



78156 - Annual Report to NESA - 2017
(Coffs Coast Community College Incorporated)



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1. Our School

The Coffs Coast Alesco School (number 78156) is an independent school that aims to offer all eligible young people the chance to *grow and mature* while undertaking their high school education in a safe and supportive environment. We seek to include those young people whose lives may be complicated, challenging or require a particular understanding in order to achieve success.

Coffs Coast Alesco School commenced in January 2017 after 18 months of planning by the General Manager Gordon Amann and the Board of Management. It is based on a model developed by WEA Hunter in 2002 and has expanded to a dozen communities across NSW.

Alesco was established to assist students who may not have found success in a traditional school model and are disengaged from learning. The School has established an approach that includes a focus on relationship building in a supportive environment to develop trust with students. There are small class sizes where personalised attention and assistance can be provided to students who may have barriers to learning.

It is approved by the NSW Education Standards Authority, (NESA), to deliver Stage 5 curriculum leading to the Record of School Achievement, (RoSA). The School is also designated as a Special School by the NSW Minister of Education. Students are encouraged to achieve their “personal best” in a relaxed and creative learning environment, where opportunities and experiences are provided that foster the skills and attitudes needed to both in life and future employment. This is achieved through the employment of teaching staff who have appropriate attitude and skills to support students with learning barriers.

1.1. Our Mission

To provide learning opportunities for young people that empowers them to reach their potential in an inclusive and supportive environment.

1.2. Our Vision

In recognising that education is at the heart of empowering young people our vision for the Coffs Coast Alesco School is to:

- Be recognised and respected by the community as a quality educational alternative for disadvantaged youth
- Be a viable and sustainable educational business
- Develop the Coffs Coast Alesco School reputation as a quality provider of innovative education

1.3. Our Values

- Acceptance
- Learning
- Empathy
- Opportunity
- Inclusiveness

2. Messages from Key Bodies

The School was established to provide education to youth, who may have had difficulties in the traditional school environment. Many of the students had significant barriers to learning or emotional problems that were impacting on their ability to engage in learning.

Starting a school was sometimes a very challenging task as we catered for students with learning difficulties and challenging behaviours. Staff did an outstanding job in creating a learning environment that supported students in their academic and personal journeys.

Success was measured in the participation and attendance rates of students and the personal growth that many of the students experienced, with the help of committed and caring staff. This success was not without its challenges due to our location in the Coffs Harbour CBD causing issues outside of classroom.

2.1. Chair Person's Report – Janet Newland

On behalf of the Board of Directors I am delighted to present the Annual Report of the Coffs Coast Alesco School. One of the most satisfying tasks in preparing the Annual Report was the opportunity to look back and be surprised and pleased with all that has been accomplished. The past year was full of significant opportunities and a few challenges.

Some of the highlights were:

- The successful establishment of the Coffs Coast Alesco School
- Improvements in the financial viability of the organisation
- The positive culture of the organisation among the teaching and support staff
- Engagement from a committed Board of Management
- Significant engagement with the refugee community in Coffs Harbour
- Successful collaboration with key organisations such as Adele House, Key Employment, CHESS, Bellingen Youth Hub and Youth Network (YNET)

In December 2016, we received status as a Registered Charity and Public Benevolent Institution (PBI) by the Australian Charities and Not for Profit Commission, bringing considerable benefits to staff.

The first year of the Coffs Coast Alesco School has set a high standard thanks to a year of effort and dedication from the team. They are to be congratulated for their hard work, enthusiasm and dedication. In particular, it has been a pleasure watching the young people at the Alesco School grow in so many positive ways. The formal event at the end of the year was a very proud moment for students, teachers and parents.



Thanks must go to our volunteer board of directors who give their time and expertise so willingly. In particular, thank you to the current CEO Gordon Amann whose commitment, dedication and sheer hard work has laid the groundwork for an ongoing, successful organisation. Sadly, Gordon is moving on to greener pastures and will be very much missed. The newly appointed, experienced CEO, Carolyn Thompson will commence late March with the transition period ending 13 April 2018.

In conclusion, I would like to thank the wonderful staff employed at Coffs Coast College and Alesco School for their professionalism and commitment to our viable, thriving organisation. These achievements would not be possible

without the efforts and passion of the dedicated team of teachers and support staff and the community that we serve.

2.2. Board Members

Chair Person	Janet Newland
Secretary/Treasurer	Jan Strom
	Mark George
	Gary Matthews
	Rebecca Minichilli
	Peter O'brien
	Ray Rixon
	Anne Shearer
Resigned	Liz Wilkins
	Alison Heagney
	Judith Mills

2.3. Membership

We encourage individuals from the community to apply for membership at the College. Membership costs \$5.50 per calendar year in which you receive:

- A copy of our regular course brochure
- Member's discount of 5% off the cost of all of our non-accredited courses
- Attendance of the Annual General Meeting run by the College Board.



3. General Manager/Principal's Report – Gordon Amann

I am pleased to provide the report for 2017, which was a very busy and successful and sometimes challenging year.

The development of Coffs Coast Alesco School meant significant changes to the staffing, facilities, operations and finances of the entire organisation. This required renovation of facilities to build additional learning spaces to cater for the School students and administration offices for staff, the recruitment of appropriate teachers to deliver the Stage 5 Curriculum.

The profile of Coffs Coast Community College was raised throughout the community by the addition of the School by reinforcing our vision of providing innovative training and education programs to the community.

Compliance requirements to meet standards set by the NSW Educational Standards Authority also required considerable efforts to address. I want to acknowledge the considerable work of the entire team in this regard.

In March we received status as a Registered Charity and given Public Benevolent Institution Status (PBI) by the Australian Charities and Not for Profit Commission, bringing considerable benefits to staff.

In conclusion I would like to thank the wonderful staff employed at CCCC Inc. and Alesco School for their professionalism and commitment to our wonderful organisation and the Board of Management for their support.

4. Compliance

The School's registration and accreditation is undertaken by NESA, who audit the School's viability, teaching programs and financial reporting. The School also engaged WEA Hunter who acted as the Teacher Accreditation Authority and the Independent Schools Association of NSW (AIS) who provided a range of support, including Professional Development and Financial Viability Audit, provide support.

4.1. Key legislation

The operations of the School adhere to the requirements of key legislation and acts including:

- The Australian Education Act, 2013
- Education Act 1990 (NSW)
- Ombudsmen Act 1974
- Child Protection (Working with Children) Act 2012 (NSW)
- Commission for Children and Young People Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Institute of Teachers Act 2004
- Disability Discrimination Act 1992
- Work Health and Safety Act 2011 (NSW)
- Environmental Planning and Assessment Act 1979
- Food Act 1989
- Explosives Act 2003
- Building Code of Australia (2013)

5. Enrolments

Over the 2017 calendar year:

- 55 students enrolled in the School with
- 16 in Year 9 and
- 39 in Year 10.
- 28 students completed the academic year and 10 received their RoSA.



5.1. Student Background

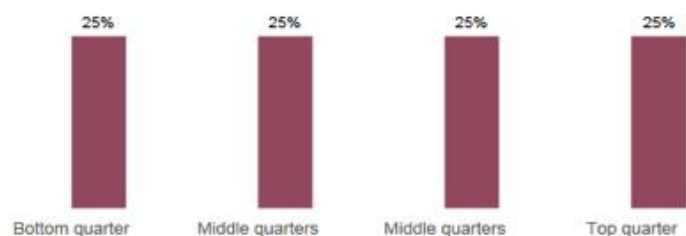
Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value -
Average ICSEA value 1000
Data source

Distribution of students

School distribution Australian distribution

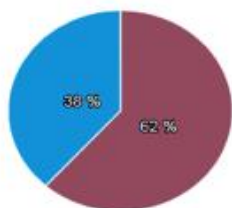


Percentages are rounded and may not add to 100

Students

Total enrolments: 55

Boys 21
Girls 34



Full-time equivalent enrolments: 55

Indigenous students



Language background other than English



5.2. School Attendance

The following are the School Attendance rates for 2017

	Semester 1	Semester 2
All Students	78%	67%
Indigenous Students	72%	53%
Non-indigenous	80%	70%
Students Attending more than 90%	Semester 1	Semester 2
	32%	19%

5.3. Managing Student Attendance

See Attachment One – Attendance Policy

5.4. Student Outcomes – Naplan

	*School average N/A as n<5			Language Conventions				X = Exempt	
Reading	N. Avg	Writing	N.Avg	Spelling	N.Avg	Grammar & Punctuation	N.Avg	Numeracy	N.Avg
<5	7	<5	7	<5	7	5	7	5	8
6	7	5	7	6	7	5	7	7	8
X	7	X	7	X	7	X	7	7	8

5.5. Head Teacher's Report – Erin Caceda

Developing a sense of collegiality and School ownership for the students was a priority of the staff throughout the 2017 academic year. Students actively engaged in many of the decision making processes that influenced the School culture and progress. A large focus was placed on student's personal and social development and this was addressed through the delivery of the Stage Five NESA curriculum, wellbeing activities under the guidance of the Youth Development Officer, and the integration of excursions and alternative teaching activities to enhance the learning experiences of all students.

Limiting class sizes to 14 students in order to maximise engagement and provide teachers the opportunity to address individual learning needs, the NESA curriculum was delivered to three Stage 5 classes which met the mandatory curriculum requirements and indicative RoSA hours on a rotational basis. This model allowed students to invest in the content being taught and refine their skills. It is important to note that students were able to develop strong bonds with their peers and respectful relationships with the teaching staff as a result



of the intensive subject delivery; the ability to investigate a topic in depth presented opportunities for critical thinking and debate, but also for the teacher to address student's diplomacy and communicative skills.

Students were provided an opportunity to attend excursions that were designed to develop their physical and social capabilities. In Term 1, students visited Scott's Head where they worked alongside Dune Care and also ventured through Way Way State Forest. In Term 3, students walked the Coffs Coast in a three day expedition from Red Rock to Park Beach and in Term 4 students tackled Mt Warning to watch the sunrise. Providing experiences such as these that challenge the students remains a priority of Alesco.

The alternate delivery methods and a growing reputation for creating a safe and secure environment attracted steady enrolments throughout the year. The School started with 40 students at the February census date and swelled to 50 in August, students by the September census date. The area that Alesco drew from varied from Valla in the South, Bellingen in the West and Woolgoolga in the North.

Students transferred from local state and independent high schools and their enrolment marked the beginning of significant changes to their educational journeys. Students worked to improve their attendance and at the end of the year, a significant number of students were recognised for achieving over 80 and 90% attendance rates.

All students who graduated from Alesco in 2017 were eligible for the award of the RoSA. Many students applied and were accepted into senior study programs locally; 3 students secured apprenticeships and two students chose to repeat Year 10 with the desire to improve their literacy and numeracy, one of these students is doing so at Alesco in 2018. All students who completed Year 9 in 2017 have transitioned to Year 10 in 2018. Over the past year it has become apparent that many of the students enrolled at the School have significant gaps in their learning which stem from poor literacy and numeracy skills. This knowledge has informed our practice and staff endeavour to provide testing for all students upon acceptance of enrolment. Establishing a base-line measurement enables teaching staff to adequately provide appropriate modifications and adjustments to help the students improve their comprehension of the concepts being presented in class.

Maintaining a positive image within the community is a priority amongst staff and students. The School Discipline Behaviour policy clearly identifies the consequences associated with not meeting the high expectations we have of our students. Procedural fairness is used when all decisions are made; and, due to the nature of the School, this means that incidents which jeopardise the safety and security of other students' of staff physical or social wellbeing are dealt with accordingly. These incidents may include cyber bullying.

The School intends to continue the positive development of a culture that embraces the value of education and community collaboration in 2018. Students will continue to be provided a platform where they can voice their concerns and will remain active in the decisions that involve their individual wellbeing. The School has chosen to invest in enhancing its online and social media presence and is currently working at increasing the number of enrolments at the School while maintaining the integrity and vision of the model.



5.6. Success and testimonials

The highlight of the year was the School Formal held at Aanuka Beach Resort. The night recognised the achievements of the students as they were celebrated for their accomplishments both in and out of the classroom. Awards presented at the formal included the Future Leaders Award, the Alesco Award, and The Caceda Award for Diligence and Dedication, the Citizenship Award and also wellbeing and commendation certificates. Achievement awards for each of the mandatory subjects were also issued. The cumulative event not only allowed the School to recognise the achievements of the students, it also provided a platform to recognise the working relationship Alesco has made with community organisations such as Reap, Coffs Harbour Rotary South, Kingdom Dental and Park Avenue Florist.



Each Friday throughout the year was designated as a 'Flex' day. During Term 1 and 2, students participated in a range of activities that complemented their studies or that were designed as team building activities. These activities included but were not limited to visiting

the National Marine Science Centre, conducting beach clean ups, gaining First Aid qualifications, canoeing the Bellinger River and circus arts. Term 3 and 4 saw a shift to address more targeted learning outcomes as students met requirements of Science, PDHPE and Maths when they visited Adele House (Farm) and participated in Horticulture activities and English outcomes when they undertook a Digital Media unit.



Further to this, students enhanced their skills by selecting from electives that were timetabled throughout the week. Students explored their creative abilities in classes such as Art, Music, Film Studies, Drama and were provided an additional opportunity to demonstrate their physical capabilities in Outdoor Education. Students also completed units that contributed to a Cert II in Business through a Business elective that was offered through the trainers at Coffs Coast Community College.



6. The Alesco School Team

Coffs Coast Alesco School appoints high performing staff using a competitive process underpinned by the principles of merit, equity and transparency. In doing so, the School practices ethical, fair and impartial staff selection procedures, free from conflict of interest and characterised by confidentiality and respect for privacy of an applicant's personal information. Teaching staff at the School must have necessary experience, qualifications and accreditation under the Teacher Accreditation Act 2004.

Coffs Coast Alesco School provides teaching staff with opportunities for evaluation, annual performance review, classroom observation and recognition where appropriate. Staff have the ability to differentiate curriculum and teaching methods. The School provides professional development opportunities, mentoring to staff and access to learning support assistance to enhance the holistic capacity of the staff.

Coffs Coast Alesco School has a wonderful team of staff led by Principal Gordon Amann, who has 40 years educational experience in the school, VET and community sectors. His qualifications include:

- Bachelor of Arts
- Standard Teaching Credential (USA)
- Graduate Diploma in Social Communication

6.1. Teacher Summary

No	Title	First	Last	Level	Formal qualifications	Date employed by school	Number of years secondary teaching experience	FTE	Subjects taught (current year)	Class/ Years	Areas of Special responsibility
1	Ms	Erin	Caceda (nee Singleton)	Proficient	Bachelor of Arts/Bachelor of Teaching	2017		1	English	Stage 5	Head Teacher
					Identify and Respond to children and young people at risk (UoC)						
7	Ms	Olivia	Doyle	Proficient	Bachelor of Education (Primary)	2017	8	0.6	English	Stage 5	
2	Mr	Neil	Harrigan	Proficient	Bachelor Technology Education	2017	4	0.4	Maths	Stage 5	
									Science	Stage 5	
									PDPHE	Stage 5	
5	Ms	Suzanne	James	Proficient	Diploma of Education	2017	20	0.6		Stage 5	Support Teacher
					Cert 4 TESOL						
4	Ms	Sharon	Power	Provisional	Bachelor of Education	2017	16	0.3	Design & Tech	Stage 5	
3	Ms	Emily	Presser-King	Proficient	Bachelor Visual Arts	2017	14	0.6	HISE	Stage 5	
					Graduate Diploma Education				Arts	Stage 5	
					Bachelor of Arts						
6	Mr	Benn	Wolhuter	Conditional	Bachelor of Environmental Science	2017			Science	Stage 5	
					Bachelor of Education Secondary		0.5	0.6	Geography	Stage 5	
								TOTAL = 4.1			

6.2. Professional Development

Staff completed a range of professional development programs to assist them in carrying out their roles. This included:

- Strategic Leadership
- School Implementation Curriculum Workshop
- Alesco Conference (Newcastle)
- Early Intervention Strategies
- Child Protection Training
- Keeping Our Kids Safe
- Identify and Respond to Children and Young People at Risk
- Rural Mental Health (Adversity Program)
- Miindala Grief & Loss for Teens
- First Aid & CPR
- Anaphylaxis
- Governance Training Module 1 – Introduction to School Governance
- Governance Training Module 2 – School Governance
- Governance Training Module 3 – Legal Compliance
- Governance Training Module 4 – Financial Compliance
- Governance Training Module 5 – Executive Supervision
- Governance Training Module 6 – Managing Risk
- Governance Training Module 8 – Child Protection Legislation

6.3. Awards

Congratulations to our Student Support Officer Danielle Coleman. December 2017 she was honoured by receiving a bravery commendation from Coffs Clarence Police for her courageous and selfless efforts in saving a woman from attempting suicide.



Pictured: Superintendent Mark Holahan with commendation recipient Danielle Coleman.
Picture Trevor Veale Coffs Coast Advocate 1st Dec 2017

6.4. Support Staff

Youth Development Officer	Leonie Watson
Student Support	Danielle Coleman
Student Support	Andrew Hovenden

6.5. Other Contributors

Additionally, because 2017 was the first year of operations, the following Coffs Coast Community Colleges Inc. Registered Training Organisation staff were also instrumental in the successful operations of the School:

Office Manager	Sue Crossley
Training and Compliance Manager	Cyril Wood
Finance/Payroll Officer	Xiangxia Nyhuis (SHAR)
Data Reporting Officer	Rowan Lehr
Receptionist/Administration Officer	Michelle Harvey
Administration Officer	Meg Kitchner
Administration Officer	Kiran Singh
Administration Officer	Angelique Millward
Administration Officer	Sara Spring

Data/Compliance Officer	Leanne Hughes
Trainer/Assessor Business, IT, Media and Foundation Skills	Libby Feez
Trainer/Assessor IT - Administration Office	Andrew Horton
Student Support IT	Mitchell Campbell

7. Policies

The Coffs Coast Alesco School commenced in 2017 with policies and procedures that were adapted from WEA Hunter (see opening remarks). Through an iterative process informed by suggested improvements from NESA during inspections and our own operational experience, our policies and procedures have undergone a substantial range of improvements to all areas of operations throughout 2017 and will continue to be adjusted as appropriate.

In addition, the original plan for our School was to extend our offering to include Years 11 & 12. This plan was revised in June 2017 to limit operations to Years 9 & 10 and assure a process of continuous improvement.

7.1. See Attachment One – Attendance Policy

7.2. See Attachment Two – Enrolment Policy (full text)

7.3. See Attachment Two – Summary of Policies

- Student Welfare
- Anti-Bullying
- Discipline
- Complaints and Grievances

8. Our Community – Partners and Sponsors

8.1. Government

- Department of Education and Training (Federal)
- NSW Department of Education

8.2. Community Programs

- STARTTS
- YNET Youth Services
- Headspace
- WEA Hunter
- REAP OzHarvest

8.3. Professional Memberships

- Coffs Harbour Chamber of Commerce
- Association of Independent Schools NSW

9. Summary Financial Information - Finance Committee - Peter O'brien

I am very pleased to be involved with such a good organisation contributing to the education of all ages in the Coffs Harbour area. I would personally like to thank Xia Nyhuis, the Colleges Finance Officer for her dedication and also to my fellow Board Member, Mark Palmer for his assistance during the year.

9.1. Recurrent/Capital income

Recurrent Income		
School Fees		
Item	Tuition	Description
RI.010*	\$2,650	Fees and Charges (excluding Overseas Students)
Other Fee Related Income		
Item	Tuition	Description
RI.020	\$8,550	Income from excursions and trips
RI.030	\$191	Other receipts from students (including extra subject fees/charges/levies)
RI.040	\$0	ABSTUDY Allowances Paid Direct to School
RI.050	\$0	Total Income from Overseas Students
Private Income		
Item	Tuition	Description
RI.060	\$1,366	Private Income (excluding items RI.061 and RI.065)
Investment Income		
Item	Tuition	Description
RI.061	\$0	Investment Income
Donations		
Item	Tuition	Description
RI.065	\$0	Donations
State Government Recurrent Grants		
Item	Tuition	Description
RI.070	\$155,501	State Government Recurrent Grants
RI.080	\$0	State Government Education Allowances
RI.090	\$0	State Government Interest Subsidy
Commonwealth Government Recurrent Grants		
Item	Tuition	Description
RI.100	\$1,381,012	Commonwealth Government General Recurrent Grants Program
RI.110	\$0	Indigenous Education Grants (excluding grants paid under the <i>Australian Education Act 2013</i>)
RI.120	\$0	All other Commonwealth Government Recurrent Grants (excluding those grants already included in RI.100 and RI.110)
Total Recurrent Income		
RI.130	\$1,549,270	Total Recurrent Income
* Item codes as per Commonwealth Financial Viability Questionnaire		

9.2. Recurrent/Capital Expenditure

Recurrent Expenditure		
Salaries and Allowances		
Item	Tuition	Description
RE.030*	\$394,380	Principal, General Teaching Staff - lay and religious
RE.040	\$327,102	Salaries - all other staff
Salary related Expenses		
Item	Tuition	Description
RE.050	\$6,404	Other Staff Related Expenses
RE.060	\$71,644	Superannuation (Employer Contribution only)
RE.070	\$22,562	Long Service Leave (Expense/Provision for Long Service Leave and Annual Leave)
Office and Administrative Expenses		
Item	Tuition	Description
RE.080	\$182,127	Operating Expenses
External Management Fees		
Item	Tuition	Description
RE.085	\$42,754	External Management Fees
Property and Building Expenses		
Item	Tuition	Description
RE.090	\$38,154	Buildings and grounds - operations, building and equipment - maintenance
Building and Land Expenses		
Item	Tuition	Description
RE.095	\$98,067	Rent and Lease Expenses
Interest Expenses		
Item	Tuition	Description
RE.100	\$0	Interest - Bank overdraft and recurrent loans
RE.110	\$0	Interest - Capital and bridging loans and finance leases
Depreciation and Amortisation		
Item	Tuition	Description
RE.120	\$441	Amortisation - leasehold land and building and assets under finance leases and hire purchase agreements
RE.130	\$22,789	Depreciation
Bad Debts		
Item	Tuition	Description
RE.140	\$1,350	Total Bad and Doubtful Debts Expenses
Total Recurrent Expenditure		
Item	Tuition	Description
RE.150	\$1,207,774	Total Recurrent Expenditure

Capital Expenditure		
Item	Tuition	Description
CE.010	\$21,204	Land, Buildings and Improvements
CE.020	\$58,337	Other Capital Expenditure
Total Capital Expenditure		
Item	Tuition	Description
CE.030	\$79,541	Total Capital Expenditure

* Item codes as per Commonwealth Financial Viability Questionnaire

10. Attachments

Attachment One – Attendance Policy

Preamble

Coffs Coast Alesco School has a clear responsibility to record and monitor student attendance, identify, follow up and notify Parents/Guardians or Caregivers of absences and to encourage regular attendance.

Scope

This Policy relates to the Principal, Staff, Parents/Guardians or Caregivers and Students, to ensure they know their Legislative requirements and responsibilities for Student Attendance and the consequences of unsatisfactory attendance.

Policy

A register of Attendance is maintained by Coffs Coast Alesco School in a form approved by the Minister. Enrolments and daily attendances of all students at the school are recorded in the register including information on each student. Attendance will be closely monitored and Parents/Guardians or Caregivers will be notified of unexplained absences.

A child is of compulsory school age when the child is of or above the age of 6 years and below the minimum school leaving age of 17 years of age. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at and regularly attend school.

A child who completes Year 10 but who is below the age of 17 years is of compulsory school age unless the child participates in an approved education or training on a full-time basis, or if the child is of or above the age of 15 years, paid work or a combination of approved education or training and paid work.

Parents/Guardians or Caregivers have a duty to ensure the child is enrolled and attends school. Regular attendance at school is essential for the child to achieve their educational best and increase their career and life options.

Procedure

Absences

Parents/Guardians or Caregivers are required to explain all absences of their child from the school promptly. An explanation for absence must be provided to the school within seven days of the first day of any period of absence and a medical certificate supplied upon request from the Principal and/or delegate.

Register

The Register of Attendance is recorded in Sentral the online software program that manages school administration and student data. The program records students information such as, name age and address, Parent/Guardian or Caregiver details, date of enrolment, date of leaving and previous school. The register records daily attendance including absences, reasons for absence and documentation to support reason for absence. The codes used in the program are Ministerial approved codes.

The Principal and/or delegate is responsible for ensuring that attendance records are maintained in the approved format. Staff are provided with information on attendance requirements and their responsibilities and obligations to monitor and promote regular attendance. Sick leave will be

granted to students whose absences are satisfactorily explained as being due to an illness. The Principal and/or delegate may accept other explanations for absence, decline to accept an explanation for absence, grant an exemption from school attendance and or part-day exemptions for periods totaling up to 100 days in a twelve month period. An exemption from enrolment for students who have completed year 9 and have the required approval to complete their education in special circumstances through an apprenticeship or traineeship may be granted.

Administration is responsible for entering attendance and absences into Sentral. At the end of each week attendance rolls are generated from Sentral and the previous rolls filed in the folder. Daily rolls are marked at the beginning of the day by the teachers and given to Administration to enter into Sentral. Administration enters any late arrivals that have been noted in the sign in and sign out book and enter explanation from Parents/Guardians or Caregivers notifying of reason for student absence. Rolls are then finalised by Administration. Absentee notes and supporting documentation will be placed in the student files and recorded in Sentral.

Students are to use the sign in and sign out book, located in the reception area, for late attendance, leaving early, and special circumstances leave such as Headspace appointments. An explanation for the leave must be provided. Administration is responsible for updating the attendance records in Sentral to reflect the entries in the sign in and sign out book as they occur throughout the day.

Regular attendance notifications sent to parents, may include an automatic text message, phone calls and correspondence is sent home once the roll has been finalised. Parent/Guardians or Caregivers then are to notify the school of the explanation via text, email, phone, letter, or in person, for the absence. Administration amends the rolls accordingly.

Leave pass will be issued to students who have permission to leave school premises during normal school hours. The school leave pass assists attendance officers, police officers and community members to identify students who have permission to be out of school during normal school hours. Authorized officers can direct them to return to school if they do not have a valid leave pass. Authorized officers will then notify the school that a student has been identified as being out of school without a valid leave pass. The leave pass is only valid on the day of issue. Passes must be valid and contain the school logo, date and time. Students travelling on activities or excursions do not require the leave pass.

Monitoring

Student welfare is supported by monitoring student attendance. Helping to address attendance issues as they emerge, the Principal/and or delegate will support the learning needs of those students in consultation with Parents/Guardians or Caregivers.

The Principal and/or delegate is responsible for ensuring that, when frequent absences are explained as being due to illness, consultation occurs with Parents/Guardians or Caregivers for the health care needs of the child. If absences are ongoing, permission will be sought from Parents/Guardians or Caregivers to contact the student's doctor so the school has all the relevant information for the student's health care needs. Consideration is given to the requirements of the Child Protection Polices.

If students are at risk of not completing course criteria due to attendance, the Principal and/or delegate will notify the student in writing of an 'N' Determination warning or letter of concern. A copy of this letter is placed on the students file.

The Principal and/or delegate will monitor the daily attendance of students and identify absences, follow up unexplained absences, send notification letters to Parents/Guardians or Caregivers regarding unexplained attendance. Phone discussions will be recorded in Sentral.

At the end of each term a report is generated on Attendance Improvement and Retention for the Principal and/or delegate for the monitoring and analysis of attendance rates. An audit of the use of the Ministerial Codes entered into Sentral will be conducted at minimum annually by the Principal and/or delegate.

The register of attendance will be retained for a minimum period of seven years after the last entry was made. Copies of the information in the register of attendance are stored online, backed up daily and stored off-site at regular intervals.

Improvement

To promote student attendance (combat truancy, increase attendance rates, lift student engagement) the Principal and or delegate supports the implementation of a variety of programs.

The students are provided with nutritious food as part of the breakfast club, students are involved in a rewards program, not required to wear uniform, offer high levels of student support and involve the student in developing personalised attendance goals.

Referral to external support networks are established so that students whose attendance is of concern can seek further assistance. Coffs Coast Alesco School works closely with agencies such as Head Space, Groundworks and Bellingen Youth Hub.

Home School Liaison Officer

Where the student is under the compulsory age and their destination is unknown, the Principal and/or delegate will contact the Home School Liaison Officers as soon as possible so an investigation can be conducted. The Student Enrolment Destination Unknown Notification Form will be completed and returned to the NSW Department of Education attendance@det.nsw.edu.au email.

Exemptions

Parents/Guardians or Caregivers seeking an exemption from attendance at school, the Principal and/or delegate will process the parent's application.

The Principal and/or delegate may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

Families are encouraged to travel during school holidays. If travel during the school term is required an Application for Extended leave may need to be completed and discussed with the Principal and/or delegate. The roll will be marked as 'leave' and will contribute to the student's total absences for the year.

Related Policies

Enrolment

Exercising the Minister's Delegation

Eligibility for the Record of School Achievement (RoSA) Award

Child Protection

Student Behaviour

Registered and Accredited Individual Non-government Schools (NSW) Manual Reference No

3.8 Attendance

Review of Policy

Policy to be reviewed one year from date of effect or earlier if required

Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/2016 Original	Principal	09/2016	09/2016	Original Created
02/2017 V1	Principal	02/2017	02/2017	Revised
03/2017 V2	Principal	03/2017	03/2017	Reflect changes – RANGS Manual
05/2017 V3	Principal	05/2017	05/2017	Reflect updates in roll procedure
11/2017 V4	Principal	11/2017	11/2017	Internal Review of Policy – Revised content

Attachment Two – Enrolment Policy (Full text)

Preamble

Enrolling in Coffs Coast Alesco School is a choice each student makes because they have a desire to make a difference to their future. Every student has the opportunity to make choices about their role as a student at Coffs Coast Alesco School.

Scope

This Policy relates to the Principal, Staff, Parents/Guardians or Caregivers and Students, to ensure they know the requirements of enrolling in Coffs Coast Alesco School.

Policy

Any child between the ages of six and seventeen is required to be enrolled at a government, registered non-government school, home schooling or training, and is to attend each day that instruction is provided. It is the duty of the Parent/Guardian or Caregiver of the student to ensure that these obligations are fulfilled.

Enrolment

Coffs Coast Alesco School provides young people who are unable to find success in traditional educational models, the opportunity to learn, grow and achieve success in a smaller, more supportive, non-institutional environment. Providing an individual approach to understanding the needs of each of the students, Coffs Coast Alesco School works with students to accommodate their needs and understand their challenges.

The selection criterion for student enrolment at Coffs Coast Alesco School focuses on eight key learning areas;

- Learning difficulties/disabilities
- Behavioural difficulties/disabilities
- Social Disadvantage
- Age
- Academic Achievement
- Financial Disadvantage
- ESL / ATSI
- Isolation

Coffs Coast Alesco School cannot cater to students who are functionally illiterate or who require intensive behaviour or health support. Coffs Coast Alesco School will offer suggestions for such other facilities should the need arise.

Student's acceptance into the program is dependent on their presentation at interview and their demonstrated ability to work within the policies and philosophy of Coffs Coast Alesco School.

We offer case management to all students who are enrolled in the school but are not in a position to manage students who cannot operate within the adult learning environment.

Coffs Coast Alesco School will base any decision about offering a place to a student on:

Family relationship with the school:

- Sibling of a current or ex-student

- They hold attitudes, values and priorities that are compatible with School's ethos

The student:

- The contribution that the student may make to the school, including the co-curricular activities
- The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement

The School

- Ability to meet the special needs or abilities of the student

Other considerations

- Order of receipt – when the application to enrol is received by the school

The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student. Coffs Coast Alesco School will not tolerate violence or bullying of any kind, misbehaviour or disruptive behaviour of the students.

Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

Process and Procedures

Applications and Interviews

Application for Enrolment form is available for collection at the office or downloadable via the website. Applications for Enrolment may be made throughout the year.

All prospective students who apply to attend Coffs Coast Alesco School, may be offered an interview as part of the application process to ascertain their suitability for the program. Students are selected very carefully through the application and interview process and all students must choose to attend and participate.

Students will not be enrolled at Coffs Coast Alesco School without attending an interview with the Principal and/or Head Teacher. The Interview will cover relevant health history, behavioural incidents, support and peer networks. An Interview is not a guarantee of enrolment with the School.

The School may meet with the Parent/Guardian or Caregiver of the student before offering a place.

Students must provide a copy of the following when submitting an application for enrolment:

- Birth Certificate or passport
- Medicare Card
- Last School Report
- Medical History

Register of Enrolment

A register of Enrolment is maintained by Coffs Coast Alesco School, in a form approved by the Minister, of the enrolments and daily attendances of all students at the school, which includes information for each student.

The register of enrolment is maintained in Sentral the online software program that manages school administration and student data. The register contains information on each student such as, name, age and address, name and contact telephone number of parent/guardian, date of enrolment,

previous school, date of leaving and destination including evidence of contacting the Home School Liaison Officer if the destination is unknown.

The Principal and/or delegate is responsible for ensuring the enrolment records are maintained and that the staff are provided with information on enrolment requirements, their responsibilities and obligations.

Administration is responsible for the data entry of all enrolments into Sentral and the maintenance of the register. Copies of applications, enrolment contracts and notifications of students leaving the school are stored in the student's files.

Under section 25 of the Education Act, the Minister delegated the power to the principal of a non-government school to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

The register of enrolments will be retained for a minimum period of five years before archiving. Copies of the information in the register of enrolment are stored online, backed up daily and stored off-site at regular intervals.

Related Policies

Attendance

Exercising the Minister's Delegation

Student Behaviour

Registered and Accredited Individual Non-government Schools (NSW) Manual Reference No

3.8 Attendance

Review of Policy

Policy to be reviewed one year from date of effect or earlier if required

Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/2016 Original	Principal	09/2016	09/2016	Original Created
03/2017 V1	Principal	03/2017	03/2017	Reflect changes – RANGS Manual
05/2017 V2	Principal	05/2017	05/2017	Reflect updates in roll procedure
12/2017 V3	Principal	12/2017	12/2017	Internal Review of Policy – Revised content

Attachment Three – Summary of Policies

Student Welfare – Safe and Supportive Environment

Preamble

The NSW Education Standards Authority Registered and Accredited Individual Non-Government Schools (NSW) Manual, requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students. Coffs Coast Alesco School is committed to providing a safe and supportive environment for all students and will comply with the obligations under each of the following Acts:

Legislation

Ombudsman Amendment (Child Protection and Community Services) Act 1998
Ombudsman Act 1974
Child Protection (Working with Children) Act 2012
Children and Young Persons (Care and Protection) Act 1998

Scope

Relates to the Board, the Principal, staff and students to ensure they understand their legislative requirements for providing a safe and supportive environment.

Policy

Coffs Coast Alesco School strives to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the Coffs Coast Alesco School. The Principal encourages consultation between all members of the School community in matters which affect them.

Security

The Principal of Coffs Coast Alesco School, implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- Appropriate levels of supervision including on-site and off-site activities;
- Security of buildings including the use of CCTV;
- Procedures in case of fire critical incidents e.g. evacuation/lock down;
- Use of grounds and facilities;
- Travel on school-related activities; and
- Shared Areas within the premises

The implementation of these requirements and procedures is monitored for compliance from time to time. The Principal is responsible for implementing the policy and procedures and will review the policy annually or earlier as required.

The Principal will ensure all staff are informed annually of their legal responsibilities related to child protection, mandatory reporting and other relevant school expectations. Closed Circuit Television cameras have been installed in the Premises to monitor behavioural patterns and inappropriate behaviour.

Supervision

Appropriate measures are taken by the Coffs Coast Alesco School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved. A playground duty roster has been implemented by the Principal to monitor student behaviour and ensure adequate supervision/duty of care. A Risk Management process is monitored and implemented to reduce potential risks.

Conduct

The Coffs Coast Alesco School has in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as:

- Behaviour management;
- The management and reporting of serious incidents.
- The School has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.

Complaints and Grievances

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

Pastoral Care

- Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, social support or referrals of counselling within the School.
- The School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
- Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

- Coffs Coast Alesco School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Principal; representative of an appropriate government, welfare, health or other authority.
- Welfare procedures for students undertaking distance education, outside tutoring, courses/subjects with an external provider or students taking up alternative residential/accommodation arrangements for the purposes of their schooling.

- All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site.
- Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are involved, at the request of the School, will be subject to the requirements of relevant child protection legislation.
- Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the School but outside of the School will have equal access to student support services as appropriate.
- All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

Related Policies

Risk Management

Student Behaviour

Code of Conduct

CCTV

Pastoral Care

Child Protection

Mandatory Reporting

Ombudsman Act

Working with Children Check

Registered and Accredited Individual Non-government Schools (NSW) Manual Reference No

3.6 Safe and Supportive Environment – 3.6.1, 3.6.2

Review of Policy

Policy to be reviewed one year from date of effect or earlier if required

Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/10/17 V1 Original	Principal	10/17	10/17	New Policy created to support Risk Management Policy

Anti-Bullying

Preamble

Coffs Coast Alesco School is committed to providing a safe and secure environment for students to learn without fear of bullying or harassment. Students are made aware that all staff at Coffs Coast Alesco School take any form of bullying and harassment behaviour very seriously and that they, the student, have every right to feel safe and supported in our school environment.

Scope

This policy relates to Principal, Staff and Students, Parents/Guardians or Caregivers to ensure all students feel that Coffs Coast Alesco School is a safe place where they can learn. Students and staff must respect and accept that people have different beliefs, values and backgrounds.

Policy

Coffs Coast Alesco School values respect and shows tolerance and acceptance of others in a safe and supportive environment. The School fosters positive relationships through strong welfare programs and aims to deal effectively with, and prevent incidences of bullying. Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying is not acceptable in any form. Staff and Students have the right to expect that they will be safe at school and spend each day free from the fear of bullying, harassment and intimidation. The Principal, teachers, staff, students, parents/guardians or carers, and members of the wider community all have a responsibility to work together to address bullying. By working together, the community contributes to the prevention of bullying by promoting appropriate behaviour and respectful relationships.

Definition

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or gender.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying behaviour can be:

- Verbal (e.g. name calling, teasing, threats, putdowns, abuse, sarcasm, insulting someone about weight, height, race, sexuality, culture or religion)
- Social (e.g. ignoring, excluding, alienating, sharing information or images that will have a harmful effect on the other person)
- Physical (e.g. hitting, punching, shoving, kicking, scratching, tripping, spitting, intimidating another person or damaging or stealing their belongings)

- Psychological (e.g. spreading rumours, dirty looks, hiding/damaging possessions, malicious SMS/email messages, sexting, inappropriate use of camera/phones)

Bullying can happen anywhere

- At school
- In cyberspace
- Travelling to and from school
- Any extra-curricular activity

What type of harm is done and where it occurs

- Setting – in person and online
 - In person (e.g. verbal, physical, and social bullying)
 - Online/cyberspace (e.g. verbal and social bullying and threats of physical bullying)
 - Bullying online can potentially have an enormous audience
 - Students who are bullied online are often also bullied in person.
- Means – direct and indirect
 - Direct bullying occurs between the people involved
 - Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem
- Visibility – overt and covert
 - Overt (e.g. physical actions such as punching, kicking or name-calling and insults)
 - Covert (e.g. repeatedly using hand gestures, threatening looks, whispering, excluding or turning your back on a person)
- Harm – physical and psychological
 - Physical harm
 - Psychological harm can result from bullying (e.g. harm to a person's social standing, fear of bullying)

Procedure

Students and members of staff of Coffs Coast Alesco School have the right to feel safe and to be protected from bullying and harassment. The School acts rapidly and firmly against bullying wherever and whenever it occurs in line with the Student Behaviour Policy.

Responsibilities

The Principal will ensure that the staff are aware of their roles and responsibilities in identifying and preventing bullying and harassment. A copy of the policy will be issued to all staff members.

The Principal has a responsibility to:

- Maintain a positive climate of respectful relationships where bullying is less likely to occur
- Developing and implementing programs for bullying prevention
- Developing and implementing early intervention support for students who are identified by the school as being at risk
- Empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- Respond to incidents of bullying that have been reported quickly and effectively
- Providing support to any student who has been affected by, engaged in or witnessed bullying behaviour

Staff have a responsibility to:

- Model and promote appropriate behaviour, respecting individual differences and diversity
- Reinforce the message that bullying is not accepted or tolerated
- Treat seriously all reports or observed incidences of bullying
- Report incidences of bullying to the Principal in a timely manner
- Record incidents of bullying into the Sentral database system
- Be observant to signs of distress or suspected incidents of bullying
- Supervise students at all times

Students have a responsibility to:

- Behave appropriately; respecting individual differences and diversity
- Respond to incidents of bullying accordingly to the school anti-bullying policy
- Understand how bystanders can positively impact on incidents of bullying and respond accordingly
- Report incidents of bullying

Parents/guardians and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible behaviour, including their behaviour online
- Be aware of the school anti-bullying policy and assist their children in understanding bullying behaviour
- Assist their children in developing effective responses to incidents of bullying
- Support their children to deal effectively with bullying
- Notify the school when incidents of bullying are suspected
- Work collaboratively with the school to resolve incidents of bullying when they occur

Reporting

Students of Coffs Coast Alesco School are encouraged to report concerns of bullying and harassment, either for themselves or for another student. This is considered by the Principal and staff as being a positive decision and one that will be considered to and actioned.

Staff must take any observations they make or disclosures they hear of bullying and harassment seriously and must document (diarise) any information they receive regarding harassment occurring within the cohort and bring this to the weekly staff meeting for discussion and actioning.

Students who have been identified as displaying bullying and harassment behaviour as described in this policy may find themselves at risk of having their placement at Coffs coast Alesco School suspended or withdrawn. Additional detail about student bullying is set out in the Student Behaviour Policy.

Incidents of bullying and harassment will be recorded in Sentral the electronic database of student records as a Negative Incident with full details explained of the incident. All records of discussions and letters that are issued will be stored electronically in Sentral and backed up.

School Liaison Officer

School Liaison Police Officer works with Coffs Coast Alesco School to reduce youth crime, violence and anti-social behaviour through a range of school intervention strategies, educational programs which model respect and responsibility.

The School Liaison Police Officer may develop and presents programs in conjunction with teaching staff and act as a central point of contact for police, community and school issues. They provide

information, support and guidance on security, intervention strategies and child protection matters relating to the school as well as other issues relating to safety and community responsibility.

Support Contact numbers

- Police School Liaison Officers (0437 774 483) can provide support, advice, education programs and mentoring programs to students
- Police Youth Liaison Officer (6691 0799)
- Crime Co-ordinator (6691 0870)
- Referral to other available services including Headspace, Groundworks, Pathfinders, Connect and Coffs Harbour Community Mental Health

Related Policies

Code of Conduct

Rights and Responsibilities

Student Behaviour

Conflict Resolution

Registered and Accredited Individual Non-government Schools (NSW) Manual

Reference No

3.6 Safe and Supportive Environment 3.6.2

Review of Policy

Policy to be reviewed one year from date of effect or earlier if required

Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/2016 Original	Principal	09/2016	09/2016	
01/2017 V1	Principal	01/2017	01/2017	Reflect changes – RANGS Manual
05/2017 V2	Principal	05/2017	05/2017	Reflect updates in roll procedure

Discipline –Student Behaviour Policy

Preamble

To ensure Coffs Coast Alesco School:

- Encourages positive working relationships, students learn that behaviour is a choice and their actions have consequences
- Has disciplinary process in place for students
- Does not permit corporal punishment of students attending the School under any circumstances
- Promotes procedural fairness and will always aim for fair decisions

Scope Relates to the Principal, staff and all students

Policy:

Any student who is believed to be in breach of the discipline policy, or is displaying continual offensive behavior, may be subject to the actions under the discipline policy.

1) In this Policy, breach of discipline means:

- a) Conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work with Coffs Coast Alesco School and Coffs Coast Community College Inc.

2) A student commits a breach of discipline if the student does any of the following:

- a) Assaults or threatens to assault another person
- b) Engages in any offensive conduct or any unlawful activity
- c) Engages a secondary party to commit a breach of discipline on their behalf
- d) Removes, damages or uses any property of Coffs Coast Alesco School or Coffs Coast Community College Inc, without having permission from the organisation or a member of staff
- e) Obstructs a member of staff in the performance of the member's duties especially where this may raise safety concerns
- f) Repeatedly and willfully disobeys or disregards an order or direction of a member of staff, including a direction regarding appropriate behaviour or safety
- g) Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment
- h) Discriminates against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion
- i) Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group

3) Conduct does not cease to be a breach of discipline merely because it takes place elsewhere than on the premises of Coffs Coast Alesco School.

4) For the avoidance of doubt, a breach of discipline may be committed by an act that involves:

- a) A communication in person, in writing or by telephone or other telephonic or electronic means which may include any and all forms of social media, or
- b) A transaction using telephonic or electronic means which may include any and all forms of social media

- 5) For the purposes of this clause: **offensive conduct** includes any of the following:
- a) Spitting
 - b) Littering
 - c) Using offensive language
 - d) Being under the influence of alcohol
 - e) Being under the influence of a drug (other than medication that has been prescribed by, and taken in accordance with the instructions of a registered medical practitioner)
 - f) Discourteous and dishonest behavior
 - g) Physical violence
- 5a) **Unlawful activity** includes any of the following:
- a) Using, possessing or supplying any prohibited drug, substance or weapon
 - b) Stealing the property of another person
 - c) Damaging property of Coffs Coast Alesco School or Coffs Coast Community College Inc
 - d) Physical violence
 - e) Anything deemed a criminal act
- 6) A member of staff who believes that a student has committed a breach of discipline:
- a) Must, as soon as practicable, report the alleged breach to The Head Teacher or Principal or Delegate, and
 - b) May exclude the student from attendance at the school for the remainder of the day on which the alleged breach occurred, or until a decision can be made regarding the consequences of the breach

Recording of Behaviour

Behaviour is recorded in Sentral in areas related to the types of behavior displayed. They are recorded in the Wellbeing section as an incident under two categories Positive behaviour and Negative behaviour. Teachers are encouraged to recognise and record appropriate behavior that contributes to the positive learning environment.

Should a student persist in breaching the guidelines of Coffs Coast Alesco School there are 3 levels of discipline that can be progressed through.

1. Verbal and or Written Warning
- ↓
2. Behaviour Contract / Suspension
- ↓
3. Expulsion

The Principal, Head Teacher or Delegate has discretion in the progression of these stages for continual disciplinary issues.

When a student receives notification of the possibility of suspension from the School, the Head Teacher may contact the parents/guardians or caregiver to offer inclusion of involvement in the increase support the student requires at this time.

Should students conduct themselves in a manner that constitutes a serious breach of discipline they can be suspended immediately with parental notification occurring as soon as practical after the fact.

Coffs Coast Alesco School also believes in finding innovative and flexible ways of assisting our students make any appropriate changes in their behaviour or attitude.

Some other possible strategies that could be beneficial include a

- Behaviour Contract
- Community Services on our grounds
- Change in timetable
- Exclusion from certain classes or activities
- Mediation etc.

Student Expulsion/Withdrawal

There are three ways a student can be withdrawn from Coffs Coast Alesco School. These are

- School decides to withdraw student
- Student decides to withdraw from school.
- Parent/guardian or caregiver decides to withdraw student from school.

Under these circumstances a student's withdrawal from the school must be finalised in writing. This should be done by use of the Student Expulsion/Withdrawal Form.

If the school deems it appropriate to withdraw a student's placement this must be advised to the student and their parent/guardian in writing.

This letter must include the student's right to appeal the School's decision and forwarded to the student by the Head Teacher.

This letter should be completed within the shortest time possible after the decision to withdraw a student has been made.

If a student chooses to withdraw their placement at Coffs Coast Alesco School, they should forward a letter signed by the parent/guardian or caregiver to the Principal and filed on the students' personal file and or recorded in Sentral.

If a student who is below seventeen (17) years of age is no longer attending Coffs Coast Alesco School and the destination is unknown, the school shall contact a Department of Education and Training Home School Liaison Officer, and inform them of the student's withdrawal from our program, the student's name, age and last known address. This contact with the Department of Education and Training Home School Liaison Officer shall be marked in the students file prior to the file being closed.

This contact should be made using the HSLO Student Enrolment Destination Unknown Notification Form.

If a student has a high rate of absenteeism and does not provide documentation or supporting evidence from a parent/guardian or care giver to justify the absences they may be withdrawn.

The Principal/Head Teacher or Delegate determines that it is no longer in the interests of the student or the school community for the enrolment to be continued due to being unable to meet the learning, social or health care needs of the student or other circumstances.

Immediate withdrawal and removal from premises

If a situation arises where staff are concerned that a student's behaviour calls into question the immediate safety and well-being of other students and/or staff the student can be immediately suspended and removed from the premises.

The Head Teacher or Principal will have to make the decision of contacting police (see critical incidents and emergencies, request for police assistance), and notify the students' parents, guardians or caregivers as soon as it is practical to do so.

Corporal Punishment

Corporal punishment includes the use of force, striking or withdrawal of basic life needs to be used as a form of punishment on the student.

Coffs Coast Alesco School and its staff are not permitted to use corporal punishment regardless of whether the parent/guardian or caregiver has requested or given permission to do so.

Coffs Coast Alesco School does not condone the use of corporal punishment by a parent/guardian or caregiver to reinforce any discipline actions implemented by the Coffs Coast Alesco School or any disciplinary decision by a parent/guardian or caregiver.

This is not to say that reasonable force cannot be used in self-defence, protection of another student, or in provision of protection against harm to the person who is acting violently.

Procedural Fairness

Procedural fairness is a basic right of all individuals.

In cases where there is a perceived incongruence between an individual's actions and the Coffs Coast Alesco School rules and expectations, Coffs Coast Alesco School will aim for a fair decision, reached by an objective decision-making process.

Procedural fairness seeks to ensure that decisions affecting students are reached only after the individual student has been made aware of the allegations made against him/her.

It also seeks to ensure that the student has had the opportunity to present the claims in relation to the issues and the proposed decisions affecting him/her.

Procedural fairness also requires that the decision maker (The Principal, Head Teacher or Delegate) reaches a decision on the issue in an impartial manner.

Care should be exercised to exclude bias from the process.

Coffs Coast Alesco School will follow the principles set out below in circumstances involving disciplinary matters, including dealings with students potentially facing suspension and expulsion.

Procedural fairness is generally recognised as having two essential elements.

- 1) The right to be heard which includes:
 - The right to know why the action is happening
 - The right to know the way in which the issues will be determined
 - The right to know the allegations in the matter and any other information that will be taken into account

- The right of the person against whom the allegations have been made to respond to the allegations
 - The right to request that an interpreter be present
 - The right to have a support person be present
- 2) The right of a person to an impartial decision, which includes:
- The right to impartiality in the investigation and decision making phases
 - The right to an absence of bias by the decision maker

Discipline Procedure

Should a student persist in breaching the guidelines of Coffs Coast Alesco School there are 3 levels of discipline that can be progressed through.

Verbal and or Written Warning

- Discourteous, Dishonest and Inappropriate behaviour
- Minor vandalism
- Lack of participation, Classroom disruption
- Leaving premises without notifying staff
- Continued Lateness

Behaviour Contract / Suspension

- Vandalism, Damage to property
- Bullying and Harassment or threats to staff/students and general public
- Discrimination
- Truancy
- Physical Altercation
- Continued behaviour listed under Verbal and or Written Warning

Expulsion

- Engage in prejudicial acts against student/staff
- Use of Drugs and Alcohol on premises, Possession of Drugs and Alcohol
- Property damage
- Physical assault or threats that jeopardises the safety/welfare of staff/students
- Unlawful activity
- Continued behaviour listed under Behaviour Contract / Suspension

Related Policies

Procedural Fairness

Safe and Supportive Environment

Pastoral Care

Registered and Accredited Individual Non-government Schools (NSW) Manual Reference No

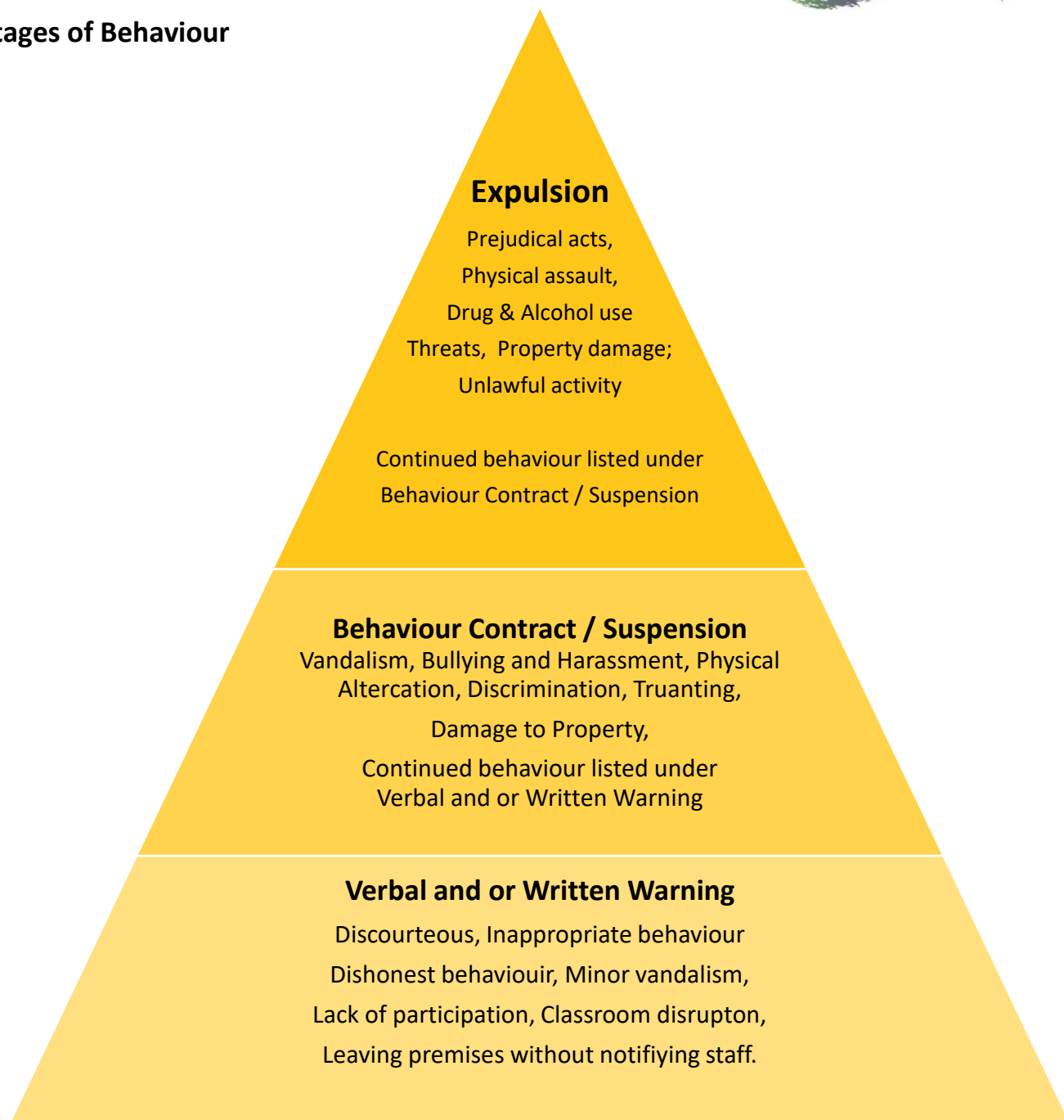
3.6 Safe and Supportive environment – 3.6.2 Provide a Safe and Supportive Environment, 3.7

Discipline – 3.7.1 Procedural Fairness

Review of Policy

Policy to be reviewed one year from date of effect or earlier if required

Stages of Behaviour



Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/2016 Original	Principal	09/2016	09/2016	Original Created
02/2017 V1	Principal	02/2017	02/2017	Revised
03/2017 V2	Principal	03/2017	03/2017	Reflect changes – RANGS Manual
05/2017 V3	Principal	05/2017	05/2017	Remove Draft version
08/2017 V4	Principal	08/2017	08/2017	Internal Review of Policy – Revised layout

Complaints and Grievances

Preamble

To ensure Coffs Coast Alesco School promotes a safe, timely, fair and transparent process for students, parents/guardians or caregivers should they want to pursue a concern, complaint or grievance or misgivings regarding to services provided by Coffs Coast Alesco School.

Scope

Relates to Principal, Staff, Students and Parents/Guardians or Caregivers

Policy

Coffs Coast Alesco School is committed to procedural fairness and equity, providing students with the right and opportunity to have their complaints, grievances, concerns or misgivings heard and acted upon in a timely and efficient manner.

Any student or party involved in the complaint process is able to be accompanied and assisted by a third-party at any relevant meeting without prejudice.

Complaints, grievances, concerns or misgivings can be raised with any staff member of Coffs Coast Alesco School. The School is committed to a timely resolution of concerns in a process that is easily accessible to all students and staff.

It views concerns, complaints, grievances, compliments and other constructive feedback as ways of creating opportunities for the school to improve its services and prevent future problems. All complaints and grievances are taken seriously and Coffs Coast Alesco School aims to deal with them in a timely and effective manner.

Complaint stages include - See Student Complaints Procedure

- Informal complaints
- Formal complaints
- Internal review
- External review

Complaints will be recorded in Sentral the electronic database for student records as an Incident by the teachers. All Incidents are reviewed by the Head Teacher. Coffs Coast Alesco School will keep a copy of all documentation relating to formal complaints for 5 years

Note: At the time of preparing this report, this author was unable to locate the full text of the below listed versions.

Version	Approved By	Approval Date	Date of Effect	Sections Modified
09/2016 Original	Principal	09/2016	09/2016	
02/2017 V1	Principal	02/2017	02/2017	Update
03/2017 V2	Principal	03/2017	03/2014	Reflect changes – RANGS Manual
05/2017 V3	Principal	05/2017	05/2017	Reflect updates in roll procedure