



SCOTS ALL SAINTS
COLLEGE

Annual Report 2022



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MESSAGE FROM KEY SCHOOL BODIES

Message from the College Council



This year has seen many changes for the College, on the back of years of COVID-19 restrictions and previously – drought, the College returned to some sense of normalcy as restrictions were gradually eased and the rain continued to fall.

Highlights

This year began with the restructure of the two College campuses. Years 7 and 8 moved from Campus West (All Saints Campus) in Llanarth across to Campus East (Scots Campus) in White Rock, joining the remainder of the High School students in the one location.

This move was well-received by students, parents and staff who all adjusted easily despite some growing pains and needed facility upgrades on the newly named Senior Campus to accommodate the growing student numbers.

The Junior School Campus has fast become a ‘super-school’ in Bathurst, with unparalleled facilities to impress any preparatory to primary school parent – including a pool, gym, Innovation Centre and specialist music rooms.

Marketing of the new structure has involved virtual tours and website updates to allow parents who were not able to visit due to COVID-19, the chance to see the wonderful facilities their children were experiencing.

Thankfully throughout the year, COVID-19 restrictions were lifted, and cases throughout the College dropped to low levels.

Student enrolments continued to rise this year, as news of the College’s 2021 HSC result success impressed in regional and metropolitan areas. The most significant result was the improvement in the ‘mean’ scores across all subjects which demonstrated that all students had improved on 2020 results. While the high-performing students might gain the headlines, they only do so because of the collective performance of all the students in the courses across the year group.

Our College Agriculture program once again competed at numerous agricultural shows with great success. The Equestrian Team attended Coonabarabran, Tamworth Interschools Horse Extravaganza and the Cattle Team went to the Upper Hunter Beef Bonanza, Tamworth, not to mention the local Ag Shows and Sydney Royal.

The College performed both a Senior School and Junior School musical this year with both classed as roaring successes. *Matilda – The Musical!* was held on the Senior Campus in Aikman Hall with students from all Senior School year groups performing in the moving and hilarious show. The Junior School performed *The Lion King Jnr* and all students from the Junior School performed. As always, the music, acting and singing showcased how amazingly talented both our students and Performing Arts Academy staff are.

The year finished with full school presentation days for both campuses, with awards handed out to all year groups. This year saw the reinstatement of the Bean Prize to a Year 12 student who achieved great things in all areas – including academic, sports and leadership.

The Bean Prize was provided to the College from the Old Bathurstian's Union (an All Saints' College organisation) and in the spirit of collegiality a similar prize was awarded to the Dux of the Junior School, from the Karralee Boys 1942-1946.

New Head of College

Recruitment for a new Head of College began in earnest in 2022 with Mr John Weeks announcing his wish to retire towards the end of the year.

Mr Richard Ford was chosen from a strong list of contenders, having come with extensive high-level school management experience. Richard took the reins at the beginning of Term 4, and I'm sure will lead the College from strength to strength.

We held a welcoming Commissioning Service at the end of October 2022 where the College community and leaders from the local Presbyterian Church and further afield, welcomed Richard to the position. Representatives from the various student bodies: Preparatory, Junior and Senior schools all provided Richard with symbolic gifts to help guide him in his journey.

College Council changes

Jenny Lavoipierre joined Council in July 2021 and served until March 2022 as a member.

Doug Milton joined Council in March 2022.

College Council Members:

Mr Michael Siede served as Convener of the Finance Committee

Mr Andrew Abel served as a member of the Property and Finance committees

Dr Theresa Cook served as a member of the Property Committee

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

Mr Hamish Thompson served as Chair of Council

Mr Andrew Burge convener of Property Committee, member of Finance Committee

Mr Rex Shaw convener of Governance and Risk Committee. Member of Finance Committee

Mr Doug Milton member of Property Committee

Mr Ben Grieg convener of Christian Mission Committee

Mrs Rosemary McKay Deputy Chair and member of Finance and Governance and Risk Committee

One vacancy remains on the College Council.

Training

Mr Chris Duncan, Head of Governance at the AIS conducted a "Strategy" development session for the College Council in person at the November 2022 College Council meeting. The session was very informative and provided Council members with a good foundation to continue to refine the College's strategy in 2023.

Closing comments

Looking ahead, as our College moves into its sixth year of operations, a new strategic plan is being developed by the College Executive and the College Council. This plan will be shared with the College's wider community during 2023. The strategic plan along with the master plan will further enhance the College's great work and reputation. On multiple fronts, the future for the College looks bright!

Mr Hamish Thompson

Chair of College Council
Scots All Saints College

Message from the Head of College



2022 started with Year 12 2021 receiving their HSC results and the news that the cohort's performance ranked Scots All Saints College as Number 1 in our region. Of these results, one student received the highest ATAR possible of 99.95, and 37% of our students achieved an ATAR in the top 20% of the state.

The new school year saw the strategic establishment of our two campuses as a Senior School Campus for students in Years 7-12 and a Junior School Campus for students in Preparatory to Year 6. To help student arrival and departures occur smoothly, even with record numbers on the Senior School Campus, a new drop-off/pick-up zone was constructed.

While COVID-19 was still a concern as the year commenced, restrictions were gradually wound back and we were thankful to be able to start hosting some more events again, including the Evening Under the Stars, Coffee and Prayer mornings and our College musicals and sporting competitions.

Our Performing Arts Academy outdid themselves with a wonderful performance of *Matilda: The Musical!* at the Senior School and *The Lion King Jr* for Junior School. Students shone in both productions and it was wonderful to see the level of talent being nurtured and developed within the College.

The Junior and Senior School libraries hosted the Literature Festival with a range of visiting authors talking to students about their stories and writing. The authors included Belinda Murrell, Lesley Gibbes, Anna Fienberg, John Larkin and Gus Gorton all of whom were very popular and inspiring.

Head of Senior School, Mr Andrew Weeding, finished up with us in Term 1 due to health issues with his son. Mr Weeding's outstanding service to the College was greatly appreciated. We are also most grateful that Mr Justin Adams was able to step into his shoes and ensure a seamless transition.

On the community service front, our College House teams completed a 12-hour Rowing Erg Challenge, to raise money for Ukrainian families impacted by war, Hope Care Café and NSW Flood victims. The goal was to raise \$10,000, but the students raised over \$11,000 and rowed a combined distance of 765kms. This money was gratefully received and put to good use both locally and overseas.

The Scots All Saints College Cattle and Sheep teams competed at a range of events in 2022, including Blayney Show and the Sydney Royal Easter Show. The team enjoyed much success and were the recipients of many prestigious awards. Our students worked exceptionally hard and were excellent ambassadors for the College.

The Equestrian Team competed at the North West Equestrian Expo in Coonabarabran with 34 riders and 39 horses representing the College in polocrosse, eventing, dressage, team penning, hacking, working horse challenge, cross country and show jumping. Almost all riders came home with a ribbon or an award of some kind and, more importantly, all riders rode their best.

Towards the end of the year, we held some wonderful tributes to our exiting Year 12 students – a very emotional and triumphant Year 12 Assembly and Valedictory Dinner. It was wonderful to be able to have extended families celebrate with us and Year 12 certainly did us proud with a range of musical performances and special award presentations. We pray they take with them all they have learned at school and fond memories of their friends and time at the College.

At the end of Term 3, we farewelled Head of College, Mr John Weeks, after 5 years of outstanding service since the merger of the two schools, All Saints' College and The Scots School. Mr Weeks was responsible for envisaging the renovation of the College's facilities, formulating the structures of the various schools and initiating the Past Student's Association, incorporating past students from all the various schools that came before, and ensuring none of their histories were lost with the commissioning of museums on both campuses. We thank Mr and Mrs Weeks for their service and devotion and wish them every blessing in their well-earned retirement.

As new Head of College, I am humbled and honoured to have been given the opportunity to serve the Scots All Saints College Community and build on the legacy of the merger of two wonderful schools. I have greatly enjoyed getting to know staff since commencing and look forward to getting to know an increasing number of students and parents of the College over the coming months and years.

Mr Richard Ford
Head of College



Message from the Parents and Friends' Association



The year 2022 commenced with ongoing challenges due to the COVID-19 pandemic. From a parent viewpoint, and in line across the state, there were ongoing restrictions and protocols for families and schools to follow.

This was not without its challenges. At times it has been relentless, and I'm grateful for the positivity, support and ongoing enthusiasm of all College staff in such challenging times. Thank you to Mr John Weeks for his leadership and big-picture vision during this time. The P&F farewelled John and Denise Weeks at the end of Term 3. We are grateful for their service to the College and its community, and we wish them all the very best. At the beginning of Term 4, we welcomed Mr Richard Ford, the College's new Head of College. We look forward to welcoming Richard's family to the College in 2023. The P&F looks forward to working with Richard and the College Executive Team as we grow the parent community at the College.

The year 2022 began with our third annual Evening Under the Stars event for parents and staff of the College. A somewhat miraculous feat, with this event being run three years in a row during the pandemic. This joint event, hosted by the College and P&F, was held at Abercrombie House on the outskirts of Bathurst. With rain about to tip down at the last minute before the event, the Abercrombie House team pivoted and created an indoor and verandah seamless event! Enormous thanks to Amanda Kemp and Michaela Barclay at the College for their support in liaising with the P&F to create another wonderful night. Our thanks to the Morgan family for such a stunning venue on a stormy Autumn evening. Over 220 parents and staff attended the event, and we look forward to commencing the 2023 year in a similar fashion!

2022 has been the year of new connections and getting to know the many new families who have joined the College over the last few years. With the restructuring of the College to Junior and Senior campuses, the P&F feel there is an opportunity for parents from these campuses to come together and support at different events. This year the P&F has supported and raised funds at many small events.

As we grow together as a community in the post-COVID world, the major fundraising event opportunities, such as the Spring Gathering planned for 2021, will return in time. Many parents came together to support catering and raising funds at the HICES Junior Cross Country, Junior Athletics and Cross Country Carnivals, Highland Jazz Night and *The Lion King Jr* musical. Some spontaneous and impromptu dinner events during Term 3 have also provided the ability for parents to come together and meet each other with their children, offering great times for many.

The P&F, along with remaining funds from the Lithgow P&F, has committed \$20,000 towards Junior School playground equipment to be built in 2023. There have also been funds allocated to tree landscaping on the main driveway of the Senior Campus, contributions to netball, coaching subscriptions and sporting equipment, and a table tennis purchase for Thompson House.

The Boarder P&F has continued with some super meetings and 'Let's Connect' meetings again this year, ensuring some virtual face-to-face events and hearing directly from staff during COVID times. In August, the Boarder AGM was held face-to-face on the Senior Campus. It has been 20 months since our last face-to-face meeting, and we plan to hold our annual boarder family dinner at the end of this term, in early December, before Speech Day.

Our sincere thanks to the Director of Boarding – Mr Anthony Le Couteur (who finished at the College at the end of Term 3). We wish Ant, Emma and Floss the very best in their new endeavours. Enormous thanks to Heads of Houses Kimberley Jones (who departed Galloway at the end of Term 2), Elizabeth Wischer, Lynne Woodlock, Matthew Oaks, Justin Adams – Acting Head of Senior School and all boarding staff for their care and nurturing support of all boarders. The Boarder P&F looks forward to welcoming Mr Joshua Williams and his family to the boarding community in 2023 as the College's new Director of Boarding.

The SASC P&F, Boarder P&F and Friends of Pipes and Drums have great executives and teams in place. For the SASC P&F, thanks to Natalie Cranston, Treasurer, Cassandra Wythes, Secretary and Committee Members Olga Burgess, Sally Nevill, Tonia Cox, Tania Mitchell, Em Patterson, Ellie McNamara and Melanie Jacobson. For the Boarder P&F, thanks to Sarah Lindsay and Kylie Harvey, Secretary Andrew Gill. Vice President Sue Webb and Cassandra Wythes, Treasurer and Committee members Sally Nevill, Jeremy Betts, Meg Hardie, Sally Argent-Smith, Em Patterson, Sally Morse, Clare Gill and Sally Davis. And finally, Friends of Pipes and Drums thanks to Stu Green, President, and Jeff Lloyd, Treasurer, for all efforts with this sub-committee.

This term, the P&F is collating feedback from a parent survey from participating parents of the College, who have been offered the opportunity to share their views and thoughts on the College P&F. All parents of the College have been invited to give comment. We look forward to reviewing this invaluable feedback from parents as we move forward as a P&F community together.

I would also like to personally thank Natalie Cranston and Cassandra Wythes for their dedication, teamwork and commitment to ensuring the P&F's survival these past two years. I am super grateful to have worked alongside them both as we navigated our way to ensure the P&F's readiness as we emerge from the pandemic. With succession planning almost complete, we welcome the new executives of the P&F and know that this passionate parent body at the College will go from strength to strength. Congratulations to Melanie Jacobsen – President, Lorna McGowan-Leet – Vice President, Georgia Yordanoff – Treasurer, and re-elected Secretary Cassandra Wythes.

Mrs Gemma Green

Vice-President SASC P&F

President SASC Boarders P&F

COLLEGE CONTEXT AND VALUES

FAITH RESPECT COMPASSION KNOWLEDGE

Scots All Saints College was established in 2019 with the merger of two historic Bathurst schools – The Scots School and All Saints' College. With a combined history of 218 years educating young people in regional NSW, Scots All Saints College provides excellence in education, a strong boarding environment and all the modern facilities expected of a leading and innovative College.

Scots All Saints College is a non-selective, Presbyterian School operating across two campuses – the Senior School (Scots), located at White Rock which caters to Years 7-12 and the Junior School (Saints), located at Llanarth, which caters for students from Kindergarten to Year 6 and includes a purpose-built 100 place Preparatory School.

The College operates boarding facilities for students in Years 7 to 12 on the Senior Campus and students are connected and supported by caring teachers and support staff and a strong community network.

Providing quality education for Preparatory School to Year 12 girls and boys in a picturesque rural setting with heritage buildings and modern facilities – Scots All Saints College supports students to reach their full potential in all areas of their lives – academic, physical and social development and strong emotional wellbeing within a Christian world view.

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



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

2022 NAPLAN RESULTS

The following report compares the performance of students at the College in the elected NAPLAN assessment domains in 2022, with students from statistically similar school group (SSSG) and the state.

| Year 3 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 481.4 | 456.44 | 445.54 |
| Numeracy | 440.9 | 417.45 | 410.03 |
| Reading | 506.8 | 454.06 | 446.12 |
| Spelling | 467.5 | 438.6 | 429.3 |
| Writing | 442.2 | 441.01 | 433.17 |

| Year 5 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 527.2 | 509.24 | 507.91 |
| Numeracy | 527.4 | 498.39 | 498.16 |
| Reading | 542.4 | 518.61 | 514.24 |
| Spelling | 512.2 | 518.63 | 513.03 |
| Writing | 496.9 | 496.55 | 492.42 |

| Year 7 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 562.6 | 547.74 | 544.48 |
| Numeracy | 591.4 | 559.13 | 560.26 |
| Reading | 566.9 | 552.23 | 550.01 |
| Spelling | 574.9 | 562.29 | 558.77 |
| Writing | 555.6 | 543.87 | 540.15 |

| Year 9 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 588.8 | 591.06 | 585.34 |
| Numeracy | 597.9 | 595.95 | 596.04 |
| Reading | 590.7 | 593.37 | 586.57 |
| Spelling | 583.1 | 591.61 | 586.4 |
| Writing | 567.5 | 579.82 | 569.66 |

Students in the top two bands

The following report shows the percentage of students in the top two bands from selected NAPLAN assessment domains in 2022, and compares against students from statistically similar school group (SSSG) and the state.

| Year 3 | SASC | SSSG | State |
|-------------------------|-------|-------|-------|
| Grammar and Punctuation | 71.9% | 62.3% | 56.1% |
| Numeracy | 58.1% | 43.4% | 39.7% |
| Reading | 90.6% | 62.9% | 57.8% |
| Spelling | 71.9% | 58.7% | 54.2% |
| Writing | 70% | 64.6% | 59.5% |

| Year 5 | SASC | SSSG | State |
|-------------------------|-------|-------|-------|
| Grammar and Punctuation | 47.1% | 35.9% | 36.3 |
| Numeracy | 42.4% | 29.9% | 31% |
| Reading | 61.8% | 45.8% | 43.8% |
| Spelling | 38.2% | 45.5% | 43% |
| Writing | 31.4% | 30.1% | 29.6% |

| Year 7 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 38.5% | 30.9% | 29.11% |
| Numeracy | 52.1% | 38.5% | 37.1% |
| Reading | 39.6% | 31.8% | 30.9% |
| Spelling | 42.7% | 42.51% | 39.87% |
| Writing | 32.6% | 31.6% | 29.83% |

| Year 9 | SASC | SSSG | State |
|-------------------------|-------|--------|--------|
| Grammar and Punctuation | 23.3% | 28.3% | 26.7% |
| Numeracy | 21.4% | 25.2% | 25.39% |
| Reading | 24.7% | 27% | 25.51% |
| Spelling | 22.1% | 23.6% | 22.21% |
| Writing | 19.5% | 20.04% | 19.04% |

THE GRANTING OF THE RoSA

All students who concluded their schooling prior to the HSC during 2022 were eligible for and received their Record of School Achievement (RoSA).

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE RESULTS

In 2022, 77 students sat for the NSW Higher School Certificate in 33 courses; 25% achieved an ATAR over 88, 6 students achieved an ATAR over 90. High individual subject marks over 90 were achieved in Mathematics Extension, Mathematics Standard, Mathematics Advanced, Business Studies, Agriculture, Visual Arts, PDHPE, Extension English 1, Music 1, Music 2, Music Extension, Physics and Biology. 1 student was awarded All Rounder Achievement (Band 6 in 10 units).

18 Band 6s were achieved by students across the year group, across a range of subject areas. 75% of the students achieved at least one Band 5 or 6 and 35% achieved an ATAR over 80.

Our Year 12 students worked successfully and collaboratively with their teachers and one and other to achieve results which allowed them to successfully gain entry into the university course of their choice.

The Year 12 of 2022 had to follow the very successful class from the previous year. As a cohort they were a very diverse group of young people and achieved some great successes away from academic areas including State and National sport representation. This year the Class of 2022 achieved a noteworthy in the state rankings achieving a position of 252.

Higher School Certificate Results

| Performance band achievement by % | | | | | | | | | | |
|---|----------------|-------------|-------|-------------|-------|----------------|-------------|-------|-------------|-------|
| Subject | 2021 | | | | | 2022 | | | | |
| | No of Students | Bands 3 - 6 | | Bands 1 - 2 | | No of Students | Bands 3 - 6 | | Bands 1 - 2 | |
| | | School | State | School | State | | School | State | School | State |
| Agriculture | 12 | 92 | 78 | 8 | 22 | 12 | 100 | 81 | 0 | 19 |
| Ancient History | 15 | 94 | 78 | 6 | 22 | - | - | - | - | - |
| Automotive (Mechanical Technology) | 3 | 66 | 53.5 | 34 | 46.5 | - | - | - | - | - |
| Biology | 27 | 93 | 91 | 7 | 9 | 24 | 79 | 90 | 21 | 10 |
| Business Studies | 27 | 96 | 86 | 4 | 14 | 28 | 89 | 89 | 11 | 11 |
| Community & Family Studies | - | - | - | - | - | 1 | 100 | 93 | 0 | 7 |
| Chemistry | 14 | 100 | 88 | 0 | 12 | 13 | 92 | 86 | 8 | 14 |
| Design & Technology | 12 | 92 | 96 | 8 | 4 | 15 | 100 | 96 | 0 | 4 |
| Drama | 9 | 100 | 98 | 0 | 2 | | | | | |
| Economics | 13 | 92 | 94 | 8 | 6 | 11 | 100 | 92 | 0 | 8 |
| Earth & Environmental Science | 10 | 100 | 87 | 0 | 13 | - | - | - | - | - |
| Engineering Studies | 6 | 100 | 93 | 0 | 7 | | | | | |
| English - Advanced | 60 | 100 | 99 | 0 | 1 | 58 | 98 | 99 | 2 | 1 |
| English - Standard | 13 | 100 | 91 | 0 | 9 | 10 | 60 | 88 | 40 | 12 |
| English - Studies | 3 | 0 | 22 | 100 | 78 | 6 | 17 | 16 | 83 | 84 |
| English - EALD | 3 | 66 | 86 | 34 | 14 | 3 | 67 | 73 | 33 | 27 |
| Geography | - | - | - | - | - | 22 | 100 | 89 | 0 | 11 |
| Human Services | 1 | 100 | 85 | 0 | 15 | - | - | - | - | - |
| Legal Studies | 2 | 100 | 86 | 0 | 14 | - | - | - | - | - |
| Mathematics Advanced | 38 | 100 | 93 | 0 | 7 | 31 | 87 | 93 | 13 | 7 |

| | | | | | | | | | | |
|-------------------------------|----|------|----|------|----|----|-----|----|----|----|
| Mathematics Standard | 41 | 87.5 | 78 | 12.5 | 22 | 40 | 85 | 81 | 15 | 19 |
| Mathematics Standard 1 | 1 | 100 | 53 | 0 | 47 | 1 | 100 | 34 | 0 | 66 |
| Modern History | 20 | 75 | 84 | 25 | 16 | 12 | 83 | 88 | 17 | 12 |
| Music 1 | 7 | 100 | 97 | 0 | 3 | 6 | 100 | 97 | 0 | 3 |
| Music 2 | 5 | 100 | 99 | 0 | 1 | 7 | 100 | 99 | 0 | 3 |
| PD, Health & PE | 17 | 100 | 85 | 0 | 5 | 36 | 86 | 79 | 14 | 21 |
| Physics | 12 | 98 | 90 | 2 | 10 | 8 | 100 | 87 | 0 | 13 |
| Primary Industries | 2 | 100 | 77 | 0 | 12 | 13 | 100 | 80 | 0 | 20 |
| Science Extension | 2 | 100 | 72 | 0 | 28 | - | - | - | - | - |
| Visual Arts | 14 | 100 | 98 | 0 | 2 | 16 | 100 | 98 | 0 | 2 |

| Performance band achievement by % | | | | | | | | | | |
|-----------------------------------|----------------|-------------|-------|-------------|-------|----------------|-------------|-------|-------------|-------|
| Subject | 2021 | | | | | 2022 | | | | |
| | No of Students | Bands E3,E4 | | Bands E1,E2 | | No of Students | Bands E3,E4 | | Bands E1,E2 | |
| | | School | State | School | State | | School | State | School | State |
| English Extension 1 | 9 | 100 | 94 | 0 | 6 | 5 | 60 | 83 | 40 | 17 |
| English Extension 2 | 8 | 87.5 | 83 | 12.5 | 17 | 4 | 50 | 85 | 50 | 15 |
| History Extension | 5 | 20 | 77 | 80 | 23 | 3 | 67 | 83 | 33 | 17 |
| Mathematics Extension 1 | 14 | 64 | 93 | 36 | 7 | 6 | 67 | 73 | 33 | 27 |
| Mathematics Extension 2 | 7 | 86 | 86 | 14 | 14 | - | - | - | - | - |

Year 11 – Eight Year 11 students were enrolled in a TVET course with TAFE NSW. All eleven students



SECONDARY SCHOOL OUTCOMES

VOCATIONAL EDUCATION AND TRAINING

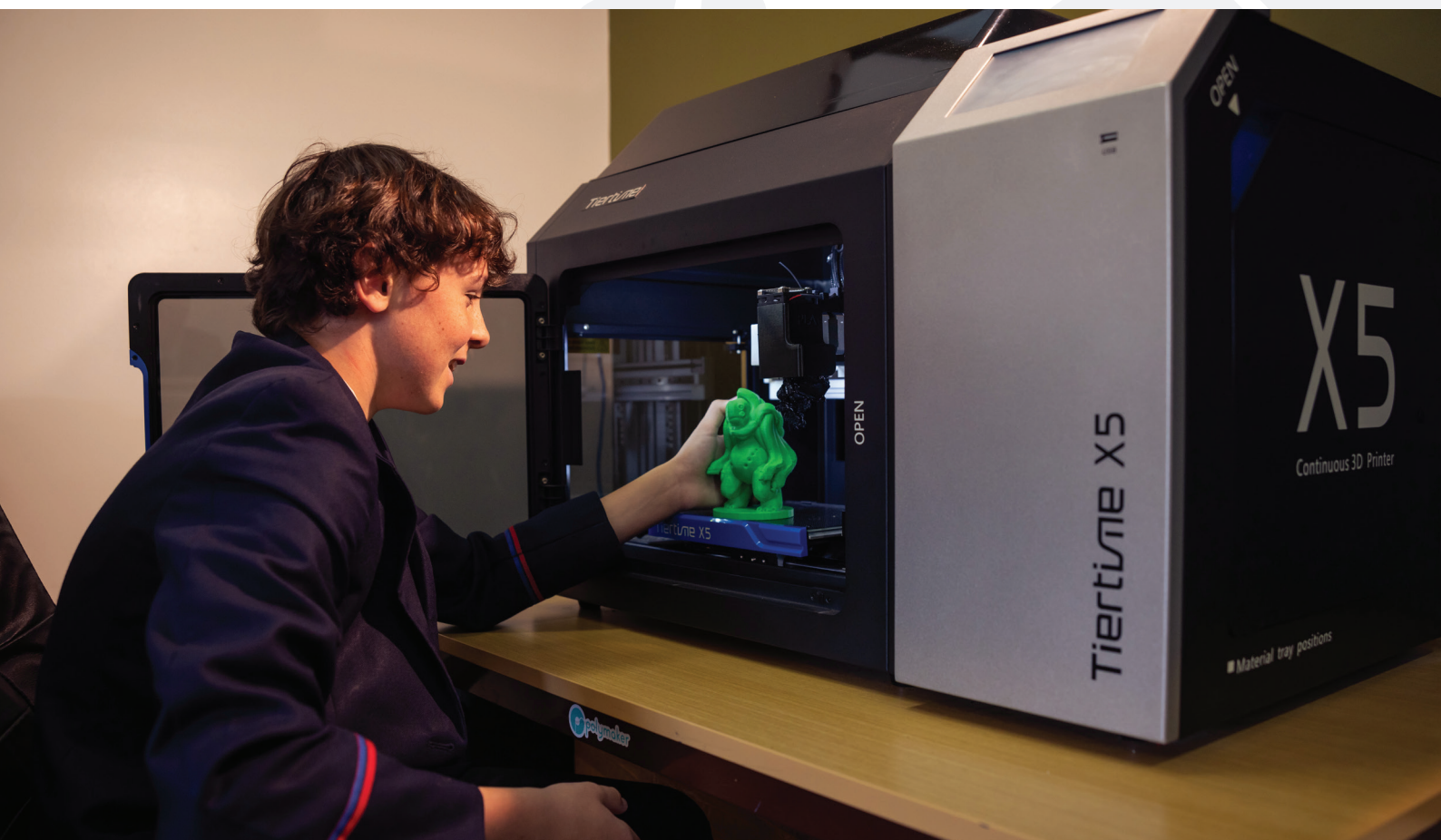
attended TAFE Western (Bathurst Campus)- Automotive: Mechanical Technology (1), Early Childhood Education and Care (1), Human Services: Nursing (3) and Construction (3). The 3 students were enrolled in the mainstream apprenticeship group as no TVET construction course was running. Thus, they attended in block release from the College.

Year 12 – Eleven Year 12 students were enrolled in a TVET course with TAFE NSW (TAFE Western – Bathurst Campus) in 2022 –Automotive: Mechanical Technology (5), Electrotechnology (2), Animal Care: Cert II (1), Beauty Services (Retail Cosmetics) (1) and Human Services: Nursing (2)

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

Table 1

| VOCATIONAL / TRADE TRAINING SUBJECT | % YEAR 12 STUDYING | % YEAR 12 STUDENTS ACHIEVING QUALIFICATION |
|--|--------------------|--|
| Automotive: Mechanical Technology <i>Certificate II Automotive Vocational Preparation</i> | 6.4% | 6.4% |
| Human Services: Nursing <i>Certificate III in Health Services Assistant</i> | 2.6% | 2.6% |
| Electrotechnology <i>Certificate II Electrotechnology</i> | 2.6% | 2.6% |
| Animal Care <i>Certificate II</i> | 1.3% | 1.3% |
| Beauty Services (Retail Cosmetics) <i>Certificate II</i> | 1.3% | 1.3% but not at College. Left to pursue apprenticeship |



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

PROFESSIONAL LEARNING 2022

Summary of Professional Learning Undertaken by Teachers in 2022

Professional Development remains a significant investment that a school makes in the development of quality teaching, learning and operations. In 2022 the College organised whole staff online professional development focused on the following areas of learning, in adherence with our compliance responsibilities:

- Child Protection
- Crossing Professional Boundaries
- First Aid

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

Professional Development undertaken by staff in 2022 included:

| |
|--|
| ARCPER Teaching Stage 6 PDHPE 1st time- Online |
| AATE/ALEA National Conference Darwin |
| 2022 UNSW Careers Adviser Seminar |
| ICPA Conference |
| MacLit PD Workshop |
| Intro to English language and sentence grammar Online |
| Teachers Salon: Art express online |
| Cognitive Load Theory- Implications for Primary Teachers- Online |
| THRASS Foundation Level Training online |
| Reading Essentials K-2 |
| CSU Careers Adviser Day- Port Macquarie |
| Lawsense- Note Taking, Record Keeping and Privacy in schools- online |
| Stage 6 Day 2022 Online |
| VIC Course in Safe Use of Machinery for Technology Teaching |
| Seven Steps Writing workshop one |
| Inquiry Learning: What?, Why?, and How? |
| AIS School Counsellors Conference 2022 |
| Effective engagement and communication for careers advisors |
| UAC 2023 Admission forum |
| AIS Curriculum Leadership Conference 2022 |
| Mathematics Regional Conference |
| Seven Steps Workshop One |
| STEM Education Conference |
| Youth Mental Health and Wellbeing |
| Building Chinese Cultural Competence |
| MANSW Ex-Services Club |
| Leading the Implementation of the new K-2 Syllabus |
| Practical Application of the WIAT 3 |

| |
|--|
| Visual Design Made Easy- Online |
| 2022 English Conference |
| The Resilience Project Teacher Seminar |
| Key Word Sign Basic Workshop |
| AISNSW Head of Sport Conference |
| Lawsense- Dealing with Difficult parents |
| ABSA- Cyber Safety, Social Media & Gaming |
| Quality Teaching rounds |
| AIS- Leading the Implementation of the New K-2 Math Syllabus |
| My Spirited Child- NSW ADHD Conference |
| ABSA- Understanding, Analysing & Apply risk in a Boarding House |
| Orah- Dr Helen Street- A Conversation about contextual Wellbeing |
| AIS- Designing for Deep Learning Webinar |
| AIS- VET Primary Industries Network Day |
| The CAFS Conference |
| HTAA National Conference 2022 |
| AIS NSW History Extension Symposium 2022 |
| TTA Year 11 Advanced Mathematics |
| NSW Careers Advisors Annual Conference |
| Interpersonal Psychotherapy for Adolescents and Adults |
| Mental Health First Aid- Youth |
| DBT Skills for Adolescents and Families |
| Making the new 7-10 Syllabus work for me |
| Mental Health First Aid- Youth |
| Australian Primary nurses Association Conference Roadshow |
| AIS Middle Leaders Course |

SUMMARY OF QUALIFICATIONS OF TEACHING STAFF

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

SUMMARY OF ACCREDITATION OF TEACHING STAFF

| Category | Number of Teachers |
|-----------------------------|--------------------|
| Conditional/Provisional | 3 |
| Proficient Teacher | 72 |
| Experienced Teacher* | 0 |
| Highly Accomplished Teacher | 0 |
| Lead Teacher | 0 |
| Total Number of Teachers | 75 |

*Denotes Experienced Teachers AISNSW ISTAA = Proficient (NESA)



WORKPLACE COMPOSITION

TEACHING STAFF

During 2022, Scots All Saints College employed a total of 75 FTE teachers across two campuses:

- 65 full-time teachers
- 17 part-time teachers

Scots All Saints College had one identified Aboriginal and Torres Strait Islander employee in 2022.



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

MANAGEMENT OF ATTENDANCE

STUDENT ATTENDANCE RATES

Daily Attendance

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

If a student develops a pattern of absences the student will be spoken to by the Year Coordinator, the School Counsellor and/or the Head of Campus. This staff member will also notify parents and/or guardians regarding poor school attendance. Any information relating to unsatisfactory attendance is transferred to student files.

Student Attendance Rates

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 94.8% | 95.7% | 96.4% | 96.3% | 95.1% | 94.6% | 93.7% | 87.5% | 85.4% | 85.7% | 86.2% | 86.9% | 89.8% |

Late Arrival of Students

Being punctual to school is important to the student and the College. It is the student’s responsibility to get to school on time. A student will be considered to be late to school if he/she arrives after the start of the roll call at 8:50 am. Any student who is late to school must register with the Student Management Officer as they arrive. Late arrivals are checked by the Student Management Officer against the roll.

Early Departure of Students

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

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

Student Absences from Class

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

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

Attendance Records

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

It is very important all students are accounted for.

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

The Minister for Education approved changes to the use of the Attendance Register codes for 2015 and beyond. The changes implement the ACARA National Standards for Student Attendance Data Reporting.

Following Up Unexplained Absences

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

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

RETENTION OF YEAR 10 TO YEAR 12

At the beginning of 2020 there were 82 Year 10 students. 13 students arrived and 8 students left during the course of the year, resulting in 87 students completing Year 10.

In Year 11 there were 85 students at the beginning of 2020. Six students left during the year and 3 students commenced, resulting in 82 students completing Year 11.

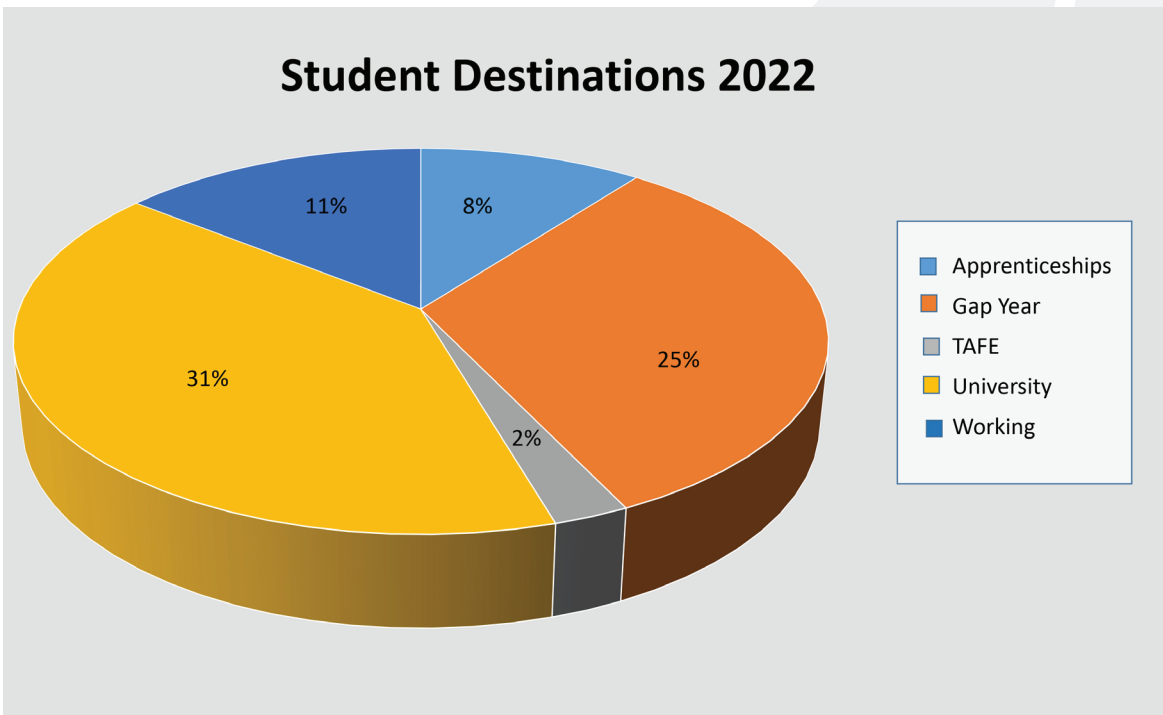
In Year 12 there were 52 students at the beginning of 2020. No new students joined Year 12 and 0 students left throughout the course of the year, with 52 completing their HSC at the College.

POST SCHOOL DESTINATIONS

Of the 77 Year 12 students in 2022, 73% accepted a University offer with 32% of these students choosing to defer their offer to experience a Gap Year (6 students travelled overseas, 17 students have stayed in Australia choosing a work/gap year opportunity, 2 deferred uni to pursue professional sporting opportunities). Of the 8 TAFE students, 5 are continuing study from their HSC Vet Course (3 x apprenticeships and 2 x University – Nursing). Of the 8 apprenticeships taken up, 38% were a direct result from their TAFE HSC pattern of study. Multiple University offers were made across 4 states and territories of Australia, with students choosing to accept offers in The ACT, Queensland, Victoria and NSW (regional and city).

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

| | |
|-----------------------|-----------|
| Apprenticeship | 8 |
| Gap Year | 25 |
| TAFE | 2 |
| University | 31 |
| Working | 11 |
| | |
| Total Students | 77 |



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

ENROLMENT POLICIES

APPLICATIONS FOR ENROLMENT

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

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

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

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

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

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

CONFIRMATION OF ENROLMENT

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

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

SCHOLARSHIPS

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

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

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

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

CONDITIONS FOR CONTINUING ENROLMENT

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

CHARACTERISTICS OF THE STUDENT BODY

Scots All Saints College is set on two campuses: Senior School Campus which accommodates Years 7 to 12 and Junior School Campus which accommodates the Preparatory School (Pre-Kindergarten) and Junior School (Years K to 6). The Senior School Campus also accommodates the Senior School Boarders (7-12).

Senior School Campus is located on O'Connell Road, Bathurst and in 2022 the Senior School had an enrolment of 513 students. Students come from a wide range of social and language backgrounds. International Students enrol from locations including China, Japan, Laos, Thailand, Vietnam and Singapore. Our boarding students draw from predominantly Central West and Western NSW locations within a 5 hour drive from Bathurst.

Junior School Campus is located on Eglinton Road, Llanarth, and has around 320 students from Preparatory School to Year 6. Being a comprehensive school, students come from a wide range of backgrounds, including language backgrounds other than English. There are a number of students with special needs.

SCHOOL POLICIES

STUDENT WELFARE

JUNIOR SCHOOL

Student Behaviour Support Policy and Procedure

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

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

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

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

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

Prohibition of Corporal Punishment

It is our policy that:

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

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

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

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

Strategies to Promote Good Discipline

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

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

Strategies for developing this culture include:

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

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

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

School Rules and Expected Behaviours

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

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

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

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

RIGHTS AND RESPONSIBILITIES OF ALL STUDENTS

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

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

Behaviour Management Procedures for Junior School

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

As students' progress from Kindergarten to Year 6, they work towards demonstrating many qualities including:

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

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

Behaviour Alerts

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

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

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

Behaviour Alerts may be issued for the following:

Table 1 – Behaviour Alert Codes

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

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

Table 2 – Diary entry grades

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

Serious Misdemeanors

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

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

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

Consequences

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

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

Behavioural Contracts

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

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

The purpose of the contract is to:

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

Discipline Incident Procedures

Reporting

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

Gather Information

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

Contact Parents/Guardians

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

Summary of Incident

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

Referral

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

Consequences determined and outlined

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

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

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

Communication of Consequences

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

Monitor Student

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

Confidentiality

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

Procedural Fairness

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

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

The principles of procedural fairness include:

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

Discipline Responses

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

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

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

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

Review Process

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

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

Bus Behaviour Expectations

Bus Driver Responsibility

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

Passenger Responsibility

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

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

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

JUNIOR SCHOOL

Channels of communication

Between families and school:

- ✓ In the Junior School, the student's Core Teacher is the prime contact person and is the initial conduit between families and the College for questions, feedback and concerns relating to individual students.
- ✓ Depending on the nature of the communication, the core teacher may re-direct or pass on the communication to another member of the student wellbeing team to action a response.

Between school and families:

- ✓ The Core Teacher is the prime carer for the students in his/her class within the Junior School. It is expected that the core teacher will make regular contact with the families of individual students to keep them informed about their child's wellbeing.
- ✓ Other relevant members of the student wellbeing team may also contact the family of a particular student where appropriate.
- ✓ General student wellbeing information for families will be distributed either by email or within the College newsletter.

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning Junior School Staff Briefings (commencing at 11.00am in the Library) to raise and share information about individual students or about groups, classes or cohorts of students. These briefings are led by the Director of Student Wellbeing and/or the different wellbeing co-ordinators. Discussions are minuted and distributed to all teaching and relevant support staff.

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

Wellbeing meetings:

Student wellbeing meetings at the Junior School are held fortnightly. Junior School student wellbeing committee members involved are:

- Stage 3 and Year Co-ordinators;
- Head of Junior School;
- Director of Boarding;
- Head of College;
- Director of Student Wellbeing;
- other student wellbeing personnel by request or by invitation.

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

Wellbeing strategies and programs

Whole College:

| | |
|---------------------------------|--|
| Positive Psychology ethos: | To be practised by all teaching and support staff. |
| Chapel: | K – 2: On Mondays 10.40 am – 10.30 am. 3 – 6: On Mondays 10.30 am – 11.00 am. |
| Wellbeing / resilience program: | Bounce Back Led by core teachers. (25 minutes per week) |

Use of student diaries

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

SENIOR SCHOOL

Student Behaviour Support Policy and Procedure

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

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

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

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

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

Prohibition of Corporal Punishment

It is our policy that:

- We prohibit any form of physical punishment (corporal punishment) or verbal abuse.
- We do not explicitly or implicitly sanction the administering of corporal punishment by non- school persons, including parents, to enforce discipline at the school.
- The use of any corporal punishment by a staff member is strictly prohibited.
- Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Student Behaviour Management

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

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

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

Student Referral

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

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

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

Strategies to Promote Good Discipline

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

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

Strategies for developing this culture include:

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

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

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

Student Management Procedures

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

Step 1: Teacher

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

Step 2: Head of Department

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

Step 3: Team Leader

- Discussion with student
- Determine if the matter has been discussed with parents by teacher/HOD
- Discussion of alternative strategies with teacher and HOD
- Discussion with Head of Senior School
- Student conferencing (with student)
 - Parents
 - College Psychologist
 - Learning Support
- Determine appropriate response
- Recording of steps taken in Edumate
- Further contact with parents
- Communicate outcomes with teacher and HOD

Step 4: Head of Senior School/Head of College

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

Serious Misdemeanors

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

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

School Rules and Expected Behaviours

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

- at school
- undertaking College activities

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

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

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

Consequences

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

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

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

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

The purpose of the contract is to:

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

Further Sanctions

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

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

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

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

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

Discipline Responses

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

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

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

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

Review Process

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

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

Discipline Incident Procedures

Reporting

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

Gather Information

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

Contact Parents/Guardians

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

Summary of Incident

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

Referral

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

Consequences determined and outlined

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

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

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

Communication of Consequences

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

Monitor Student

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

Confidentiality

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

PROCEDURAL FAIRNESS

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

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

The principles of procedural fairness include:

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

RIGHTS AND RESPONSIBILITIES OF ALL STUDENTS

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

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

SENIOR SCHOOL

Channels of communication

Between families and the College:

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

Between the College and families:

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

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

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

Wellbeing briefings:

In order to facilitate information sharing between members of staff, time is allocated during Monday morning Senior Campus Staff Briefings to raise and share information about individual students or about groups, classes or cohorts of students. All academic staff are expected to attend. These briefings are led by the Head of Senior School and with input from the Stage Team Leaders, and the Head of Academic Compliance.

Discussions are minuted and distributed to all teaching and relevant support staff.

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

Wellbeing meetings:

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

- Stage Team Leaders;
- Head of Senior School
- Director of Boarding;
- Student Wellbeing and Health Staff;
- other student wellbeing personnel by request or by invitation.

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

Wellbeing strategies and programs

Whole college:

The Resilience Project: Timetabled Wellbeing lessons for each student in each year group.

Years 7- 12:

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

Chapel: Attended by all students and staff on Mondays
10.35 am – 11.10 am.

Year Meetings: Led by Stage Team Leaders
Timetabled once per cycle.
e.g. HSC – All my own work (Year 11)
Post-school transition (Year 12)
Information sharing, feedback and cohort concerns House competitions (debating, performing arts) Guest speakers
Cohort focus activities (e.g. charity fundraising)

Use of student diaries/journals

In the Senior School, the student diary provides a means of communication between the teachers and a student's family. Messages for the family or teacher attention can be recorded along with homework and assessment tasks. The diary/journal also has wellbeing lessons and daily reflective activities.

Parent (day students) / Head of House (boarding students) are encouraged to view the student's diary. A student without his/her diary should obtain a temporary diary from the relevant Team Leader.



ANTI-BULLYING

Purpose

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

Scope

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

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

Responsibilities

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

Everyone at Scots All Saints College has three basic rights:

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

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

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

| | |
|---|---|
| Explain my behaviour and to be listened to at the appropriate time. | To listen courteously while others explain their behaviour. |
| Expect justice and fair treatment. | Of realising that I will expect praise and recognition for my achievements as well as being penalised if I do the wrong thing. |
| Be seen as a useful and worthwhile member of the school. | To foster community pride and respect for my school, both at school and out of school, by setting a good example with my out of school behaviour. |
| Be given help if others abuse my rights. | In carrying out my rights, I have the responsibility to not deny others their rights. |

Bullying - Definition

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

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

Bullying and harassment...

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

(Bullying No Way: defining the behaviours 2009)

Bullying is usually deliberate and repetitive.

Who Are Bullies?

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

(Bullying No Way: The role of Power 2009)

Research indicates that children who bully others may have some of the following characteristics:

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

Who Are the Targets?

Research indicates that many targets tend to be:

- Unassertive and have low self-esteem (low self-esteem, however, may result from the teasing or it may act as the trigger for teasing to occur);
- Anxious, sensitive, quiet loners, “different” in some way;
- Possibly over protected at home;
- “passive”- do nothing to invite attack.

Signs that a student is being bullied:

Class/School Attendance

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

Academic

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

Physical

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

Social

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

On the Home Front

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

Procedures

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

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

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

Prevention – Education and Awareness Initiatives

With specific reference to the issue of bullying and harassment the School seeks to undertake the following measures:

- Maintaining a multi-layered pastoral care program that can be accessed by students and monitored by staff at a number of levels: Staff Meetings, Wellbeing Periods, Year group meetings, Boarding House System, College Chaplain, School Wellbeing and Health staff, and Executive responsibility;
- PD/H/PE Program components dealing with bullying and harassment;
- Pastoral Programs dealing with the undesirability of bullying and harassment and the need to prevent it from occurring;
- Pastoral Programs dealing with assertiveness training and the development of resilience in students at school;
- Distributing literature to staff, parents and students outlining measures that can be taken to overcome problems of bullying and harassment. This literature encourages reporting to staff along clear and diverse lines of communication. The College actively seeks parental cooperation;
- Undertaking periodic surveys of students to determine levels of bullying and harassment, including times and locations of their occurrence;
- Anti-bullying posters are prominently displayed in the school;
- Staff are in-serviced in recognising and dealing with bullying and harassment;
- Student developed anti-bullying and harassment initiatives;
- Featuring bullying/harassment as an issue on assemblies.

Intervention

STAGE 1

When suspected incidents are identified by and reported to staff or prefects the following apply:

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

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

STAGE 2

When inappropriate behaviour continues:

- The target will probably need help and should be referred to assistance – peer support, counsellor, support reading material, etc. The target’s parents will be informed about the school’s concerns and actions.
- The student who has been reported for repeat offences will be interviewed by the Head of Senior School in the presence of other staff members.
- The aggressor’s parents/guardians will be informed and may be called in for interview.
- The aggressor will be subject to consequences (detentions, in-school suspension or external suspension) and level change in accordance with the Student Behaviour and Discipline Policy.
- Other consequences that may be involved by the school include:
 - Isolation from peers;
 - Professional assistance requirements.

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

STAGE 3

Should the aggressor continue in the same pattern of behaviour:

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

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

Cyberbullying

Definition

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

Characteristics of Cyberbullying

Cyberbullying can be conducted in many ways, using different media including:

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

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

While cyberbullying is similar to real life bullying it also differs in the following ways:

- it can be difficult to escape and invasive- it can occur 24/7 and a person can be targeted while at home;
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once;
- it can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences.

Who are the targets?

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

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

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

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

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

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

(Identifying incidents of Cyberbullying: Cybersmart 2010)

Procedures – Cyberbullying

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

Prevention – Education and Awareness Initiatives

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

- Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
- Report any further correspondence from the bully to the parent and an agreed school contact (the child must feel comfortable talking to this person and feel heard and respected by this person).
- Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images). If the student's parents are concerned that the student will continue to look at the saved material and become more distressed, ask them to store the material in a folder with password protection.
- Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.
- If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling and the Kids Helpline (phone 1800 551 800). Ensure they have appropriate and supportive contact people at school and help them to develop strategies to manage their distress. Ensure parents are informed.

Intervention

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

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

Strategies for Addressing Cyberbullying

Chat rooms message boards on the internet

Cyberbullying may take the form of:

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

Strategies for addressing this behaviour:

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

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

Webcam

Cyberbullying may take the form of:

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

Strategies for addressing this behaviour:

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

Social networking sites on the internet

Cyberbullying may take the form of:

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

Strategies for addressing this behaviour:

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

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

Cyberbullying may take the form of:

- Posting embarrassing or humiliating videoclips.

Strategies for addressing this behaviour:

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

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

Cyberbullying may take the form of:

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

Strategies for addressing this behaviour:

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

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

Appendices

Appendix I - Related Policies

Scots All Saints College Student Welfare and Discipline Policy 2023

Appendix II – School Rules

School Rules

| Your Role | Your Responsibility |
|-----------------|---|
| You the learner | Value learning |
| | Respect other learners |
| | Respect teachers |
| | Respect for the learning environment |
| | Be on time for and involved in all classroom activities |
| | Be equipped for each lesson and activity |
| | Record and complete homework and assessment tasks |

| | |
|-----------------|---|
| You as a person | Behave in a manner that brings credit to yourself and your school |
| | Attend all classes, sport and co-curricular activities |
| | Inform the school before 9.15am if you will be absent (day students) |
| | Inform the Head of House if you will be late returning to school (boarders) |
| | Alcohol, cigarettes, vapes, drugs, weapons and other dangerous objects have no place in school |
| | Stay within school grounds for the entire school day unless you have prior permission |
| | Observe good health practices, including wearing hats outside |
| | Wear your uniform as a representative of your school |
| | For school activities, wear complete and appropriate school uniform in good order |
| | Change out of uniform for non-school activities |
| | For girls, royal blue or navy hair ribbons may be worn. Hair longer than shoulder length should be tied back. One plain earring (sleeper or stud) may be worn in each ear. No other jewelry may be worn. No makeup is necessary |
| | For boys, hair should be its natural colour and consistency, neatly combed and just above collar and ear length. No jewelry should be worn |
| | Label and look after all your property |
| | |
| You the leader | Stand for what is right and support others |
| | Contribute to and support your school |
| | Speak well about your school |
| | Model good behaviour at all times |
| | Take opportunities to improve the social and educational environment of the school |
| | Support other students in their sport and co-curricular activities |
| | Volunteer for all the co-curricular activities you can |
| | Attend all compulsory school activities; they are listed in your diary and the small calendar. Plan your year so you can do this. |
| | Attend all required sporting and co-curricular activities. Other people depend on you |
| You and others | Take responsibility for the welfare of others |
| | Bullying and harassment are not acceptable |
| | Never say or do anything to make another person unhappy. Do not stand by and watch other people doing this |
| | Leave other people's property alone |
| | Accept that staff have a responsibility to search for and confiscate inappropriate items |
| | Accept that you cannot use your mobile phone and other electronic devices in the course of the academic day |

| | |
|---------------------|--|
| You and your School | Act to safeguard and enhance the reputation of your school |
| | Welcome visitors to the school and assist them in any way you can. |
| | Show responsibility to your school when in town, on excursion or sporting visits. Wear the full appropriate uniform in good order. |
| | Demonstrate excellent manners |
| | Look after school property and equipment |
| You and your safety | Value the safety of yourself and others |
| | Observe all safety regulations |
| | Report any unsafe or potentially dangerous situations to a staff member |
| | Report any damage to school property and equipment to the Site Manager |
| | Follow instructions for the use of cars |

Appendix III – Student Behaviour Contract

Student Behaviour Contract

I have read **“Scots All Saints College Anti-Bullying Policy”**. I understand that the following behaviour is unacceptable:

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

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

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

Student Name:

Signature:

Date:



REPORTING COMPLAINTS & GRIEVANCES

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

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

Principles

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

Procedures

STEP 1

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

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

Where the person with concerns has been unable to resolve these grievances themselves through the above mechanisms they should take their grievance formally to the Head of College or Head of Junior/Senior School.

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

If the respondent is a student:

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

NOTE

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

Outcomes

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

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

Disciplinary action may also be taken where:

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

Monitoring and Review

The operation of this policy and procedures will be reviewed on an annual basis by the Head of College, Head of Junior/Senior School and other delegated individuals on an annual basis.

APPENDIX 1

Nature of complaint

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

Overseas Student Procedures

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

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

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

All letters are issued by the Head of Junior/Senior School in conference with the Head of College.



PRIORITY AREAS FOR IMPROVEMENT

| AREA | PRIORITIES |
|--|---|
| Teaching and Learning | <ul style="list-style-type: none"> • Preparation for the introduction of new NSW syllabuses in 2023 (English and Mathematics K to 2) • Programming for and implementation of new STEM and PBL integrated units • Development of Teaching & Learning framework to guide our practices • Ongoing focus on enhancing teacher proficiency through targeted professional development • Focus on using data to inform teaching in particular in Mathematics and English • Continued development of the Teaching & Learning framework to guide our practices • Ongoing focus on enhancing teacher proficiency through targeted professional development • Increased participation by Stage 6 teachers in HSC Marking |
| Academic Excellence | <ul style="list-style-type: none"> • Use of standardised Literacy (Writing) assessment program to inform teaching and learning • Preparation for the introduction of new NSW syllabuses • Ongoing focus on improving academic results for all students through feed-forward, Year 12 Mentor program and RAP analysis within faculties. • Training of Year 12 staff in how to use the data from the RAP analysis with ongoing monitoring through the year. • Use of standardised Literacy (Writing) assessment program to inform teaching and learning. • Continuation of bespoke curriculum to enhance study skills, research skills and literacy (reading & writing) skills. • Targeted Year 12 study technique sessions and holiday camps. • Use of Year 12 Student Leaders to incorporate social learning theory using online platforms. • Create and encourage a consistent approach in Literacy and Numeracy pedagogy across Kindergarten to Year 6. • Homework Centre, Mathematics Club, STEM Club. |
| Educational and well-being practice | <ul style="list-style-type: none"> • Training of K-6 staff in Bounce Back and Achieve programs • Continued wide and successful participation in co-curricular activities. • Development of the Team Leader group for a student focus at weekly well-being meetings across both campuses. • Introduction of The Resilience Project for Years 7 to 12 • Restructure of Team Leader, Wellbeing and Health committee to delivers more comprehensive programs for our students. |

Facilities and resources

- Refurbishment of Year 2 Junior School classrooms
- Opening of the Innovation Centre for STEM on Junior Campus
- Continued refurbishment of Junior School classrooms, in particular Stage 1
- Redistribution and purchasing of additional lockers for all Stage areas
- Additional furniture of the Agriculture Research Centre
- Phase one of the construction of the car parking area on Junior School Campus
- Refurbishment of Staff rooms and classrooms in Visual Arts, HSIE, PDHPE
- Refurbishment of the Sports Centre floor and some tennis courts
- Improvement of the gym (weights room) with the purchase of some new S&C equipment
- Improvements to the bathroom facilities
- Introduction of laser cutter and 3D printers in TAS Block



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

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

Senior School (7-12)

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

- **Student Leadership** - Students in Year 12 serve as student leaders: Captain, Prefects (Co-curricular, Chapel, Academic, International Students, Social Justice) and House Captains (one for each of the five Houses)
- **Duke of Edinburgh** – Students in Year 10 participate in the DOE program, including an annual camp and service opportunities in the local region.
- **Co-curricular** – all students are involved in Active Afternoons sport programs. Students are encouraged to be involved in core sports with weekend team commitments. Wide range of music, public speaking, debating programs. Successful Cattle, Sheep and Equestrian programs.
- **Code of Behaviour** – Appropriate behaviours based on respect and responsibility are stated in the student diary
- **Christian Studies and Chapels** – These programs explicitly promote respect and responsibility.
- **Special Assemblies** – In addition to the weekly assemblies, special ceremonies, event assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are organised by students with a supervising staff member.

Junior School (K-6)

- **General Culture and Special Events** - Respect and responsibility are everyday aspects of the work of staff in the Junior School. Interactions throughout the day offer opportunities to reinforce these precepts in a meaningful context. In addition, there are many special events that promote respect and responsibility in the students such as Harmony Day, Relay for Life, Pink Ribbon Day etc.
- **College Values** - the values are used to guide conversations when establishing classroom and behaviour expectations.
- **Christian Studies and Chapels** - These programs often explicitly promote respect and responsibility. All Junior School classes have Christian Studies once per week and attend a Chapel Service lead by the Chaplain every Monday.
- **Special Assemblies**- In addition to the weekly assemblies, special assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are always held.
- **Bounce Back** – All Junior School classes have the Bounce Back program embedded into their Personal Development and Health curriculum.
- **Peer Support** – All Year 6 students are trained in being a Peer Support Leader. They then conduct Peer Support sessions for all Junior School students in vertical groups in Term 2.
- **Service Learning** – Junior School students attend Hope Care and participate in packing emergency food hampers for the homeless. We also have a Pen Pal relationship with residents of St Margaret's nursing home.

PARENT, STUDENT AND TEACHER SATISFACTION

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

Strengths and Areas for Improvement

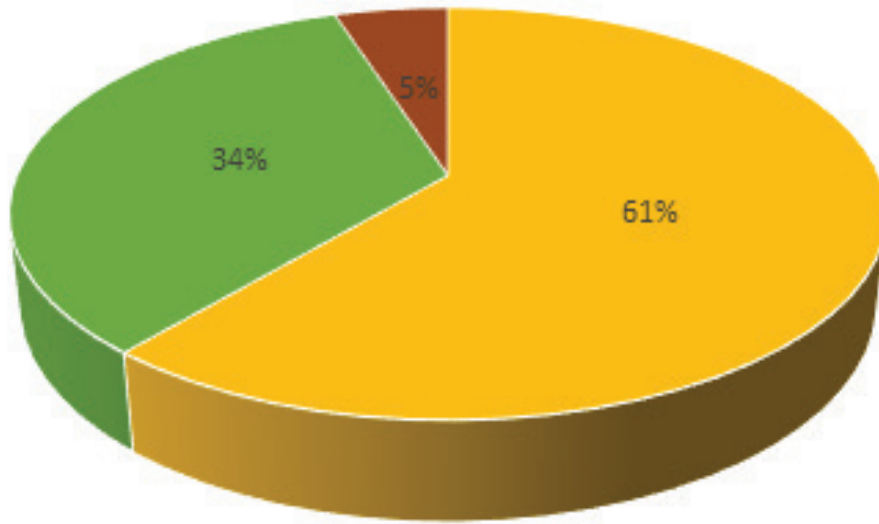
Your school's results have been analysed for each question and compared with Co-Ed Independent K-12 Schools. The percentage difference between your school's 2022 results and the benchmarks are presented below.

| Key Area | Item | 2020 OVERALL SASC (N=440) | 2022 OVERALL SASC (N=282) | Variance |
|--------------------------|--|------------------------------------|------------------------------------|----------|
| Technology and Resources | The resources in this school are of high quality. | 75% | 77% | +2% |
| Technology and Resources | Teachers appear to keep up with advancing technology. | 80% | 81% | +1% |
| Personal Development | This school encourages my child to participate in community activities. | 71% | 71% | 0% |
| Learning Opportunities | My child's interests are developed at this school. | 77% | 77% | 0% |
| Parent Communication | The staff who work in the front office are friendly and helpful towards parents. | 87% | 87% | 0% |
| Learning Opportunities | This school provides plenty of opportunities for all students to participate in additional activities such as sports, arts, and music. | 83% | 83% | 0% |

**Please note that the 2022 results were only higher than two items when compared to the 2020 results.*

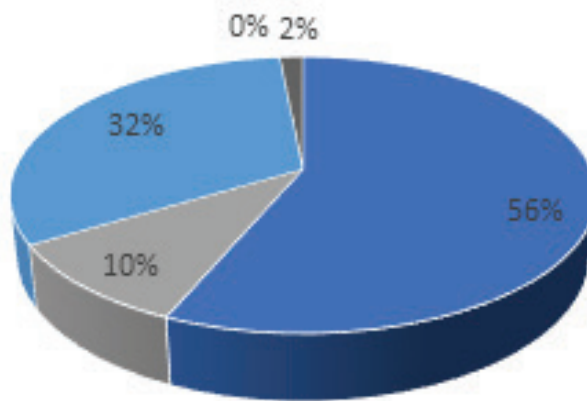
SUMMARY OF FINANCIAL INFORMATION

Expenditure 2022



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

Income 2022



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



SCOTS ALL SAINTS
COLLEGE



Senior School

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

Junior School

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