



ST. ANDREW'S GRAMMAR

**INTERNATIONAL
STUDENTS ATTENDANCE
& BEHAVIOUR COURSE
PROGRESS
POLICY**

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ST. ANDREW'S GRAMMAR

International Students Attendance and Behaviour Course Progress Policy

Policy Statement

Monitoring the course progress of students includes the monitoring of their attendance and school and their behaviour whilst at school and whilst attending school functions. The School will report students through PRISMS, who have who have failed to maintain a satisfactory attendance record or have made a severe breach of the rules and regulations of the School.

Key Requirements of the School

All international students are required to comply with the School's Absence from School Student Policy and Procedures and with the School's Behaviour Management Policy.

Student Attendance

All student absences are monitored on a daily basis and staff check and monitor class roles each session of the day. The School has fixed procedures in place regarding contact of parents/guardians in the event of a short term or long term student absence as per the Absence from School Student Policy.

If a student's attendance drops markedly over a short term or is absent without an adequate reason or if the student is assessed as not achieving satisfactory attendance (a minimum of 80% attendance) through the School's Absentee procedures, the School will notify the parents of its intention to report the student through PRISMS.

The written notice from the Head of Primary or Academic Director will inform the parents that they are able to access our Grievance Resolution Policy and that they have 20 working days in which to do so.

If following the Grievance Resolution process, a decision is reached that supports the School, the School will report through PRISMS that the student is not achieving satisfactory attendance as soon as practicable.

The School may decide not to report a student for breaching 80% attendance if:

- There is documentary evidence from the parents/guardians demonstrating that compassionate or compelling circumstances apply. Compassionate or compelling circumstances may be defined as those circumstances beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
 1. Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
 2. Bereavement of close family members such as parents or grandparents;
 3. Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies;

4. A traumatic experience which could include involvement in, or witnessing of a serious accident; and witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists' reports)
- The student is attending at least 80% of the course contact hours for which he or she is enrolled; and
 - This is consistent with the School's Absence from School Student Policy

Note that the School will only use PRISMS to report a student who breaches the Absence from School Student Policy.

The Department of Immigration and Border Protection (DIBP) may cancel a student's visa based on the School's dissatisfaction with a student's attendance. DIBP does not need to assess whether a breach has occurred. However, DIBP will retain the ability to consider exceptional circumstances as to why the visa should not be cancelled and to refer the matter back to the School if the School has not given the student access to an appropriate appeals process and/or considered compelling and compassionate circumstances, where relevant. However, these circumstances will be limited.

Student Behaviour

The School believes that the only discipline of real significance is that which the individual imposes upon him or herself.

Nonetheless, a skeleton of rules is provided for guidance in the process of development of self discipline. The aims of the rules are to make each student aware of the value of self control and to develop a sense of responsibility for his or her own conduct and for the well being of others. Rules are established as guidelines for behaviour and students will learn to distinguish between freedom and license.

Every member of the School community must recognise and accept that the reputation of the School depends on the behaviour and actions of each individual student.

The Behaviour Management Policy is based on the Charter of Rights and Responsibilities. This Charter applies to students, staff and parents. All members of the School Community must be responsible for their actions and be prepared to guarantee the rights of every other person. This Charter is published in the Behaviour Management Policy, School Handbook and School Diary (Primary and Secondary).

The School Rules and all matters pertaining to Behaviour Management will be found in the School's Behaviour Management Policy

Support, Intervention and Consequence

Although students have a clear choice when deciding to follow or not follow the School Rules, Dress Regulations and Charter of Rights and Responsibilities, there are a number of support procedures in place that ensure that all students are provided with guidance during this process.

All students have a specific staff member who monitors their progress and pastoral care needs and who liaises with parents. In the Primary School this is the Class Teacher. In the Secondary

School, this is the Form Teacher. International students also have direct support from the Head of Primary, the Pastoral Coordinator Year 7-9 and the Academic Director.

There is a strong network of support available in the School ranging from the Class/Form Teachers to the Head of Primary, the Pastoral Coordinator Year 7-9 and the Academic Director, Chaplain and ultimately, the Principal.

Students at risk are identified and intervention and corrective strategies are implemented to assist them.

Academic Behavioural Problems

Most issues of academic difficulties are dealt with in class as they involve learning styles and difficulties with comprehension of concepts and work. These difficulties are not considered to require disciplinary intervention. Examples are poor quality class-work or very low achievement in tests. Consequences for academic difficulties are usually not punitive. However, most of these are dealt with via the Homework Diary or a letter to the parents.

In all cases of academic behavioural problems, parents will be advised in the first instance by the class-room teacher. Failure to do set homework or submit assessments is an example. Repeated failure may need to be dealt with more severely by the relevant Head of School.

Form Teachers who identify failure to complete homework in several areas pass this on to the Head of Primary or the Academic Director who contacts parents.

International students must refer to the International Students Monitoring Course Progress Policy.

Social Behavioural Problems

These are often of a more complex nature and the solution can be equally complex. Essentially, they are dealt with through a hierarchical system.

Primary: Class Teacher or Specialist Teacher, Head of Primary, Principal.

Secondary: Form Teacher or Class Teacher, the Pastoral Coordinator Year 7-9, Academic Director, Principal.

At St. Andrew's Grammar negative consequences and sanctions include:

- Words of positive criticism or chastisement in the classroom and playground from a teacher, Head of Primary, the Pastoral Coordinator Year 7-9, the Academic Director or the Principal. This is always related to the behaviour and NOT the student.
- Brief notes of concern in the student homework diary by the Class Teacher, Head of Primary, the Pastoral Coordinator Year 7-9, the Academic Director or the Principal.
- The use of classroom sanctions such as keeping the whole class in for 5 minutes during a lunch break for collaborative poor behaviour.
- Recess or lunch detentions for a maximum of twenty minutes, whilst still allowing the child the opportunity to have something to eat and drink and take a toilet break. Parents are informed via a note in the diary, telephone call or email.
- Recess or lunch litter duty penalties ranging from five minutes up to twenty minutes

depending on the behaviour. No class teacher can impose a penalty greater than a twenty-minute duty; however, several can be given depending upon the severity of the incident. Parents are informed via a note in the diary, telephone call or email.

- After school detentions. These are held in the School on one day each week from 3.15pm - 4.15pm and are supervised by the Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director. This is considered to be a severe punishment. Class teachers may not impose this sanction but may request this from the Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director. Parents are informed in writing.
- Saturday detention in the School is held on a needs basis and is supervised by the Principal. This is considered to be a severe punishment. The Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director may impose this sanction after consultation with the Principal. Parents are informed in writing.
- Community Service is usually given on student free days or during school holiday breaks and is equivalent to a Saturday detention. This is considered to be a severe punishment. Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director may impose this sanction after consultation with the Principal. Parents are informed in writing. Parents are informed in writing.
- In-school or out-of-school Suspension is only given by the Principal. The Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director may not impose this sanction but may request this from the Principal. Parents are informed at a formal interview with the Principal and this is confirmed in writing.

Social Behaviour in the Younger Years

In the Primary School, each child is involved in drawing up an appropriate set of class rules. After the necessary warning for inappropriate behaviour some form of punishment or a reprimand is imposed.

There are general guide-lines used when disciplining students, however, it is dealt with at an individual level.

For more serious offences students incur recess or lunch detentions, impositions to be completed at home, after school detentions, Saturday detentions or suspensions. The need for appropriate and considerate behaviour is stressed rather than the need for obeying a rigid set of rules.

Social behavioural problems are often of a more complex nature and the solution can be equally complex.

During any one year, a student who is suspended (In-School or Out-of-School) more than three times will be dealt with by the Principal. In extreme cases exclusion may result.

Exclusion or expulsion involves the permanent removal of a student from the School. This sanction is rarely exercised but will be used if required. The Principal, after consultation with the Chair of the School Board, is the ONLY person in the School who may exercise this sanction. Parents are informed at a formal interview with the Principal and this is confirmed in writing.

The Cumulative Effect in the Secondary School

For breaches of school rules or dress code standards, students incur recess or lunch detentions, impositions to be completed at home, after school detentions, Saturday detentions or suspensions.

During any one term, any student who receives more than three after school detentions or two Saturday detentions will be dealt with by the Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director and parents will be contacted. This will result in a three-day suspension.

After-School Detention in the School is held on one day each week from 3.15 - 4.15 p.m. and is supervised by the Head of Primary, the Pastoral Coordinator Year 7-9 or the Academic Director. This is considered to be a severe punishment.

During any one year, a student who is suspended (In-School or Out-of-School) more than three times will be dealt with by the Principal. In extreme cases exclusion may result.

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The underlying principles are that each case is dealt with on its merit. Severe cases, such as the possession of drugs, are treated very seriously. The School expects the co-operation of parents in all matters.

Primary or Secondary International Students

The School will, via Provider Registration and International Student Management System (PRISMS), report if a student has made a severe breach of the rules and regulations of the School resulting in either his or her deferment, suspension or exclusion.

The School will inform the parents of the student concerned of its intention to suspend or cancel the student's enrolment where the suspension or cancellation is not initiated by the student and that they are able to access our Grievance Resolution Policy and that they have 20 working days in which to do so. Parents need to be aware that deferment, suspension or cancellation of enrolment may affect their child's visa.

If parents access our Grievance Resolution Policy, cancellation of the student's enrolment under this standard will not take effect until the internal process is completed, unless extenuating circumstances relating to the welfare of the student or other students at the School applies.

If the parents appeal the decision to defer, suspend or cancel their child's studies, the School will only notify of a change to the enrolment status when the internal complaints and appeals process is completed unless an immediate exclusion is applied.

The School may decide not to report a student for deferment or misbehaviour if:

- There is a documented inability for the child to begin studying on the course commencement date due to delay in receiving a student visa;
- There is documentary evidence from the parents/guardians demonstrating that compassionate or compelling circumstances apply. Compassionate or compelling circumstances may be defined as those circumstances beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

1. Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
2. bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided);
3. Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies; or
4. A traumatic experience which could include:
 - involvement in, or witnessing of a serious accident; or
 - witnessing or being the victim of a serious crime and this has impacted on the student (these cases should be supported by police or psychologists' reports)

Other 'extenuating circumstances' relating to the welfare of the child may include, but are not limited to the following. The student:

1. refuses to maintain approved care arrangements (only for students under 18 years of age);
2. is missing;
3. has medical concerns, severe depression or psychological issues which lead the School to fear for the student's wellbeing;
4. has engaged or threatens to engage in behaviour that is reasonably believed to endanger the student or others; or
5. is at risk of committing a criminal offence.

DIBP may cancel a student's visa based on the School's dissatisfaction with a student's behaviour. DIBP does not need to assess whether a breach has occurred. However, DIBP will retain the ability to consider exceptional circumstances as to why the visa should not be cancelled and to refer the matter back to the School if the School has not given the student access to an appropriate appeals process and/or considered compelling and compassionate circumstances, where relevant. However, these circumstances will be limited.

This standard allows for three different outcomes for the student's Confirmation of Enrolment (CoE):

- The School notifies, through PRISMS, that it is deferring or suspending a student's enrolment for a period without affecting the end date of the CoE. In this case there is no change to the CoE or the student's enrolment status on PRISMS ie. the student's CoE status will still be listed as 'studying'. However, the notice of deferment or suspension will be recorded in PRISMS.
- The School notifies, through PRISMS, that it is deferring or suspending a student's enrolment for a period which will affect the end date of the CoE. In such situations, PRISMS may cancel the original CoE, and immediately offer the School the opportunity to create a new CoE with a more appropriate end date. If the School does not know when the student will return, it can choose not to create a new CoE at that point, but to wait until the student has notified the School of the intended date of return before creating the new CoE.
- The School notifies, through PRISMS, that it wishes to permanently cancel (terminate) the student's enrolment. Once this process is complete, the student's CoE status will be listed as 'cancelled'.