



NSW School of Languages

Student Wellbeing

Policy

2018

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NSW School of Languages (NSL) is a distance education school specialising in languages other than English (LOTE). The school offers courses in 12 languages and ESL Stage 6, making a valuable contribution to language learning across the state.

Courses are flexible and interactive, incorporating blended teaching and learning strategies and individualising the curriculum in an online Moodle environment.

1. Purpose statement

The purpose of NSL is to provide quality language learning and equitable access for secondary students through distance education.

NSL enables students to enhance their communication skills, broaden their global perspectives, develop intercultural understanding and strengthen connections to heritage and culture.

2. Background legislation

- NSW Education Act (1990)
- NSW Work Health and Safety Laws (2012)
- Work Health and Safety Policy (2016)
- Disability Standards for Education (2005)
- NSW Anti-Discrimination Act (1977)
- Human Rights and Anti-discrimination Act (2013)
- National Disability Strategy (2010-2020)
- National Disability Insurance Scheme (2013)

3. NSW Department of Education policies and procedures

NSL adheres to all NSW Department of Education student welfare policies and procedures which can be found on the Department's Intranet and Internet.

- Protecting and Supporting Children and Young People Policy (2016)
- Student Discipline in Government Schools (2016)
- Bullying – Preventing and Responding to Student Bullying in Schools Policy (2016)
- Student Welfare Policy (2014)
- Core Rules for Students in NSW Government Schools – The Code of Conduct (2016)
- School Attendance Policy (2016)
- Work Health and Safety Policy (2016)
- Anti-racism Policy (2016)
- Drugs in Schools Policy (2010)
- Gifted and Talented (2016)
- Every Student, Every School Action Plan (2016-2020)
- Aboriginal Education Policy (2016)
- Assisting Students with Learning Difficulties (2016)
- Multicultural Education Policy (2016)
- People with Disabilities – Statement of Commitment (2016)

4. Student Wellbeing Framework

Student wellbeing team

The school Student Wellbeing Team coordinates planning and decision making so that the welfare and educational needs of all students can be met. The priorities of the Student Wellbeing Team are:

- supporting collaborative planning and programming for students requiring Individual Plans;
- ensuring that all staff are aware of the role of the Learning Support Team and that they approach it for support if necessary;
- ensuring that all staff are aware of the procedures for identifying students at risk and that they follow such procedures;
- promoting the development of the Mind Matters strategy throughout the school;
- liaising with students/parents/caregivers and outside support agencies in getting Individual Plans for students, including Health Care Plans. See Appendix Health Care Plan Process;
- liaising with the Assessment and Reporting Team to support the implementation of the school-wide Merit System;
- liaising with the Professional Learning Team to ensure that training occurs on a yearly basis for all staff on the Student Wellbeing Team.

Membership

Core

Principal or delegate, Head Teacher Secondary Studies, Head Teacher Enrolments, 2-3 classroom teachers, Learning and Support Teacher (LaST).

Non-core

Home school representative(s), subject teacher, parent/ caregiver (not optional), outside agencies, other teachers as required.

Roles

Principal or delegate

- include Learning Support Team recommendations in School's plans

Student Wellbeing Team Coordinator:

- convene regular meetings,
- develop meeting agenda,
- keep and distribute minutes,
- maintain Student Wellbeing Team records, including systems for progressive monitoring and record keeping around student Individual plans,
- communicate information on referral systems to all staff,
- promote effective communication between all stakeholders involved in management of students with Individual Student Plans.

Classroom Teachers:

- refer students to LaST when programs are not meeting students' needs, and after teacher has tried several strategies,
- attend LaST meetings when required,
- implement LaST recommendations,

- monitor student progress and inform LaST.

Learning and Support Teacher

The (LaST) implements the plans developed in conjunction with the Learning and Support team. The role of the LaST is to :

- work collaboratively with the classroom teacher to support assessment for learning of students with additional learning and support needs;
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers;
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer;
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs;
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities;
- provide professional specialist advice, support and mentoring to classroom teachers on:
 - how best to cater for the diverse learning needs in their classrooms, and
 - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home;
- provide professional specialist advice and assistance about students with additional learning needs to the school's Learning and Support Team;
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

Mind Matters

- The Mind Matters framework aims to promote mental health, prevent mental health problems, and enable early intervention.
- As a Mind Matters accredited school, NSL has a strong commitment to promoting the mental health and well-being of the whole school community. Staff members are made aware of strategies that can be used to support students with high mental health support needs.
- The school's Independent Learner Skills Program seeks to help students develop the skills to become successful distance learners.
- Students who are unable to meet the set course requirements are case-managed by the school's Learning and Support Teacher.

5. DoE Child Wellbeing Reporting and Notification Procedures

- Any member of the school community who becomes aware of a student whose welfare causes concern should notify their Head Teacher, or in the case of a Child Protection issue, the Principal.
- <http://playyourpart.org.au/factsheets/factsall.pdf>
- Students who have been identified as a welfare concern are recorded on the school database (Millennium) and under **Welfare** by SASS staff.
- Serious health issues are flagged on the database.
- Student Wellbeing Team meetings may be called to discuss and plan appropriate interventions for students who have been identified. Where relevant, the *Keep Them Safe* reporting guide is used.
- The Student Wellbeing Team Coordinator gives additions to and deletions from the Welfare Concern list to SASS staff for recording on Millennium. Teachers who see that their student has been flagged as being a Welfare Concern should read the information on Millennium **before** making any student contact, and may call a member of the student support committee for further information.
- All members of the school community are encouraged to refer students to the Student Wellbeing Team, as appropriate.

6. School Policies and Procedures

6.1 Code of Behaviour

Respect and Responsibility

NSL students have a responsibility to:

- attend school every day, unless they are legally excused, and be on time and prepared for their Face to Face lesson days and examinations;
- complete all their course work according to the course schedule;
- maintain a neat appearance, including adhering to the requirements of their home school's uniform or dress code policy;
- show respect at all times for teachers, other school staff, students and the general public when travelling to and from the NSL and when attending classes;
- follow their home school rules and the DoE core rules of behaviour, including class rules, speaking courteously and cooperating with instructions and learning activities;
- actively participate in all learning activities with dignity, respect and responsibility towards themselves, their learning colleagues and their learning environment;
- act as digital citizens taking responsibility and care using digital technology;
- demonstrate tolerance, sensitivity and respect valuing differences, other's opinions and practices;
- agree to sign charters and class agreements for acceptable online behaviours as a condition of their enrolment when commencing their online courses at NSL;
- adhere to the NSL's policies – Anti-bullying, Cybersafety and Digital Citizenship and the NESAs, Teaching and Educational Standards' examination rules and conduct during assessment tasks.



NSL fosters a safe and healthy teaching and learning environment guided by the nine core DoE values developing goodwill and skills:

1. integrity,
2. participation,
3. responsibility,
4. excellence,
5. democracy,
6. respect,
7. care,
8. cooperation,
9. fairness.

6.2 Student Award System

The Student Award System has been implemented to recognise student participation, to celebrate student achievement and to encourage ongoing commitment.

Awards Policy - There are different types of awards that can be given to students at different times of the year. Awarding a certificate must have Head Teacher's approval.

| ALL YEAR AWARDS | |
|---|--|
| Process: Teacher electronically fills out <i>Awards Nomination Form</i> (in StaffShare > Student Support > Awards), gets HT approval and notes this in email to Word Processing (WP), then emails it to WP for certificate and letter to be created and sent out. | |
|  <p>Certificate of Achievement awarded to Amy Smith for <i>Excellence and Dedication to Study in Year 11</i> French Continuers NSW SCHOOL OF LANGUAGES Learn locally. Communicate globally. 5 May, 2017 Hilary Hughes Principal</p> | Achievement Award All Years Awarded at any time during the year in recognition of outstanding effort/ application/ improvement/ commitment/ project/ study day effort/ excellent course work or assessment result/ independent learning skills, etc. <ul style="list-style-type: none"> • Provide a specific explanation of the achievement to be written on the award • Additional criteria may be nominated at the discretion of the HT • HT approves student nominations • Standard letter to go with each certificate will be sent from admin |
|  <p>Certificate of Participation awarded to Amy Smith for <i>Assisting at Open Day in Year 11</i> French Continuers NSW SCHOOL OF LANGUAGES Learn locally. Communicate globally. 5 May, 2017 Hilary Hughes Principal</p> | Participation Award All Years Awarded at any time during the year to students who participate in special events, e.g. Open Day, Presentation Day, travelling long distances to attend NSL, etc. <ul style="list-style-type: none"> • Provide a specific explanation of the achievement to be written on the award • HT approves student nominations • Standard letter to go with each certificate will be sent from admin |

END OF YEAR AWARDS

Process:

1. The Merit and Course awards will be automatically generated by Word Processing.
2. For the Principal's Award the teacher fills out Awards Nomination Form (in StaffShare > Student Support > Awards) gets HT approval and notes this in email to Word Processing (WP), then emails it to WP for certificate and letter to be created and sent out.
3. Year 12 – Term 3 (around reports time); Years 9 to 11 – Term 4 at various times (also with reports).
4. Awards will be sent out with reports to home schools.



Merit Award

Posted in Term 3 for Year 12 and during Term 4 for Year 9 – 11.

See calendar for set dates for delivery to Word Processing.

Years 9 -12

- Awarded in recognition of academic achievement - students who achieve marks in the **top band** (total mark for the year), regardless of the number of students involved.
- Should also be given to students who receive a First/Second/Third in Course Award provided their mark is in the top band.



1st/2nd/3rd in Course Award

Given at Presentation Day or posted to schools for home school Presentation Days

Years 9 - 12

Awarded in recognition of academic excellence - students who achieve **the top mark** in the class (total mark for the year) for numbers of students per course as below:

- Up to 5 students in course – 1st place only
- 6 – 20 students in course – 1st and 2nd places
- 21+ students in course – 1st, 2nd and 3rd places



Principal's Award

Given at Presentation Day or posted to schools for home school Presentation Days

All Years

Awarded at principal's discretion to student/s who fulfil requirements such as:

- academic achievement
- commitment to studies
- participation in NSL activities
- exceptional circumstances

Teachers nominate students and provide the principal with examples of how the student meets all or some of the above or other criteria.

OUTSIDE AWARDS (given at Presentation Day or posted to schools for home school Presentation Days)

| | |
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| <p>Caltex Best All-Rounder Award</p> | <p>This award is given to final year students at Presentation Day or posted to schools for home school Presentation Days who fulfil the following requirements as suggested by Caltex:</p> <ul style="list-style-type: none"> • Academic - achieves scholastically across a range of subjects. • Attitude - willing to help others; makes selfless contributions. • Personal Conduct - exemplary at all times. • Leadership - is a role model for other students. • Service - participates fully in school and community activities. • Sporting - represents the school without necessarily being a champion. <p>Please briefly outline the rationale for this award and provide examples of how the student meets these criteria.</p> |
| <p>Long Tan Leadership and Teamwork Award</p> | <p>This award is given at Presentation Day or posted to schools for home school Presentation Days to students who meet the criteria based on the values upheld by the Australian Defence Force and developed in conjunction with Australian schools and the wider community. This award recognises students who demonstrate leadership and teamwork within both the school and the broader community and who display strong values such as doing one's best, respect for others and mateship, that are integral to Australian society.</p> <p>The awards are open to students enrolled in Years 10 and 12.</p> <p>For more information visit http://www.defence.gov.au/longtanawards/</p> <p>Please briefly outline the rationale for this award and provide examples of how the student meets these criteria.</p> |
| <p>Reuben F. Scarf Award</p> | <p>This award is given at Presentation Day or posted to schools for home school Presentation Days to students who fulfil the following requirements as suggested by the Reuben F. Scarf Memorial Foundation:</p> <ul style="list-style-type: none"> • commitment • leadership <p>Please briefly provide examples of how the student meets these criteria.</p> |

6.3 Monitoring of Student Progress

Students' progress and engagement are monitored at all times by the NSL teacher. A wide variety of strategies are used to facilitate best outcomes for the students. See Appendices 4 to 9.

6.4 Gifted and Talented Policy

The following document refers to the NSW Department of Education's Gifted and Talented Education policy.

[under review]

<https://education.nsw.gov.au/policy-library/policies/gifted-and-talented-policy?refid=285776>

Giftedness refers to potential distinctly beyond the average for the student's age and encompasses a broad range of abilities in the intellectual, creative, socio-emotional and physical domains.

Talented students are those students whose skills are distinctly above average in one or more areas of human performance.¹

NSL aims to provide languages education so that every student can achieve personal excellence reaching their full potential. We are committed to high quality educational outcomes for all our students, including the gifted and talented (GAT), by identifying and nurturing gifted potential into talent.

This document is intended to be used in conjunction with the DoE policy and implementation strategies (refer to DoE document) for the education of gifted and talented students, with a focus on the GAT **language** student.

To achieve this complex and interactive process,

- the Principal will ensure that:
 - processes are school wide and systematic,
 - identification of students from disadvantaged and minority populations is not overlooked,
 - adjustments are made to the curriculum, as required,
 - decisions regarding any form of accelerated progression are appropriate,
 - relevant members of the school community are fully informed and participate in decisions relating to the student's language education,
 - teacher professional learning in the pedagogy underpinning gifted education is fully supported;
- the NSL Student Wellbeing team and the Executive will:
 - select and develop identification methods for GAT students,
 - ensure all staff members are aware of these methods of identification,
 - provide the required support for teachers to develop individualized GAT programs;
- NSL teachers will:
 - identify GAT students in their class,
 - apply the appropriate teaching and learning strategies to encourage intellectual rigour, high achievement, originality, problem solving, higher order thinking skills and creativity.

¹ Differentiated Model of Giftedness and Talent (DMGT), Francois Gagné (2003)

The following identify some of the intellectual and personality characteristic of the gifted group. Not all of these features belong only to the GAT students, but such students possess a greater proportion at a greater depth.

| | |
|--|---|
| <p>Intellectual traits</p> <ul style="list-style-type: none"> • Exceptional reasoning ability • Intellectual curiosity • Rapid learning rate • Facility for abstraction • Complex thought processes • Vivid imagination • Early moral concern • Passion for learning • Powers of concentration • Analytical thinking • Ability to synthesise information and ideas • Divergent thinking • Capacity for reflection • Highly developed powers of concentration • Insight into own learning needs, style and preferences • Independent learner <p>Language learning traits</p> <ul style="list-style-type: none"> • Curious about how language works • Seeks to attain deeper knowledge and understanding • Uses language creatively and imaginatively • Frequently compares cultures and/or linguistic systems | <p>Personality traits</p> <ul style="list-style-type: none"> • Insightful • Need to understand • Need for mental stimulation • Perfectionism • Need for precision/logic • Excellent sense of humour • Sensitivity/empathy • Intensity • Perseverance • Acute self-awareness • Nonconformity • Questioning rules/authority • Tendency to introversion • Highly motivated <p>from Silverman, 1993, p. 53</p> |
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Strategies/Implementation

Please refer to the following documents for further information:

- *Gifted and Talented Policy support documents: implementation strategies, identification tools, acceleration, curriculum differentiation (adjustment)*

<https://education.nsw.gov.au/policy-library/associated-documents/polqdl.pdf>

<https://education.nsw.gov.au/policy-library/associated-documents/polimp.pdf> **[under review]**

- Subject acceleration - NSL Acceleration Policy

6.5 Anti-Bullying Policy

1. Purpose Statement

NSL:

- Affirms the rights of all members of the school community to feel safe and be safe at school.
- Acknowledges that being safe and supported at school is essential for student wellbeing and effective learning.
- Accepts responsibility for developing and sustaining safe and supportive learning and teaching communities which also fulfil the school's child protection responsibilities.
- Encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued.
- Actively supports young people to develop understanding and skills to keep themselves and others safe.
- Commits to developing a safe school community through a whole school and evidence based approach.

Anti-Bullying Action Plan

Bullying and harassment will not be tolerated at NSL in any form. The school will follow a four-faceted approach:

- | | | | |
|---------------|---------------|-----------------------|-------------|
| 1. Protection | 2. Prevention | 3. Early Intervention | 4. Response |
|---------------|---------------|-----------------------|-------------|

The School's Anti-bullying Action Plan is reviewed every three years in consultation with the school community. Its effectiveness is reported to the school community in the Principal's Annual Report. The Plan is based on the following premises:

- When staff, students and parents work together to prevent incidents of bullying there is a much greater chance of creating a safe, secure, tolerant and happy school community.
- To ignore bullying is to give approval to it and will only serve to foster its existence in the school.

The best outcomes are achieved by school communities which:

- promote a positive school culture that fosters student connection with both the school and the wider community, which supports the development of protective factors that include relationships, knowledge and skills (**protection**);
- work together to help prevent bullying from occurring (**prevention**);
- act early to stop any bullying from getting worse (**early intervention**) and respond in a timely and appropriate way to bullying incidents if they occur (**response**);
- encourage students who are being bullied to have the courage to speak out, which may help to reduce the distress they are experiencing, so that they will have a better chance of a long term solution to the problem;
- encourage students who witness bullying to have the courage to speak out, which may help reduce the distress to the victim and to themselves, and contribute to the building of a safe and secure school environment.

What is bullying behaviour?

(Defined in the *Bullying – Preventing and Responding to Student Bullying in Schools Policy* – 21/03/11)

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

Cyberbullying refers to bullying through information and communication technologies.

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

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- verbal including name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical including hitting, punching, kicking, scratching, tripping, spitting
- social including ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological including spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

The school's Anti-bullying Action Plan sets out the processes for protecting, preventing, early intervention and responding to student bullying.

2. What is cyberbullying?

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

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

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

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

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

3. Responsibilities of the school community

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

School staff members have a responsibility to:

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school and departmental policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the NSL Anti-bullying Plan.

In addition, teachers have a responsibility to use opportunities and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual difference and diversity,
- behave as responsible digital citizens,
- follow the NSL Anti-bullying Plan,
- behave as responsible bystanders,
- report incidents of bullying according to the NSL Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour,
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour,
- support their children in developing positive responses to incidents of bullying consistent with the NSL Anti-bullying Plan,
- report incidents of school related bullying behaviour to the school,
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community,
- support the school's Anti-Bullying Plan through words and actions,
- work collaboratively with the school to resolve incidents or bullying when they occur.

The school's Anti-bullying Policy includes protection, prevention, early intervention and response strategies for student bullying, as follows:

| Aspect | NSL Strategies Include | NSL Strategies to Counter Cyberbullying |
|--|---|--|
| <p>Protection: factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences</p> | <ul style="list-style-type: none"> • All members of NSL have the responsibility to work actively towards the prevention of bullying. • All staff, students and community members (including parents and carers) actively foster the creation of a safe, secure, tolerant and happy school community • The Kids Helpline number is published on the school website. | <p>NSL teachers should:</p> <ul style="list-style-type: none"> • encourage students to be respectful of one another and to be sensible digital citizens, e.g. by referring them to the websites listed in this policy and by consulting the school's Cybersafety Guide for Parents and Students; • ensure their students feel they can approach them to discuss any matter, including possible incidents of cyberbullying by other students (whether the bully is from NSL or not). |
| <p>Prevention: builds on the protective factors and refers to strategies specifically designed to prevent bullying behaviour</p> | <ul style="list-style-type: none"> • Staff promote positive peer interaction (e.g. on lesson days at NSL through role-play, language games and drama activities). • Staff take advantage of opportunities during contact with their students to promote resilience and enforce anti-bullying messages. • On enrolment, students sign an undertaking, regarding responsible behaviour, including in regard to information and communication technologies. (see NSL Orientation Package) | <ul style="list-style-type: none"> • Newly enrolled students are to read and acknowledge the school's Cybersafety Guide for Parents and Students and complete the cybersafety activities included in the Induction Module sent to all students on enrolment. • Students and Parents of NSL students should consult the school's Cybersafety Guide for Parents and Students and linked websites for tips on preventing cyberbullying and managing cybersafety in general. |
| <p>Early Intervention: providing support before an issue emerges or escalates.</p> | <p>If bullying has been reported in the enrolment form, both the student's teacher and the DP are notified.</p> | <p>NSL teachers should be observant of changes in their students' behaviour/mood.</p> |
| <p>Response:</p> <ul style="list-style-type: none"> • the actions of the school when an incident occurs; • the informed development of future protection, prevention, early intervention and response strategies. | <ul style="list-style-type: none"> • Students who are bullied during their time enrolled at NSL are referred to the DP. • Any incident of bullying is responded to with one or more of the following: <ul style="list-style-type: none"> – conflict resolution/ mediation with student | <ul style="list-style-type: none"> • When dealing with incidents of cyberbullying, NSL students should: <ul style="list-style-type: none"> – ignore it – not respond to the bully. If the bully does not get a response, he/she may get bored and go away; – block the bully, as this will |

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| | <p>and/ or families involved,</p> <ul style="list-style-type: none"> – counselling, – restitution, – an agreement regarding standards of future behaviour, – suspension from face to face lessons. | <p>stop the student from seeing messages or texts from them;</p> <ul style="list-style-type: none"> – save the evidence as it can be useful in tracking the bully down. Save all texts, emails, online conversations or voicemails as evidence; – relay the abuse to their NSL teacher immediately (whether the bully is from NSL or not). <ul style="list-style-type: none"> • Parents of NSL students should: <ul style="list-style-type: none"> – notify their child’s NSL teacher as well as the relevant person in the child’s home school if they observe changed behaviours in their child or have concerns about possible incidents of cyberbullying involving other students (whether the bully is from NSL or not); – ensure their child reports any incident involving cyberbullying by another NSL student to their NSL teacher immediately or any incident involving cyberbullying by another student in their home school to the relevant persons in the home school; – contact the local police if there is a threat to their child’s safety. |
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6.6 Mobile Phone Policy

The Department of Education publishes a number of documents related to the use of mobile phones. These include:

- Legal Issues Bulletin No. 35: The use of mobile phones, portable computing games, tape recorders and cameras in schools and TAFE;
 - Core Rules for Students in NSW Government Schools;
 - Bullying: Preventing and responding to student bullying in schools guidelines;
 - Student Discipline in Government Schools Policy.
-
- Mobile phones are important communication tools, essential in providing a safe and effective school environment.
 - Mobile phones will be used responsibly by the students in accord with requirements of civil and criminal law.
 - Mobile phones and students using them must not cause disruption to classes or individuals.
 - If a student brings a mobile phone to school it is to be turned off and out of sight in classes, assessments, exams or similar organised activities unless required by the teacher for class activities.
 - Students misusing mobile phones at school will be brought to the attention of the Deputy Principal or Principal.
 - NSL does not accept responsibility for lost or damaged student mobile phones.

Inappropriate use of Mobile Phones

It is NSL policy that mobile phones are not to be used for inappropriate purposes, including cyber-bullying, taking pictures or video of other students or staff, surfing the net or sending emails. Students who do not follow the policy on mobile phones and engage in the above behaviours will have their phone removed and given to their supervisor.

Students may also experience the consequences outlined in the school's Anti-bullying Policy.

6.7 Anti-racism Policy

This policy commits NSL to the elimination of all forms of racial discrimination in the school and its worksites and applies to all employees of the Department of Education, all students in government schools and has implications for the school community.

Policy Statement

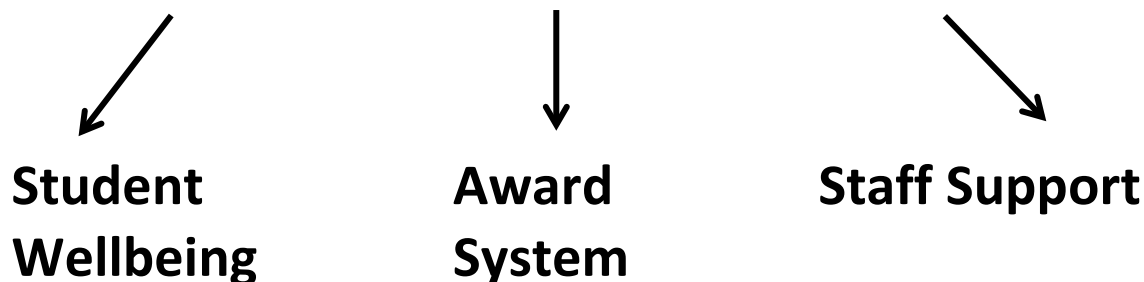
- 1.1** The NSW Department of Education and Community rejects all forms of racism. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organisation, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible.
- 1.2** No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of NSL.
- 1.3** All teachers at NSL are engaged in supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. Eradicating expressions of racism in learning and working environments and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of the Department of Education and Community.
- 1.4** All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.
- 1.5** NSL and departmental workplaces have trained Anti-Racism Contact Officers who provide timely and professional responses to complaints regarding racism.

6.8 Additional Programs

The following programs and practices are offered at NSL to promote the protection, safety, self-esteem and welfare of students. They are regularly reviewed to ensure they address the welfare needs of each student in a safe, responsive and harmonious teaching and learning environment. Opportunities are provided for students to demonstrate success in a wide range of activities, at all times valuing difference and ensuring that all students are treated in accordance with their special needs.

| Program | Responsibilities |
|---|--|
| Plagiarism policy | Head teachers/teachers |
| "All my own work" (AMOW) | Administered by the home school |
| Disability provisions | Head Teacher Administration/Head Teacher Enrolments/teachers |
| Home school visits | All staff conducting visits |
| First Aid Courses undertaken by staff, e.g. e-emergency care, anaphylaxis and asthma training | Deputy Principal/ Head Teacher Administration |

STUDENT WELLBEING FRAMEWORK



Students at Risk or needing Support

- Behavioural Indicators Checklist
- Referral Process
- Referral Form

Gifted and Talented

- Checklist for Identifying Gifted and Talented students
- Gifted and Talented Policy

Student Progress

- Procedures for the Review of Student Progress
- Letters of Concern
- Warning Letters

Mind Matters

- Independent Learning Skills Project
- Individual staff training

Whole School PL sessions

- Outside experts
- Staff workshops
- Presentations from conferences

Staff Support Documents

- Teacher Support Factsheets
- Individual Plan pro forma
- Checklists
- Referral forms

Appendix 2: Checklist for the Identification of Students at Risk

Behavioural Indicators to Support the Identification of Students at Risk

Student: _____

Date Completed: _____ Completed by: _____

| Behavioural Indicators | Frequency | | | Comments |
|--|-----------|-----------|--------|----------|
| | Often | Sometimes | Rarely | |
| Course Work - Written | | | | |
| Failure to keep up with work schedule | | | | |
| Work sent in spasmodically | | | | |
| Handing in incomplete work | | | | |
| Avoidance of more difficult activities | | | | |
| Not doing Moodle work | | | | |
| Difficulty following instructions | | | | |
| Inappropriate written content | | | | |
| Poor performance overall | | | | |
| Receiving warning emails, phone calls, letters | | | | |
| Other: | | | | |

| | | | | |
|------------------------------------|--|--|--|--|
| Phone Contact | | | | |
| No or infrequent phone lessons | | | | |
| Avoidance of phone lessons | | | | |
| Difficulty with basic oral work | | | | |
| Phone lessons not well prepared | | | | |
| Frequent unnecessary phone contact | | | | |
| Other: | | | | |

| | | | | |
|--|--|--|--|--|
| Behaviour | | | | |
| Poor organisational skills | | | | |
| No correspondence/email | | | | |
| Avoiding contact with teacher | | | | |
| Not communicating with the supervisor | | | | |
| Reported truanting from home school | | | | |
| Student reporting difficulty sleeping | | | | |
| Agitated/upset/crying on phone or at face to face lessons | | | | |
| Masking behaviours, e.g. fabrications of work submitted | | | | |
| Sudden, unexplained change(s) in usual patterns of behaviour | | | | |
| Other: | | | | |

Appendix 3: Health Care Plan Process

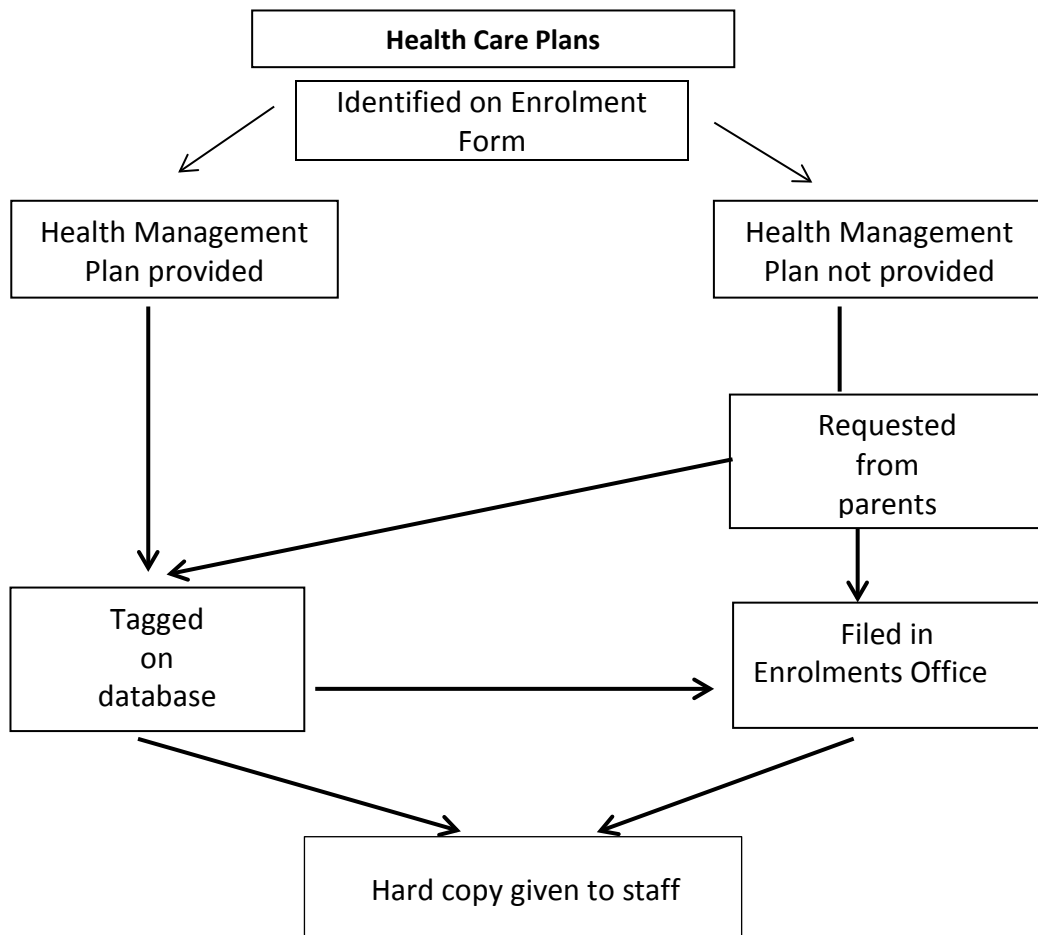
The health and wellbeing of students in this school is a priority. Students may have a range of health care needs and these may change over time.

Schools, parents and carers are asked to provide information about their children's health both on enrolment **and on an ongoing basis**.

Schools must provide a health care plan if their student has an allergy or health conditions. Individual health care plans should be developed for the following:

- Severe asthma, type 1 diabetes, epilepsy and anaphylaxis;
- Any student who is diagnosed as being at risk of any emergency.

Health care plans are tagged on the school's database and hard copies are provided to the relevant teacher and a copy kept in the Enrolments Office. For serious conditions the Health Care Plan is displayed in the common room.

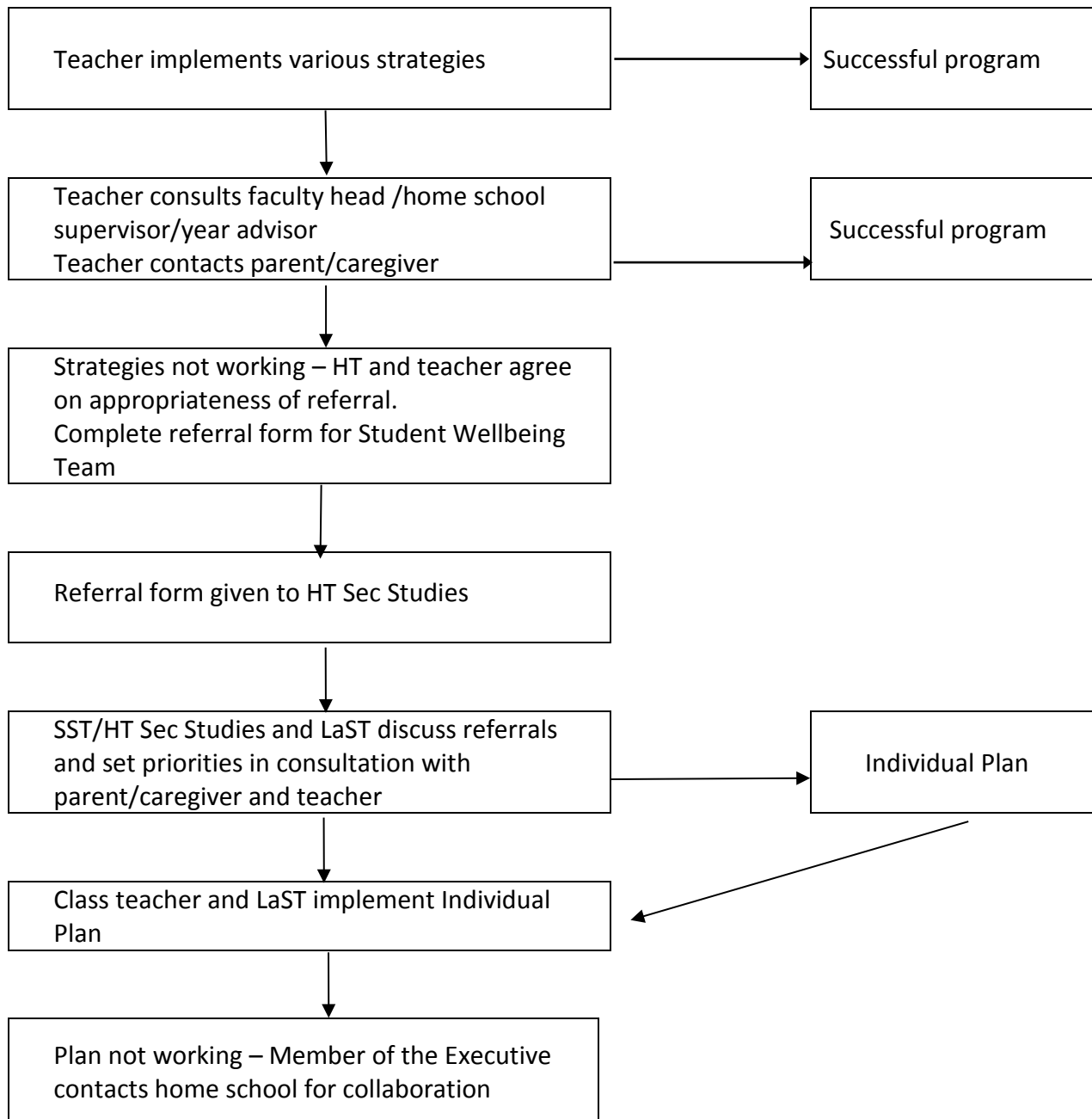


Appendix 4: Student Wellbeing Team Referral Process

Student not meeting academic/social expectations

See Behavioural Indicators Checklist

NB. Please issue Letters of Concern and Warning Letters, as appropriate.



Appendix 5: Student Wellbeing Team Referral Form

NSL Student Wellbeing Team Referral

| | |
|------------------------------|---------------------|
| Student | |
| Year/Course | Teacher |
| Home School | |
| Supervisor's name | |
| Head Teacher Signature | Referral Date |

| |
|----------------------|
| Reason for referral: |
|----------------------|

| |
|--|
| Details of Strategies attempted: |
| <ul style="list-style-type: none">• Class Teacher• Head Teacher• Other |

| |
|-----------------------------|
| Other relevant information: |
|-----------------------------|

| |
|--------------------|
| Support requested: |
|--------------------|

| |
|----------------------------------|
| LaST Recommendations / Comments: |
|----------------------------------|

SST Coordinator signature Date

Appendix 6: NSL Aboriginal Student Personalised Learning Plan

| | |
|---|--|
| Student Name: Language: Year: Teacher: HS PLP received: yes / no Date PLP started: | <u>Approval date:</u> Parent: Supervisor: |
| Indicate Intervention area(s) addressed by this Student Learning Plan: Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Project <input type="checkbox"/> Moodle <input type="checkbox"/> Late return of work <input type="checkbox"/> Communication <input type="checkbox"/> | |

Student Background Information

Disability / Medical Conditions:

Medication:

Academic concerns:

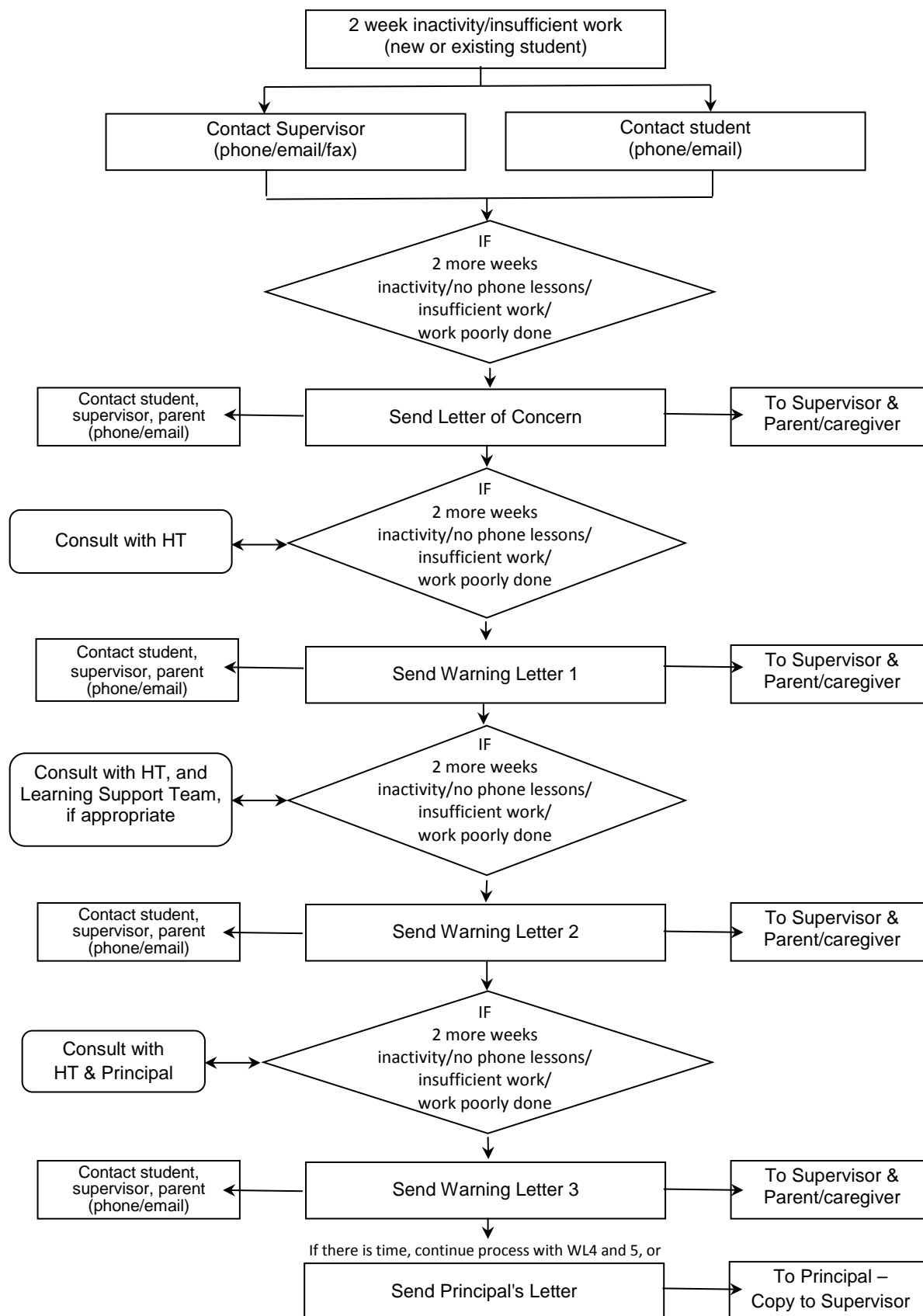
Behaviour / Sensory Concerns:

Communication:
(carers/supervisor)

School Intervention

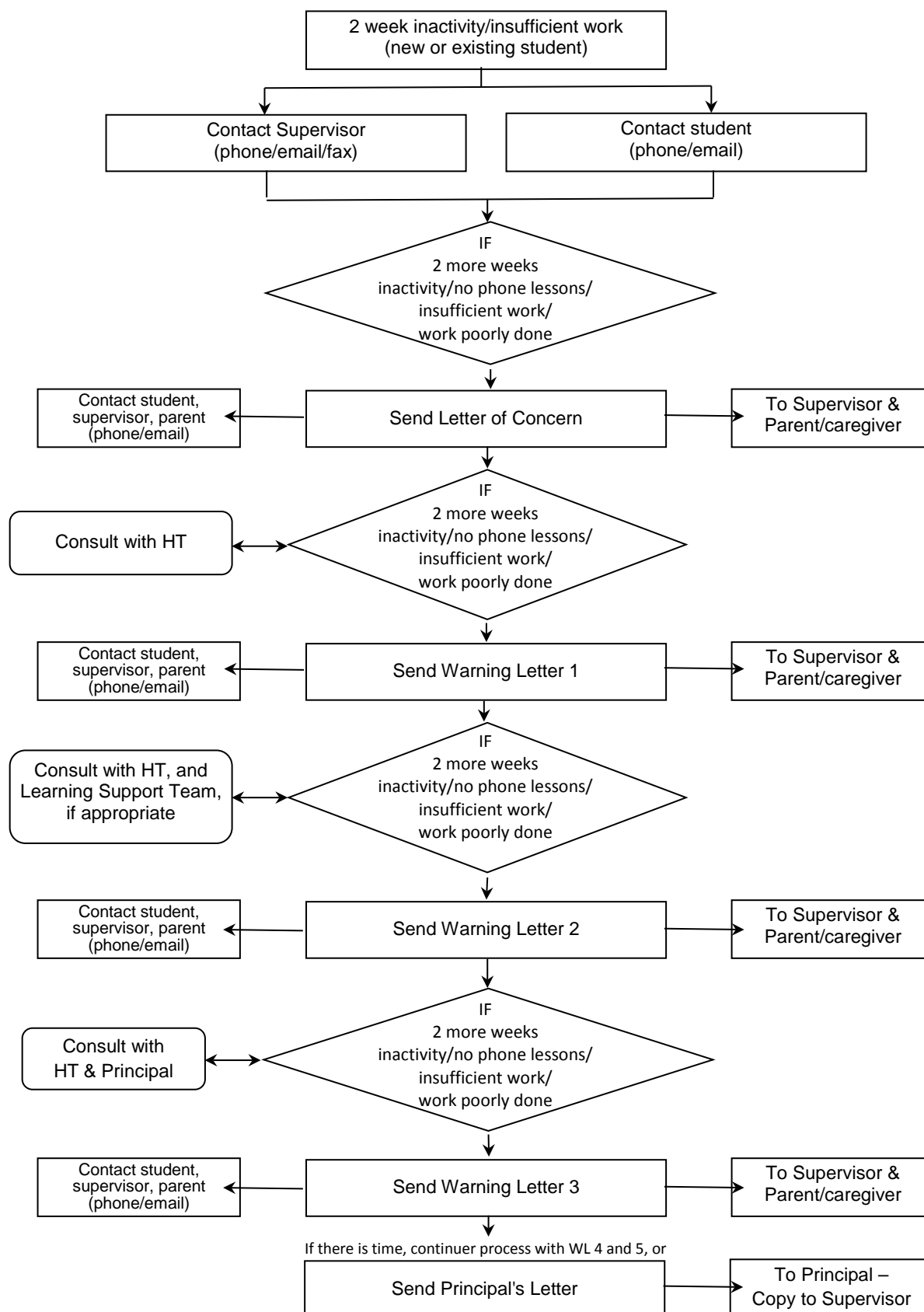
| Area | Specific Need | Intervention Strategy | Date | Evaluation | Date |
|------|---------------|-----------------------|------|------------|------|
| | | | | | |
| | | | | | |

Appendix 7: Procedures for review of student progress for Year 10 students (ROSA)



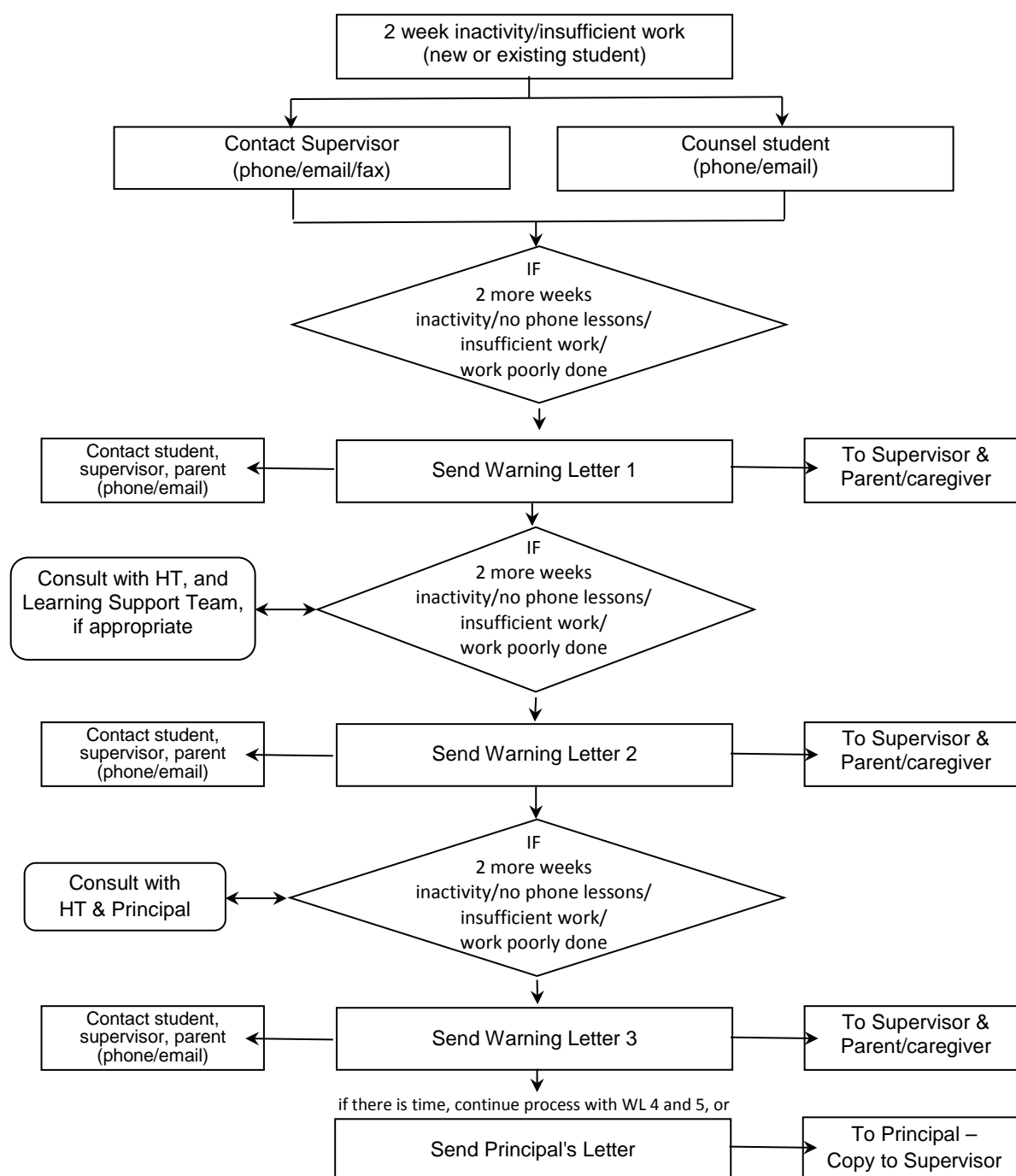
NB: Throughout the above process teachers should still endeavour to make contact with the student through phone calls to the school supervisor, student's home phone or mobile, and emailing the student or contacting them through an online classroom. All these attempts should be documented as further evidence of the many chances the student was given to engage in the course and fulfil NESA and NSW School of Languages requirements.

Appendix 8: Procedures for review of student progress for Preliminary students



NB: Throughout the above process teachers should still endeavour to make contact with the student through phone calls to the school supervisor, student's home phone or mobile, and emailing the student or contacting them through an online classroom. All these attempts should be documented as further evidence of the many chances the student was given to engage in the course and fulfil NESA and NSW School of Languages requirements.

Appendix 9: Procedures for review of student progress for HSC students



This process begins in Term 4 and continues into Yr 12 and is not to be started afresh.

NB: Throughout the above process teachers should still endeavour to make contact with the student through phone calls to the school supervisor, student's home phone or mobile, and emailing the student or contacting them through an online classroom. All these attempts should be documented as further evidence of the many chances the student was given to engage in the course and fulfil NESA and NSW School of Languages requirements.

Appendix 10: Anti-Bullying Action Plan

Unacceptable Behaviour

- Bullying
- Cyberbullying
- Harassment
- Threats
- Belittling
- Teasing



The Teacher

The Teacher will:

- document the incident and refer it to DP,
- for cyberbullying: not delete any evidence when shown to them by a student and report the incident to the DP.



The Deputy Principal

The Deputy Principal will:

- fully investigate the incident including gathering all related evidence,
- contact the student's parents,
- contact the DP at the student's home school to notify them of any incident of Cyberbullying involving that student (whether the bully is from NSL or not),
- counsel student/ refer student for counselling at home school,
- institute conflict resolution or mediation measure with students involved,
- counsel student,
- draw up an agreement regarding standard of future behaviour,
- suspend student from face to face lessons, if required.



The Principal

The Principal will:

- contact the Child Wellbeing Unit if required;
- contact the Police Youth Liaison Officer and the School Liaison Police Officer, where appropriate.

Appendix 11:

Gifted and Talented Language Learners in Distance Education Teacher Nomination Form

It is important to remember that gifted learners are not a homogenous group. Different learners will display a different mixture of the following attributes. They may have particular strengths in one or more of the four major skill areas (reading, writing, listening, speaking). Please tick the box where applicable.

Student's Name

Course

Teacher

| The student displays: | |
|---|--|
| Above peer group language skills – high quality performance | |
| Sophistication in the use of language | |
| Ability to manipulate language creatively and imaginatively | |
| Rapid uptake and application of linguistic system | |
| Curiosity about how language works | |
| Desire to attain deeper knowledge and understanding | |
| Focus and engagement | |
| Maturity in approach | |
| Exceptional reasoning ability and insight | |
| Intellectual curiosity | |
| Complex thought processes | |
| Ability to synthesise information and ideas | |
| Divergent thinking | |
| Insight into own learning needs, style and preferences | |
| Independent learning skills | |
| Ability to compare cultures and/or linguistic systems | |
| High level of motivation | |
| High level of concentration | |
| Perseverance | |