



SCOTS ALL SAINTS
COLLEGE

Annual Report 2021



scotsallsaints.nsw.edu.au

A Presbyterian Co-educational day and boarding College
from Preparatory School to Year 12 in Bathurst, NSW

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MESSAGE FROM KEY SCHOOL BODIES

Message from the College Council



Despite the continuing challenges and restrictions caused by the Covid-19 pandemic, Scots All Saints College has continued to flourish as a Christian School for children from Preparatory School to Year 12. The College continues to put its trust in God and is committed to faithfully proclaiming and explaining His word to all members of our Community.

Scots All Saints formed from the merger of The Scots School and All Saints' College in 2019 and is now a settled and thriving community with 830 students enrolled P-12.

2021 Highlights

Registration

The College faced its first full registration process with the NSW Education Standards Authority (NESA) and was successfully registered for the full 5-year period.

Opening of new Preparatory School

The new Preparatory School (for 4-year old's) was formed and opened on the Junior School Campus with 98 4-year old's enrolled. This was the result of amalgamating the pre-school programs from Lithgow, Scots and All Saints.

Christian Mission

The appointments of Rev. Michael Bennett as full-time Chaplain and Mr Ben Boss-Walker as full-time Christian Studies teacher has added significant resources to the Christian Mission of the College. We thank God for sending both of them to work with us in Bathurst.

The P-12 Christian Studies programs, Chapel services, Student Wellbeing programs and community service have been aligned under the direction of the College Chaplain.

Covid-19

Like all schools in NSW, the College staff worked collegially and with dedication to ensure all students maintained educational continuity and connection throughout the enforced periods of lockdown. The work of the staff and the support of the parents was exceptional and really pulled the Community together.

STEM Grant Funding

The growth of the College and the need to modernize existing facilities is being well managed. The Junior School STEM Centre, funded by the Commonwealth Government Grant, donations from the College Foundation and the College, was completed and opened in 2021. It is an exceptional centre for student learning in the Science, Technology, Engineering and Math's areas of the Curriculum.

The College has been awarded a further Commonwealth Government Grant to develop a new Science/STEM Centre on the Senior School. Work is occurring on this project for 2022/2023.

Bequest

The College is indeed thankful for the bequest of 26 hectares of land adjoining the current Senior School site on the Scots Campus from the owner and longstanding College supporter – Miss Lorna Ray. This will enable the significant expansion of the Agriculture program.

The Council

2021 was another challenging year for the Council, with meetings occurring via a combination of Zoom and face-to-face throughout the year. We are thankful to God for the technology that enabled our Council to effectively operate throughout the various restrictions imposed on us by the pandemic.

Mr Chris Duncan, Head of Governance at the AIS conducted a Risk Management professional development session for the College Council via Zoom in October 2021. The session was very informative and provided Council members with a good foundation to continue to develop the College's Risk Management Framework.

Long serving College Council Members, Mr Jim Grant, Mrs Robyn White and Mrs Jennifer Stone retired from the College Council when their term expired in June 2021. The College Council and College Community are extremely grateful for the contributions of all three retiring Council members to the Scots School and Scots All Saints College during their tenure.

One vacancy on the College Council is yet to be filled as a result of the retirement of these members. The College Council is willing to accept applications from active members of a Presbyterian Church whose skillsets are suitable to complement existing College Council Members.

Mr Andrew Crauford was invited to join the Scots All Saints College Council to fill one of the three vacancies. Andrew is a member of the Bathurst Presbyterian Church, and former member of the Castle Hill Anglican Church prior to relocating to the Bathurst Region in 2020. Andrew has a background in marketing and real estate and has become a valuable member of the Property Committee of the College Council.

Terms of office for four Council members expire in 2022. All four members have served one three-year term and have provided strong support and commitment to the ongoing development of the new College.

Mr Michael Siede as the Convenor of the Finance Committee.

Mr Andrew Abel as a member of the Property Committee and Finance Committee.

Dr Theresa Cook as a member of the Property Committee.

Mrs Ruth Clements as a member of the Christian Mission Committee.

Mr Hamish Thompson Chair of Council

Mrs Rosemary McKay Deputy Chair of Council

Mr Andrew Burge

Mr Rex Shaw

Mr Doug Milton

Mr Ben Grieg

Closing Comments

While there have been many challenges throughout 2021 there have been many blessings and we thank God for his grace towards us. We firmly believe that it is God's plan for Scots All Saints College to be a place of witness and learning in His name.

Mr Hamish Thompson
Chair of College Council
Scots All Saints College

Message from the Head of College



2021 continued to be a challenging time for all schools due to the spread of Covid-19 in our communities and the ongoing lockdowns and restrictions on activities which were put in place. Scots All Saints College refined online teaching and learning practices, pastoral care and communication with students and parents throughout the year to maintain continuous high-quality education to all day and boarding students.

Operations

For long periods of time the teaching staff operated remotely from home, delivering lessons, holding student/parent conferences and staff/faculty meetings over Zoom. In this way the community remained closely connected.

Special attention and support was provided to Year 12 students who needed to adjust to the changing arrangements for HSC examinations. The College took the opportunity to provide additional classes for Year 12 students and the start date for the HSC was extended.

The College is deeply appreciative of the commitment of the entire staff to maintain operations and to be agile in responding to changing Government directives. The support of parents and the wider community was exceptional.

Enrolments

Scots All Saints continued to experience growth in enrolments throughout 2021. There were 740 students K-12 and 96 additional children in the Preparatory Program for 4-year olds. Likewise, Boarding enrolments grew from 128 to 150 boys and girls.

Strategic Planning

The College completed the construction of the Junior School STEM Centre in April 2021 and this was opened with much excitement just before lockdown occurred. This event gave the students a wonderful opportunity to demonstrate to the hundreds of guests just how exciting and relevant STEM is.

College Council undertook a review of the structures of the College across the existing campuses. The original structures included P-8 on one campus and 9-12 on the second campus. Following consultation, these structures were further refined. It was determined that from 2022 P-6 would operate from the Eglinton Road Campus as a stand-alone Junior School and Year 7-12 and all Boarding would operate from the O'Connell Road Campus at White Rock.

The College has completed the final planning for the construction of the Senior School Science/STEM Centre in 2022/2023. This innovative facility will expand and modernize the Science, TAS and Visual Arts areas of the College, providing all senior students with modern, flexible teaching/learning spaces but also providing additional space for future growth.

While Covid-19 has restricted normal operations of the College, strategic planning has been a focus of our efforts. Both the Junior and Senior School campuses have been assessed for student needs and a strategic plan has now been completed to provide the future development of the physical aspects of the College.

Past Students Association

The Scots All Saints Past Students Association was formed in 2021, amalgamating past students from All Saints' College and The Scots School. The past students of both schools have worked closely together to ensure a strong and supportive alumni is in place for this relatively new school.

Parents and Friends Association

The Parents and Friends Association and its sub-group: Boarding Parents and Friends Association, have continued to meet monthly via Zoom. They have worked hard to stay connected and supportive of the students and staff throughout the lockdowns and have been incredibly supportive. Due to the continual restrictions, many of their planned activities have been cancelled or put on hold until 2022/2023. Nonetheless, they remain an integral part of the school and are planning a wide range of community events for 2022.

Students

All students felt the strain of separation and loss of face-to-face contact due to Covid-19 restrictions. Throughout the year as restrictions changed, the College ensured that face-to-face contact was maximized, remained consistent and reliable to support positive wellbeing.

Year 12 students worked extremely hard in a collaborative and supportive way to ensure no student was left behind. The HSC outcomes were a further improvement on 2020 placing the College in the top 150 of schools statewide and Top 10 regionally.

Staff

The College has now developed a Teaching/Learning Framework under the direction of the Head of Teaching and Learning (a new position created for 2021). A whole College professional learning program is in place for the education and development of all staff with the ongoing support as teachers move through the various stages of proficiency and excellence to maintenance of registration.

Although it has been a turbulent year due to the ongoing challenges caused by Covid-19, the College has spent considerable time planning for the future, caring for its community and supporting staff as we look to a positive and exciting future.

Mr John Weeks
Head of College

Message from the Parents and Friends' Association



The year 2021 has proven to be more challenging than 2020 during the COVID-19 Pandemic. As I write this, students are back on day three at school, having not physically been on campus since mid-August.

From the outset I wish to acknowledge and thank all staff who have supported our students during this time and over the past 20 months. At times it has been relentless for all, and I'm grateful for the positivity, support and ongoing enthusiasm of the College staff in such challenging times.

Thank you to Mr John Weeks for his leadership and big picture vision during this time. We wish all Year 12 students the best for the future, following some wonderful HSC results.

In late 2020, the P&F committed funds to the Middle School Playground \$55,000 on the Saints Campus and \$30,000 to a covered area on the Scots Campus. In addition, \$4,800 was also donated Middle School learning resources. It is fabulous to see the Middle School Playground completed and in use, as well as the beginning of the covered area in progress too. A total of \$89,800 has been contributed to both these projects, and it is wonderful to see them in action!

Two thousand and twenty one began with our second annual Evening Under the Stars event for Parents and Staff of the College. A joint event, hosted by the College and P & F, was held at Abercrombie House on the outskirts of Bathurst. Our thanks to the Morgan family for such a stunning venue on a late summer evening. Thanks also to staff Amanda Kemp and Michaela Barclay for their support for this event. Almost 200 parents and staff attended the event, and we look forward to commencing the 2022 year in a similar fashion!

With many events across our region and nation cancelled due to Covid, the 2021 Spring Gathering was no exception. As the major fundraiser for the P&F, we will again endeavour to bring this new event to fruition in 2022.

The year 2022 will be the year of new connections and getting to know the many new families who have joined the College over the last few years. With the restructuring of the College to Junior and Senior Campuses, we feel there is an opportunity for parents from these campuses to come together and support at different events.

The Boarder P&F has continued with some great meetings and 'Let's Connect' meetings again this year, ensuring some virtual face-to-face events and hearing directly from staff during Covid times. It's now 20 months since our last face-to-face meeting, and fingers crossed, we can pull off our Boarder family end-of-term dinner in early December before Speech Day. Our sincere thanks to Director of Boarding – Mr Anthony Le Couteur, along with Heads of Houses, Kimberley Jones, Lucinda Wells, Lynne Woodlock, Andrew Ball and all boarding staff for their care and nurturing support of all boarders at SASC.

The SASC P&F, Boarder P&F and Friends of Pipes and Drum have great executives and teams in place. For the SASC P&F thanks to Natalie Cranston, Treasurer, Kassandra Wythes, Secretary and

Committee Members Olga Burgess, Sally Nevill, Tonia Cox, Tania Mitchell, Em Patterson, Ellie McNamara and Melanie Jacobson. For the Boarder P&F, thanks to Sarah Lindsay, Secretary, Andrew Gill, Vice President, Sue Webb, Treasurer and Committee Members, Sally Nevill, Jeremy Betts, Meg Hardie, Sally Argent-Smith, Em Patterson, Sally Morse, Clare Gill and Sally Davis. And finally, Friends of Pipes and Drums, thanks to Stu Green, President, and Scott Eastment, Treasurer, for all efforts with this sub-committee.

Mrs Gemma Green

P&F Vice-President
Boarders P&F President



COLLEGE CONTEXT AND VALUES

FAITH RESPECT COMPASSION KNOWLEDGE

As a new College established in 2019, Scots All Saints College has all the modern facilities expected within an innovative College of the future with a combined history of 218 years in regional NSW. The Scots School (1946-2018) and All Saints' College (1874-2018) have enjoyed a wonderful history as leading schools of excellence with local students from Bathurst and the surrounding towns and a strong boarding environment with students from the Central West, Sydney, interstate and overseas.

Scots All Saints College is a non-selective, Presbyterian School operating across two campuses, Campus East (Scots) Senior School, Years 9-12 and Campus West (Saints) Preparatory School, Junior and Middle School.

The College operates boarding facilities for students in Years 5 to Year 12 across the two Bathurst campuses; Stage 4 is located on Campus West (Saints), Stage 5 and Stage 6 are located on Campus East (Scots). Students are connected and supported by caring teachers and a strong community network to build lifelong friendships. As a blend of two very successful, respected rural schools in Bathurst, Scots All Saints College carries forward a longstanding culture and heritage as experienced educators in the Bathurst region.

Scots All Saints College prides itself on offering Preparatory School to Year 12 quality education for girls and boys with Christian values within a picturesque rural setting with heritage buildings and modern facilities to support students to reach their full potential in their academic, physical and social development and strong emotional wellbeing.

The mission of the College is to develop our children into successful men and women with a firm foundation for life built on the gospel of Christ. We seek to instil in our young people the values of Faith, Respect, Wisdom and Knowledge through their participation in lessons, assemblies, chapels and co-curricular activities. The aspirations of the Presbyterian Church are that all our students, irrespective of where their careers or employment lead them in the future, will grow in grace and knowledge and be open to the possibilities of global knowledge, best practice and faith in Christ.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

2021 NAPLAN RESULTS

Understanding the NAPLAN scale: Rather than a separate scale for each year level tested (3, 5, 7 and 9), the My School website shows a single common scale, which makes it easier to see growth over time. The midpoint of each domain scale is set at 500 NAPLAN score points. The mean score will vary depending on the year level and test domain, and from test year to test year.

Students Above Standard

The number of students above the standard (Band 6) in Year 9 were:

Reading (94%), Writing (94%), Punctuation and Grammar (100%), Numeracy (98%), Spelling (98%).

Compare to	● Students with similar background	● All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	454	435	435	453	421
Year 5	533	484	511	505	510
Year 7	563	531	571	546	573
Year 9	593	578	598	582	604

NAPLAN participation for this school is 98%
NAPLAN participation for all Australian students is 95%

THE GRANTING OF THE RoSA

All students who concluded their schooling prior to the HSC during 2021 were eligible for and received their Record of School Achievement (RoSA).

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE RESULTS

In 2021, 77 students sat for the NSW Higher School Certificate in 35 courses; 11% achieved an ATAR over 95, 20% achieved an ATAR over 90. Very high individual subject marks over 95 were achieved in Mathematics Extension, Mathematics Advanced, Economics, Agriculture. 3 students were awarded All Rounder Achievement (Band 6 in every subject).

64 Band 6s were achieved by students across the year group, which shows the strengths and abilities are not confined to the upper echelon of top-performing students. 15% of the students achieved at least one Band 6 and 37% achieved an ATAR over 80. The 64 Band 6s achieved by the students covered wide range of subjects offered by the school including Advanced English, Standard and Extension Mathematics, Agriculture, Ancient History, Biology, Business Studies, Chemistry, Economics, Engineering Studies, Design and Technology, Music Extension, Physics, PD Health PE and Visual Arts.

In what was a difficult and at times uncertain year our students worked successfully and collaboratively with their teachers and one and other. Their efforts were justly rewarded and many of the students have some exciting plans for the next step in their careers.

While there will be many individual success stories here are some of the overall highlights achieved by the Class of 2021. This year the Class of 2021 achieved an outstanding result of 15.5% of Band 6 results entries, achieving a position of 109.

Despite the ranking tables being based on Band 6 results, they are nevertheless, a true reflection of the academic health of a year group. To achieve in the top 150 schools is a sign that the majority of students in the cohort achieved at a high level across all subjects in the HSC.

Significant Achievements

Three students with a 99+ ATAR, 11% of students with an ATAR of 95+, 20% of students with an ATAR of 90+, 25% of students with an ATAR of 89+, 38% of students with an ATAR of 80+.

Table: Higher School Certificate Test Results

Subject	Performance band achievement by %									
	2020					2021				
	No of Students	Bands 3- 6		Bands 1- 2		No of Students	Bands 3- 6		Bands 1- 2	
School		State	School	State	School		State	School	State	
Agriculture	9	100	82	0	18	12	92	78	8	22
Ancient History	12	100	84	0	16	15	94	78	6	22
Automotive (Mechanical Technology)						3	66	53.5	34	46.5
Biology	14	100	86	0	14	27	93	91	7	9
Business Studies	16	88	82	12	18	27	96	86	4	14
Chemistry	14	100	90	0	10	14	100	88	0	12
Design & Technology	9	100	98	0	2	12	92	96	8	4
Drama						9	100	98	0	2
Economics	8	88	91	12	9	13	92	94	8	6
Earth & Environmental Science	10	100	85	0	15	10	100	87	0	13
Engineering Studies	5	80	91	20	9	6	100	93	0	7
English - Advanced	19	100	99	0	1	60	100	99	0	1
English - Standard	30	97	89	3	11	13	100	91	0	9
English - Studies						3	0	22	100	78
English - EALD	3	67	84	33	16	3	66	86	34	14
French Beginners	1	100	85	0	15	-	-	-	-	-
Human Services	1	100	85	0	15	1	100	85	0	15
Japanese & Literature	1	100	92	0	8	-	-	-	-	-
Legal Studies						2	100	86	0	14
Mathematics Advanced	15	93	96	7	4	38	100	93	0	7
Mathematics Standard	31	90	75	10	25	41	87.5	78	12.5	22
Mathematics Standard 1						1	100	53	0	47
Modern History	8	100	84	0	16	20	75	84	25	16
Music 1	9	100	98	0	2	7	100	97	0	3
Music 2	3	100	100	0	0	5	100	99	0	1
PD, Health & PE	14	86	85	14	15	17	100	85	0	5
Physics	10	100	85	0	15	12	98	90	2	10
*Primary Industries						2	100	77	0	12
Science Extension						2	100	72	0	28
Visual Arts	11	91	98	9	2	14	100	98	0	2

*Only 1 student attempted the Primary Industries Examination

Table: Higher School Certificate Test Results – Extension Courses

Subject	Performance band achievement by %									
	No of Students	2020				2021				
		Bands E3,E4		Bands E1,E2		No of Students	Bands E3,E4		Bands E1,E2	
School	State	School	State	School	State		School	State	School	State
English Extension 1	4	75	93	25	7	9	100	94	0	6
English Extension 2	1	100	82	0	18	8	87.5	83	12.5	17
History Extension	2	100	76	0	24	5	20	77	80	23
Mathematics Extension 1	9	44	74	56	26	14	64	93	36	7
Mathematics Extension 2	2	100	84	0	16	7	86	86	14	14
Music Extension	2	100	97	100	3	3	100	95	0	5



SECONDARY SCHOOL OUTCOMES

VOCATIONAL EDUCATION AND TRAINING

Year 11 – Eleven Year 11 students were enrolled in a TVET course with TAFE NSW. All eleven students attended TAFE Western (Bathurst Campus)- Automotive: Mechanical Technology (5), Electrotechnology (2), Animal Studies: Cert II (1), Beauty Service (Retail cosmetics) (1), Human Services (2).

Year 12 – Four Year 12 students were enrolled in a TVET course with TAFE NSW (TAFE Western – Bathurst Campus) in 2021 –Automotive: Mechanical Technology (3) and Human Services: Nursing (1)

Table 1 shows the percentage of Year 12 students undertaking vocational or trade training, and the percentage of students who achieved a Year 12 equivalent VET qualification.

Table 1

VOCATIONAL / TRADE TRAINING SUBJECT	% YEAR 12 STUDYING	% YEAR 12 STUDENTS ACHIEVING QUALIFICATION
Automotive: Mechanical Technology <i>Certificate II Automotive Vocational Preparation</i>	3.8%	3.8%
Human Services: Nursing <i>Certificate III in Health Services Assistant</i>	1.2%	1.2%



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

PROFESSIONAL LEARNING 2021

Summary of Professional Learning Undertaken by Teachers in 2021

Professional Development remains a significant investment that a school makes in the development of quality teaching, learning and operations. In 2021 the College organised whole staff online professional development focused on the following areas of learning, in adherence with our compliance responsibilities:

- Child Protection
- Crossing Professional Boundaries

All part-time and full-time academic staff are required to participate in mandatory professional learning activities.

Due to the restrictions implemented in response to Covid-19, the 2021 school year saw the majority of face-to-face professional development courses and staff meetings continue to be run via Zoom or other online programs. The shift to online courses, however, provided ongoing opportunities for the whole staff to engage in relevant Professional Development within Covid-19 safe environments.

Professional Development undertaken by staff in 2021 included:

AIS Pathways & Partnership forum
NESA HSC Disability Provisions
UNSW Careers Advisers Seminar- Online
UOW Careers Advisers Summit
UTS Careers Adviser & Teacher Day
USYD Careers Adviser & Teacher Conference
AIS Music Conference
Thrass Foundation level Training
ICPA Conference
Central West Careers Advisor Network Meetings
AIS Cognitive Load Theory- Implications for Primary Teachers- Online
National Copyright Webinar Series
VADEA Conference 2021
Bathurst industry Tour
Alliance Francaise Carnet de Voyage
Crusaders Teachers Conference
Seven Steps to Writing Success
Mathematics Extension 2: In Depth Part IV- Mechanics
2021 CSU Careers Advisors Seminars
Virtual breakfast briefing: Human Resources Professionals (Webinar)
Duke of Edinburgh award leader Training level 2
Teacher Librarian Professional learning Conference 2021
Dealing with Sexual Assault between Students and navigating consent
AIS programming for Differentiation in Science
2021 NSW CAA Tertiary Update Day
AHISA DOS Conference

IPSHA Learning Support Umbrella Group Conference
Industry Update Day
AIIS Introduction to Autism Spectrum Disorder & Whole School Support
Informa Connect STEM Education Centre Conference
Seven Steps Writing Workshops
LawSense School Sports Law
LawSense School Law for School Nurses
AIIS Getting Ready for Robust Research
ALIA Information Literacy: A whole new approach
Psychwire- ACT for Beginners
Leading the Future of Learning
Peer Support workshop
Lawsense- HR
AIISNSW Education Research Symposium 2021- Enabling exceptional education
AIISNSW Austim Spectrum Disorder: Universal Supports
AIISNSW Safe 2 Step out: Teaching Road Safety K-6
VADEA Inspire HSC Visual Arts Writing
Open Learning- How to assess numeracy to improve student outcomes
Peer Support Co-ordinator training
Teaching CAFS
AIISNSW Disability Provisions

SUMMARY OF QUALIFICATIONS OF TEACHING STAFF

Level of Accreditation	Number of Teachers
1. Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the national Office of Overseas Skills Recognition guidelines (AEI-NOOSR)	75
2. Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Teachers who do not have qualifications as described in (1) or (2) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

SUMMARY OF ACCREDITATION OF TEACHING STAFF

Category	Number of Teachers
Conditional/Provisional	7
Proficient Teacher	67
Experienced Teacher*	3
Highly Accomplished Teacher	0
Lead Teacher	1
Total Number of Teachers	75

*Denotes Experienced Teachers AIISNSW ISTAA = Proficient (NESA)

WORKPLACE COMPOSITION

TEACHING STAFF

During 2021, SASC employed a total of 76 teachers across the three campuses:

- 60 full-time teachers
- 16 part-time teachers

Scots All Saints College had no Aboriginal and Torres Strait Islander employees in 2021.



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

MANAGEMENT OF ATTENDANCE

Daily Attendance

- All students are expected to attend College every day except when illness, injury, or some other condition beyond their control prevents them from doing so.
- All students are expected to be in attendance at 8:50 am.
- Parents of students absent on any given day can notify the College by using the online program – Operoo, sending an email to connect@scotsallsaints.nsw.edu.au or by calling the College on 02 6331 2766 (Campus East – Scots) or 02 6331 3911 (Campus West – Saints).
- Attendance is monitored at the beginning of each school day and throughout each class in the Senior School.
- Any absences are recorded in the Edumate education management system.
- Unexplained absences of more than two days are reported to the Student Management Office or the relevant Year Coordinators for follow up.
- In cases where a student’s attendance pattern is inconsistent, a call may be made to the student’s parents on the first day of any absence.
- Teachers may also request that the Student Management Officer or Year Coordinator call the parents of any absent student on the first day of any absence.
- If a student develops a pattern of absences the student will be spoken to by the Year Coordinator, the School Counsellor and/or the Head of Campus. This staff member will also notify parents and/or guardians regarding poor school attendance. Any information relating to unsatisfactory attendance is transferred to student files.

STUDENT ATTENDANCE RATES

K	1	2	3	4	5	6	7	8	9	10	11	12
88.6	90.2	94.6	96.0	93.6	92.70	94.5	88.6	87.0	86.8	87.1	88.0	89.2

Late Arrival of Students

Being punctual to school is important to the student and the College. It is the student’s responsibility to get to school on time.

A student will be considered to be late to school if he/she arrives after the start of the roll call at 8:50 am.

Any student who is late to school must register at the Student Management Officer as they arrive. These are checked by the Student Management Officer against the roll.

Early Departure of Students

If a student needs to leave school for any reason during the school day, they are required to present a note from their parent/guardian to their Year Coordinator or the College Receptionist as they sign-out.

In cases where the student returns to school after being signed-out, the student is to sign-in at the office of the Student Management Officer returning to class.

Student Absences from Class

Teachers check absences from class against the list of absences on Edumate when electronically marking the roll.

- Any unexplained absence is reported immediately to the Student Management Officer, Head of Campus, Reception and Year Coordinators.
- The Year Coordinator makes further enquiries, contacting parents if necessary.

Attendance Records

College administrators administer the Edumate school management system which includes the official attendance records of students in electronic format.

It is very important all students are accounted for.

On the day of return to school after an absence, students should bring a note from their parents explaining their absence. Alternatively, the parent may send an explanation to the school via Operoo, email, text message, or the parent may telephone the school to explain the absence. Any telephone explanation is documented in the Edumate school management system.

The Minister for Education approved changes to the use of the Attendance Register codes for 2015 and beyond. The changes implement the ACARA National Standards for Student Attendance Data Reporting. A copy of the current Attendance Register Codes appears in the Appendix.

Following Up Unexplained Absences

In the event of an explanation for student absence not being received within 3 days of the date of the absence, the College will contact the parents by telephone and/or email, requesting advice concerning the absence. If these requests are not answered they should be brought to the attention of the Head of Campus.

If the College does not receive an explanation of the absence from the parents within 7 days, the Head of Campus will take all reasonable measures to contact the parents within 2 school days after the 7 day timeframe has elapsed (if contact has not already been made).



RETENTION OF YEAR 10 TO YEAR 12

At the beginning of 2019 there were 80 Year 10 students. 4 students arrived and 3 students left during the course of the year, resulting in 81 students completing Year 10.

In Year 11 there were 58 students at the beginning of 2019. Six students left during the year and 2 students commenced, resulting in 54 students completing Year 11.

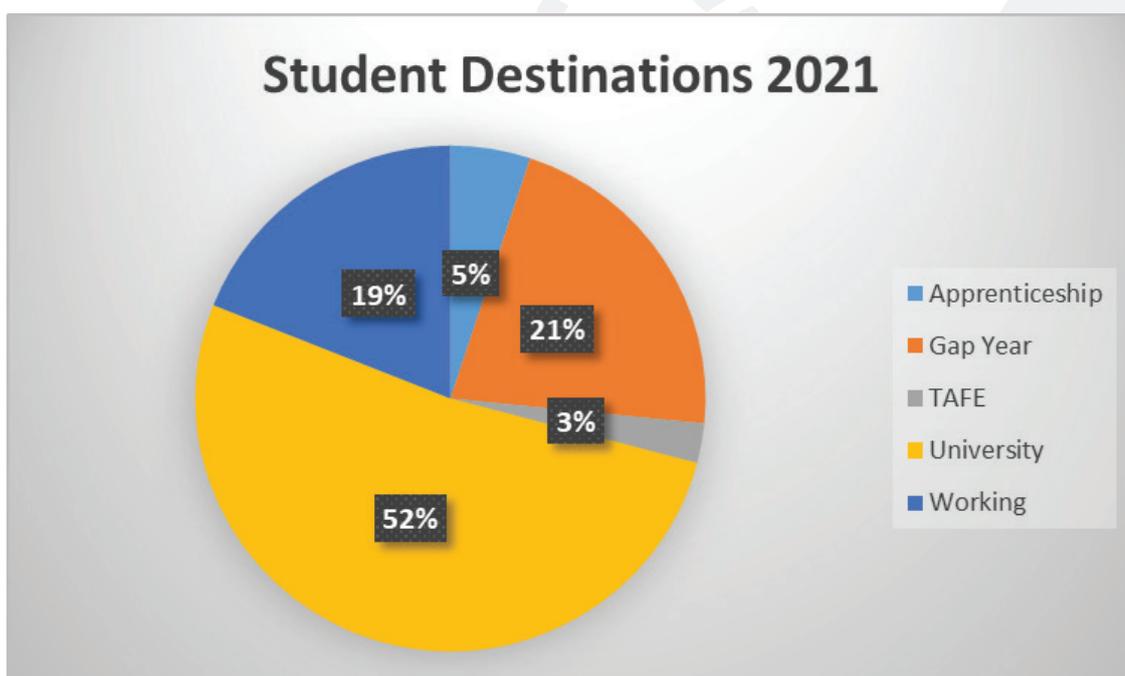
In Year 12 there were 77 students at the beginning of 2019. No new students joined Year 12 and 2 students left throughout the course of the year, with 75 completing their HSC at the College.

POST SCHOOL DESTINATIONS

Of the 79 Year 12 students, 73% accepted a University offer with 29% of these students choosing to defer their offer to experience a Gap Year (4 students travelled overseas, 13 students have stayed in Australia choosing a work/gap year opportunity). Of the 4 TAFE students, 3 are continuing study from their HSC Vet Course (2 x apprenticeships and 1 x University – Nursing). Of the 4 apprenticeships taken up, 50% were a direct result from their TAFE HSC pattern of study. Multiple University offers were made across 4 states and territories of Australia, with students choosing to accept offers in The ACT, Queensland, Victoria and NSW (regional and city).

There were 98 offers made from UAC – noting some students received more than one offer and this does not include offers made direct from Institutions to students via other early entry schemes. 51 students out of the 79 were made offers via the first ATAR round.

Apprenticeship	4
Gap Year	17
TAFE	2
University	41
Working	15
Total Students	79



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

ENROLMENT POLICIES

APPLICATIONS FOR ENROLMENT

All enrolment enquiries are handled by the Registrar who is able to have conversations with prospective families and provide them with documents pertaining to the relevant year group and interests of the student. The College webpage and Facebook provide helpful information and give the family a 'window' into the day to day happenings of the College.

Applications for enrolment are accepted across all Year levels for entry at any time of the year (children do not have to commence at the start of each term, for example).

Applications are accepted by receipt of a completed application form, birth certificate and other documentation where required, for example, academic reports.

All applications are acknowledged by an email from the Registrar and are date stamped so that if the Year group goes to wait listing, positioning is ascertained by the date of application.

The application process is then followed, which includes an interview, experience day (where requested) and the completion of relevant paperwork. A student's place is confirmed upon receipt of this paperwork and the payment of an enrolment fee.

Boarding is offered on a weekly or full time basis and casual positions are available if space permits.

CONFIRMATION OF ENROLMENT

Confirmation of Enrolment will be sent to families whose children have completed a satisfactory interview with the Head of College, or his delegate and have completed all necessary paperwork and paid the enrolment fee. Enrolment is conditional on:

- Enrolment Form and other paperwork being completed and returned and the enrolment fee paid by the date listed on the offer document;
- Full, complete and accurate disclosure of relevant information including any behavioural issues, learning needs and medical requirements of the student;
- Upon completion of enrolment, it is the responsibility of the parent/guardian to advise the College of any changes that pertain to the family or student such as change of address, medical needs or other relevant matters.

SCHOLARSHIPS

The College participates in the ACER round of Scholarship Examinations and offers places in the following categories:

- Academic
- All-Rounder
- Agriculture
- Music
- Pipe Band and Highland Dancing
- STEM

Scholarships are offered to children from Year 5 and represent a percentage discount off boarding and/or tuition for the life of the child at the College.

Applicants for the Annual ACER Scholarship round sit the examination, attend an interview and present a portfolio of their achievements. Awards are made based on all three parts of the application.

CONDITIONS FOR CONTINUING ENROLMENT

1. Students are bound by and must adhere to College rules and regulations as contained in the College Student Handbooks. Non-compliance with these rules and regulations may result in the students being asked to leave the College.
2. Students are expected to participate in the College program of core and co-curricular activities including compulsory sport and attendance at whole school events.
3. Scots All Saints College is a work of the Presbyterian Church of Australia in NSW and it follows the traditions of Presbyterian Education. Students will undertake a Christian Studies subject each year and attendance at the designated Chapel worship is mandatory. Acceptance of the Offer of Enrolment indicates agreement to your child's participating in the College's worship and religious education programs.
4. Students must behave in such a manner that the image of the College is not brought into disrepute and to at all times treat the College's employees, representatives, parents and students with respect and consideration.
5. A full term's notice in writing must be given to the Head of College before a student is withdrawn from the College, or in default of such written notice, a FULL TERMS FEES (tuition and boarding if applicable) will be payable. A change from boarding to day status requires a full term's notice or boarding fees will be charged in lieu.

CHARACTERISTICS OF THE STUDENT BODY

Scots All Saints College is set on two campuses, Campus East (Scots) which accommodates Senior School (Years 9 to 12) and Campus West (Saints) Campus which accommodates the Preparatory School (Pre-Kindergarten), Middle School (5 to 8) and Junior School (Years K to 4). Campus East accommodates both Junior and Senior School Boarders (5-12).

Campus East (Scots) is located on O'Connell Road, Bathurst and in 2021 the Senior School had an enrolment of 320 students. Students come from a wide range of social and language backgrounds. International Students enrol from locations including China, Japan, Laos, Thailand, Vietnam and Singapore.

Campus West (Saints) is located on Eglinton Road, Llanarth, and has around 505 students; Pre-Kindergarten 91, Junior School (K-4) 148, Middle School (5-8) 266. Being a comprehensive school, students come from a wide range of backgrounds, including language backgrounds other than English. There are a number of students with special needs. In addition, the College enrolls overseas students in the Middle School (Years 5-8).



SCHOOL POLICIES

STUDENT WELFARE

JUNIOR AND MIDDLE SCHOOL

Student Behaviour Support Policy and Procedure

Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22:6

The College recognizes that every student has the right to reach their full potential in a secure and supportive environment where all members of the community feel safe and valued.

We seek to prepare students for the challenges of the 21st Century by developing self-discipline and a respect for themselves and others. We provide guidance to enable students to develop routines, build strong relationships and reflect on their learning, behavior and actions.

The Student Behaviour Support Policy and Procedures is the Middle and Junior School framework that is underpinned by each staff member's individual management plans and strategies. Scots All Saints College (SASC) will continue to support staff professional development to achieve excellent classroom management skills.

The SASC values – Faith, Respect, Knowledge and Compassion- are integral to the way in which staff assist students to develop self-discipline and respect for others.

Prohibition of Corporal Punishment

It is our policy that:

We prohibit any form of physical punishment (corporal punishment) or verbal abuse.

We do not explicitly or implicitly sanction the administering of corporal punishment by non- school persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited.

Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Strategies to Promote Good Discipline

Scots All Saints College School seeks to develop a culture of positive discipline by setting clear expectations about student behaviour and encouraging positive behaviour.

Students in the Middle and Junior School should be displaying self-regulating behavior and positive decisions in regards to their interactions with teachers and other students.

Strategies for developing this culture include:

- ✓ clearly setting behavior expectations
- ✓ affirming acceptable behaviour
- ✓ establishing specific teaching and learning programs
- ✓ communicating expectations with the wider college community
- ✓ acknowledging positive behaviours in a range of ways from informal verbal acknowledgment through to structured merit awards??
- ✓ managing behavior that does not meet the College's expectations
- ✓ maintain records in respect to student behavior

Each of the following steps are in place to promote learning and to build positive relationships in the College Community:

- Use discretion at all times.
- There should be full discussion and involvement with Team Leaders, Boarding House staff, the College Counsellor and if appropriate, the College Chaplain.
- There should be clear, timely and open communication with students and their parents.
- Because of compliance and child-protection issues, there must be accurate, non-emotive and objective recording (Edumate) of details, events, actions and steps taken, keeping in mind that this information may be shown to parents.
- There must be clear communication between teachers, Heads of Department, Team Leaders and the Head of Middle and Junior School (where appropriate) of actions that have been taken.

School Rules and Expected Behaviours

Students are expected to abide by the rules of the College and the directions of teachers and staff and other persons with authority delegated by the School while:

- at School
- undertaking College activities
- attending College functions
- wearing the College uniform; and
- in any interactions with members of the College community (eg staff and students), including on social media.

A student's conduct is expected to bring credit to the College. Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- Behaviour Code
- ICT Usage Code of Conduct
- Student Handbook
- Uniform Guidelines

RIGHTS AND RESPONSIBILITIES OF ALL STUDENTS – Updated: 19 November 2020

Rights	Responsibilities
Be myself and to be treated as an individual with respect and politeness.	To treat others as individuals, with respect and politeness, and not to cause harm to others by harassment or victimisation. I have the responsibility to respect the authority of teachers and student leaders.
Be safe at school	To make the College safe by not threatening, hitting or causing harm to anyone
Feel physically safe in a school that is tidy, clean and comfortable	To care for the College environment – to keep it neat and clean and to be prepared to remove litter.
Have my good habits not interfered with.	Not to be in the company of others who are abusing their health by smoking, drinking alcohol or taking other drugs.
Expect my property to be safe.	Not to steal, damage or destroy the property of others, and to take good care of my own property and property belonging to the College

Obtain the maximum benefit from all lessons and classes. Other students should not deprive me of this because of their behaviour.	I have the responsibility to co-operate with teachers and other students to make sure that lesson proceed and that I keep up-to-date with required work. I will not behave so as to interfere with other students' rights to learn. I also have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to me. I have the responsibility to bring required books and equipment for each lesson.
I have the right not to have my health jeopardised in any way.	Not to jeopardise the health of others by smoking, taking alcohol or drugs; and I have the responsibility not to encourage others in this way.
I have the right to expect the local community to support, respect and have pride in the College.	I have the responsibility to behave so that the community will respect and have pride in the College. I have the responsibility to wear my college uniform in a way that brings honour to the College.
I have the right to be helped to learn self-control.	I have the responsibility to learn self-control.
I have the right to expect that all rights will be mine so long as I attend to full responsibilities.	I have the responsibility to protect my rights and the rights of others by carrying out my responsibilities at all times.

Behaviour Management Procedures for Junior School

At Scots All Saints College Junior School we believe that the best way to manage student behaviour is through engaging learning opportunities, increasing levels of self-regulating behaviour, restoring relationships, providing positive feedback and encouraging students to demonstrate positive behaviour.

As students' progress from Kindergarten to Year 4, they work towards demonstrating many qualities including:

- care and respect for their peers, teachers and other College staff
- engagement and productivity within the classroom and other College activities
- pride in their personal appearance and in the College grounds and facilities

There are many ways in which we acknowledge this positive behaviour, including weekly awards and regular teacher feedback. Teachers also employ a range of behaviour management strategies within their classrooms to ensure that students are engaged and developing these qualities.

Behaviour Alerts

Sometimes, student behaviour requires management beyond the scope of the classroom teacher. Behaviour Alerts may be issued by teachers for behaviour breaches. Behaviour Alerts are issued via the school diary and should be signed by the parent. An alert is designed to remind students of the need to regulate and demonstrate positive behavior. Any student receiving 3 breaches in a week will receive a 'time-out.'

Parents will be notified via email if their child is required to attend a '**time-out.**' Obviously, adjustments will be made for students on Individual Plans to ensure all students are treated fairly.

If a breach is regarded as being significant in nature, it will be referred directly to the Director of Junior School.

Behaviour Alerts may be issued for the following:

Table 1 – Behaviour Alert Codes

Meaning	Examples may include:
Organisation (OR)	<ul style="list-style-type: none">• arriving to class /other activity late• repeatedly arriving to class without necessary materials e.g. books, Student Diary, stationery• repeated reminders about correct wearing of uniform including the school hat• repeated non-completion of homework
Classwork (CW)	<ul style="list-style-type: none">• non-completion tasks to an appropriate standard• inappropriate use of technology• repeated off-task behaviour• refusing to participate• calling-out in class• not complying with teacher direction
Social Interactions (SO)	<ul style="list-style-type: none">• using unkind or hurtful words/actions towards others• deliberate rough play• excluding others• standing by and watching someone hurt someone else• using inappropriate or offensive language in class or on the playground• disruptive behaviour• poor sportspersonship

Students are required to bring their diary to school every day. Parents are encouraged to regularly view their child's diary as a means of keeping up to date with their progress.

Behaviour Management Procedures for Middle School

At Scots All Saints College Middle School we believe that the best way to manage student behaviour is through engaging learning opportunities and positive feedback. Positive feedback can be provided to the students by the teacher giving them Excellent (1) or Good (2) Grades (see Table 2) in their Student Diary relating to one of the four Codes listed in Table 1 below.

There are many ways in which we acknowledge this positive behavior, including awards and regular teacher feedback.

When, at times, a student displays inappropriate behaviour in class the teacher will record one of the following codes in the Student's Diary:

- OR3 – late to class, not bringing required equipment, not having their Student Diary
- CW3 – not making an effort in class to complete work assigned, lack of participation in lesson
- SO3 – disrupting the class with inappropriate behavior

There is an expectation for students to bring their diary to every class. Each Monday the Core Teacher will collate these codes.

If a child receives 3 of any of these codes (OR3, CW3 or SO3) within the school week they will be given a compulsory Friday afternoon detention (3.30pm – 4.30pm). Parents will be notified via email if their child is required to attend a detention. Obviously, adjustments will be made for students on Individual Plans to ensure all students are treated fairly.

Parents are encouraged to regularly view their child's diary as a means of keeping up to date with their progress.

Homework (PR)

If homework (Prep) is not completed to the teacher's expectations:

- A PR3 entry made by a teacher in a student diary is to be supplemented by the details **including subject** of the prep to be completed. This serves as a reminder to the student to complete the prep.
- When the prep is completed, the student shows the work and his/her student diary to the teacher. If satisfied, the teacher writes **Completed**, along with their signature, near the original entry. If this is done before Monday diary checking, **NO FURTHER ACTION IS TAKEN** as the PR3 has been effectively cancelled.
- If a PR3 entry **has not** been completed (and signed off) by the time of Monday diary checking, the student will attend lunchtime (second half) detentions until such time as the prep is completed, and this is acknowledged by the teacher by writing **Completed**, along with their signature, near the original entry.

Table 1 – Diary entry codes

Code	Meaning	Examples
OR	Organisation	<ul style="list-style-type: none">• arriving to class / other activity on or before time• arriving to class with necessary materials e.g. books, Student Diary, stationery, device• uniform and grooming in accordance with College guidelines
CW	Classwork	<ul style="list-style-type: none">• completion and quality of work in class• paying attention and contributing to class discussions and activities
SO	Sociability	<ul style="list-style-type: none">• working co-operatively with the teacher and/or with other students• contributing positively to the learning environment in the classroom
PR	Prep	<ul style="list-style-type: none">• work set for completion outside the classroom

Table 2 – Diary entry grades

Grade	Meaning	Explanation
1	Excellent	well beyond the teacher's normal expectations
2	Good	above the teacher's normal expectations
3	Demerit	below the teacher's expectation, needs to be addressed by the student

Serious Misdemeanors

Sometimes students get involved in 'one-off' behavior that could be termed 'gross misconduct' that is of a major concern to the College. Suspension may result directly from these actions at the discretion of the Head of College. Actions that may incur such discipline include:

- The use of, handling, possession, or furnishing to others of tobacco, alcoholic beverages, vaping device or substances or other drugs.
- Using, handling or possessing weapons
- Gambling, or the possession of gambling devices
- Using profane or indecent language
- Possessing or displaying literature/materials of a pornographic or obscene nature
- Dishonesty in any form
- Harassment of either other students or faculty, including physical, verbal, sexual or emotional

- Willful destruction of college property, or the personal property of others
- Tampering with college fire equipment, fire alarm systems, safety signs and equipment or emergency procedures
- Undermining the religious ideals and faith held by the Presbyterian Church
- Improper conduct involving persons of the opposite sex
- Conspiracy to perform or participate in initiations or any other act that may injure, degrade, or disgrace a fellow student or reflect poorly on the reputation of the College.
- Defiance or insubordination to a staff member

Consequences

There are a range of consequences that students will face if they breach school rules or are disobedient. These include:

- Warnings or reprimands (verbal or written)
- Behavioural Contracts
- Time outs
- Clean up duties
- Cancellation of privileges
- Withdrawal from College activities
- Lunchtime detentions
- After school detentions
- Suspension – internal or external
- Exclusion
- Expulsion

Behavioural Contracts

Behavioural Contracts are formal written agreements regarding behavior, which are negotiated between a student, parents and the School. A contract can be effective in contributing significantly to behavioural change and reinforcing pro-social behaviours. The contract should include the following:

- A clear definition of the behavior the student is expected to exhibit
- The positive consequences for performing the desired behavior
- The negative consequences for not performing the desired behavior
- What the student is expected to do
- A plan for maintaining desirable behavior.

The purpose of the contract is to:

- Help a student realise there is a problem (ie, the current behavior conflicts with personal growth as well as College values and protocols)
- Assist the student to overcome the problem
- Invite the student to connect specific behaviours with specific consequences
- Make a student agree to the terms of the contract with the use of a signature

Discipline Incident Procedures

Reporting

The College encourages a culture of open reporting of all incidents by all members of the College Community – staff, students and parents.

Gather Information

Information is gathered from all available sources. Wherever possible sources are NOT revealed to maintain confidentiality and to encourage a 'community watch' culture. Written statements are obtained. This is done as soon as possible after the incident has occurred.

Contact Parents/Guardians

If the incident is serious/contentious the parents/guardians are contacted immediately so as to advise them that the School is aware of the incident and that the school will be in contact to keep them up to date with the facts as they develop.

Summary of Incident

A documented summary of the incident is developed from the information gathered and will include the action taken.

Referral

The summary of the incident is referred to the person in the position of most responsibility for the incidents (ie, teacher, Team Leader, Head of School, Head of College or parents/guardians) to advise or discuss further consequences.

Consequences determined and outlined

The College aims to ensure that consequences follow the principles of substantive fairness. That is, the College aims to ensure that the final decision and action taken is fair in that the outcome:

- Is based on evidence
- Is commensurate with the nature and seriousness of the issue/s
- Takes into account any extenuating/mitigating circumstances
- Is consistent with the outcomes in other, similar cases

Consequence/s are outlined to the student and discussed with the parents/guardians if involved.

Communication of Consequences

The determined consequences are communicated to the students and their parents (if serious). The opportunity to review the decision is provided to every student (process outlined in the procedural fairness checklist).

Monitor Student

The student's progress following an infraction is monitored by the Team Leader. Student Support Intervention provides students with the opportunity to explain their position and have the opportunity to seek support, guidance and to develop skills to move away from inappropriate patterns of behavior. This support can be facilitated by the class/core teacher, Stage Coordinator/Team Leader and College Counsellor or outside professional support.

Confidentiality

To protect confidentiality and privacy, staff involved in discipline procedures must ensure that the information is restricted to those who genuinely need to know in order to deal with the incident.

Procedural Fairness

Scots All Saints College is committed to ensuring procedural fairness when disciplining a student.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include:

- knowing what the rules are, and what behavior is expected of students;
- having decisions determined by a reasonable and unbiased person;
- knowing the allegations that have been made, and having an opportunity to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay immediate punishment)

Discipline Responses

The Head of College (or their delegate) may discipline and the Head of College may suspend or dismiss any student who, in their reasonable opinion, is found to be breaking the general Rights and Responsibilities, School Rules, or who has engaged in behavior prejudicial to the welfare of the School, its staff or students.

Where a student is (externally) suspended, either the Director of School shall notify the parents/guardians of the period of suspension. A student shall not, during a period of suspension, enter the School grounds for any purpose without the express permission of the Director of School.

Where a student is dismissed from Scots All Saints College, the Head of College shall notify parents/guardians to that effect, remove the student's name from the School roll, and exclude the student from further attendance. Any student so dismissed shall not thereafter enter upon

The School grounds for any purpose.

Dismissal from the College or suspension shall exclude a student from any entitlement, expressed or implied, to attend the School for the purpose of sitting any public or other examinations.

Review Process

- Students, parents/guardians who consider that fair procedures have not been followed or that unfair decision has been made may appeal
- Applications for review should be in writing, stating the grounds on which a review is sought
- Some students, parents/guardians will require assistance in lodging an application for review
- Students, parents/guardians requiring assistance should be referred in the first instance to the Director School who will assist parents/guardians to understand their right of, and for the process for, review.
- Reviews can be made to the Director of School about the imposition of a suspension
- Reviews can be made to the Head of College for the decision to dismiss a student

Procedural fairness does not always require there to be a right to review. As a School, we will consider all the circumstances when deciding what is fair. A school would not function if all disciplinary actions, no matter how minor, were subject to review.

Bus Behaviour Expectations

Bus Driver Responsibility

It is the responsibility of the bus driver to transport you to your destination safely.

Passenger Responsibility

- ✓ Observe the same conduct as in the classroom.
- ✓ Obey the bus driver respectfully and recognise that he/she has an important responsibility and that it is everybody's responsibility to ensure safety.
- ✓ The bus driver has the right to assign seats if he/she feels it is necessary.
- ✓ Stay in your seat facing front with your feet on the floor.
- ✓ Seat belts MUST BE WORN at all times.

No **FOOD** or **DRINK** is permitted on the bus. *(Students may be given permission to eat or drink on the bus for out-of-town events and are expected to clean up any messes that may occur).*

- ✓ **BULLYING** or physical aggression of any kind will not be tolerated. Use kind words and be courteous. Respect property of others.
- ✓ Swearing and inappropriate language will not be tolerated. Yelling and loud behaviour will not be tolerated.
- ✓ Keep personal items on your lap, in between your feet, or on the seat.
- ✓ Keep the aisle clear and use only when entering or exiting the bus.
- ✓ Do not throw objects inside or out of the bus.
- ✓ Use electronics at a low volume level or with headphones.
- ✓ Keep hands, head and feet inside the bus at all times.
- ✓ Vandalism or damage to the bus will not be tolerated.
- ✓ Misconduct may result in removal of bus riding privileges as well as other forms of corrective action appropriate to the situation.

JUNIOR SCHOOL

Updated Term 4, 2020.

Channels of communication

Between families and SASC:

In the Junior School, the student's **Core Teacher** is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students.

Depending on the nature of the communication, the core teacher may re-direct or pass on the communication to another member of the student wellbeing team to action a response.

Between SASC and families:

The **Core Teacher** is the prime carer for the students in his/her class within the Junior School. It is expected that the core teacher will make regular contact with the families of individual students to keep them informed about their child's wellbeing.

Other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.

General student wellbeing information for families will be distributed either by email or within the College newsletter.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning All Saints Campus Staff Briefings (commencing at 8.25am in the Library) to raise and share information about individual students or about groups, classes or cohorts of students. These briefings are led by the Director of Student Wellbeing and/or the different wellbeing co-ordinators. Discussions are minuted and distributed to all teaching and relevant support staff.

Matters raised are actioned by relevant wellbeing team members as appropriate.

Wellbeing meetings:

Student wellbeing meetings at the All Saints Campus are held fortnightly. All Saints Campus student wellbeing committee members involved are:

- Stage 3 and Year Co-ordinators;
- Director of Junior School;
- Director of Middle School / Head of All Saints Campus;
- Director of Boarding;
- Headmaster;
- Director of Student Wellbeing;
- other student wellbeing personnel by request or by invitation.

Meetings are chaired by the Director of Student Wellbeing. A set agenda is followed in order to discuss student wellbeing matters and to decide on relevant actions to be taken. Discussions and decisions are minuted and distributed to the committee members and other meeting attendees.

Wellbeing strategies and programs

Whole college:

Positive psychology ethos:	To be practised by all teaching and support staff. Training to take place during 2019.
Chapel:	K – 2: On Mondays 9.40 am – 10.00 am. 3 – 4: On Mondays 10.15 am – 10.35 am.
Wellbeing / resilience program:	Bounce Back Led by core teachers. (25 minutes per week)

Use of student diaries

In the Junior School, the student diary provides a means of communication between the core and specialist teachers and a student's family. Messages for the family's / teacher's attention should be recorded on the left page of the relevant week.

MIDDLE SCHOOL

Channels of communication

Between families and SASC:

For students in the Middle School, the relevant **Core Teacher** is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students.

Depending on the nature of the communication, the core teacher may re-direct or pass on the communication to another member of the student wellbeing team to action a response.

Between SASC and families:

The **Core Teacher** is the prime carer for the students in his/her class within the Middle School. It is expected that the core teacher will make regular contact with the families of students to keep them informed about their child's wellbeing.

Other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.

General student wellbeing information for families will be distributed either by email or within the College newsletter.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning All Saints Campus Staff Briefings (commencing at 8.25am in the Library) to raise and share information about individual students or about groups, classes or cohorts of students. All academic staff are expected to attend. These briefings are led by the Director of Student Wellbeing and/or the different wellbeing co-ordinators. Discussions are minuted and distributed to all teaching and relevant support staff.

Matters raised are actioned by relevant wellbeing team members as appropriate.

Wellbeing meetings:

Student wellbeing meetings at the All Saints Campus are held fortnightly. All Saints Campus student wellbeing committee members involved are:

- Junior School, Stage 3 and Year Coordinators;
- Director of Junior School;
- Director of Middle School / Head of All Saints Campus;
- Director of Boarding;
- Headmaster;
- Director of Student Wellbeing;
- other student wellbeing personnel by request or by invitation.

Meetings are chaired by the Director of Student Wellbeing. A set agenda is followed in order to discuss student wellbeing matters and to decide on relevant actions to be taken. Discussions and decisions are minuted and distributed to the committee members and other meeting attendees.

Wellbeing strategies and programs

Whole college:

Positive psychology ethos: To be practised by all teaching and support staff.

Years 5- 6:

Chapel: On Mondays 10.35 am – 11.00 am.
All available 5 – 6 teachers are expected to attend.

Wellbeing / resilience program: ***Bounce Back***
Led by core teachers.
(25 minutes per week)

Years 7 – 8:

Diary checking and mentoring/
DEAR program: Performed by core teachers on Mondays
10.35 am – 11.00 am.
Chapel: On Tuesdays 10.35 am – 11.00 am.
All available 7 – 8 teachers are expected to attend.

Rotating activity cycle: Led by core teachers* on Thursdays 10.35 am – 11.00 am.
e.g. a. Locker and locker area inspections and tidying
b. Prep, study and revision skills
c. Preparation for assembly leadership and items
d. Literacy / numeracy challenge activities

Year activities (to be confirmed) Led by year co-ordinators and core teachers* on Fridays
10.35 am – 11.00 am.

including: Wellbeing / resilience program- **Achieve**
Information sharing, feedback and cohort concerns
House competitions preparation (debating, performing arts)
Guest speakers
Cohort focus activities (e.g. charity fundraising)

*** N.B. Middle school teachers on campus during wellbeing activity periods on Thursday and Friday will be allocated to assist in Year 7 and Year 8 activities.**

Use of student diaries

In the Middle School, the student diary provides a means of communication between the core and specialist teachers and a student's family. Messages for the family's / teacher's attention should be recorded on the left page of the relevant week.

Years 5- 6:

Students record homework to be completed on the right page of the relevant week.

Parent (day students) / Head of House (boarding students) is to sign the student's diary each weekend.

Years 7- 8:

Students record homework to be completed on the right page of the relevant week.

Parent (day students) / Head of House (boarding students) is to sign the student's diary each weekend. **A student without his/her diary should obtain a temporary diary from either year co-ordinator.**

SENIOR SCHOOL

Student Behaviour Support Policy and Procedure

Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22:6

The College recognizes that every student has the right to reach their full potential in a secure and supportive environment where all members of the community feel safe and valued.

We seek to prepare students for the challenges of the 21st Century by developing self-discipline and a respect for themselves and others. We provide guidance to enable students to develop routines, build strong relationships and reflect on their learning, behavior and actions.

The Student Behaviour Support Policy and Procedures is the Senior School framework that is underpinned by each staff member's individual management plans and strategies. SASC will continue to support staff professional development to achieve excellent classroom management skills.

The SASC values – Faith, Respect, Knowledge and Compassion- are integral to the way in which staff assist students to develop self-discipline and respect for others. As a Senior Campus it is appropriate to cultivate a culture of positive behavior and mutual respect whilst instilling in our students the traits of self-discipline and personal responsibility for actions.

Prohibition of Corporal Punishment

It is our policy that:

We prohibit any form of physical punishment (corporal punishment) or verbal abuse.

We do not explicitly or implicitly sanction the administering of corporal punishment by non- school persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited.

Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Student Behaviour Management

Each teacher will strive, in accordance with guidelines published in the student diary, to create an environment in the classroom where effective learning can take place. This may include sanctions for minor misdemeanors, failure to do homework and the like.

All staff are responsible for monitoring students in their classrooms, and also in their sporting team, the playground and the wider community for appropriate dress, behavior, language and manners. Ultimately the Head of Senior School, under the direction of the Head of College, is the final arbiter in matters of discipline and welfare.

In relation to classroom management, each department will use the following process when dealing with disciplinary matters other than serious misconduct:

Student Referral

- Teacher
- Head of Department
- Team Leader
- Head of Senior School / Head of College

In relation to misbehavior outside the classroom, staff will use the following process when dealing with disciplinary matters other than serious misconduct:

- Teacher
- Team Leader
- Head of Senior School / Head of College

Strategies to Promote Good Discipline

The Senior School seeks to develop a culture of positive discipline by setting clear expectations about student behaviour and encouraging positive behavior.

Students in the Senior School should be displaying self-regulating behavior and positive decisions in regards to their interactions with teachers and other students.

Strategies for developing this culture include:

- ✓ clearly setting behavior expectations
- ✓ affirming acceptable behaviour
- ✓ establishing specific teaching and learning programs
- ✓ communicating expectations with the wider college community
- ✓ acknowledging positive behaviours in a range of ways from informal verbal acknowledgment through to structured merit awards
- ✓ managing behavior that does not meet the College's expectations
- ✓ maintain records in respect to student behavior

Each of the following steps are in place to promote learning and to build positive relationships in the College Community:

- Use discretion at all times
- There should be full discussion and involvement with Team Leaders, Boarding House staff, the College Counsellor and if appropriate, the College Chaplain.
- There should be clear, timely and open communication with students and their parents
- Because of compliance and child-protection issues, there must be accurate, non-emotive and objective recording (Edumate) of details, events, actions and steps taken, keeping in mind that this information may be shown to parents.

- There must be clear communication between teachers, Heads of Department, Team Leaders and the Head of Senior School (where appropriate) of actions that have been taken.

Student Management Procedures

Classroom and playground disciplinary matters will be dealt with by the teacher in charge and minor challenges are dealt with at that level.

Step 1: Teacher

- Discussion with student
- Discussion with Head of Department, Team Leader, School Counsellor (where applicable)
- Determine appropriate response
 - Implementation of departmental student monitoring principles
 - Class time, remedial class work, catch up work, contract
 - Contact parents (if uncertainty here, teacher must refer to HOD)
- Recording of incident and steps taken in Edumate. Circumstances may deem that this report in Edumate is classified as 'Confidential'.
- Refer to HOD for guidance and support
- Teacher may request (with Team Leader) that student be discussed with Wellbeing Team at meeting

Step 2: Head of Department

- Discussion with student
- Discussion with Team Leader, School Counsellor (where applicable) and Head of Senior School
- Determine appropriate response
 - Implementation of departmental student monitoring principles
 - Class time, remedial class work, catch up work, contract
 - Contact parents
 - Communicate outcomes with teacher
 - Discussion of alternative strategies with teacher
- Recording of steps taken in Edumate
- Refer to Team Leader for further guidance and support
- HOD may request (with Team Leader) that student be discussed at Wellbeing Committee meeting

Step 3: Team Leader

- Discussion with student
- Determine if the matter has been discussed with parents by teacher/HOD
- Discussion of alternative strategies with teacher and HOD
- Discussion with Head of Senior School
- Student conferencing (with student)

- Parents
- College Counsellor
- Learning Support
- Determine appropriate response
- Recording of steps taken in Edumate
- Further contact with parents
- Communicate outcomes with teacher and HOD

Step 4: Head of Senior School/Head of College

- In the case of serious matters, steps may be omitted or combined

Serious Misdemeanors

Sometimes students get involved in 'one-off' behavior that could be termed 'gross misconduct' that is of a major concern to the College. Suspension may result directly from these actions at the discretion of the Head of College. Actions that may incur such discipline include:

- The use of, handling, possession, or furnishing to others of tobacco, alcoholic beverages, vaping device or substances or other drugs.
- Using, handling or possessing weapons
- Gambling, or the possession of gambling devices
- Using profane or indecent language
- Possessing or displaying literature/materials of a pornographic or obscene nature
- Dishonesty in any form
- Harassment of either other students or faculty, including physical, verbal, sexual or emotional
- Willful destruction of college property, or the personal property of others
- Tampering with college fire equipment, fire alarm systems, safety signs and equipment or emergency procedures
- Undermining the religious ideals and faith held by the Presbyterian Church
- Improper conduct involving persons of the opposite sex
- Conspiracy to perform or participate in initiations or any other act that may injure, degrade, or disgrace a fellow student or reflect poorly on the reputation of the College.
- Defiance or insubordination to a staff member

School Rules and Expected Behaviours

Students are expected to abide by the rules of the College and the directions of teachers and staff and other persons with authority delegated by the School while:

- at School
- undertaking College activities
- attending College functions
- wearing the College uniform; and
- in any interactions with members of the College community (eg staff and students), including on social media.

A student's conduct is expected to bring credit to the College. Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- Behaviour Code
- ICT Usage Code of Conduct
- Student Handbook
- Uniform Guidelines

Consequences

There are a range of consequences that students will face if they breach school rules or are disobedient. These include:

- Warnings or reprimands (verbal or written)
- Contracts
- Time outs
- Clean up duties
- Cancellation of privileges
- Withdrawal from College activities
- Lunchtime detentions
- After school detentions
- Suspension – internal or external
- Exclusion
- Expulsion

Behavioural Contracts – are formal written agreements regarding behavior, which are negotiated between a student, parents and the School. A contract can be effective in contributing significantly to behavioural change and reinforcing pro-social behaviours. The contract should include the following:

- A clear definition of the behavior the student is expected to exhibit
- The positive consequences for performing the desired behavior
- The negative consequences for not performing the desired behavior
- What the student is expected to do
- A plan for maintaining desirable behavior.

The purpose of the contract is to:

- Help a student realise there is a problem (ie, the current behavior conflicts with personal growth as well as College values and protocols)
- Assist the student to overcome the problem
- Invite the student to connect specific behaviours with specific consequences
- Make a student agree to the terms of the contract with the use of a signature

Further Sanctions

On rare occasions students may be asked to complete an Internal Suspension or an External Suspension. These are determined on a case-by-case basis, but are reserved for major infringements of the School's student code of conduct expectations.

Students who fail to take heed of the above measure and processes may be required to attend an interview, with their parents, consisting of one or more of the Executive Team to explain why they should remain at the School. At this point, the prospect of a student remaining at the School is in serious doubt.

For all suspensions (internal and external), the Team Leader will notify the relevant staff and assist with the coordination of classwork for the student to complete whilst serving a suspension. At the conclusion of the suspension, and before returning to class, the student will complete a reflection.

Finally, the Head of College (or their delegate), may in their absolute discretion, but subject to affording the student procedural fairness, dismiss the student:

- For breaches of rules or discipline;
- For behaviour prejudicial to the welfare of the School, its staff or students;
- Where parents have failed to comply with the conditions of enrolment

Discipline Responses

The Head of College (or their delegate) may discipline and the Head of College may suspend or dismiss any student who, in their reasonable opinion, is found to be breaking the general Rights and Responsibilities, School Rules, or who has engaged in behavior prejudicial to the welfare of the School, its staff or students.

Where a student is (externally) suspended, either the Team Leader or Deputy Head of School shall notify the parents/guardians of the period of suspension. A student shall not, during a period of suspension, enter the School grounds for any purpose without the express permission of the Head of Senior School.

Where a student is dismissed from Scots All Saints College, the Head of College shall notify parents/guardians to that effect, remove the student's name from the School roll, and exclude the student from further attendance. Any student so dismissed shall not thereafter enter upon the School grounds for any purpose.

Dismissal from the College or suspension shall exclude a student from any entitlement, expressed or implied, to attend the School for the purpose of sitting any public or other examinations.

Review Process

- Students, parents/guardians who consider that fair procedures have not been followed or that unfair decision has been made may appeal
- Applications for review should be in writing, stating the grounds on which a review is sought
- Some students, parents/guardians will require assistance in lodging an application for review
- Students, parents/guardians requiring assistance should be referred in the first instance to the Head of Senior School who will assist parents/guardians to understand their right of, and for the process for, review.
- Reviews can be made to the Head of Senior School about the imposition of a suspension
- Reviews can be made to the Head of College for the decision to dismiss a student

Procedural fairness does not always require there to be a right to review. As a School, we will consider all the circumstances when deciding what is fair. A school would not function if all disciplinary actions, no matter how minor, were subject to review.

Discipline Incident Procedures

Reporting

The College encourages a culture of open reporting of all incidents by all members of the College Community – staff, students and parents.

Gather Information

Information is gathered from all available sources. Wherever possible sources are NOT revealed to maintain confidentiality and to encourage a 'community watch' culture. Written statements are obtained. This is done as soon as possible after the incident has occurred.

Contact Parents/Guardians

If the incident is serious/contentious the parents/guardians are contacted immediately so as to advise them that the School is aware of the incident and that the school will be in contact to keep them up to date with the facts as they develop.

Summary of Incident

A documented summary of the incident is developed from the information gathered and will include the action taken.

Referral

The summary of the incident is referred to the person in the position of most responsibility for the incidents (ie, teacher, Team Leader, Head of School, Head of College or parents/guardians) to advise or discuss further consequences.

Consequences determined and outlined

The College aims to ensure that consequences follow the principles of substantive fairness. That is, the College aims to ensure that the final decision and action taken is fair in that the outcome:

- Is based on evidence
- Is commensurate with the nature and seriousness of the issue/s
- Takes into account any extenuating/mitigating circumstances
- Is consistent with the outcomes in other, similar cases

Consequence/s are outlined to the student and discussed with the parents/guardians if involved.

Communication of Consequences

The determined consequences are communicated to the students and their parents (if serious). The opportunity to review the decision is provided to every student (process outlined in the procedural fairness checklist).

Monitor Student

The student's progress following an infraction is monitored by the Team Leader. Student Support Intervention provides students with the opportunity to explain their position and have the opportunity to seek support, guidance and to develop skills to move away from inappropriate patterns of behavior. This support can be facilitated by the Team Leader and include an Academic Mentor, College Counsellor or outside professional support.

Confidentiality

To protect confidentiality and privacy, staff involved in discipline procedures must ensure that the information is restricted to those who genuinely need to know in order to deal with the incident.

PROCEDURAL FAIRNESS

Scots All Saints College is committed to ensuring procedural fairness when disciplining a student.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include:

- knowing what the rules are, and what behavior is expected of students;

- having decisions determined by a reasonable and unbiased person;
- knowing the allegations that have been made, and having an opportunity to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay immediate punishment)

RIGHTS AND RESPONSIBILITIES OF ALL STUDENTS

Rights	Responsibilities
Be myself and to be treated as an individual with respect and politeness.	To treat others as individuals, with respect and politeness, and not to cause harm to others by harassment or victimisation. I have the responsibility to respect the authority of teachers and student leaders.
Be safe at school	To make the College safe by not threatening, hitting or causing harm to anyone.
Feel physically safe in a school that is tidy, clean and comfortable	To care for the College environment – to keep it neat and clean and to be prepared to remove litter.
Have my good habits not interfered with.	Not to be in the company of others who are abusing their health by smoking, drinking alcohol or taking other drugs.
Expect my property to be safe.	Not to steal, damage or destroy the property of others, and to take good care of my own property and property belonging to the College
Obtain the maximum benefit from all lessons and classes. Other students should not deprive me of this because of their behaviour.	I have the responsibility to co-operate with teachers and other students to make sure that lesson proceed and that I keep up-to-date with required work. I will not behave so as to interfere with other students' rights to learn. I also have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to me. I have the responsibility to bring required books and equipment for each lesson.
I have the right not to have my health jeopardised in any way.	Not to jeopardise the health of others by smoking, taking alcohol or drugs; and I have the responsibility not to encourage others in this way.
I have the right to expect the local community to support, respect and have pride in the College.	I have the responsibility to behave so that the community will respect and have pride in the College. I have the responsibility to wear my college uniform in a way that brings honour to the College.
I have the right to be helped to learn self-control.	I have the responsibility to learn self-control.
I have the right to expect that all rights will be mine so long as I attend to full responsibilities.	I have the responsibility to protect my rights and the rights of others by carrying out my responsibilities at all times.

Teachers record details relating to student behaviour (left pages of each week):

SENIOR SCHOOL

Channels of communication

Between families and SASC:

For students in the Senior School, the relevant **Year Coordinator** is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students. Depending on the nature of the communication, the Year Coordinator may re-direct or pass on the communication to another member of the student wellbeing team to action a response.

Between SASC and families:

The **Year Coordinator**, along with the **Tutors** are the prime carers for the students within the relevant year groups in the Senior School. It is expected that the Year Coordinators will make regular email contact with the families of students to keep them informed about student wellbeing matters.

The Year Coordinator and/or other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.

General student wellbeing information for families will be distributed either by email or within the College newsletter.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Friday morning Scots Campus Staff Briefings to raise and share information about individual students or about groups, classes or cohorts of students. All academic staff are expected to attend. These briefings are led by the Director of Student Wellbeing and/or the different Year Coordinators. Discussions are minuted and distributed to all teaching and relevant support staff.

Matters raised are actioned by relevant wellbeing team members as appropriate.

Wellbeing meetings:

Student wellbeing meetings at the Scots Campus are held fortnightly. Scots Campus student wellbeing committee members involved are:

- Year Coordinators;
- Director of Senior School / Head of Scots Campus;
- Director of Boarding;
- Headmaster;
- Director of Student Wellbeing;
- other student wellbeing personnel by request or by invitation.

Meetings are chaired by the Director of Student Wellbeing. A set agenda is followed in order to discuss student wellbeing matters and to decide on relevant actions to be taken. Discussions and decisions are minuted and distributed to the committee members and other meeting attendees.

Wellbeing strategies and programs

Whole college:

Positive psychology ethos: To be practised by all teaching and support staff.

Years 9- 12:

Assembly: Attended by all students and staff on Tuesdays
10.35 am – 11.00 am.

Chapel: Attended by all students and staff on Thursdays
10.35 am – 11.00 am.

Year activities:

Led by Year co-ordinators and tutors on Fridays
10.35 am – 11.00 am.
e.g. **Achieve** wellbeing / resilience program (Years 9 and 10)
HSC – All my own work (Year 11)
Post-school transition (Year 12)
Information sharing, feedback and cohort concerns
House competitions (debating, performing arts)
Guest speakers
Cohort focus activities (e.g. charity fundraising)

Use of student diaries

In the Senior School, the student diary provides a means of communication between the core and specialist teachers and a student's family. Messages for the family's / teacher's attention should be recorded on the left page of the relevant week.

Students record homework to be completed on the right page of the relevant week.

Parent (day students) / Head of House (boarding students) is to sign the student's diary each weekend. **A student without his/her diary should obtain a temporary diary from the relevant year co-ordinator.**

Teachers record details relating to student behaviour (left pages of each week):



ANTI-BULLYING

Purpose

The purpose of the policy is to establish the principles and a framework for dealing with bullying at Scots All Saints College so as to enable effective teaching and learning.

Scope

These procedures apply to the students at Scots All Saints College , whilst at school, on the way to and from school, at school excursions or school endorsed activities, or where they are in a position of representing the school either by activity or uniform.

In specific reference to Cyberbullying these policies may extend beyond school based online behaviour to behaviour that occurs outside of school hours or the school grounds but which involves or impacts on students from the school.

Responsibilities

Scots All Saints College Anti-Bullying Policy is grounded in the philosophy of community. Within any community exists certain rights and responsibilities of individuals and groups. It is the partnership of all groups within the community to uphold its obligations that ensure all parties are able to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals.

Everyone at Scots All Saints College has three basic rights:

- The right to respect from others
- The right to learn and to teach
- The right to feel safe

These basic rights can be expanded upon, and carry with them responsibilities:

I have the right to:	I have the responsibility
Be myself and to be treated as an individual with respect and politeness.	To treat others as individuals, with respect and politeness, and not to cause harm to others by harassment or victimisation.
Be safe at School.	Not to do anything that is dangerous or careless.
Feel physically safe in a school that is tidy, clean and comfortable.	Not to interfere with the good health habits of others by smoking, drinking alcohol or taking other drugs.
Have my good health habits not interfered with.	Not to be in the company of others who are abusing their health by smoking, drinking alcohol or taking other drugs.
Expect my property to be safe.	Not to steal, damage or destroy the property of others, and to take good care of my own property and property belonging to my School.
Obtain the maximum benefit from all lessons and classes. Other students should not deprive me of this because of their behaviour.	To cooperate with my teachers and fellow students to make sure lessons proceed and that I keep up to date with required work. Not to interfere with other students' rights to learn. To attend School regularly and at the right time and to take part in all activities to the best of my ability.
Explain my behaviour and to be listened to at the appropriate time.	To listen courteously while others explain their behaviour.
Expect justice and fair treatment.	Of realising that I will expect praise and recognition for my achievements as well as being penalised if I do the wrong thing.

Be seen as a useful and worthwhile member of the School.	To foster community pride and respect for my School, both at School and out of School, by setting a good example with my out of School behaviour.
Be given help if others abuse my rights.	In carrying out my rights, I have the responsibility to not deny others their rights.

Bullying - Definition

Bullying and harassment are often thought of separately; however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of ‘difference’.

These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying and harassment...

- may be **physical** (hitting, kicking, pinching), **verbal** (name-calling, teasing), **psychological** (standover tactics, gestures), **social** (social exclusion, rumours, putdowns) or **sexual** (physical, verbal or nonverbal sexual conduct);
- may be done directly (e.g. face to face) or indirectly (e.g. via **mobile phones** or the **internet**);
- may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge;
- have an element of threat;
- can continue overtime;
- are often hidden from adults;
- will be sustained if adults or peers do not take action.

(Bullying No Way: defining the behaviours 2009)

Bullying is usually deliberate and repetitive.

Who Are Bullies?

“All human beings have the potential to bully, harass or discriminate against others to a greater or lesser extent”.

(Bullying No Way: The role of Power 2009)

- Research indicates that children who bully others may have some of the following characteristics:
- They are likely to see violence as power and acceptable ways of solving disputes;
- They have little empathy with victims;
- They come from backgrounds that tolerate aggressive behaviour and which exert inconsistent discipline and inadequate monitoring of the children’s behaviour;
- They have personalities that are both dominant and impulsive;
- They are more likely to interpret behaviour from others as being aggressive and therefore respond aggressively, as a method of self-defence;
- They may be victims who have joined in bullying groups in order to protect themselves from bullying.

Who Are the Victims?

Research indicates that may victims tend to be:

- Unassertive and have low self-esteem (low self-esteem, however, may result from the teasing or it may act as the trigger for teasing to occur);
- Anxious, sensitive, quiet loners, “different” in someway;

- Possibly over protected at home;
- “passive”- do nothing to invite attack.

Signs that a student is being bullied:

Class/School Attendance

- Truancy;
- Refusal and reluctance to attend school;
- Refusal to attend school on particular days (e.g. swimming classes);
- Lateness to school;
- Reluctance to leave school at the end of the day;
- Constant use of library/computers at recess/lunchtimes.

Academic

- Significant decline in output and results;
- Lack of concentration in class;
- Problems with retention and short term memory.

Physical

- Tiredness;
- Loss of appetite;
- Unexplained bruises and injuries;
- Torn clothing;
- Psychosomatic complaints- frequent headaches, stomach aches.

Social

- Withdrawal from social activities with peers;
- Withdrawal from co-curricular activities

On the Home Front

- Requests for extra money;
- Requests to change transport arrangements to/from school;
- Taking and losing valuables from home;
- Reluctance to do things in the community.

Procedures

At Scots All Saints College we believe that all students have the right to be free from bullying. Any form of bullying is contrary to the School's philosophy and will not be tolerated.

A student has the right to seek assistance as soon as they feel threatened.

Bullying is regarded as a serious and punishable offence, and therefore, suspension from school may result.

Prevention – Education and Awareness Initiatives

- With specific reference to the issue of bullying and harassment the School seeks to undertake the following measures:
- Maintaining a multi-layered pastoral care program that can be accessed by students and monitored by staff at a number of levels: Staff Meetings, Tutorials, Pastoral Care Periods, Tutor House System, Boarding and Day House System, School Chaplain, School Sister, and Executive responsibility;

- PD/H/PE Program components dealing with bullying and harassment;
- Pastoral Programs dealing with the undesirability of bullying and harassment and the need to prevent it from occurring;
- Pastoral Programs dealing with assertiveness training and the development of resilience in students at the School;
- Distributing literature to staff, parents and students outlining measures that can be taken to overcome problems of bullying and harassment. This literature encourages reporting to staff along clear and diverse lines of communication. The School actively seeks parental cooperation;
- Undertaking periodic surveys of students to determine levels of bullying and harassment, including times and locations of their occurrence;
- Anti-bullying posters are prominently displayed in the School;
- Staff are in-serviced in recognising and dealing with bullying and harassment;
- Student developed anti-bullying and harassment initiatives;
- Featuring bullying/harassment as an issue on assemblies.

Intervention

STAGE 1

- When suspected incidents are identified by and reported to staff or prefects the following apply:
- Confidentiality will be maintained to prevent the prefect and others being put at greater risk.
- The matter will be referred to the relevant Stage Coordinator or to the Director of Student Welfare with urgency.
- The victim of the suspected bullying and harassment will be interviewed (along with a support person if desired by the victim) with regard to what happened and how they wish the matter to proceed. After this interview the victim may be offered counselling, teachers put on a watching brief or the accused and witnesses called in for interview. In the case of the first two actions the situation will be closely monitored. The accused will be interviewed by the Stage Coordinator, the Director of Student Welfare and/or the Deputy Head. Witnesses will be similarly interviewed. If the accused is found to be responsible for such behaviour he/she will be advised of the following:
 - The victim does not want similar incidents to occur:
 - The action must stop.
 - The aggressor may be subject to consequences and/or level change in accordance with the Student Behaviour and Discipline Policy (depending on victim wishes and other circumstances).

Note: *Severe physical, verbal or vindictive action would result in immediate Stage 2 action.*

STAGE 2

- When inappropriate behaviour continues:
- The victim will probably need help and should be referred to assistance – peer support, counsellor, support reading material, etc. The victim's parents will be informed about the School's concerns and actions.
- The student who has been reported for repeat offences will be interviewed by the Director of Student Welfare or the Deputy Head in the presence of other staff members.
- The aggressor's parents/guardians will be informed and may be called in for interview.
- The aggressor will be subject to consequences (detentions, in-school suspension or external suspension) and level change in accordance with the Student Behaviour and Discipline Policy.

- Other consequences that may be involved by the School include:
 - Isolation from peers;
 - Professional assistance requirements.

Note: Any evidence of retaliation against victim or witnesses would result in immediate Stage 3 treatment.

STAGE 3

Should the aggressor continue in the same pattern of behaviour:

- The Headmaster is informed.
- The aggressor may be required to undertake approved specialist assistance away from School.
- The aggressor will be subject to consequences (extended external suspension) and level change in accordance with the Student Behaviour and Discipline Policy.
- The aggressor's place at School may be withdrawn.

The School maintains a Bullying and Harassment Register to closely monitor individual incidents involved in such behaviour and to be able to recognise and deal with patterns of such behaviour.

Cyberbullying

Definition

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

(Cyberbullying: Cybersmart.gov.au 2010)

Characteristics of Cyberbullying

- Cyberbullying can be conducted in many ways, using different media including:
- the sending of abusive texts or emails;
- taking and sharing unflattering or private images, including naked or sexual images;
- posting unkind messages or inappropriate images on social networking sites;
- excluding individuals from online chats or other communication;
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others;
- repeatedly, and for no strategic reason, attacking players in online gaming.

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, cyberbullying has the potential to result in the target of bullying developing social, psychological and educational issues.

- While cyberbullying is similar to real life bullying it also differs in the following ways:
- it can be difficult to escape and invasive- it can occur 24/7 and a person can be targeted while at home;
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once;

it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences.

Who are the Victims?

Cyberbullying can happen to anyone, not just those generally considered vulnerable. Confident, outgoing individuals can also be targeted.

Research has identified that girls are more likely to report that they have been victims of cyberbullying than boys, potentially because they engage in a higher level of technology - assisted social communication such as using SMS, emailing and social networking.

One or more of the following signs and changes in behaviour could indicate that a student is being cyberbullied:

- Decline in academic performance and social interaction;
- Dislike and avoidance of school, sometimes resulting in higher absenteeism;
- Complaints of feeling unwell though parents report no specific illness;
- Having less to do with friends;
- Increased social exclusion and peer rejection;
- Falling behind in home work;
- Poorer physical health and sleepiness;
- Increased negative self-perception;
- Increased reluctance to participate in regular school activities, including classroom discussions;
- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason;
- Suicidal thoughts (this should be reported to the administration and the parents/carers immediately for appropriate action).

The above signs should be considered in light of the student's usual behaviour.

Some of the signs above may also be indicators of more general social issues, specific mental health issues, or may even reflect developmentally appropriate behaviours for teens as they seek to establish their identity. Exploring any significant concerns with students and parents/carers is an important first step toward identifying issues and developing strategies to overcome them.

(Identifying incidents of Cyberbullying: Cybersmart 2010)

Procedures – Cyberbullying

Cyberbullying policies seek to make explicit acceptable and unacceptable types of online behaviour, expectations of students online and the consequences for engaging in bullying behaviour online.

Prevention – Education and Awareness Initiatives

The following strategies should be provided to the student and parent to assist with managing issues surrounding cyberbullying:

- Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
- Report any further correspondence from the bully to the parent and an agreed school contact (the child must feel comfortable talking to this person and feel heard and respected by this person).

- Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images). If the student's parents are concerned that the student will continue to look at the saved material and become more distressed, ask them to store the material in a folder with password protection.
- Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.
- If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling and the Kids Helpline (phone 1800 551 800). Ensure they have appropriate and supportive contact people at schools and help them to develop strategies to manage their distress. Ensure parents are informed.

Intervention

1. Initial instances or suspected incidents of cyberbullying should be notified immediately to the relevant Stage Co-ordinator, Director of Student Welfare or Deputy Head.
2. Ensure that the victim is safe.
3. The Stage Co-ordinator, Director of Students or Deputy Head should contact the victim's parents to alert them to the issue, and ongoing concerns regarding the welfare of the student, and request a meeting to discuss the issue and how best to deal with it.
4. Arrange support, including the involvement of counselling. Support from counselling should be provided on an ongoing basis with the agreement of the victim and parent/guardian to assist the student to work through the effects of the cyberbullying and to help them develop and implement effective coping strategies.
5. Reassure the victim that the school is taking the incident seriously and that the reported bullying will be acted on.
6. Gather basic facts about the suspected cyberbullying and, if possible, identify the students involved.

The procedures for handling instances of cyberbullying are consistent with bullying; hence the three stage approach should be followed.

Strategies for Addressing Cyberbullying

Chat rooms message boards on the internet

Cyberbullying may take the form of:

- Sending or posting nasty or threatening messages which may be anonymous.
- A group picking on or excluding individuals.
- Misusing personal information gained by pretending to be someone's 'friend' to spread rumours, secrets and to gain power over others.

Strategies for addressing this behaviour:

- Block communications with offensive individuals.
- Don't respond to messages.
- Keep a record of inappropriate postings, including time, date, user names for reporting.
- Report misuse of personal information to the chat room or message board site host.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school a trusted adult or Kids Helpline.

Emails and text messages via computer or mobile phone Instant Messaging (IM) on the internet

Cyberbullying may take the form of:

- Sending nasty or threatening messages or emails.
- Forwarding offensive content including jokes, videos, images and sound.
- Sending computer viruses.
- Accessing someone else's account to forward personal emails or delete them.
- Constantly calling or texting a person and making derogatory and/or rude remarks and/or threatening and hostile remarks.
- Taking and sharing unflattering images with other mobiles or uploading on to the internet.
- Using text or voice chat to harass or scare someone.
- Sending a hostile attachment.
- Using someone else's account to forward rude or unpleasant messages via their contacts list.
- 'Ganging up' - a group deciding to pick on or exclude someone during IM.

Strategies for addressing this behaviour:

- Block communications with offensive individuals.
- Don't respond to messages.
- In the case of an SMS report misuse of the mobile phone to the phone company if known.
- Keep inappropriate messages, including time, date, email addresses and mobile phone numbers for reporting.
- If necessary, create a new email address and only share it with close friends and family.
- Ensure the computer is protected from compromise.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Webcam

Cyberbullying may take the form of:

- Making and sending inappropriate pictures and content.
- Persuading or threatening young people to act in inappropriate ways.
- Using inappropriate recordings to manipulate young people.

Strategies for addressing this behaviour:

- Block communication with people who make you feel uncomfortable. Turn off your webcam- claim it is broken if necessary.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Social networking sites on the internet

Cyberbullying may take the form of:

- Posting nasty and abusive comments.
- Posting images, videos or sound that may embarrass or frighten a person.
- Groups excluding a person from a network.
- Creating a fake profile to bully, harass or create trouble for a person.
- Accessing another person's account details and using their page to post negative materials, send unpleasant messages or make private information public.
- Ask the host site to remove any images, videos, etc. that are concerning.

Strategies for addressing this behaviour:

- Report inappropriate use of passwords, identity, etc. to the hostsite.
- Keep a record of the actions of the offending parties, including the information posted, times, dates, any information about their username, etc.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Video hosting sites on the internet (e.g. YouTube)

Cyberbullying may take the form of:

- Posting embarrassing or humiliating videoclips.

Strategies for addressing this behaviour:

- Ask the host site to remove the content.
- Keep a record of the content and the ID of the person responsible for posting for reporting purposes.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

Virtual worlds on the internet, Gaming sites on the internet, Playing games with people in your local area using handheld consoles

Cyberbullying may take the form of:

- Interacting negatively with someone else's avatar.
- Pretending to be someone else's avatar.
- Name calling and making abusive comments.
- Picking on other users e.g. by repeatedly killing their characters or demeaning their lack of skill.

Strategies for addressing this behaviour:

- Denying access to a team game.
- Avoid interaction with the negative individual/group.
- Report the issue to the game/virtual world site administrator.
- Change avatar or character name if necessary.
- Keep a record of the other player's avatars/usernames, their actions and the dates/times of their inappropriate behaviour for reporting purposes.
- Report any incidence of bullying or upsetting hostile behaviour (including exclusion) to parents, school or a trusted adult or Kids Helpline.

(Technologies used for cyberbullying: Cybersmart.gov.au 2010)

Appendices

Appendix I - Related Policies

Scots All Saints College Student Welfare and Discipline Policy 2016

Appendix II – School Rules

School Rules

Your Role	Your Responsibility
You the learner	Value learning
	Respect other learners
	Respect teachers
	Respect for the learning environment
	Be on time for and involved in all classroom activities
	Be equipped for each lesson and activity
	Record and complete homework and assessment tasks
You as a person	Behave in a manner that brings credit to yourself and your school
	Attend all classes, sport and co-curricular activities
	Inform the school before 9.15am if you will be absent (day students)
	Inform the house master/ mistress if you will be late returning to school (boarders)
	Alcohol, cigarettes, drugs, weapons and other dangerous objects have no place in school
	Stay within school grounds for the entire school day unless you have prior permission
	Observe good health practices, including wearing hats outside
	Wear your uniform as a representative of your school
	For school activities, wear complete and appropriate school uniform in good order
	Change out of uniform for non-school activities
	For girls, royal blue or black hair ribbons may be worn. Hair longer than shoulder length should be tied back. One plain earring (sleeper or stud) may be worn in each ear. No other jewelry may be worn. No makeup is necessary
	For boys, hair should be its natural colour and consistency, neatly combed and just above collar and ear length. No jewelry should be worn
	Label and look after all your property
You the leader	Stand for what is right and support others
	Contribute to and support your school
	Speak well about your school
	Model good behaviour at all times
	Take opportunities to improve the social and educational environment of the school
	Support other students in their sport and co-curricular activities
	Volunteer for all the co-curricular activities you can
	Attend all compulsory school activities; they are listed in your diary and the small calendar. Plan your year so you can do this.
	Attend all required sporting and co-curricular activities. Other people depend on you

You and others	Take responsibility for the welfare of others
	Bullying and harassment are not acceptable
	Never say or do anything to make another person unhappy. Do not stand by and watch other people doing this
	Leave other people's property alone
	Accept that staff have a responsibility to search for and confiscate inappropriate items
	Accept that you cannot use your mobile phone and other electronic devices in the course of the academic day
You and your School	Act to safeguard and enhance the reputation of your school
	Welcome visitors to the school and assist them in any way you can.
	Show responsibility to your school when in town, on excursion or sporting visits. Wear the full appropriate uniform in good order.
	Demonstrate excellent manners
	Look after school property and equipment
You and your safety	Value the safety of yourself and others
	Observe all safety regulations
	Report any unsafe or potentially dangerous situations to a staff member
	Report any damage to school property and equipment to the Site Manager
	Follow instructions for the use of cars



SCOTS ALL SAINTS
COLLEGE

Appendix III – Student Behaviour Contract

Student Behaviour Contract

I _____ have read "**Scots All Saints College Anti-Bullying Policy**".

I understand that the following behaviour is unacceptable:

- **PHYSICAL** abuse of other students (hitting, kicking, punching);
- **VERBAL** abuse of other students (name-calling, teasing);
- **PSYCHOLOGICAL** abuse of other students (standover tactics, gestures);
- **SOCIAL** abuse of other students (social exclusions, rumours, putdowns);
- **SEXUAL** abuse of other students (physical, verbal or non-verbal sexual conduct).

I agree that I **WILL NOT** participate in this type of behaviour.

I also understand that if this behaviour continues, my parents will be informed and all previous incidents of anti-social behaviour will be examined.

Student Name: _____

Signature: _____

Date: _____



REPORTING COMPLAINTS & GRIEVANCES

Scots All Saints College is committed to providing a work and study environment which is fair, safe and free from discrimination for all members of the School community. An essential part of developing this environment is ensuring that any member of the community are encouraged to come forward with concerns, complaints and grievances in the confidence that responsible staff will take proper action to address the issues raised. It is a fact that even small concerns have the potential to grow into major problems that can cause tension, low morale and reduced student achievement. Appendix 1 contains areas where possible areas of concern may be generated. This policy document is complementary and completed by reference to other documents:

- SASC Staff Code of Conduct
- SASC Student Welfare Policy
- SASC Student Diary
- SASC Child Protection Policy
- SASC Occupational Health and Safety Policy
- SASC Bullying and Harassment Policies and Procedures

Principles

- Grievances will be treated seriously and sensitively, having due regard to procedural fairness and privacy. Requirements relating to confidentiality and privacy extend to the use and storage of records related to a grievance.
- Grievances should be handled quickly and as close to their source as possible. People should raise concerns as early as possible after the issue occurred.
- Where ever possible, grievances should be resolved by a process of discussion, cooperation and mediation to reach an acceptable outcome that minimise any potential detriment to ongoing relations.
- Persons raising a complaint should be protected from victimisation due to raising a complaint or are associated with a complainant.
- People should not instigate grievances that are frivolous or malicious.
- Both the person raising the grievance and the person against whom the grievance is directed will receive appropriate information, support and assistance in resolving the grievance.

Procedures

STEP 1

Before initiating the grievance procedures, the complainant should try to resolve any grievance with the person/s concerned. This may not always be appropriate or even possible.

- The SASC Welfare Document and the SASC Student Diary contain an extensive list of first contacts with the staff of the School when concerns are being raised on behalf of students or parents. These contacts may be made in either an informal or formal manner (remembering that staff are mandatory reporters of matters covered by the Child Protection Policy).
- The SASC Staff Code of Conduct contains guidance with respect to staff relationships with other staff. In general terms serious grievances are not resolved, and may even be exacerbated, by common room gossip. It is better that persons with serious concerns should discuss the matter with members of the executive of the School.

STEP 2

Where the person with concerns has been unable to resolve these grievances themselves of through the above mechanisms they should take their grievance formally to the Headmaster or Head of Campus.

- The Headmaster or Head of Campus should address the grievance with the view to resolving it after two weeks of the complaint. This would involve:
 - a) listing the concerns and desired outcome of the complainant;
 - b) Providing the complainant with a copy of this document (if reference to it has not already occurred);
 - c) Keeping those involved informed of the progress of the matter;
 - d) Monitoring the situation during and after the resolution process;
 - e) Informing all parties of the rules of procedural fairness;
 - f) Providing those subject to a complaint (if that is the nature of the grievance) with opportunity to respond;
 - g) **If the respondent is a member of staff:**
 - i) refer the complaint is not clearly within the scope of the School's provisions for misconduct/serious misconduct or unsatisfactory performance for academic and related staff
 - refer the complaint back to the relevant supervisor or to a nominee, with a recommendation for resolution; or
 - initiate an investigation into the matter. This may involve referring the matter to an independent investigation for advice; or
 - seek to resolve the matter directly; or
 - ii) if the complaint is against an academic member of staff and falls within the scope of School's provisions for staff misconduct/serious misconduct or unsatisfactory performance, following the appropriate disciplinary procedures; or
 - i) if necessary, contact an appropriate outside agency.

If the respondent is a student:

- i) refer the complaint back to the relevant supervisor or to a nominee, with advise for resolution; or
- ii) initiate an investigation into the matter. This may involve referring the complaint to an independent investigator for further investigation and advice; or
- iii) seek to resolve the matter directly; or
- iv) if the complaint falls within the School's provisions for student misconduct, refer to the Director of Student Wellbeing for appropriate action; or
- v) if necessary, contact an appropriate outside agency.
- h) making a report on the grievance resolution process and outcomes which should be stored in a separate grievance file.
- i) Referring the complainant to appropriate agencies outside the School community if they remain dissatisfied.

NOTE

Any determination by the Headmaster in accordance with these procedures with regard to the grievance will be final save for the complainants or respondent pursuing the matter outside the School if such avenues exist.

Outcomes

Outlines will vary from case to case depending on the nature and circumstances of each. Outcomes could include:

- The complainant gaining a better understanding of the situation and no longer feeling wronged;
- The complainant receiving a verbal or written apology;
- The respondent receiving a verbal or written reprimand;
- One or both parties agreeing to participate in some form of counselling;
- Disciplinary action where a School policy or rule were found to have been breached or where misconduct/serious misconduct or unsatisfactory performance has occurred.

Disciplinary action may also be taken where:

- A grievance is found to have been malicious or vexatious;
- A person victimises another person because of their involvement in the grievance;
- Unnecessary disclosure of information (a breach of confidentiality) has occurred.

Monitoring and Review

The operation of this policy and procedures will be reviewed on an annual basis by the Headmaster, Head of Campus and other delegated individuals on an annual basis.

APPENDIX 1

Nature of complaint

- discrimination
- bullying or harassment
- work related grievance
- criminal or behaviour
- unethical or unprofessional conduct (conflict of interest, failure of duty of care, plagiarism)
- occupational health and safety
- privacy issues
- student standing in courses
- student misconduct

Overseas Student Procedures

Records from timetable sources and attendance sources are available through Edumate for referencing each student's attendance record for each subject they are attempting. These records:-

- a) Show when a student's attendance in a particular subject is of concern with regard to mandatory hours (in the case of overseas students 80% of scheduled course hours).
- b) Allow warnings to be issued to the student and warning letters to be sent to the parents/guardian and the student. Copies of both records are kept in the student's file and electronically by the Head of Campus.
- c) Warning letters will be accompanied by counselling in the event of students being absent for concerning lengths of time (in the case of overseas students this is where absences occur of five consecutive unapproved days or where the student is approaching absence of 20% of mandatory 80% course attendance). Such counselling will be organised by the Head of Campus and will involve conversation with the Director of Student Wellbeing. Minutes of such counselling will be retained as above.

- d) Ultimately will show when a student's attendance is failing to meet satisfactory attendance.
- e) Allow parents/guardians and student to be informed of this failure of attendance. In the cases of failing attendance the Head of Campus will, in discussion with the Director of Student Wellbeing, notify the student in writing of the School's intention to report the student for not achieving satisfactory attendance. The written notice will inform the student that he/she is able to access the School's complaint/appeals process (within 20 working days) as outlined in the School's Assessment Manuals. Where the appeal process is not accessed, or where it is found to have failed, the School will as soon as practicable, notify the student, the parents/guardian and the Secretary of DEEWR through PRISMS that the student is not achieving satisfactory attendance.
- f) Deferment provisions:-
- i) The School can only defer or temporarily suspend the enrolment of a student on the grounds of:
 - Compassionate or compelling circumstances (eg. illness and medical certificate OR
 - Misbehaviour of a student (see Student Welfare Policy, Student Bullying and Harassment Policy)
 - ii) In such cases the School (through the Head of Campus) will inform the student that deferring, suspending or cancelling his/her enrolment may affect his/her student visa and –
 - Notify the Secretary of DEEWR via PRISMS (as required under Section 9 of the ESOS Act where said enrolment is deferred, suspended and cancelled)
 - i) The School, through the Head of Campus, will inform the student of its intention to suspend or cancel the student's enrolment where the suspension or cancellation is not initiated by the student and notify the student that he/she has 20 working days to access the schools complaints/appeals system. If the student so accesses the system the suspension or cancellation of the student's enrolment under this cannot take place until the internal process is completed (unless extenuating circumstances relating to the student's welfare apply).
- g) All letters are issued by the Head of Campus in conference with the Headmaster and Director of Student Wellbeing.



PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES
Teaching and Learning	<ul style="list-style-type: none"> • Preparation for the introduction of new NSW syllabuses • Programming for and implementation of new STEM and PBL integrated units • Development of Teaching & Learning framework to guide our practices • Ongoing focus on enhancing teacher proficiency through targeted professional development • Focus on using data to inform teaching in particular in Mathematics and English • Implementation of new STEM and PBL integrated units • Continued development of the Teaching & Learning framework to guide our practices • Ongoing focus on enhancing teacher proficiency through targeted professional development • Focus on using data to inform teaching in particular in Mathematics and English • Increased participation by Stage 6 teachers in HSC Marking
Academic Excellence	<ul style="list-style-type: none"> • Use of standardised Literacy (Writing) assessment program to inform teaching and learning • Preparation for the introduction of new NSW syllabuses • Ongoing focus on improving academic results for all students through feed-forward, Year 12 Mentor program and RAP analysis within faculties. • Training of Year 12 staff in how to use the data from the RAP analysis with ongoing monitoring through the year • Use of standardised Literacy (Writing) assessment program to inform teaching and learning • Continuation of bespoke curriculum to enhance Year 9 skills in study skills, research skills and literacy (reading & writing) skills • Targeted Year 12 study technique sessions and holiday camps • Use of Year 12 Student Leaders to incorporate social learning theory using online platforms
Educational and well-being practice	<ul style="list-style-type: none"> • Training of K-8 staff in Bounce Back and Achieve programs • Continuation of staff training in Positive Psychology • Continued wide and successful participation in co-curricular activities • Development of the Team Leader group for a student focus at weekly well-being meetings across both campuses • Continued refinement and training for K-8 staff in the Bounce Back and Achieve programs • Continued wide and successful participation in co-curricular activities • Development of the Invictus program for wellbeing of Stage 5 students • Restructure of Year Coordinator program to deliver a more comprehensive program at Stage level • Employment of the College Chaplain

Facilities and resources

- Completion of Innovation Centre for STEM on Campus West including installing screen and new furniture
- Refurbishment of Year 1 Junior School classrooms
- Refurbishment of Prep classrooms, new Prep playground equipment and new Prep bathrooms
- Opening of the Innovation Centre for STEM on Campus West
- Continued refurbishment of Junior School classrooms, in particular Stage 1 and 2
- Continued consultation and planning of a STEM Centre for Years 9-12
- Furnishing of the 'Safe Space' for Years 9 & 10
- Redistribution and purchasing of additional locker for Stage areas
- Additional furniture of the Agriculture Research Centre
- Phase one of the construction of the car parking area
- Construction of the Cola overlooking the Main Oval
- Refurbishment of the Outdoor Café
- Completion of the gym (weights room) with the purchase of 4 rowing machines



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As a College founded on Christian truth and values, Scots All Saints' College seeks to be a community whose key values are central in the development and promotion of respect and responsibility in all sectors of the College.

These values are embedded in and inform our academic programs, camps, excursions/incursion, chapels, assemblies and co-curricular programs to encourage in each student a compassion for and sense of responsibility for self and others, along with the confidence and resilience to positively shape their future.

Engendering respect and responsibility are everyday aspects of the work of teachers and other staff in the school. Many interactions throughout the day provide opportunities to reinforce these precepts in a meaningful context.

Senior School (9-12)

The College's commitment to instilling a sense of compassion, gratitude and service continues through the various programs run in the Senior School.

- **Student Leadership** - Students in Year 12 serve as student leaders: Captain, Prefects (Co-curricular, Chapel, Academic, International Students, Social Justice) and House Captains (one for each of the five Houses)
- **Duke of Edinburgh** – Students in Year 10 participate in the DOE program, including a annual camp and service opportunities in the local region.
- **Code of Behaviour** - Appropriate behaviours based on respect and responsibility are stated in the student diary
- **Christian Studies and Chapels** - These programs explicitly promote respect and responsibility.
- **Special Assemblies** - In addition to the weekly assemblies, special & Ceremonies event assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are organised by students with a supervising staff member.

Middle School (5-8)

The promotion of respect and responsibility in the Middle School is the responsibility of all teachers. All students in Years 5 to 8 are in a Core class. Their core teacher is the primary person responsible for the wellbeing and personal development of the children in their care. This teacher is closely supported by the Year 7 and 8 Team Leaders and well as the Year 5 and 6 Year Coordinator. In addition, the following initiatives are specifically designed to promote among other things, respect and responsibility in the students.

- **Code of Behaviour** - Appropriate behaviours based on respect and responsibility are stated in the student diary
- **Christian Studies and Chapels** - These programs often explicitly promote respect and responsibility.
- **Special Assemblies** - In addition to the weekly assemblies, special & Ceremonies event, assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are always held.
- **Campus Captains, Vice Captains & Student Leaders** - Year 8 Captains and Student Leaders help set the tone and culture for the younger students.
- **Year 6 House Captains** - Ten students from Year 6 are selected to be the boy and girl House Captain for their House for K to 6 sports carnivals.

- **Outdoor Education** - Students in Years 5-8 take part in camps where they are encouraged to explore relationships with their peers as well as developing an understanding on how to take risks in a safe and supportive outdoor setting. Meeting the challenges, overcoming them, encouraging others to do the same and sharing the joy of accomplishment helps bring about mutual respect.

Junior School (K-4)

- **General Culture and Special Events** - Respect and responsibility are everyday aspects of the work of staff in the Junior School. Interactions throughout the day offer opportunities to reinforce these precepts in a meaningful context. In addition, there are many special events that promote respect and responsibility in the students such as Harmony Day, Relay for Life, Pink Ribbon Day etc.
- **College Values** - the values are used to guide conversations when establishing classroom and behaviour expectations
- **Christian Studies and Chapels** - These programs often explicitly promote respect and responsibility.
- **Special Assemblies**- In addition to the weekly assemblies, special assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are always held.



PARENT, STUDENT AND TEACHER SATISFACTION

Scots All Saints College is committed to being the School of choice in the Central West of NSW. Continual reflection on performance feedback from parents, students and staff assists the College with both its operational and strategic planning and its determination to continually improve the educational opportunities and experience for all students.

Strengths and Areas for Improvement

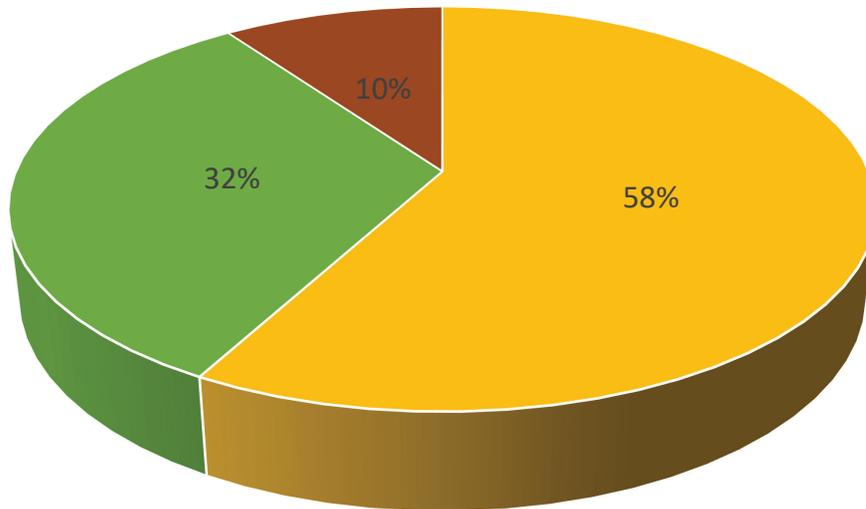
Your school's results have been analysed for each question and compared with Co-Ed Independent K-12 Schools. The percentage difference between your school's 2021 results and the benchmarks are presented below.

Your school's Top 10 Strengths (compared with Co-Ed Independent K-12 schools)

Key Area	Item	Co-Ed Independent K-12 Schools	2021 Year 12 (n=79)	Variance
School Environment	This school is kept clean and tidy.	78%	85%	+7%
Learning Opportunities	Class sizes are suitable for my child's learning needs.	75%	80%	+5%
Personal Development	The teachers help my child to be responsible for his/her own learning.	77%	80%	+3%
Quality of Teaching	Teachers and staff are caring and supportive.	79%	82%	+3%
Learning Opportunities	My child is motivated to learn at this school.	72%	74%	+2%
Personal Development	Students have equal opportunities to hold leadership positions.	65%	67%	+2%
Guidance and Support	This school offers my child guidance about future opportunities.	77%	78%	+1%
Learning Opportunities	My child is encouraged to achieve high results.	78%	79%	+1%
Quality of Teaching	Teachers are positive and enthusiastic about their teaching.	78%	78%	0%
School Curriculum	The standard of schoolwork expected is appropriate for my child's age.	75%	75%	0%

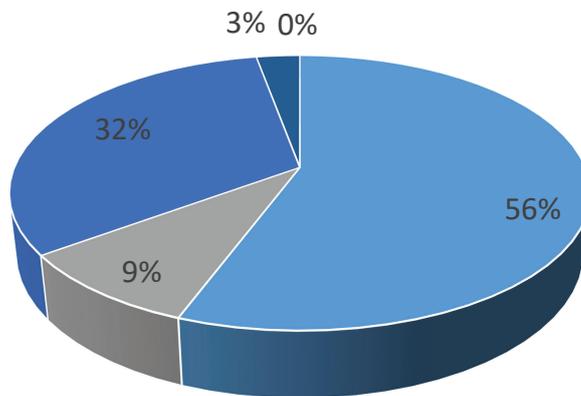
SUMMARY OF FINANCIAL INFORMATION

Expenditure 2021



■ Salaries, Allowances & Related ■ Non Salary Expenses ■ Capital Expenditure

Income 2021



■ Fees & Private Income ■ State Grants
■ Commonwealth Grants ■ Government Capital Grants
■ Other Capital Income



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Senior School

Senior, Boarding (Years 7–12)
4173 O'Connell Road
BATHURST NSW 2795

Junior School

Preparatory School, Junior (Years K–6)
70 Eglinton Road
BATHURST NSW 2795