

## Student wellbeing

The class teacher is the primary point of contact for student wellbeing and attendance. As stated in the academy's learning principles, a sense of self-efficacy among learners is a significant facilitator of progress in learning. Learning should take place in a context of high expectations that are framed in the context of positive, respectful relationships among teachers and students.

The wellbeing of students enrolled with the academy is the joint responsibility of the academy and the student's home school. Teachers who have concern about a student wellbeing matter should let the family contact person, an academy coordinator and the home school know. Professional judgement should be used in deciding the timing and method in communicating this information.

In the case of a significant incident such as an accident or sudden onset of illness, the teacher should contact the student's family and the academy without delay, and should seek qualified medical advice when necessary. An accident/incident report should be completed in these cases, if possible within 24 hours, and may be lodged via email to [info@cal.act.edu.au](mailto:info@cal.act.edu.au). Templates for accident/incident reports and witness statements are provided in an appendix to the academy documentation.

Special needs will be addressed as the needs arise. Venues are selected with mobility access in mind. The main teaching centres likely to be used in 2018-2019, Dickson College and Narrabundah College, have good mobility access. For students identified as needing special provisions to participate, such as reasonable adjustment for assessment purposes, the academy will prepare an individual learning plan (ILP) in consultation with the student, the student's school and the student's family.

## Duty of care

Students will make their own way to the teaching centre(s), as they do currently for the ANU Extension program. The academy will have duty of care during scheduled session times and during other academy activities such as excursions. Teachers' duty of care encompasses:

- Duty to supervise students so that they comply with expectations, with requirements for their own safety and that of their peers and staff members, and the good order, safety and security of venue facilities and the academy's equipment
- Duty to implement programs that are consistent with safety requirements and the learning needs of students enrolled in the programs.

## Referrals

In the first year of operation, teachers will refer matters of concern to the principal. In the second year, it is anticipated that the academy will appoint a director of studies, to whom they can initially refer these matters. As noted above, families and the home schools or day schools will be kept informed of any significant concerns, and if a student requires urgent medical attention, the family should be contacted and an incident report form should be completed.

## Communication

Protocols for communication are outlined in the academy's communication policy.

## Attendance

Attendance records are to be kept electronically from 2018 via the online Appsence application. For an overview of the Appsence app for recording attendance, see [www.appsence.com.au](http://www.appsence.com.au). Appsence generates spreadsheet files in csv format, from which students' home schools or day schools can import data into their attendance recording systems.

- Attendance for face-to-face sessions is to be recorded in real time at the start of face-to-face sessions. This attendance information is required as evidence that course requirements are met. It is also required for use in case of incidents such as emergency evacuations, as outlined in the academy's Procedures document.
- In the case of online set work, attendance is to be recorded by the end of the week, based on verified completion of the set work.
- While it is strongly recommended that students complete set work in the week in which it is scheduled, the record of completed set work can be updated where a deferred submission is agreed by negotiation between a student and the class teacher.
- As well as providing attendance data, the set work component in courses at the academy provides formative assessment to help teachers, students and families monitor ongoing learning. This assists in preparation for assessment tasks.

## Expectations

High expectations are meaningful in the context of effective communication, consistency and positive, constructive relationships. The academy's expectations of students are that:

- They will be respectful in their relationships with their peers, staff members and members of the academy's stakeholder community including custodians of venues used by the academy
- They will genuinely engage with the learning programs provided by the academy and provide timely information to academy staff members about any issues affecting their capacity to do this, so that the appropriate advice and assistance can be provided to them
- They will respect the requirements regarding academic ethics, as outlined at [http://www.bsss.act.edu.au/information\\_for\\_students/whats\\_plagiarism\\_how\\_to\\_avoid\\_it](http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it)

Teachers who identify issues of concern in relation to any of these points should first attempt to resolve the issues in a respectful discussion with the student(s) involved. If not resolved satisfactorily, the issues should be referred to an academy coordinator for consideration and action if deemed necessary.

As a matter of principle, we oppose the use of corporal punishment or of any behaviour that humiliates or intimidates students, both in the interests of students and of organisational culture. Instead, we include fostering of a civil society as one of our three key values.