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# Stage 5 – Student Handbook – 2020

## Volume 1

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## Introduction

Allegra School Coffs Harbour supports the philosophy that all Students are capable of exercising control over their own lives; however, we believe that the recommendations and support afforded by the staff are practised with consideration of the safety and the best interests of the Students.

This Student Handbook provides Students with information about the expectations and procedures relating to the School. Students and parents are advised to read this Handbook closely and keep it for reference.

## Philosophy

The Allegra School 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.

## Our Mission

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

## Our Vision

In recognising that education is at the heart of empowering young people our vision for our 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 our School reputation as a quality provider of innovative education

## Our Values

- Acceptance
- Learning
- Empathy
- Opportunity
- Inclusiveness

## A note from our Head Teacher

The goal of our School is to provide young people, who have disengaged from mainstream Schools, the opportunity to reevaluate their situation and achieve educational success in a small and supportive environment. The School operates around mutual respect between staff and Students as well as adherence to specific rules that ensure our School remains a safe and supportive place for all Students enrolled.

Allegra School Coffs Harbour is approved by the NSW Educational Standards Authority (NESA) to deliver Stage 5 curriculum leading to the Record of School Achievement (RoSA). 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 for both life and future employment.

The School provides positive development of a culture that embraces the value of education and community collaboration. Students are provided a platform where they can voice their concerns and are active in the decisions that involve their individual wellbeing.

### Teaching Staff

Our 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.

Our 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.

### Term Dates

	<b>Students Start</b>	<b>Students End</b>	<b>Weeks of Class</b>
<b>Term 1</b>	Wed 29 Jan 2020	Thurs 9 April 2020	11
<b>Term 2</b>	Tues 28 April 2020	Fri 26 June 2020	9
<b>Term 3</b>	Tues 21 July 2020	Fri 25 Sept 2020	10
<b>Term 4</b>	Tues 13 Oct 2020	Fri 11 Dec 2020	9
<b>TOTALS</b>			39

## **Attendance**

Our 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.

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.

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.

### **Absences**

Parents/Guardians or Caregivers are required to explain all absences of their child from School promptly. An explanation for absence through a phone call, messages and/or written note, must be provided to the School within seven days of the first day of any period of absence. A medical certificate may be requested from the Principal and/ or delegate.

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 period 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.

Regular attendance notifications are sent to parents and may include an automatic text message, phone calls and written correspondence. Parent/Guardians or Caregivers are to notify the School of the explanation via return text message, email: [school@coffscollege.nsw.edu.au](mailto:school@coffscollege.nsw.edu.au) by phone: (02) 6652 5378, letter, or in person, for the absence.

For part day absences, Students are to use the sign in and sign out book, located in the Reception area. Students must note the reason for their late attendance, leaving early, or special circumstances leave such as Headspace appointments. A parent explanation for the leave must be provided and a leave pass will be issued to Students who have permission to leave School premises during School hours. A Parent or Caregiver will be advised if the Student sign's out of School without a parent's permission slip.

The School leave pass assists 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 log, date and time. Students travelling on activities or excursion do not require the leave pass.

Parents/Guardians or Caregivers will be notified of poor attendance rates through phone calls, letters and interviews. To improve attendance rates the following programs will be implemented to assist the



Student through an Attendance Improvement Plan, Flexible Plan Agreement and Alternative Learning Options. Failure to improve Attendance through the implementation of these programs may result in the Student being Withdrawn or Expelled from the School.

## Code of Conduct

Maintaining a positive image within the community is a priority amongst staff and Students. The Student Code of Conduct and Student Behaviour Policy clearly define 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.

Every Student of the Allegra School Coffs Harbour has a right to:

- Learn in a challenging environment to the best of their ability
- Learn in an environment free of discrimination and harassment
- To listen and to be heard
- Be treated with respect by other Students and Teachers
- Feel Happy, Safe and secure in the School
- Privacy and personal space
- Acceptance in the School community
- Be treated fairly
- Have access to Student Support Officer if desired or required
- Lodge a complaint without fear of retaliation or victimisation

Students have a responsibility to:

- Accept School policies regarding behaviour
- Act and work co-operatively with other Students and Teachers
- Treat other Students and staff with respect and fairness
- Follow any reasonable direction from a member of staff
- Respect the learning needs of other Students
- Take progressive responsibility for their own learning, to work consistently and complete tasks as required
- Be tolerant to differences
- Be punctual and regular in attendance
- Inform parents/guardians or caregivers of educational progress and to ensure that all School communication is effectively delivered
- Behave responsibly by not damaging, stealing, modifying or misusing the School or other Student's or staff property

Allegra School Coffs Harbour Students are responsible for

- Upholding the reputation of the School and by observing an appropriate standard of behaviour at all times
- Accept the authority of the Principal and members of staff and observe specific rules which may be made from time to time
- Behaving in a manner which does not endanger the health and safety of themselves or others

- Behave with courtesy and consideration for others. Students must refrain from all forms of bullying and harassment. Additional detail about Student bullying is set out in the Anti-Bullying and Harassment Policy and Student Behaviour Policy
- Refrain from behaviour which would interrupt the work of any class or hinder the learning opportunities of other Students
- Respect School property and the property of staff and other Students
- Complete work set by Teachers promptly and to the best of their ability and take full advantage of the educational opportunities offered at the School
- Students are not permitted to possess or smoke cigarettes, possess or carry a weapon, possess or use or be under the influence of alcohol or un-prescribed drugs or other substances harmful to health, at School, on School excursions, in transit between School and home.

## Student Behaviour

Our School encourages positive working relationships and Students learn that behaviour is a choice and their actions have consequences. Any Student who is believed to be in breach of the Student Behaviour Policy, or is displaying continual offensive behaviour, may be subject to the disciplinary action.

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

Allegra School Coffs Harbour believes in fostering a positive and productive learning environment, sets clear limits, and applies consequences for inappropriate and/or violent behaviour. Students are required to abide and follow the directions of Teachers and other people with authority delegated by the School.

## Definitions

*The following is a contextualised extract from the NESMA Manual:*

**Suspension** is a temporary removal of a Student from all of the classes that a Student would normally attend at our School for a set period of time.

**Expulsion** is the permanent removal of a Student from our School.

**Exclusion** is the act of preventing a Student's admission to a number of Schools. The School does not practice the act of Exclusion.

## Discipline Procedure

Should a Student persist in breaching the guidelines of Allegra School Coffs Harbour there are three 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
- Poor Attendance/Truancing

### **Behaviour Contract / Suspension**

- Vandalism, Damage to property
- Bullying and Harassment or threats to staff/Students and general public
- Discrimination harass or bully a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion
- Continued Poor Attendance/Truanting
- Physical Altercation
- Obstruct or cause a safety concern to a Student, member of Staff or member of the Public
- Repeatedly and wilfully disobey or disregard an order or direction of a member of Staff, including a direction regarding appropriate behaviour or safety
- Continued behaviour listed under Verbal and or Written Warning

### **Expulsion**

- Engage in prejudicial acts against Student/Staff
- Inciting hatred, for example toward or 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
- Under the influence of Drugs and Alcohol, Use of Drugs and Alcohol on premises, Possession of Drugs and Alcohol
- Property damage
- Physical violence/assault or threats that jeopardises the safety/welfare of Staff/Students
- Engages a secondary party to commit a breach of discipline on their behalf
- Unlawful activity
- Continued behaviour listed under Behaviour Contract / Suspension

The Principal and/or delegate has discretion in the progression of these stages for continual disciplinary issues provided that procedural fairness is observed.

When a Student receives notification of the possibility of suspension from the School, the Principal and/or delegate 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 and removed from the premises.

Allegra School Coffs Harbour also believes in finding innovative and flexible ways of assisting our Students to make any appropriate changes in their behaviour or attitude. Some other possible strategies that could be beneficial include:

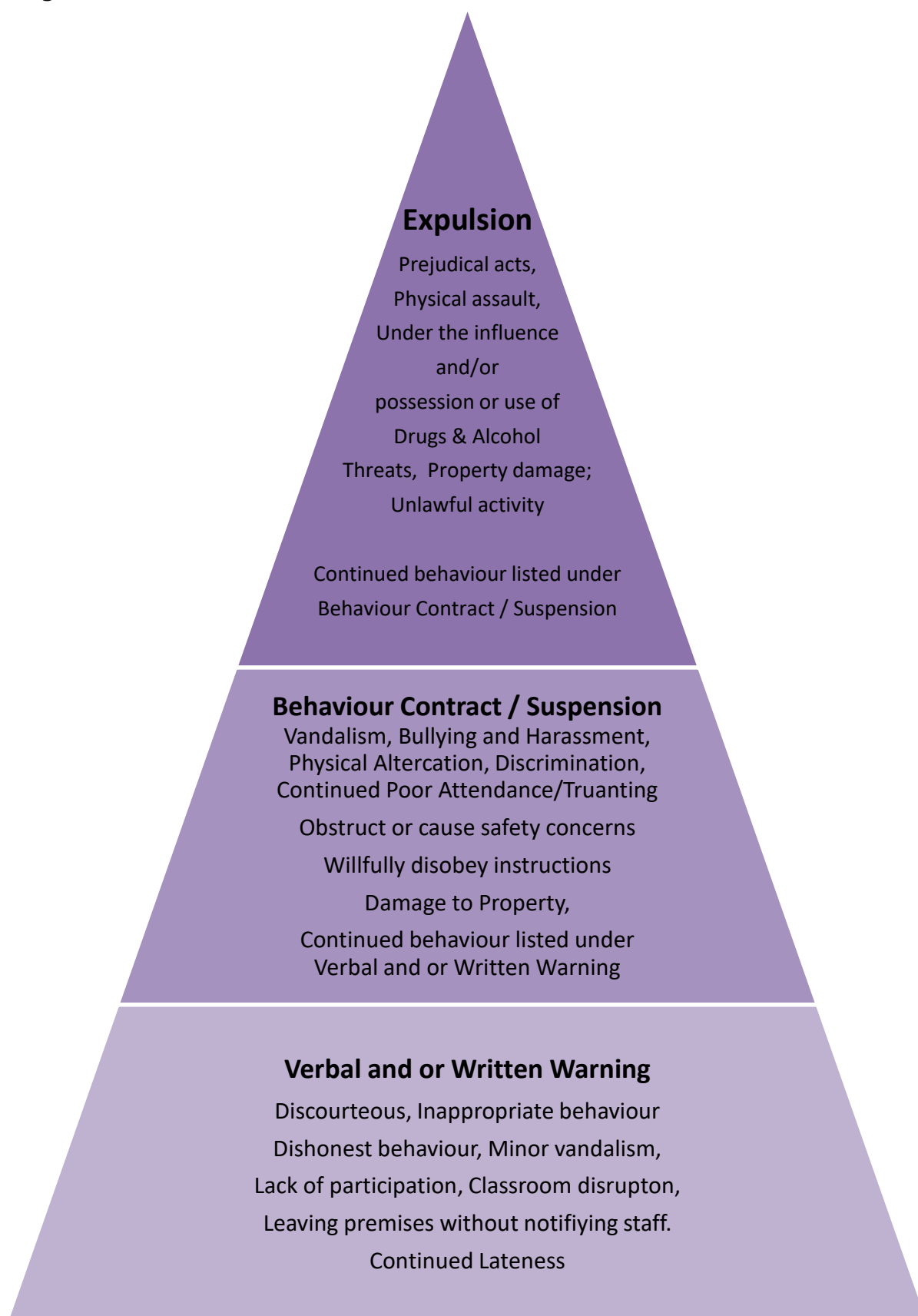
- Behaviour Contract
- Community Services on our grounds
- Change in timetable
- Exclusion from certain classes or activities
- Mediation etc.

Terms of Suspension will be on an individual case basis and will be issued as a written letter. Procedural Fairness will be given to all Students to allow them the right to appeal the suspension. This appeal may include revision of the term of suspension or associated condition.

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.

Procedural fairness is a basic right of all individuals, which include the right to be heard, and the right of a person to an impartial decision. Should a Student's behaviour call 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.

## Stages of Behaviour



## Student Rights and Responsibilities

Every Student has the Right to:	The responsibility to:
Learn	<ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Complete tasks with best efforts</li> <li>Seek help with issues</li> <li>Accept ownership of own learning</li> <li>Attend School regularly</li> <li>Be punctual</li> </ul>
Hear and to be heard	<ul style="list-style-type: none"> <li>Listen</li> <li>Allow others to speak without interruption</li> </ul>
Be treated with respect	<ul style="list-style-type: none"> <li>Respect the rights and needs of others regardless of race, colour, religion, etc.</li> <li>Discourage all put downs</li> <li>Be polite and cooperative</li> </ul>
Feel happy, safe and secure in the environment	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Help and care for others</li> <li>Behave sensibly on the premise, at all School activities and while travelling to and from School</li> <li>Care for my environment</li> <li>Resolve disputes in an appropriate non-violent manner</li> <li>Not cause danger to myself or others</li> <li>Notify staff of dangers on the premise</li> </ul>
Privacy and personal space	<ul style="list-style-type: none"> <li>Respect the personal property of others</li> <li>Accept others right to privacy and personal space</li> <li>Take responsibility for personal belongings</li> </ul>
Be an accepted part of the community	<ul style="list-style-type: none"> <li>Respect the rights and needs of all members of the School and wider community – not laugh at, tease or be-little others</li> <li>Not to have illegal drugs, alcohol, tobacco and/or weapons in my possession</li> <li>Behave so that community respects the School</li> </ul>
<ul style="list-style-type: none"> <li>Treated fairly</li> <li>Make good decisions</li> </ul>	<ul style="list-style-type: none"> <li>Face the consequences of decisions made in a fair and justified way.</li> </ul>

## **Student Drug, Alcohol, Tobacco and Weapons**

The supply, possession and use of illegal drugs, alcohol, tobacco (including e-cigarettes) and weapons, including the misuse of over-the-counter and prescribed medications, supply of restricted substances, and the possession and/or use of weapons on the School premises by Students is considered a breach of the Student Behaviour Policy. School Premises include the building, the Playground area, School functions conducted outside the School premises, e.g. excursions or camps. Students of the School must:

- not be under the influence of non-prescribed medication or illegal drugs or alcohol,
- not possess drugs or alcohol
- not smoke or possess cigarettes or use e-cigarettes (whether or not it contains nicotine)
- not bring weapons to School.

## **Anti-Bullying and Harassment**

Our School values respect and shows tolerance 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.

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

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 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.
- Students who have been identified as displaying bullying and harassment behaviour may find themselves at risk of having their placement at Allegra School Coffs Harbour suspended or withdrawn.

## **Student Property**

Our School will not be held responsible or liable for the loss and damage of personal property that Students bring to School.

If a Student chooses to bring their personal electronic device to School, the staff may utilise this opportunity to harness Students' connection to their own personal mobile devices for the purpose of developing 21st century learning skills and for fostering digital literacy, fluency and citizenship in a safe environment.

All Students must abide by the Student Code of Conduct and Behaviour Policy with relation to the protection of personal property.

Staff will not assume responsibility for holding/storing items that are brought to School and Students must understand that all items that are brought onto the premises are done so at their own risk. The School will not replace/repair any lost or damaged items.

## **Student Dress Code**

The School does not require Students to wear a uniform, however the School has an expectation of all Students to maintain a neat and tidy appearance at all times.

Restrictions to what Students can wear include:

- Revealing shorts/ skirts
- Boob tubes or crop tops (midriffs are not to be exposed)
- Clothing that promotes offensive/ illegal or immoral behaviour
- Clothing with drug and/or alcohol slogans
- Any garment that is designed for or could be considered sleep wear.

Requirements that Students must meet:

- Students must wear covered shoes at all times when participating in Science, Art or food preparation areas.



- We encourage Students to wear Sunsmart clothing when participating in outdoor activities. This may include wearing sun protective hats, shirts that cover the shoulders, upper arms and neck, and longer shorts and skirts that cover the upper thighs
- Personal Protective clothing and equipment is provided for Science classes and must be worn when instructed by the Teacher
- When attending Excursions and Field Trips, Students are to dress accordingly and meet the specific requirements for attending the trips.

## **Conflict Resolution**

In any School community there is the potential for conflict. Students may misunderstand each other, Teachers may disagree on resource allocation, Parents may diverge on how the School should be. Emotions can run high on a variety of issues: the potential for conflict exists because people have different needs, views, and values.

Parents, Students, and Teachers are encouraged to discuss and attempt to resolve differences as soon as they are identified as such and before they grow larger and become an obstacle to interpersonal relationships. The School encourages that issues that cause conflict between Students, Teachers and parents, can be resolved at the earliest time.

Resolving conflict is based on respect and courtesy, and is designed to focus on resolution and coming to an agreement. Forms of conflict include but are not limited to bullying, harassment, discrimination, and emotional, racial, relationship and religious-based.

### **Student Responsibility**

- To behave appropriately at all times
- To show consideration and respect and to support others
- To 'tell' someone if they feel they are being bullied or if they see someone who they believe is being bullied

### **Parent Responsibility**

- To be aware of and support the School's Anti-bullying and Harassment Policy and the Conflict Resolution Policy
- To encourage their child to understand the difference between peer conflict and bullying and to adopt learnt strategies to deal with bullying or conflict
- To encourage their child to 'tell' someone at School if they feel they are being bullied or if they see someone who they believe is being bullied

### **Procedural Fairness**

Allegra School Coffs Harbour encourages mediation at all stages of conflict resolution. Mediation is a positive problem-solving process that can prevent conflicts and misunderstandings from becoming protracted and destructive disputes. It helps disputing parties to assess their options realistically and reach mutually acceptable solutions.

Mediation stages:

1. Discussion of the issues between the Student(s) and the Teacher.
  - a. The parent or Teacher should encourage discussion at this level
2. Discussion of the issue between the Teacher and the parent.



- a. The parent or the Teacher may initiate this level of discussion
3. Arrange for a conference with the parent Teacher and Principal
  - a. The Student may or may not be present
  - b. A parent, Teacher, Principal or Student may initiate a conference at this level.

## Complaints and Grievances

Our 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 our 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 our School aims to deal with them in a timely and effective manner.

Complaint stages include:

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

Complaints, grievances concerns or misgivings should be raised with the staff member that the complaint relates to and reported to the Principal and or Head Teacher.

If the complaint relates to the Principal or the Student does not feel comfortable discussing the matter with the relevant staff member, the Student can discuss the complaint, grievance, concern or misgiving with another staff member that they feel comfortable with.

A formal complaint can be made by putting the matter in writing and address it to the Head Teacher or Principal. Alternatively this can be done over the phone. It must include:

- The date
- The name of the complainant
- Contract details of the complainant
- The year level of the complainant
- The nature of the complaint, grievance, concern or misgiving
- Signature of the complainant

A Formal Complaint form is available to ensure these requirements are met; this can be found on the Allegra School Coffs Harbour website, requested from a staff member or requested from the office.

## Child Protection

Children have a right to grow up safely, to participate as active and valued members of the community and have opportunities to reach their full potential at all stages of their lives. Educators have an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. Our School is committed to nurturing the well-being of Students, respecting their dignity, providing a safe and secure environment and protecting them from any form of harm, neglect, exploitation or abuse.

The development and implementation of strategies concerning the safety, protection and well-being of all Students is of fundamental importance to our School. The School, guided by principles relating to duty of care, works to ensure that reasonable steps are taken to prevent harm to Students recognising the different obligations of Child Protection Legislation and Guidelines, and Work Health and Safety legislation within Australian and NSW. The School recognises the care and protection of and for children and young people is a shared responsibility.

*Keep Them Safe: A shared approach to child wellbeing* provides the framework for

- Parents
- Communities
- Government
- Non-Government agencies

To work together to support children and families.

Allegra School Coffs Harbour takes a positive approach to the promotion of a child safe workplace. Key aspects considered are mandatory reporting, recruitment and employment screening, management of allegations against employees, and induction and training procedures.

In dealing with allegations of reportable conduct, the matter is dealt with confidentially including the handling and storing of documents and records.

## Allegra School Coffs Harbour Child Protection Mandatory Reporting Flowchart



## Supervision

The duty of care owed by our School through its staff to Students arises directly from the special relationship between Teachers and Students. This duty of care is exercised in the supervision of Students during School hours, and after School hours, on-site and offsite, when Students are participating in a School activity or program and the School has assumed responsibility for the supervision of Students.

The duty of care and supervision is exercised from the time the School formally accepts the presence of Students fifteen minutes before normal classes begin until they safely depart the School after normal classes finish. Student supervision is provided in the school from 8.45am in the morning, during morning and lunch breaks and after school until 2.00pm. When normal classes finish in the afternoon it is expected that Students will safely depart the School.

Where special circumstances arise which, in the interest of the school, necessitate attendance beyond these hours, such as excursions and camps the Principal and/or delegate will request the attendance of the staff.

Teachers are to take such measures as are reasonable in the circumstances to protect a Student under their care from risk of harm. This requires not only the protection from known hazards, but also protection for those that could foreseeably arise and against which preventative measures could have been taken.

Allegra School Coffs Harbour and parents have a responsibility to promote appropriate behaviour and the safety of Students travelling to and from School. Students also have a responsibility to meet community, School and parental expectations in this regard. Students have a responsibility to behave in appropriate ways and to ensure both their own safety and that of other Students. Particular care needs to be taken by parents, in and around Schools when collecting Students.

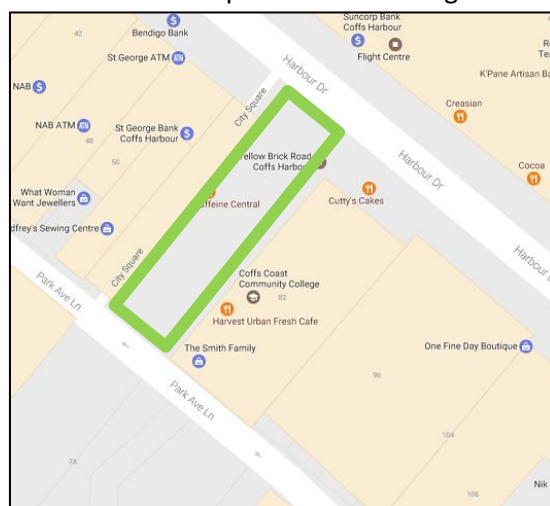
Supervision of Students on scheduled class breaks will include the building and premises of Allegra School Coffs Harbour, Level 1 66-90 Harbour Drive, and also City Square, the public area situated between Harbour Drive and Park Lane.

The safety of Students is of utmost priority and we recommend that all Students remain within these boundaries at all times during the School hours 9am-1:45pm.

Allegra School Coffs Harbour supports the philosophy that all Students are capable of exercising control over their own lives; however, we believe that the recommendations and support afforded by the staff at Allegra School Coffs Harbour and Coffs Coast Community College Inc. are practised with consideration of the safety and the best interests of the Students.



Denotes designated supervision area of City Square



## Student Medical Disclosure

Through the enrolment process Allegra School Coffs Harbour requires parents/guardians and caregivers to provide all relevant medical information, including information as to:

- a) Medical conditions or illnesses and the treatments for same;
- b) Medical history
- c) Copy of Immunisation Certificate
- d) Allergies (including food allergies) and possible reactions should exposure occur;
- e) Medications taken by the Student (including possible reactions);
- f) Medicare number and private health care arrangements (if any); and
- g) Health professional contact details.

Through the enrolment process Parents are advised of the requirement to:

- a) Cooperate with the School in relation to the health of their child;
- b) Inform the School of their child's health care needs;
- c) Liaise with the School and the child's health care practitioner in relation to any medical issues the child may face and forward relevant information from the child's medical practitioner to the School;
- d) If appropriate, provide appropriate prescribed medication and instructions for use to the School;
- e) Undertake to provide updated medical information to the School as it comes to hand; and
- f) Prepare appropriate plans for dealing with specific conditions of the Student, if appropriate.

## Medication at School

Where medication must be taken by a Student during School hours, the Work Health and Safety Officer at Allegra School Coffs Harbour will:

- Obtain information in relation to the administration of the medication, including dosage, time of administration, method of administration and possible reactions/side effects;
- Prescription medication is required to be provided to the Work Health and Safety Officer for storage and administration; and
- They ensure that it is provided to the child as and when required. The School records the time and dosage each time medication is taken by a Student.
- Where possible, Students should administer their own medication, under the supervision of an appropriate adult. The supervising adult should ensure that the medication is taken safely and in accordance with instructions. In some cases, a staff member may need to be trained by a medical professional prior to supervising or administering medication such as an insulin injection to a Student with diabetes.

The School does not supply or administer medications in an emergency, unless they have been provided by parents as part of an individual health care plan for a specific Student e.g. Anaphylaxis.

Should a Student become sick or injured while at School the Student will rest and be attended to as necessary, in the sick bay beside the Head Teachers office.

Allegra School Coffs Harbour follows precautions in the '*Anaphylaxis Guidelines for Schools – Second Edition 2006*' for the management by Schools of anaphylactic Students.

The guidelines for Allergens and Anaphylaxis provide:

- a) If written information provided by the parent confirms that their child has been assessed as being at risk of anaphylaxis, an individual health care plan must be formulated by the Principal in consultation with the parent and staff. The individual health care plan must incorporate an emergency response plan and a plan for the avoidance of known allergens, based on advice from the Student's parent/guardian or caregiver and medical practitioner.
- b) The plan should be reviewed annually, as and when the Student's medical condition changes or after the Student suffers an anaphylactic reaction at School. The plan should outline:
  - i. Information about the Student's diagnosis;
  - ii. Strategies that the School should take to minimise risk (and the person responsible for implementing these);
  - iii. The location of the Student's medication; and
  - iv. Emergency contact details and an emergency response plan signed by the Student's doctor (specifically an Australasian Society of Clinical Immunology and Allergy Anaphylaxis Action Plan).
- c) The School educates Student's peers about anaphylaxis.
- d) The School provides relevant and regular training to staff (preferably before the Student enrolls, and including 'hands on' experience of administering an auto-injector) and notify staff of the Students at risk.

- e) The School correctly stores auto-injectors provided by parents in an easily accessible location on School grounds. The auto-injectors are be stored with the Student's emergency response plan, any other medication, and a recent photograph of the Student. The School regularly checks the expiry date on auto-injectors and gives parents at least one month's notice when the Student's auto-injector is due to expire.
- f) In an emergency, the School should follow first aid procedures and the Student's emergency response plan.

The Principal and/or delegate of Allegra School Coffs Harbour will:

- a) Distribute written information to all staff. Provide staff with information about the individual Student's severe allergy as agreed with the parent;
- b) Develop an interim plan (which in rare cases where a Student is seeking enrolment, may include delaying the Student's enrolment until consultations have occurred with staff and satisfactory arrangements have been made);
- c) Conduct an assessment of potential exposure to allergens in the Student's routine and of issues to be addressed in implementing an emergency response plan. Consider:
  - i. Routine classroom activities, including lessons in other locations around the School;
  - ii. Non-routine classroom activities;
  - iii. Non-routine School activities;
  - iv. Before School, recess, lunchtime, other break or play times;
  - v. Sport or other programmed out of School activities; and
  - vi. Excursions, including overnight excursions and School camps;
- d) Develop an individual health care plan in consultation with relevant staff, the parent and Student to incorporate:
  - i. Strategies for avoiding the Student's exposure to allergens
  - ii. Medical information provided by the child's medical practitioner; and
  - iii. Emergency contacts.
- e) Develop an implementation strategy that addresses the training needs of staff, including casual Teachers and School canteen managers, and communication strategies for relevant aspects of the individual health care plan, including with other parents and Students;
- f) Implement the strategy;
- g) Review the individual health care plan annually at a specified time (e.g. beginning of the School year) and at any other time where there are changes in:
  - i. The Student's health needs;



- ii. Staff, particularly class Teacher, year coordinator or adviser or any staff member who has a specific role in the plan;
- iii. Other factors that affect the plan, for example, when an allergic reaction or anaphylactic event occurs;

## **Exclusion from School**

The exclusion of infectious children or staff is a major method of preventing the spread of infection in a School. Excluding a sick person provides a strategy to prevent the introduction or re-introduction of infection into a School. NSW Health requires that persons with certain infectious diseases be excluded from School. The minimum period of absence varies according to how long the person stays contagious or infectious after the onset of the symptoms.

Students or Staff who are not vaccinated against certain infectious diseases may be excluded from School if class members or staff are diagnosed with serious diseases.

## **Risk Management Framework**

Our School recognises the importance of effectively managing potential risks as it strives to deliver education services in an innovative and engaging way. The School therefore has an Enterprise Risk Management system in place that meets the registration requirements mandated by NSW Education Standards Authority.

The Schools' Risk Management Framework consists of the following components:

1. Risk Management Framework Policy
2. The Schools' Risk Register
3. The Risk Management Plan
4. Proper Governance Policy
5. Governance Guidelines
6. Site Access Authorisation Policy
7. Excursion and Field Trip Policy
8. Disaster Management and Business Continuity Policy
9. Critical Incidents Policy
10. Monitoring Premises and Facilities Policy

Students are provided with information about legislation that significantly affects their participation in education and training through some or all of the following:

- Student handbook
- Student orientation sessions
- Code of Conduct
- Work Health and Safety training sessions
- Notice boards

## **Work Health and Safety**

Our School encourages all people using our facilities to exercise reasonable care at all times to avoid injury to themselves and others, and to promptly report potentially dangerous situations to a member of staff.

First Aid Kits are installed and maintained at our premises in an area accessible to all staff and Teachers.

A copy of the emergency / evacuation procedures for Allegra School Coffs Harbour and Coffs Coast Community College premise are located on the classroom walls and common areas.

## **Monitoring Premises and Facilities**

Daily monitoring is performed by all staff in reporting damage, potential hazards, requesting repairs and that the necessary maintenance of the premises is completed. Regular assessment of the premises is conducted within specific timeframes and documented, including annual fire safety checks.

The College Manager of Coffs Coast Community College acts as the Work Health and Safety Officer and is responsible for the monitoring and assessing the current standard and the state of repair of the premises and facilities. Findings from the assessments are acted upon and recorded in the Risk Register with certificates displayed. The Work Health and Safety Officer checks that any development of School premises/buildings complies with all relevant legislation, and arranges for the annual fire safety assessment.

All staff, Students, volunteers and contractors are responsible for reporting on the maintenance of buildings.

Our School facilities encompass suitable learning environment for Students for the courses offered. The facilities include four classrooms, a dedicated computer room, wet area and a Science room. Students have access to a large break out room for the use of assembly, meetings and common area. A kitchen area is available to Students as a lunch room and for breakfast club. Disabled Students and staff can access the School via the lift at the front of the building. Off-site facilities may be accessed on a needs basis for the delivery of individual course components.

Potential hazards that are identified are documented on the Hazard or Maintenance Report Form available at reception and submitted to the Management Team who will determine the appropriate action.

## **Closed Circuit Television Cameras (CCTV)**

Our School is committed to providing a safe and supportive environment for all Students. The School implements measures designed to promote the safety and wellbeing of Students, this includes the use of Closed Circuit Television Cameras (CCTV).

The provision and use of CCTV supports the maintenance of a safe and supportive environment by ensuring an appropriate level of surveillance of staff, Students and visitors to the School. It also provides enhanced capability to protect Allegra School Coffs Harbour and Coffs Coast Community College assets against vandalism and theft. The visual presence of CCTV cameras provides a strong deterrence against inappropriate behaviour and offers reassurance to vulnerable Students within the confines of the School.

### **CCTV surveillance footage may be used for the following security purposes:**

1. To monitor the School premises, including entrances, exits, common areas, and classrooms during the course of the working day for added security;

2. To prevent crime, misconduct and disorder by acting as a psychological deterrent to potential offenders;
3. To aid the detection of crime, misconduct and disorder
4. To enhance the apprehension and successful prosecution of offenders by facilitating the gathering of evidence;
5. To reduce the likelihood of theft or damage to School or College property or assets
6. To detect unauthorised access
7. To monitor utilisation of teaching and learning spaces so that the School's assets may be used in the most efficient and effective manner
8. To provide visual coverage for the management of emergencies.
9. To monitor behavioural patterns and inappropriate behaviour

Please note that cameras will not be installed in private areas such as toilets and access to the CCTV recorded footage is limited to authorised staff only, authorised Police and Security Personnel with a legitimate reason to view and/or otherwise use the captured footage, including the provision of evidence in support of prosecution of criminal or illegal behaviour. Authorisation to review any footage will be given to relevant parties on a case-by-case basis that will be determined at the discretion of the Principal and/or delegate.

No recordings will be made available to any parent of the Allegra School Coffs Harbour community that involves children other than their own, unless summoned/subpoenaed.

## **Disaster Management and Business Continuity**

Our School is committed to the security and safety of Students, staff, volunteers and visitors, which may be threatened through events outside the School's control. This may include:

- unforeseen weather events
- fire or flooding
- events where a person present on the School site poses a threat to the security and safety of Students or staff
- events where there is a threat of an external person travelling to the School with the intent of threatening or harming Students or staff
- Where required in response to a possible threat to security or safety, the School may call a lockdown, lockout or evacuate the premises.

### **Emergency lockout**

The emergency lockout procedures are implemented in response to a threat to the safety and security of Students and staff from a person outside the School's premises. Lockout procedures aim to avoid the need to move into 'lockdown.'

The signal to lockout the School is the intermittent beep sounding alarm. A lockout may be called by the Principal and/or delegate in response to a possible threat. When a lockout is called, the Principal and/or delegate will inform all other staff or ensure appropriate arrangements are made.

The Principal and/or delegate are to secure the premises by locking all entry points to the premises. If it is not safe for a staff member to move to secure entry points, then a lockdown should be called.

During a lockdown:

- No person will be permitted to leave the School's premises;
- After securing the entry points, a staff member is required to stay at the entry point;
- The Principal and/or delegate is to contact the NSW Police;
- When the 'All clear' is given, the Principal and/or delegate will move to open the entry points and explain what has occurred to those waiting to enter.

### **Emergency lockdown**

The signal to lockdown the School is the intermittent sounding alarm, followed by a public address announcement.

Visitors will be directed via a public address announcement to go to the nearest secure location.

Students who are out of the classroom for any reason (e.g. toilet) should go to the nearest classroom, room or office.

Staff who are not teaching during a lockdown should first move any Students in his or her vicinity to a safe area and then secure themselves.

The Public Address system will be used to ensure staff and Students who are locked down are regularly updated regarding the current situation.

***Staff and Students must not be released until the first all clear is sounded by the Principal and/or delegate.***

The following procedures should be followed if a lockdown occurs during class time:

- Students stay in the classroom and turn mobile phones off;
- Teachers lock doors and windows, particularly those accessible from outside (if safe to do so);
- The Principal and/or delegate should lock corridor doors if safe to do so;
- Staff and Students stay away from windows and stay below window lines;
- Teachers and Students should not admit any visitors to their room after the lockdown siren has been activated;
- Teachers call roll call and make note of others who have entered the room;
- All attendees should stand by for communication from the Principal and/or delegate; and
- The Principal and/or delegate is to contact the NSW Police.

If a lockdown occurs during recess or lunch and Students are in the lunch room, Students should remain in the room.

The first all clear will be announced via the public address system. Once the all clear has been given the following should take place:

- Each classroom should be visited personally by the Principal and/or delegate to ensure the all clear has been heard, if applicable;

- After the all clear, visitors will be asked to return to Reception to have their names marked off. The Principal and/or delegate is to be informed when all visitors are accounted for and the names of any visitors not accounted for;
- Teachers are to telephone the Principal and/or delegate when rolls are marked and to report Students accounted for or who are not present;
- The Principal and/or delegate is to check names for unaccounted Students against absence attendance register and sign out book; and
- Should any person remain unaccounted, the Parents/Guardian or Caregivers and the relevant authorities will be informed.

The Principal and/or delegate will confer with the Head Teacher in determining if a final 'All CLEAR' can be announced.

An 'ALL CLEAR' will be announced and Students will be informed that they are to move to a School break or their next scheduled class.

The Principal and/or delegate and Head Teacher will confirm the names of Students unaccounted for and contact parents and relevant authorities.

### **Emergency evacuation**

An evacuation may be necessary where the position of an individual or group is not safe and therefore people are moved to alternative position.

Reasons for an evacuation may include:

- Threatening behaviour by an individual;
- Fire;
- Electrical faults;
- Gas leaks;
- An explosion;
- Damage to the building;
- Flood; and
- Bomb threat.

An evacuation may involve:

- The evacuation of a room to another space
- The evacuation of the School.

**Evacuation of a room**

If the class Teacher or other staff member deems it not safe to remain in a room, then they are to move the class to another space. The class Teachers is to inform the Principal and/or delegate that this action has been taken and complete a report as soon as possible and submit the report to the Principal and/or delegate.

The Principal and/or delegate is to contact relevant emergency services authorities if appropriate.

**Evacuation of the building**

If it is deemed not safe for Students to remain in the School, then all classes are to move from the building at the direction of Teachers and move into an appropriate safe place.

All serious matters relating to a threat to the safety of Students and staff should be referred to the Principal and/or delegate, to make a decision relating to whether an evacuation of the School is required.

When the decision has been made that an evacuation of the School is appropriate the evacuation alarm (a long intermittent beep) will sound.

The Principal and/or delegate is to contact relevant emergency services authorities if appropriate.

Students and staff are to leave the room immediately and move to the evacuation area (see Attachment A). The routes are shown on the evacuation maps in each classroom.

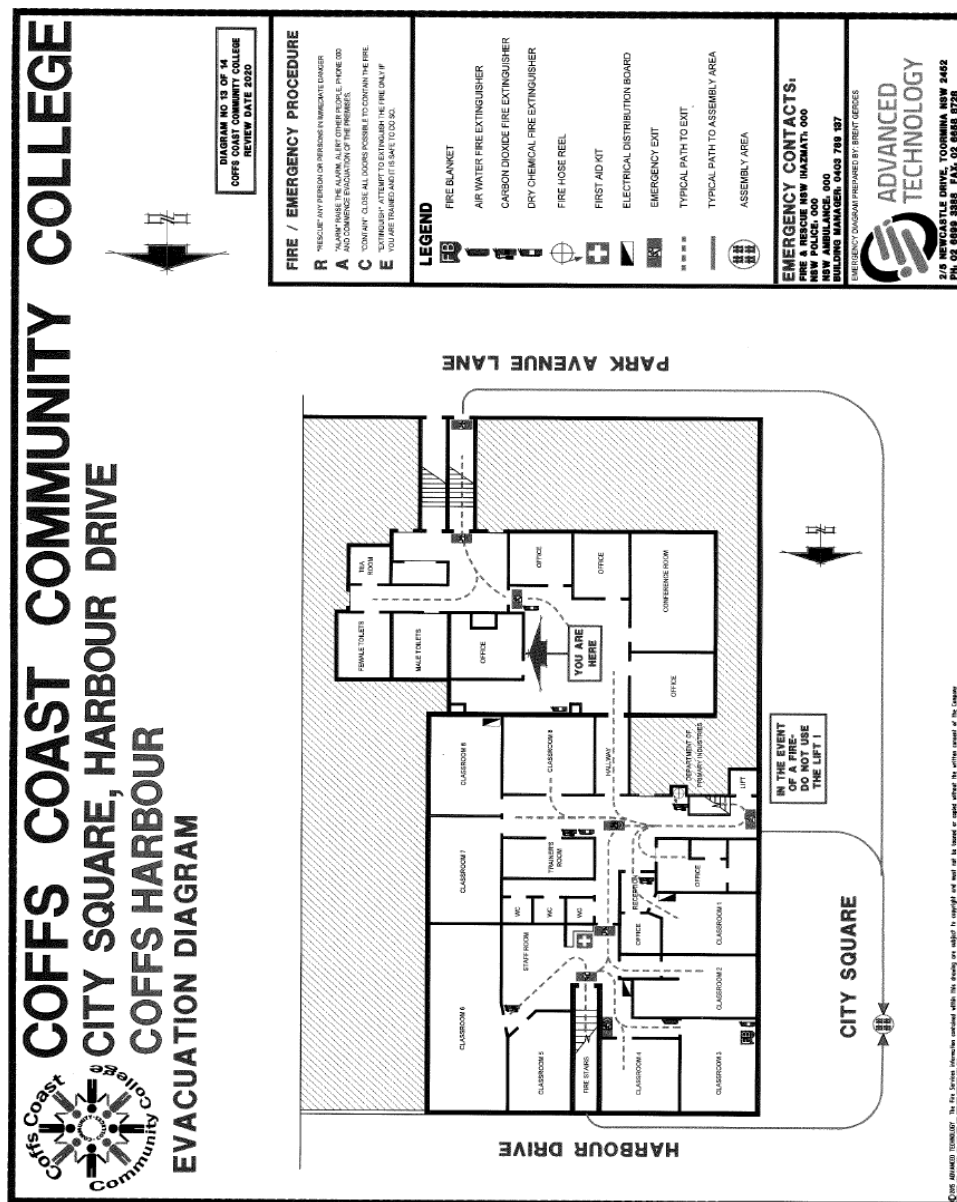
All property and bags are to remain in the class room. Windows and doors are to be closed, but doors should not be locked.

If an alternative evacuation area is required, the Principal and/or delegate will announce this on the Public Address system.

When arriving at the evacuation site:

- Students and staff report to the Head Teacher to have their presence recorded;
- roll markers then take rolls to account for all Students;
- contractors and visitors report to the Principal and/or delegate; and
- Parents/ Guardians or Caregivers will be contacted for Student collection.

## Allegra School Coffs Harbour Evacuation Map



### Site Access

Allegra School Coffs Harbour is located in the Central Business District and is a shared premise with the Coffs Coast Community College. The School and College are separated to maximise safety of Students through minimal interaction.

The School environment plays a major part in the social and emotional wellbeing of a Student. Our School strives to provide a safe and supportive environment for the Students where the risk of harm is minimised and Students feel secure.

All visitors must report to reception in order to access the School. A person who refuses to register their attendance will be removed from the site immediately.

### **Critical Incidents**

Our School wishes to respond in a planned and proactive way to critical incidents, to provide a safe and supportive environment for Students and staff, and as part of its risk management framework.

Critical Incidents are defined as a significant disruption to normal School operations. A critical incident may have a range of effects on individuals, including:

- psychological/emotional (e.g. anxiety, anger, frustration, depression, guilt, helplessness, panic);
- physical (e.g. dizziness, fatigue, headaches, nausea); and behavioural (e.g. self-imposed isolation from others, sleep disturbance, absenteeism and absence from work/School, misuse of alcohol and/or drugs).

Our School will:

- support Students and staff and empower them to help themselves;
- minimise the trauma for all concerned; and
- provide an appropriate level of information about the critical incident and the School's response to educate and inform staff and Students and assist in recovery.

### **School Leaving Age**

From 2010, all NSW Students must complete Year 10.

After Year 10 – and until they turn 17 – Students must be:

- in School, or registered for home Schooling, or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

### **Record of School Achievement**

The Record of School Achievement is issued to eligible students who leave school prior to the completion of the Higher School Certificate.

The Record of School Achievement records the completion of the NSW Education and Standards Authority curriculum requirements for Years 7 to 10, and is a cumulative record of results in all Stage 5 and Stage 6 courses that the student has completed. It also lists any courses that the student is currently enrolled in at the time of leaving school.



Students who leave school prior to the completion of Year 10 are not entitled to a credential from NSW Education Standards Authority; students who are not eligible for the Record of School Achievement and who leave school prior to the completion of the Higher School Certificate receive a Transcript of Study. The Transcript of Study shows the same information as the Record of School Achievement, but also includes the legend 'Not eligible for the Record of School Achievement'. Any mandatory courses for which the student has been given an 'N' determination will appear on the Transcript of Study with the notation 'Not Completed'.

Allegra School Coffs Harbour will maintain appropriate record keeping practices through Sentral and evidence to support the credentialing of students with a Record of School Achievement. The School will ensure the following requirements have been met. Students must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement;
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA;
- Completed Year 10.
- Received official warning if they are in danger of not satisfactorily completing mandatory requirements.

### **Credentialing Students with the RoSA**

As outlined by the ACE Website (4024)

The Principal and/or delegate will determine if students who enrol at Allegra School Coffs Harbour in Stage 5 have completed the mandatory requirements.

Our School Staff, under the direction of the Principal and Head Teacher, will ensure that the School's Stage 5 curriculum, as developed in the teaching programs and timetables, meets all mandatory syllabus requirements and adheres to the indicative hours put in place by the NSW Education Standards Authority.

During Stage 5, students completing any 100-hour or 200-hour courses will be allocated Grades. Grades and work samples will be maintained by Staff on the electronic School Sentral database.

Grades for the RoSA will be entered onto the Schools Online platform under the direction of the Principal. NSW Education Standards Authority will issue the credentials to which the student is entitled.

Courses based on Life Skills outcomes and content are reported with reference to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student.

Students seeking enrolment into Year 10, and after confirmation of their previous program of study has been obtained, will be enrolled or entered for the Record of School Achievement using the Schools Online platform by the Principal and/or delegate. Likewise, students who are withdrawn from Allegra School Coffs Harbour will also be withdrawn on Schools Online under the direction of the Principal.

NSW Education Standards Authority will issue the credentials to which the student is entitled. This includes VET credentials for those Registered Training Organisations (RTOs) for which NSW Education Standards Authority issues credentials on their behalf.

### **Non-completion**

Where students do not meet the requirements of a course, and who have received at least two written warnings, can be regarded as having not satisfactorily completed the course at the time of finalising the grades the Principal will apply the 'N' Determination code.

The application of the 'N' Determination by the Principal in a mandatory Stage 5 course will render the student ineligible for the Record of School Achievement Award. The Student will receive a Transcript of Study will list the mandatory courses in which the "N" determination has been awarded.

Students have the opportunity through BOSTES to appeal this determination by completing and submitting written documentation and attending an appeals tribunal. The appeals grading allocation will be final.

The Principal and/or delegate must notify NSW Education Standards Authority, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school.

### **Literacy and Numeracy tests**

If Students are in Year 10 this year, and are planning to leave School, they will have the choice to sit for literacy and numeracy testing this year.

- The tests will be offered online and will be taken at School under the supervision of a Teacher. The tests are a useful option if Students are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from Students leaving School after the end of Year 10.
- The tests will be offered at the School during a number of 'windows' each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at School longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available throughout the year.

### **Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If Students are undertaking one or more courses based on Life Skills outcomes and content they will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes they achieve in each course.
- From 2012, the Profile of Student Achievement will be printed and issued by the NSW Education Standards Authority at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).

- Life Skills outcomes will be shown on the profile as:
  - Achieved – for outcomes that have been achieved independently
  - Achieved with support – for outcomes that have been achieved with additional support.

### **Recording extra-curricular achievements**

There is a new online learning portfolio *package up2now* that will allow Students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. The NSW Education Standards Authority website [www.up2now.net.au/people/login](http://www.up2now.net.au/people/login) is currently in its final stages and all Students are welcome to participate in the trial. Students wishing to participate should speak to their Teacher.

### **Student Assessment**

Our School undertakes assessment to inform Students' learning. Assessment of Student learning will be undertaken for all learners, including Students whose learning is impacted by disability. Adjustments to assessment tasks may be required for a Student whose learning is impacted by disability.

Assessment is a process of gathering information about Student achievement at various stages in a course. We use a variety of methods to assess performance across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and five assessment tasks.

Assessment is standards referenced – achievement is assessed against the standards specified in a course.

Generally, the specific details of each assessment task are given to Students two weeks before the task is due. Where possible, Students will also be provided with the marking criteria. The learning process includes Students preparing themselves as well as possible for all aspects of assessment. If Students return to School after an absence they should check with Teachers to see whether an assessment task was issued.

It is advisable to keep all assessment information including calendars prominently displayed in a home study area. As with all assessment and homework dilemmas, Students should consult with the class Teacher in the first instance. Any foreseeable problems should be addressed as soon as possible.

Student assessments and overall progression to satisfactory course completion may also be affected by non-attendance. If a Student's attendance falls below satisfactory level of the Schools programmed lesson time, the Principal may determine that the course completion criteria may be affected.

Students are provided with assessment feedback from Teachers as soon as applicable for each task given. Feedback is provided in a variety of ways including and not limited to six monthly semester reports, parent-Teacher interviews as required and comments for individual tasks.

### **Allocation of Grades**

Our School uses a variety of assessment, observation tools and professional judgement to allocate grades that align to the standards set by the NSW Education Standards Authority (NESA) and as reflected in the course performance descriptors. Grades allocated reflect the overall achievement of



a Student in relation to the syllabus outcomes and completion of the mandatory components of each course.

This Handbook explains the operation of the Grading System and provides an outline of how the School will assess Students in Year 10 in each of their courses.

Our Teachers make professional on-balance judgements to decide which grade description best matches the standards their Students have achieved by;

- Giving Students, including special education needs, the opportunity to demonstrate their maximum level of achievement; values and attitudes are not considered within the parameters of grade allocation.
- Providing varied assessment material with clear marking guidelines that reiterate the performance expectations of each task.
- Providing opportunity to display achievements in different ways and to work in a range of situations.
- Recognising that each grade description should be considered alongside descriptions for adjacent grades.

Grading Student achievement is the process of assigning a letter to summarise the level of a Student's achievement in a course. The assessment tasks set by the School are used to provide data to assist Teachers to determine which description best reflects the level of achievement of each Student at the end of Year 10. The final decisions are made in relation to the 'standard' reached, not in relation to performance relative to other Students.

All courses will be reported using the Common Grade Scale, A to E. In addition, the N award will be used to signify cases of 'non-satisfactory completion' – see chart following. The grading system is concerned with describing the Student's achievement at the end of each course in Stage 5. A Student's grade in each of their subjects will be based on the School's assessment of the Student's performance against the Performance Descriptors for each course. In Mathematics, the grade is further differentiated as one of the following: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgment in applying the Course Performance Descriptors to determine Student's final grades. They describe the main features of a typical Student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

## Grading Guidelines

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTORS</b>
<i>A</i>	The Student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the Student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<i>B</i>	The Student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the Student is able to apply their knowledge and skills to most new situations.
<i>C</i>	The Student demonstrates sound knowledge and understanding of the course and has achieved competence in the processes and skills of the subject.
<i>D</i>	The Student demonstrates a basic level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<i>E</i>	The Student demonstrates an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
<i>N</i> <i>Determination</i>	Where <i>N</i> appears in place of an <i>A</i> to <i>E</i> grade opposite a course, the Student has failed to meet one or more of the following requirements:  <b>a)</b> followed the course developed by the Board of Studies;  <b>b)</b> applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the School;  <b>c)</b> achieved some or all of the course outcomes.

In Mathematics, the grade is further differentiated as one of the following: A10, A9, B8, B7, C6, C5, D4, D3, E2 referring to NESA – Assessment Resource Centre (ARC) website.



## Homework

Our Teachers ensure that all homework will be educationally beneficial and will meet the realistic expectations of Students, Teachers, parents and caregivers. Homework may be issued to allow for practising, extending and consolidating work done in class.

Student learning is enhanced through homework when the task is appropriate, relevant, varied and achievable. Students and parents are advised of the School's homework policy during their enrolment interview and parents/caregivers of Students who may experience difficulties completing homework need to be confident that these concerns can be discussed with the Teacher, and that guidance and assistance will be provided. Feedback on all homework tasks will be provided to the Student in a timely manner. Provisions are available for Students unable to complete their homework tasks and Teachers provide flexibility and options to allow for different Student circumstances.

## Responsibilities

### Responsibilities of the School

The School, under the guidance of the Principal, is responsible for:

- *Establishing policies and procedures across the School which ensure a consistent approach;*
- *Ensuring that staff are fully aware of School assessment policies and procedures;*
- *Ensuring the valid distribution of grades in different subjects;*
- *Ensuring that Students and their parents are fully aware of the system;*
- *Setting up procedures for dealing with appeals.*

### Responsibilities of the Head Teacher

- *Ensuring that teaching staff are fully aware of the assessment requirements of the NSW Education Standards Authority and School;*
- *Establishing consistent practices within subjects;*
- *Determining how comparability between different classes will be achieved;*
- *Ensuring that Students are informed of their responsibilities and the details of the assessment program;*
- *Establishing the method of recording and reporting assessment data;*
- *Monitoring individual Teacher's grading determinations;*
- *Monitor Students' progress and implementing appropriate intervention.*

### Responsibilities of the Teachers

- *Setting assessment tasks related to the course objectives;*
- *Informing Students as to what is expected of them;*
- *Measuring Student achievement;*
- *Recording observations using marks, grades or comments;*
- *Providing appropriate feedback to Students on each task;*
- *Making a judgement of each Student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptor;*
- *Discussing a Student's progress with the Leader of Learning to determine intervention strategies.*

## **Responsibilities of the Students**

- *Presenting ALL assessment tasks on time;*
- *Presenting their own work, honestly making a genuine, serious attempt without cheating or plagiarism;*
- *Doing each assessment task to the best of their ability;*
- *Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back;*
- *Demonstrating that through effort and achievement they have met all the requirements of the course;*
- *Working without hindering the efforts of other Students, both in class and in examinations.*

## **Malpractice**

Malpractice, or cheating, is considered to be any dishonest behaviour by a Student that gives them an unfair advantage over others. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people's work without acknowledgement) will be dealt with in accordance with the School's Behaviour policy.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other Students and presenting it as your own is also plagiarism.

Students should understand that they may be awarded a zero mark or receive a penalty in the form of reduced marks if it is obvious that they have assisted other Students, been assisted by other Students or if they have hindered other Students in the completion of any Assessment Task. The exact penalty will be decided by the Principal in consultation with the Head Teacher and the Teacher of the course.

Furthermore, if it is established that Students miss classes or stay away from School to complete or prepare for Assessment Tasks, the Student in question may be penalised. The extent of the penalty will be determined by the Principal in consultation with the Head Teacher and the Teacher of the course.

## **Late submission of tasks**

A penalty may apply for any late submission of an assessment task not covered in the above.

When a Student fails to submit a task they will be notified via a Warning Letter (Appendix A). Students will need to make arrangements with their Teachers to complete the task. Students will be awarded an achievement grade appropriate to the standard of work submitted. However, their effort grade will be affected and a penalty in this may be applied. These grades are then used for reporting purposes at the end of each semester.

Consistent failure to submit assessment tasks on time or for any other academic non-compliance or continual lack of work could result in failure to satisfy School and NSW Education Standards Authority course requirements. Consequences at this stage are individualised based on the behaviour and the infringement. Consequences could include an interview with Parent/Carer, alternative timetable, in-School suspension, or a withdrawal.





Students and Parents will be informed via a Letter of Concern sent home in the event of failure to submit an Assessment Task/s

### **Illness/Misadventure**

Each Student is expected to perform tasks which are part of the assessment program. If a Student fails to submit an Assessment Task and the Teacher considers that the Student has a valid reason, e.g. illness or approved leave, then a mark will be awarded, based if necessary, on a substitute task. Under these circumstances a Doctor's Certificate or other documentation may be requested. Notification on the day of the absence to the Head Teacher or Teacher is recommended. If the assessment task can be delivered to the class Teacher on time by a parent or other person acting on behalf of the Student, that too is appropriate and helpful.

If it is not possible to submit an assessment task on the set date due to illness, Students are to present the task, along with a parent or guardian note on the first day of their return to School.

Both items should be presented to the course Teacher before the first period.

Students absent on the day of an *in-class assessment task* or *examination* are to see their class Teacher before the first period. A parent note should be presented. Students may be given a substitute task or asked to sit the missed assessment.

There will be no penalty imposed if the above procedure is followed. To arrive at School with no explanation on the first day back from illness may result in a zero mark.

Students suffering from an illness of more than one or two days or with a serious problem affecting their ability to submit an assessment task on time should apply to their Teacher for an extension. Students experiencing a prolonged absence must maintain contact with their Teacher and the Head Teacher in order to follow the relevant School procedures. Students with approved leave during assessment tasks must make alternate arrangements with their Teacher and the Head Teacher. Unapproved leave during assessment tasks may result in a mark of zero.

### **Technology**

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and toner shortages) as facilities are available via the School for printing hardcopies of assessments. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

### **Invalid/Unreliable tasks**

If an assessment task is deemed as invalid or unreliable because it has not functioned in the way it was required, or where there were problems in the administration of the task the School will determine a suitable approach in consultation with the Head Teacher and the class Teacher. A suitable outcome will be discussed, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In extreme cases, an



invalid task may need to be discarded completely, or a replacement task may be organised. Students will be given written notification if this is to take place.

### **Extensions**

Extensions will only be granted by the Head Teacher in exceptional circumstances, and should not be assumed by Students. Students must complete an Extension Request Form.

Grounds for extension may be:

1. Illness or valid injury
2. Severe family disruption
3. Student involvement in an official School function
4. Other (at the discretion of the Head Teacher)

### **Appeals**

Performance grades awarded during the Assessment period will be subject to appeal. As each assessment task is returned to the Students, the Teachers will explain their marking scheme and how the marks/grades were determined.

Students wishing to appeal against a mark/grade must write down the details of their appeal using the Assessment Appeal form. They must discuss these with the Teacher within two School days of the task being returned and the explanation of grades being given.

No appeals can be made on the basis of marks awarded. The Teacher's judgement is final.

The appeals must be written as they may have to be referred to an Appeals Panel if the Student and Teacher cannot find grounds for agreement.

The decision of the Appeals Panel is final.

### **Reporting**

Students will receive Semester Reports based on achievement in each course of study. However, it should not be assumed that the grade on the semester report will be identical to the RoSA grade as differences may occur in the quality of work between semesters. The second semester report may include work completed throughout Term 4 after the grades have been submitted to the NSW Education Standards Authority. Students could expect their School report grades to be similar but not necessarily identical to their RoSA grades.

### **Student Advice**

Students are made aware in general terms of the assessment arrangements of each course. This is provided in the outline of course assessment which follows in this booklet. It is important that Students take note of the advice given as to the nature, relative importance and timing of any assessment task. Students will be given feedback on their achievement in each task.

### **Applying for disability provisions**

Disability provisions are practical arrangements designed to help Students who couldn't otherwise make a fair attempt to show what they know in an exam room.

The provisions granted are solely determined by how the Student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Any Student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation.

All Disability Provisions are arranged through the Casual Education Consultant or Head Teacher. All Students have to qualify under certain rules set out by the NSW Education Standards Authority and this needs to be accompanied by testing and documentation.

## Sample Warning Letter for a Stage Five Course (Appendix A)



Level 1 City Square  
66-90 Harbour Drive  
COFFS HARBOUR NSW 2450

P: (02) 6652 5378 F: (02) 6651 7138  
[school@coffscollege.nsw.edu.au](mailto:school@coffscollege.nsw.edu.au)  
[www.allegraschool.nsw.edu.au](http://www.allegraschool.nsw.edu.au)

Dear \_\_\_\_\_ (PARENT/GUARDIAN)

### OFFICIAL WARNING Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise you that your son/daughter, \_\_\_\_\_ (STUDENT NAME), is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in \_\_\_\_\_ (COURSE NAME).

The NSW Education Standards Authority (NESA) requires Schools to issue Students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the \_\_\_\_\_ (NUMBER) official warning we have issued notifying you that \_\_\_\_\_ (STUDENT NAME) is at risk of not completing the above course. Previous warning(s) were sent to you on \_\_\_\_\_ (DATE).

- ☐ This course is mandatory for the award of the Record of School Achievement.
- ☐ This course is a Stage 5 elective course that is credentialed on the Record of School Achievement.

Where the non-completion is in a mandatory course, the Student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the Student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the Student's Record of School Achievement.

### Criteria for satisfactory completion of a course

For a Student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the Student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the School; and
- (c) achieved some or all of the course outcomes.



Where Students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESa that the Student has not satisfactorily completed the course.

\_\_\_\_\_ (STUDENT NAME) is not currently meeting one or more of these requirements. In particular, he/she \_\_\_\_\_ (DESCRIPTION)

### Opportunity to correct the problem

The following tasks or requirements need to be completed by \_\_\_\_\_ (STUDENT NAME) to correct the problem.

Task or course requirement	Original due date <i>(if applicable)</i>	Action required by Student	Date for completion

### Action by parent/guardian

To support \_\_\_\_\_ (STUDENT NAME) in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact the Head Teacher on (02) 6652 5378.

Please complete the acknowledgement below and return it to the School. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_ Class Teacher/Head Teacher \_\_\_\_\_ Principal

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### Acknowledgement of Official Warning

I have received the letter dated \_\_\_\_\_ (DATE) advising me that \_\_\_\_\_ (STUDENT NAME) is in danger of not meeting the course completion requirements for \_\_\_\_\_ (COURSE NAME), and am aware that this is the \_\_\_\_\_ (NUMBER) official warning.

I am aware that this is a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the Student's transcript of results as 'Not Completed', and that the Student will

not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's Name \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Request for Extension

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Task: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Due Date: \_\_\_\_\_

Task Extension Request Date: \_\_\_\_\_

### Reason for Request

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### Details of supporting evidence (please attach documentation if required)

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- ☐ Supported by Teacher
- ☐ Not supported by Teacher
- ☐ Supported by Head Teacher
- ☐ Not Supported by Head Teacher

☐ EXTENSION GRANTED

☐ EXTENSION DENIED

Revised submission date \_\_\_\_\_

Head Teacher Comment (if applicable): \_\_\_\_\_

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Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Appeal



Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Task: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Due Date: \_\_\_\_\_

Reason for appeal

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Details of supporting evidence (please attach documentation if required)

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- ☐ Supported by Teacher
- ☐ Not supported by Teacher
- ☐ Supported by Head Teacher
- ☐ Not Supported by Head Teacher

☐ APPEAL APPROVED

☐ APPEAL DENIED

Head Teacher Comment (if applicable): \_\_\_\_\_

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Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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