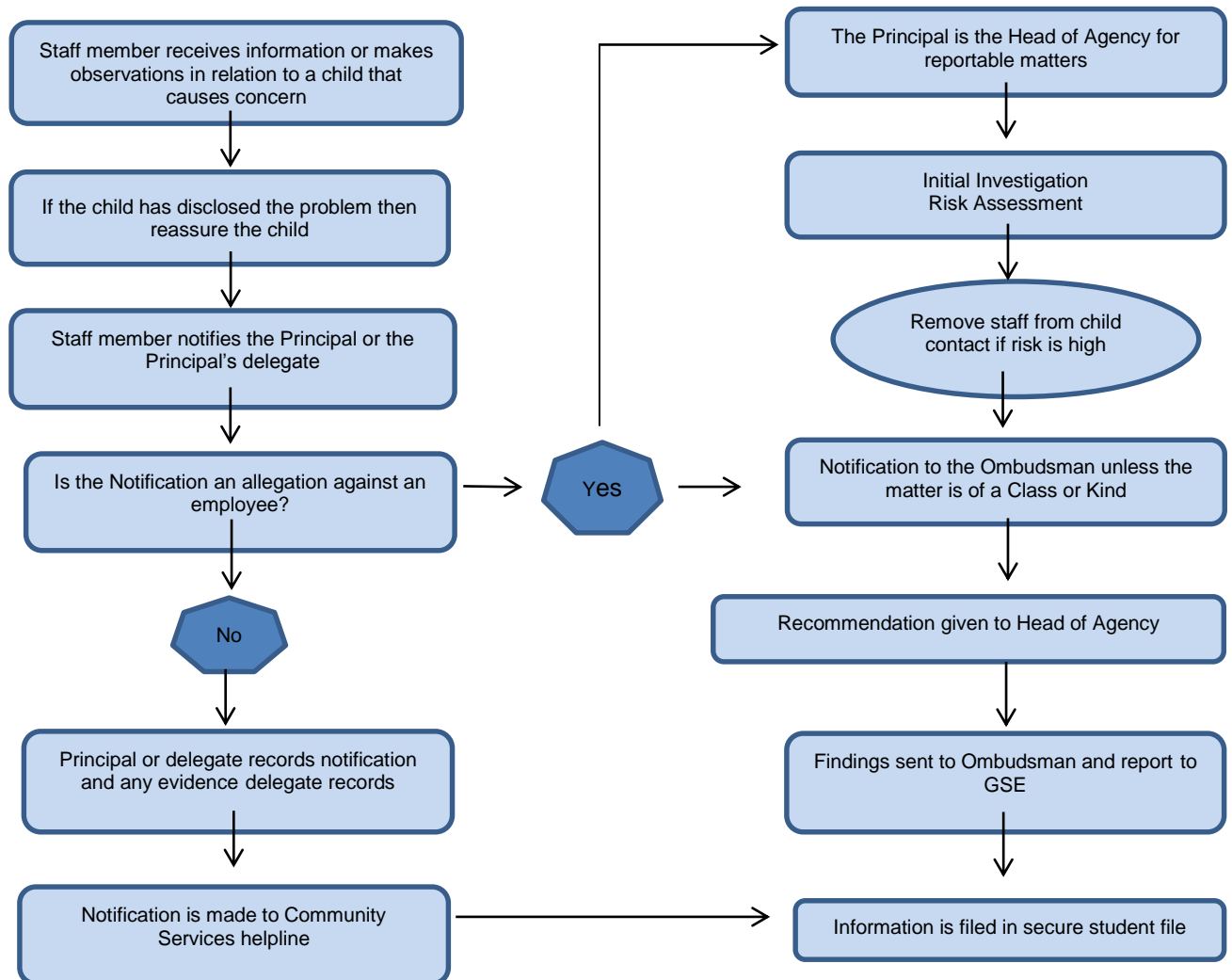
All staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary. Staff are encouraged to attend training courses and in-service opportunities that enhance their contributions to the duty of care of all students.

WWC -Employment Screening and Notification Requirements

St Scholastica's College meets the employment screening and notification requirements of the *Commission to Children and Young People Act 1998*. The Business Manager's office carries out this process for all members of staff prior to the commencement on duty at the College and maintains all appropriate records for the day and boarding school. The Business Manager will ensure that all staff maintain a current Working With Children Clearance.

Each staff member must apply for their own Working With Children Check once every five years. Paid workers are required to pay a fee for the five year clearance. Volunteers are not required to pay for the clearance. The Business Manager will verify a child-related worker's or a volunteer's clearance number. Cleared applicants will be subject to ongoing monitoring and relevant new records could lead to the clearance being revoked. It is the individual's responsibility to apply for the Check which can be done by going to the website <http://www.kids.nsw.gov.au/Working-with-children/>, completing and submitting the relevant form. Existing employees must have undergone a new check by the end of the phase in period.

MANAGING CONCERNS IN RELATION TO CHILDREN AND YOUNG PERSONS



Principal- Loretto Richardson

Principal's nominee (Day School) - Jen Small School Counsellor

Principal's nominee (Boarding College) – Annie Barnett

13. Acknowledgement of Understanding of the

Child Protection Policy and Procedure

This page is to be completed and returned to the Assistant Principal Pastoral Care. If you have any concerns or questions regarding the Policy please seek advice from the Assistant Principal.

Name:.....

Day- area of teaching and learning/Boarding.....

I acknowledge that I have read this policy and understand the processes involved in the management of child protection and my role in any procedures. I acknowledge that I have a duty of care to all people present at such times, particularly the students, and will follow all directions to help ensure the welfare of all.

Signed:.....

Date:.....

Appendix 5: STAFF PROCEDURES - CHILD PROTECTION AND REPORTABLE CONDUCT

1. Preventing issues arising in relation to Child Protection:

Pre-employment screening: A Working With Children Check (WWCC) is a prerequisite for any child related work in NSW. Anyone seeking engagement by the College must supply their WWCC Clearance. It is the responsibility of the employee to gain their own WWCC Clearance which remains valid for a period of 5 years.

Training: All staff are trained in the requirements and protocols surrounding child protection at induction in terms of Mandatory Reporting and other school matters. These are then updated and refreshed annually through staff professional development. Signed lists of attendees are kept by the Assistant Principal- Pastoral Care for those training sessions relevant to Child Protection.

2. Reporting issues in relation to Child Protection

All Staff are required to report to the Principal or the Principal's nominee any situation where the staff member has formed a belief on reasonable grounds that a student is at risk of harm. This may include incidents involving:-

- Physical assault
- Sexual assault or sexual misconduct
- Psychological harm
- Professional misconduct that may involve reportable conduct
- Any act of violence that occurs in the presence of a student
- Sexual misconduct that occurs in the presence of a student

The Principal or the Principal's nominee will report immediately relevant child protection issues to the NSW Department of Family and Community Services. Any guidelines supplied by the Commission for Children and Young Persons in relation to The Child Protection (Working with Children) Act 2012 must be followed.

Any relevant disciplinary proceedings will be notified to the Commission for Children and Young People, on completion.

3. Responding to issues in relation to Reportable Conduct

An employee, against whom a reportable allegation has been made in the course of employment, is to be informed by the Principal or Principal's nominee of the reportable allegations made against them. They must be given an opportunity to respond to the reportable allegation, including sufficient information to enable them to respond.

A full investigation of suspected reportable conduct must be carried out. The finding of this investigation are given to the Head of Agency. The Principal is the Head of Agency for St Scholastica's College. The Head of Agency must make appropriate reports to the Ombudsman within 30 days, and if required Family and Community Services.

Employees should also be made aware that there are rights of access to investigation files and avenues of dispute resolution (excluding the name of the notifier except in certain circumstances). Employees should also be given full details regarding the process of enquiry, the panel or person appointed to investigate the reportable matter.

GUIDELINES FOR STAFF PROFESSIONAL BEHAVIOUR

Social Activities and Social Networking with Students

- (a) There is a higher expectation of the demeanour and standards of behaviour of teachers than there is for the general community
- (b) It is unwise for a teacher to attempt to enter on equal terms into the social activities of students. The customary social distance between teacher and student should be maintained.
- (c) It is unwise for a teacher to interact with students via social networking sites e.g. Facebook, Twitter, Instagram for anything other than a legitimate educational purpose.

Interviewing Students

- (a) As far as practicable, interviewing, counselling and tutoring of a student alone needs to be done in a place that is open to view or in the general vicinity of at least some other staff member.
- (b) In comforting students who are obviously stressed, emotional or injured, the "hands off" dictum is wisest when a teacher and students are alone.

Appendix 6:

A SAFE AND SUPPORTIVE ENVIRONMENT PROTOCOL

General

The NSW Board of Studies Registered and Accredited Individual Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students.

Support

St Scholastica's College wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the College. St Scholastica's College encourages consultation between all members of the College community in matters which affect them.

Security

St Scholastica's College implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire critical incidents ie. evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities; and
- (f) other appropriate matters i.e. Boarding (where additional procedures need to be put in place e.g. supervision 24/7).

The implementation of these requirements and procedures is monitored for compliance from time to time. This compliance will be done periodically by members of the College Executive.

Supervision

Appropriate measures are taken by College staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

The College has in place a *Code of Conduct* for staff and a *Rights and Responsibilities* document students which may be supplemented from time to time by specific rules and directives. The *Code of Conduct* includes such matters as:

- (a) the rights and responsibilities of students and staff within the College community including the rights and responsibilities of students and staff as members of the boarding community;
- (b) behaviour management;
- (c) the role of the College Executive and the monitoring of that system; and
- (d) the management and reporting of serious incidents.
- (e) The College has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.
- (f) The College has a student leadership system in place.

Complaints and Grievances

The College has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

- (a) Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling with the College

- (b) The College takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
- (c) Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

- (a) The College provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Principal; representative or an appropriate government, welfare, health or other authority.
- (b) Welfare procedures for students undertaking distance education, outside tutoring, courses/subjects with an external provider or students taking up alternative residential/accommodation arrangements for the purposes of their schooling.
- (c) All of the above procedures will apply when the College has made arrangements for students to undertake courses, subjects, tutoring or other education either on or off-site or where the College has made alternative residential arrangements for the purposes of their schooling.
- (d) Teachers, staff and any other persons involved in the provision of education or other services for students of the College who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the College, or who are involved in the provision of accommodation for students for the purposes of their schooling, will be subject to the requirements of relevant child protection legislation.
- (e) Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the College but outside of the College will have equal access to counselling and other student welfare services as appropriate.
- (f) All of the above procedures will be implemented in a manner that is appropriate to the College, its students and the community and with regard to the relevant legislative requirements that apply to the College and the students within its care.

Appendix 6: STAFF PROCEDURES - DEALING WITH STUDENT MISBEHAVIOUR

The teacher should use Restorative Justice strategies to respond to misbehavior as this practice helps students understand their actions by asking: *What happened? How did it happen? How did you act in this incident? What were you thinking at the time? Who do you think was affected? How were they affected? How were you affected? What needs to happen to make things right? If the same situation happens again, how could you behave differently?*

If deemed necessary an appropriate consequence may include the following:

- give a verbal reprimand
- move the student to another seat
- detain the student during part of recess or part of lunch
- have the student report to your duty area to clean up the playground
- ***N.B. Any form of corporal punishment is forbidden***

What if the behaviour does not change?

1. Keep records of incidents and misbehavior in your pastoral records for the class.
2. Give a verbal warning to the student and complete an Incident Report which is to be sent to the Subject Co-ordinator and cced to the Guidance Co-ordinator.
3. The Report is placed in the student's file by the Guidance Co-ordinator. (See Appendix 2)
4. Student may be placed on a Wednesday afternoon detention or may move to Level One at the discretion of the Subject or Guidance Co-ordinator.

Level One (Yellow)

When a student fails to respond to the Incident Report, she may be placed on Level One. Note that the student may be placed on this Level by the Guidance Co-ordinator only.

Before recommending that a student be placed on Level One:

- The teacher should have made some attempt to address the student's behaviour OR the offence warrants immediate placement on Level One.
- The student should have been given a chance to improve her behaviour after a minor offence.

Guidelines

- Initial consultation with parents regarding a student's placement on Level One will be by telephone. A Level One Discipline Code letter is sent home to the student's parents or caregivers. (See Appendix 3) and a copy is kept on the student's file.
- A Level One Discipline Report (See Appendix 4) is issued and this Report operates for at least one week. It is carried by the student to each class. Her teachers will indicate whether the student is working to a satisfactory standard. If a 'C' is given, the reason must be clearly stated on the back of the Level sheet.
- Two or more Grade "C" comments on the same day will require the student to report immediately to the Guidance Co-ordinator. The report will be signed by the student's parents at the completion of one week.
- The report will be reviewed at the end of the week by the Guidance Co-ordinator who will consider if:
 - the student is to remain on Level One for another week;
 - the student is to be removed from the Level (a copy is to go on the student's file);
 - the student is to progress to Level Two or a higher Level.

Level Two (Blue)

When a student on Level One fails to improve her behaviour or repeats offences which placed her on this Level, she may be placed on Level Two.

- The Guidance Co-ordinator or Assistant Principal – Pastoral Care may place a student on Level Two.
- A student may be placed immediately on a Level Two for the following reasons:
 - serious insolence
 - serious disobedience

- smoking
- not attending detention
- behaviour on excursions/camps which could bring discredit to the College.
- graffiti
- damaging College property
- truanting
- Initial consultation with parents regarding a student's placement on Level Two will be by telephone and / or a meeting with the Guidance Co-ordinator. Parents will be then sent a Level Two Discipline Code letter (See Appendix 5) by the Guidance Co-ordinator.
- Students will be reminded of the rights and responsibilities which apply to all students at the College.
- Students will be informed of what happens to students placed on Level Three of the Discipline Code.
- Copies of ALL correspondence MUST be lodged on the student's file.
- Parents may be asked to come to the College to talk about the situation with the Guidance Co-ordinator or Assistant Principal – Pastoral Care.
- The Guidance Co-ordinator will fill out a Level Two Discipline Report for the student, which will be monitored daily by the Guidance Co-ordinator and will be signed by the student's parents at the end of the week.
- Two or more Grade "C" comments on the same day will require the student to report immediately to the Guidance Co-ordinator.
- The report will be reviewed at the end of the week by the Guidance Co-ordinator who will then decide that:
 1. the student is to remain on Level Two for another week;
 2. the student is to be removed from the Level (a copy is to go on the student's file);
 3. a recommendation be made that the student progress to Level Three or a higher Level.

Level Three (Green)

When a student is placed on Level Three she has demonstrated that her behaviour is clearly inconsistent with the values and expectations of the College and that she has made insufficient attempt to demonstrate improvement.

- Particular behaviours which are inconsistent with the values and expectations of the College include:
 - The student's behaviour on Level Two has shown no improvement
 - Stealing or vandalism
 - A breach of sufficient gravity as determined by the Assistant Principal – Pastoral Care.
- Students placed on Level Three may be suspended from school and/or excluded from College activities or placed on a contract.
- They will be required to complete a Level Three Discipline Report for one week which will be signed by the student's parents at the completion of that week.
- Initial consultation with parents regarding a student's placement on Level Three will be by telephone and / or a meeting with the Guidance Co-ordinator and the Assistant Principal – Pastoral Care. The parents will be informed of the consequences of their daughter's actions and a copy of the Level Three Discipline letter will be lodged on the student's file. (See Appendix 6)
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Level Four (Red)

A student will be placed on Level Four for either a single very serious incident or for an accumulation of serious misbehaviour.

- Initial notification to parents regarding a student's placement on Level Four will be by telephone. Parents will then be informed in writing of the consequences of their daughter's actions.
- The Principal will interview the student and her parents. The consequence will generally include suspension and it will be made clear that any future misconduct will mean that the student's place at the College will be reconsidered.
- The student will be required to complete a Level Four Discipline Report for one week which will be signed by the student's parents at the completion of the week.
- Conduct which could result in the student being placed on Level Four includes:
 - serious incidences of disrespectful behaviour towards staff
 - stealing and vandalism
 - using and/or possessing alcohol or drugs at any activity under College jurisdiction

- serious public misconduct
 - A record of interview and any correspondence relating to placement on Level Four will be placed on the student's file.
 - In particularly serious instances, the student and her parents may be told there is no longer a place for her at St Scholastica's. Where appropriate, help will be given in finding the student a placement in another school.
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Appendix 6: STAFF INFORMATION – DISCIPLINE PROCEDURE

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded).

St Scholastica's College uses disciplinary procedures that are based on principles of **procedural fairness**.

"Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations;*
- *know how to seek a review of the decision made in response to the allegations.*

The 'right to an unbiased decision' include the right to:

- *impartiality in an investigation and decision making;*
- *an absence of bias by a decision-maker," and the review mechanism adds to the fairness of the process."*

The right of review or appeal depends on the circumstances of each individual case and it is not a necessary component of providing procedural fairness.

Students are required to abide by the College's Rules and to follow the directions of teachers and other people with authority delegated by the College. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the students may be subject to disciplinary action.

The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, a warning or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The school prohibits the use of corporal punishment in disciplining students attending the school.

The school doesn't not explicitly or implicitly sanction the administering of corporal punishment by non school persons, including parents, to enforce discipline at the College.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- (a) informed of the alleged infringement;
- (b) informed as to who will make the decision on the penalty;
- (c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- (d) afforded a right of review or appeal.

The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided;

ANTI-BULLYING STRATEGIES

St Scholastica's College wishes to promote a learning environment where teachers and pupils should be mutually supportive and the College rejects all forms of bullying. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships

PREVENTION, PROTECTION, EARLY INTERVENTION AND RESPONSE STRATEGIES

Right Conduct

The College has in place a *Code of Conduct* for staff and a *Rights and Responsibilities* document for students to ensure members of the community know what is acceptable behaviour in our College community.

Pastoral Care Programs (see Pastoral Care Program)

St Scholastica's College provides a number of programs through pastoral care to address bullying including

- Cybersafety presentations for Year 7, Year 8, Year 9 and Year 11
- Cybersafety/Cyberbullying sessions for Year 7 and Year 8 Homerooms (including the *Stop Cyberbullying* Competition).

The Pastoral Team complete an annual audit to build our knowledge of how, where and why bullying is happening. This informs our annual Pastoral Care Plan for the next year.

Student Leadership

Student leaders can have a positive impact on school climate. Students listen to their peers and student leaders can enhance discussion on issues such as bullying. Student leaders in Year 11 are trained as *Big Sisters* using Restorative Justice to assist them to work with younger students. Any serious or ongoing issues for students are referred by the student leader to the Guidance Coordinator for follow-up.

When student leaders work to support anti-bullying initiatives there are a number of advantages. For example, student-led learning:

- provides opportunities for the exchange of ideas between students and student leaders
- provides learning experiences that engage students and are relevant to their needs
- enables students to learn and practice decision making skills.

Supervision

Appropriate measures are taken by College staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved. Active supervision reduces the opportunities for bullying and encourages positive behaviours.

Response to Bullying

The College has in place policy and procedure for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

All of the above procedures will be implemented in a manner that is appropriate to the College, its students and the community and with regard to the relevant legislative requirements that apply to the College and the students within its care.

STRATEGIES FOR IMPROVING SCHOOL ATTENDANCE

St Scholastica's College recognises that to ensure students are engaged by their learning, punctuality and reliability need to be fostered. These habits will contribute to a student's connection with the school community and encourage their engagement in their learning journey. In partnership with parents, the College is responsible for promoting the regular attendance and encouraging this is a core responsibility of the College (School Attendance Policy).

PREVENTION, EARLY INTERVENTION AND RESPONSE STRATEGIES

Prevention

The likelihood of success in learning is strongly linked to regular attendance and participation in educational programs. Children and students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations. These learners may:

- be socially isolated
- place themselves at risk of harm during times of absence
- be more likely to be involved in socially unacceptable and/or illegal activities

High expectations are set by the school in regular correspondence such as newsletters and emails to parents/carers of students.

A safe and supportive learning environment is presented by the school that works to support students to actively engage in purposeful learning with support if needed.

Rigorous procedures are maintained to monitor and record student attendance

Homeroom teachers follow the attendance patterns of students to ensure that the girls are aware we have concern for them. They follow up on any notes required for days missed due to illness or domestic necessity.

Early Intervention

If a student is absent for 4 days or more the Homeroom teacher is to contact the Guidance Coordinator to follow up with the student's family to ascertain the reason for their non-attendance. Guidance Coordinators will make contact with the student's parents/carers to ensure that students are able to return to school as soon as possible. Missed work may also be sent through the Guidance Coordinator by teachers. The Guidance Coordinator will pass on the names of students whose absences become greater than 15 days to the Assistant Principal Pastoral Care. The strategy *Dealing with Students of Concern* is useful here to assist with finding the right support for students whose attendance is concerning.

Response Strategies

A meeting with parents/carers of the student is organised and an Action Plan is enacted to assist with a student's re-entry into the school environment. The Action Plan is then used to encourage parents/carers to assist with improving the student's attendance pattern and allows the student to understand what is needed from her.

Support systems are set up to assist with any learning or behavioural supports needed by the student.