

Saturday School of Community Languages

Connection Diversity Excellence

Student Wellbeing and Engagement Policy

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1. Introduction

The Saturday School of Community Languages (SSCL) is a Department of Education (DoE) secondary school that offers courses in 26 languages and operates on Saturdays at 15 high school Centres; 13 based in the Sydney metropolitan area, one in Wollongong, and one in Newcastle.

The SSCL offers students the opportunity to study their background community language when that language is not offered at their own school or college in the year requested.

The SSCL provides quality education for all students, taking into account their backgrounds, abilities and interests. We are committed to providing a safe and secure environment for all members of the school community.

The SSCL provides effective learning and teaching within well-managed environments in partnership with parents/caregivers and the wider school community.

Student Welfare at the Saturday School of Community Languages:

- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Promotes positive engagement and learning
- Recognises the role that the school plays as a resource to link families with community support services
- Relates to quality learning and teaching
- Provides a positive school environment

The Saturday School of Community Languages Wellbeing policy ensures:

- Student expectations are clearly stated
- Students take responsibility for their own learning and behaviour
- Well managed teaching and learning environments are operational
- Students make progress in developing key social skills

2. NSW Department of Education Policies and Procedures

NSW DoE student wellbeing policies and procedures are found on the Department's Intranet and Internet. These policies are implemented to ensure maximum learning and wellbeing outcomes for all students.

Policies include:

- Student Discipline in Government Schools – Support Materials
- Suspension and Expulsion of School Students – Procedures
- Bullying: Preventing and Responding to Student Bullying in Schools Policy

Related information:

- Student Welfare Policy
- Core Rules for Students in NSW Government Schools
- Workplace Health and Safety Policy
- Anti-racism Policy
- Drugs in Schools Policy
- Child Protection Policy: Responding to and reporting students at risk of harm
- Student Health in NSW Public Schools – A summary and consolidation of policy
- School Attendance Policy
- Values in NSW Schools
- Controversial issues in schools
- Assisting students with learning difficulties
- Overseas students and visitors policy
- International student policy

3. Saturday School of Community Languages Student Wellbeing Team

The Wellbeing Team is led by the Supervisor and supports the wellbeing needs of students. The Centre Student Wellbeing Team may include the following:

- Principal
- Supervisor
- Assistant Supervisor
- Curriculum Coordinator
- Teachers
- Weekday School Supervisor
- Parents/Caregivers

Our welfare system is underpinned by every teacher following the procedures **consistently** across all Centres. As an integral part of the school's wellbeing and learning system, positive reinforcement and the cultivation of a supporting and caring environment are the responsibility of every teacher.

The Principal:

- Oversees the whole school wellbeing and support programs
- Ensures that there is a network of support structures for students across all Centres
- Identifies and provides professional learning opportunities for all staff in the area of student wellbeing and provides training opportunities
- Oversees the implementation and review of the Student Wellbeing and Engagement Policy.

The Supervisor:

- Oversees the wellbeing and support programs within the Centre
- Builds a network of support structures for students within the Centre including parents/carers, teachers and weekday school supervisors as appropriate
- Reports wellbeing issues of concern to the Principal.

The Assistant Supervisor:

- Monitors and follows up student attendance
- Identifies students causing concern
- Liaises with relevant Centre staff
- Coordinates the merit award system including maintaining records and issuing merit awards
- Liaises with the weekday school supervisors regarding individual learning plans, health care plans, disability provisions, funding support, and attendance
- Organises and coordinates a short whole school assembly once per term
- Communicates with parents/carers/weekday school supervisors on matters relating to student wellbeing, attendance, and engagement, and ensures implementation as necessary
- Develops and implements procedures to support international students enrolled at the Centre

Classroom teachers:

- Are prepared for the lesson and punctual to class
- Are conscious of their special duty to the students in all educational activities and out of school
- Identify students who are causing concern and refer them to the Centre executive
- Meet the individual learning needs of students and assist each student to maximise their learning outcomes
- Demonstrate the highest standards of professional behaviour, exercise professional judgement and act in a courteous and sensitive manner when interacting with students, parents/caregivers, staff and the public
- Devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms
- Treat students equitably, including those with disabilities and other special needs
- Recognise student achievement, effort and behaviour through praise and encouragement as well as through regular use of the merit award system

- Provide a safe and supportive learning environment
- Consult with executive staff to develop and implement strategies to support students with identified learning and support needs
- Target individual students whose behaviour is inappropriate by addressing the behaviour, not the person
- Adopt a calm but firm manner when dealing with students
- Avoid the use of sarcasm, denigration and belittlement when talking to students
- Effectively manage and implement programs for child protection and student wellbeing
- Collaborate in the development of school plans, policies and programs
- Undertake appropriate ongoing professional learning to promote confidence in curriculum development, delivery and evaluation, classroom management, and teaching skills

A quality lesson:

- Encourages learners to be respectful, responsible, and safe
- Follows the behaviour for successful learning guidelines (refer to page 8)
- Is well planned and related directly to the syllabus outcomes
- Has evidence of explicit goals or a clear plan that is understood by the students
- Contains clear instructions where the teacher checks for understanding through explicit teaching
- Is student Centred
- Engages each student in their learning and meets each student's individual learning needs
- Models and scaffolds desired skills and responses
- Models and acknowledges appropriate behaviour
- Demonstrates high expectations of student participation in the learning process and values work completed through checking and the provision of feedback
- Contains a variety of teaching strategies and learning activities
- Involves the teacher moving around actively helping students and groups
- Makes links with previous and future learning
- Includes appropriate homework
- Provides opportunity for student reflection and evaluation

4. Saturday School of Community Languages policies and procedures

4.1 Student referral process

- Any member of the SSCL who becomes aware of a wellbeing issue concerning a student should notify the Supervisor or a member of the executive team. In the case of a child protection issue, the supervisor is to be informed immediately, will in turn notify the Principal.
- In consultation with the Supervisor, the Principal will use the Mandatory Reporter Guide and/or contact Child Wellbeing to follow the decision of what to do next.
- Information regarding students causing concern is recorded on the Centre database.
- The Centre executive team will meet to discuss students who have been identified as causing serious concern.
- The Assistant Supervisor liaises with the weekday school contact and parents/caregivers when a student causes concern
- The Supervisor is to notify the Principal of students causing serious concerns

4.2 Behaviour for successful learning

All students who attend the SSCL are expected to behave in a respectful, responsible and safe manner.

Come prepared to learn

- Your **right** is to have the opportunity to learn
- Your **responsibility** is to allow all students to learn.

Students will:

- Show a positive attitude
- Pay attention in class
- Do their best at all times
- Report to class on time

<p>Respect yourself and others</p> <ul style="list-style-type: none"> • Your right is to be treated with fairness and respect. • Your responsibility is to treat others with fairness and respect. 	<p>Students will:</p> <ul style="list-style-type: none"> • Accept responsibility for the choices they make • Treat all people with respect • Follow teachers' instructions at all times • Use appropriate language at all times
<p>Care for your own and school property</p> <ul style="list-style-type: none"> • Your right is for your property to be safe and secure. • Your responsibility is to look after school property. 	<p>Students will:</p> <ul style="list-style-type: none"> • Be responsible for looking after their own property and school property. • Treat school property and school environment with respect.
<p>Behave Safely</p> <ul style="list-style-type: none"> • Your right is to be safe and happy at school. • Your responsibility is to act in ways which keep yourself and others safe. 	<p>Students will:</p> <ul style="list-style-type: none"> • Remain on school grounds at all times unless they have permission to leave from executive staff. • Follow all WHS (Work Health and Safety) procedures at the Centre. • Act responsibly and access only appropriate sites and materials on the internet.

4.3 Attendance policy

The SSCL recognises that attendance is central to all academic and wellbeing issues which lead to successful learning. The responsibility for encouraging and monitoring high standards of attendance and punctuality is a shared responsibility amongst all members of the school community including staff at SSCL and day school, students and parents/caregivers.

The legal basis for compulsory school attendance is located specifically within the principles established in the Education Act 1990 that states that all children between the ages of 6 and 17 must attend school each day that school is open, unless specific exemptions apply.

The unique situation that the SSCL operates within (classes on Saturdays only) requires accurate, prompt and direct communication with parents/carergivers and the weekday school to ensure each student is able to fulfil their academic potential and to identify and act upon any wellbeing concerns that may arise.

Aim:

The SSCL has a responsibility to improve and maximise student attendance rates in terms of both whole day and partial attendance. The school's attendance policy therefore aims to:

- Improve student overall attendance rates
- Decrease the incidence of fractional truancy
- Minimise the number of students arriving late
- Develop proactive approaches to attending school on Saturdays in order to maximise student learning opportunities
- Maximise student engagement and achievement

Implementation procedures:

Teacher responsibilities

- Communicating high expectations for and acknowledging good attendance
- Responding to lateness and truancy for their own classes
- Accurately marking school and class rolls before and after the break
- Asking students to provide notes from parents/caregivers to explain absences
- Supporting the executive team in attendance initiatives
- Consistently implementing the SSCL attendance policy and procedures

Student responsibilities

- Attending school punctually on each Saturday that the school is open
- Remaining in class at all times unless given permission to leave
- Bringing notes from parents/caregivers to explain absences
- Abiding by school attendance policy and procedures.
- Ensuring the Centre is provided with documentation from the day school for any approved exemption from attendance

Parents/carers responsibilities

- Ensuring students attend on every Saturday the school is open
- Providing written and/or verbal explanations for each absence from school by emailing or calling the Centre
- Notifying school executive of any leave including extra curricula activities

Assistant Supervisor responsibilities

- Ensuring all teachers mark the roll correctly
- Ensure the effective running of the attendance marking system
- Coordinating and maintaining effective truancy procedures. Following up where necessary with parent/carer meeting
- Promoting and clarifying SSCL expectations for attendance
- Liaising with the weekday school in the monitoring of student attendance patterns
- Maintaining effective communication with members of the school community
- Implementing strategies to improve absenteeism and truancy
- Recognising and acknowledging outstanding attendance at school assemblies
- Liaising with the curriculum coordinator where an absence has occurred during an assessment task.
- Issuing warning letters for not meeting outcomes due to non-attendance.

Supervisor responsibilities

- Oversees overall attendance at Centre.

Strategies to encourage attendance

- Oversees overall counselling of students with poor attendance by the executive team, liaising with the home school to communicate concerns/issues
- Acknowledge good/improved attendance, verbal encouragement by all school personnel
- Revising expectations on a regular basis through the executive team visiting classes and acknowledging excellent attendance, parent-teacher interviews and through the awarding of certificates at end of year assemblies
- Acknowledging good attendance through the merit system and special certificates each term for students with outstanding attendance
- Addressing absenteeism and truancy through:
 - Accurate roll marking and consistent follow-up
 - Attendance checks of whole year groups by the Assistant Supervisor
 - Following up of lateness and truancy at classroom level
 - Possible referral to Year Advisor, SSCL Coordinator, Deputy Principal or other appropriate personnel at day school.

4.4 Merit award system

The Merit Award System has been implemented to recognise student participation, to celebrate student achievement, to encourage ongoing commitment to learning as well as to recognise citizenship.

The merit award process:

Merit certificates are given to students by their teachers to recognise effort, improved and/or positive attitude to work as well as academic achievement. Students who achieve outstanding attendance (above 95%) each term will receive a merit certificate at the end of school assemblies.

The Merit Award System operates on three levels:

- **3** Merit certificates equate to a **Silver** award
- **6** Merit certificates equate to a **Supervisor's** award
- **9** Merit certificates equate to a **Principal's** award

Once students have collected certificates they are to present these to the Assistant Supervisor. The Assistant Supervisor will maintain the database record of awards issued to students. Students who receive the Principal's award are to receive their awards at the Annual Presentation Day in December (or at the end of Term 3 if the student is in Year 12). The awards remain valid for the duration of a calendar year and expire at the end of the school year.

4.5 Health care plans

The health and well-being of students is a priority within the SSCL. Students may have a range of health care needs and these may change over time. Parents, caregivers and weekday schools are asked to provide information about their child's/student's health both on enrolment and on an ongoing basis.

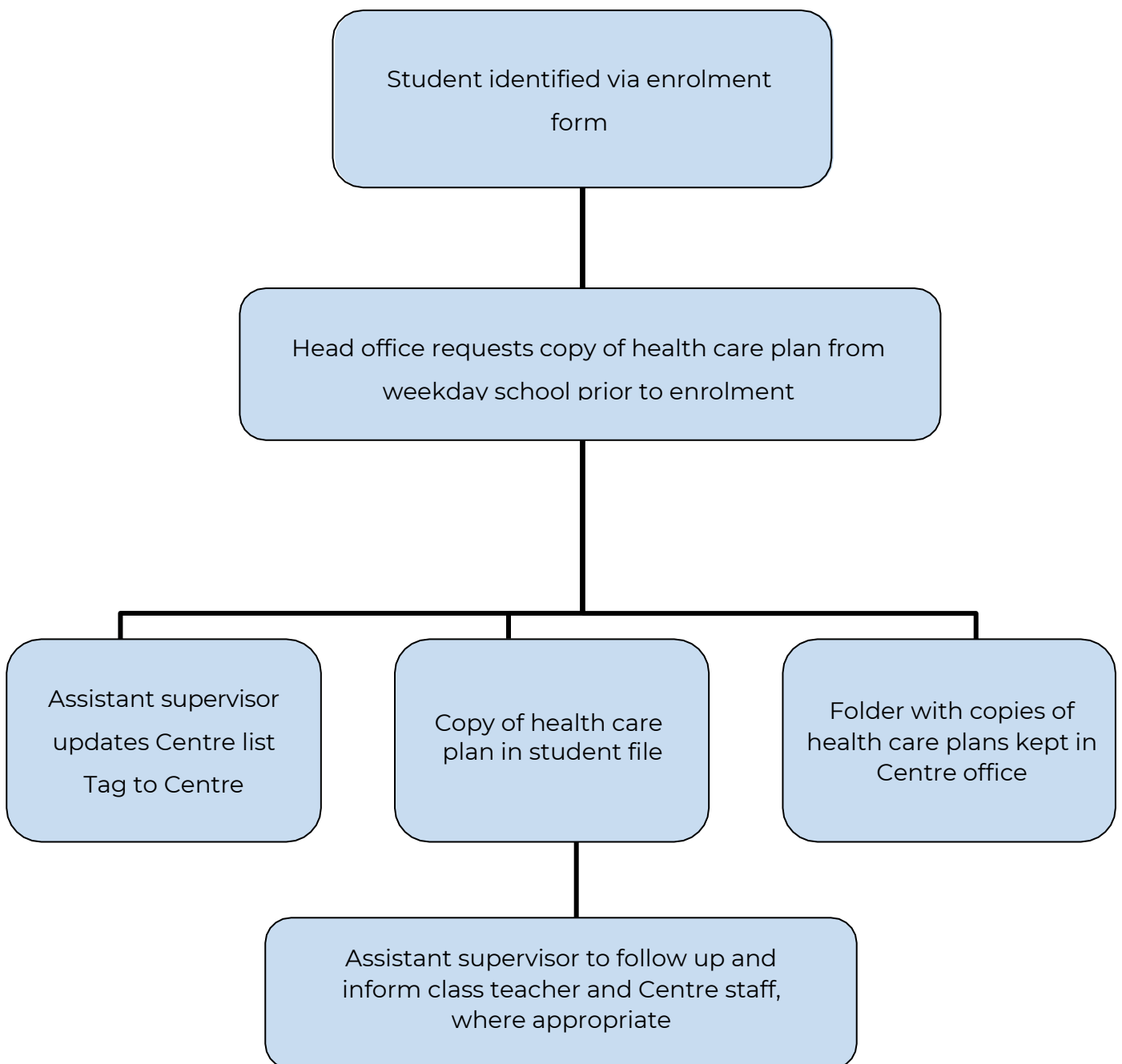
Parents and caregivers and/or the weekday school must provide a copy of the health care plan at the time of enrolment or upon request from the relevant SSCL Centre. Health care plans are required if a student has an allergy or other medical condition. In the case of students diagnosed at risk of anaphylaxis, a copy of the ASCIA Action Plan for Anaphylaxis must also be provided.

Individual health care plans should be submitted for the following:

- Severe asthma, type 1 diabetes, epilepsy and anaphylaxis.
- Any student who is diagnosed as being at risk of any emergency.
- Any student who requires the administration of specific health care procedures.

The SSCL seeks updated health information where a student's health needs have changed. All students with health care plans are identified on the Centre database. Hard copies of their plans are to be stored centrally in the Centre office.

4.6 Health care plan procedures



4.7 Anti-bullying procedures

All members of the SSCL have a right to learn and teach in a safe, happy and productive environment.

We respect the individual differences and the rights of others and bullying and harassment of any type is not and will not be tolerated at the school in any form.

What is bullying? (as defined in the Department's Preventing and Responding to Student Bullying in Schools Policy)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying, however must be dealt with by the class teacher and/or Centre executive.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all DoE staff, students, parents, carers and members of the wider school community.

All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

Bullying may take many forms, examples of this include but are not limited to:

- **Physical bullying:**
pushing and shoving (where hurt is intended), kicking, invasion of personal space, the destruction of property, tripping, punching, standing over someone, throwing objects.
- **Verbal bullying:**
any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; including name-calling, offensive language, spreading of rumours, using words that suggest stupidity or physical problems, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames.
- **Exclusion bullying:**
includes the deliberate isolation (both explicit and implicit) of an individual student from their peer group.
- **Extortion bullying:**
the use of force or threats to obtain money, food or personal belongings from other students; harassing other students eg buying lunch, carrying materials.
- **Cyber bullying:**
the use of information and communication technologies such as email, mobile phone, text messages and electronic social networking sites to support repeated and deliberate hostile behaviour intended to harm others.

Strategies for prevention of bullying

As a school community all members have the responsibility to work actively towards the prevention of bullying.

The Principal and supervisors have the responsibility to:

- Maintain a positive climate of respectful relationships where bullying is less likely to occur

- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- Develop and implement an Anti-bullying Plan according to the Department's guidelines
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
- Include procedures for contacting the Child Wellbeing Unit or school liaison police officer where appropriate

All staff have the responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Identify patterns of bullying behaviour and immediately respond to such patterns to prevent bullying
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- Be vigilant in monitoring for signs of bullying behaviour, including the use of technology within the school setting
- Make efforts to remove opportunities for bullying by proactive supervision during breaks
- Take steps to help victims by removing sources of distress
- Actively seek appropriate assistance to help students develop resilience
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Recognise instances of bullying and be able to differentiate them from playful activity
- Refer suspected incidents of bullying to the supervisor or assistant supervisor as soon as possible

All students at the SSCL have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens that utilise technology in a manner that respects the rights and privacy of students, teachers and other members of the school community
- Behave as responsible bystanders by ensuring they make a conscious decision not to be involved in any incidents of bullying
- Report incidents of bullying to the class teacher or executive

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur
- Take an active interest in their child's social life
- Closely monitor computer use at home and appropriate use of communication technology such as Facebook, Twitter, etc.
- Talk with their child about bullying and be aware of and report signs of distress – e.g. unwillingness to engage in their schooling
- Advise their child to tell a member of staff if bullying has occurred
- Make it safe for their child to talk about what happens at school and how it makes them feel. Try to listen without rushing in with solutions
- Encourage their child to speak up and tell the truth if gossip is being spread about someone they know
- Ask their child not to join in bullying behaviour
- Be willing to attend interviews at the school if their child is involved in any bullying incident
- Be willing to inform the school of any cases of suspected bullying even if their child is not directly affected

Additional strategies to deal with bullying may include:

- Conflict resolution/mediation with students and/or families involved
- Counselling
- Restitution
- An agreement regarding standards of future behaviour
- Suspension
- Expulsion
- Participation in behaviour guidance programs (e.g. anger management, improving social skills)
- Referral to external agencies
- Recording of bullying incidents on Learning Management System (e.g. Millennium)
- Informing weekday school of serious bullying incidents via email

Students who are being bullied are encouraged to inform their class teacher or executive to take preventative action so that they may help reduce their distress and have a better chance of a long term solution to the problem. It is essential that all students, class teachers and executive work together to build a positive school environment that supports the wellbeing of all students.

Students who witness bullying are strongly encouraged to speak out so they can help reduce the distress to the victim and contribute to the building of a safe and secure school environment.

When staff, students and parents/caregivers work together to prevent incidents of bullying there is a much greater chance of creating a safe, secure, tolerant and happy school community.

4.8 Anti-racism policy

The SSCL implements the Department's Anti-racism policy:

The policy commits the Department to the elimination of all forms of racial discrimination in its schools and worksites and applies to all employees of the Department, all students in government schools and has implications for each school's community.

- The Department rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible
- No student, employee, parent/caregiver or community member should experience racism within the learning or working environments of the Department
- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department
- All staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours
- The SSCL must have a trained anti-racism contact officer (ARCO) who provides timely and professional responses to complaints regarding racism

Implementation documents and related documents can be found on the DoE intranet under school policies and procedures.

Implementation documents include:

- Anti-racism education
- Advice for School (PDF 823.92KB)

Related documents and sites include:

- Aboriginal Education and Training Policy
- Racism. No way!
- Complaints Handling Policy Guidelines
- Values in NSW Public Schools
- Anti-Bullying Plan for Schools
- Student Wellbeing Policy
- Cultural Exchange NSW
- Multicultural Education Policy

4.9 Electronic device policy

Electronic devices are in common usage in our society today and have highly desirable benefits for the user. However, they do also have the potential to distract the user from other tasks, make those tasks more difficult or intrude upon the rights of other individuals nearby. In schools, they are often used as a tool to bully other students. They also pose serious problems related to theft and the complications associated with deterring or solving theft of personal valuables.

The SSCL aspires to create a safe, caring school environment which promotes students' learning and at the same time encourages students to take responsibility for their own learning and behaviour. Students are requested to have their mobile phones switched off during lesson time.

The SSCL endorses the following guidelines to ensure personal electronic devices are used appropriately and the rights of all learners and teachers in the school are maintained without conflict.

Implementation guidelines

- Students are requested to have their mobile phones switched off during lesson time and not make calls, respond to calls or send messages while in class. Students needing to use a phone in an emergency situation should seek approval from their classroom teacher or go to the office
- They may be used in the playground unless otherwise directed by a teacher
- When being spoken to by any staff member, headphones should be removed as a courtesy to the teacher
- Under no circumstances should phones, smart watches or any other electronic device be used during exams or assessment tasks
- Safe keeping and security of each item is the responsibility of the owner. No responsibility will be taken by the school for the loss of any electronic or digital devices
- Mobile phones are not to be used for inappropriate purposes, including cyber bullying, taking pictures or video, surfing the net or sending emails
- Occasionally, students may be permitted to take photographs or videos where this forms part of an approved class activity. Such activities may only be approved by the supervisor and when relevant student and parent/caregiver permission has been given in relation to the taking and publication of photographs and video footage has been provided by all the necessary parties
- Students who do not follow the policy on mobile phones and engage in the above behaviours will have their phone removed and given to the Centre Supervisor. An interview with the Centre Supervisor will be necessary to negotiate the return of the mobile phone – phones are to be placed in an envelope with the students name on it
- Teachers are not permitted to use their mobile phones during class time unless required for teaching and learning activities