



Student Support Policy

Canberra Academy of Languages

Student wellbeing

The class teacher is the primary point of contact for student wellbeing and attendance in programs delivered by the Canberra Academy of Languages (CAL). As stated in CAL'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.

The wellbeing of students enrolled with CAL is the joint responsibility of CAL and the student's home school. Teachers who have concern about a student wellbeing matter should let the family contact person, a CAL 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 CAL 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. Templates for accident/incident reports and witness statements are provided in an appendix to CAL documentation.

Duty of care

Students will make their own way to the teaching centre(s), as they do for the ANU Extension program. CAL will have duty of care during scheduled session times and during other CAL 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 CAL's equipment
- Duty to implement programs that are consistent with safety requirements and the learning needs of students enrolled in the programs.

Inclusion and special needs

Special needs will be addressed as the needs arise. Venues are selected with mobility access in mind. From 2021, Ainslie School is the venue for CAL programs, with classes running on Wednesday evenings and Thursday evenings from 2021 onwards. The school has good mobility access, including a ramp at the east end of the main building for access to the ground floor, and a lift for access to the first floor.

For students identified as needing special provisions to participate, such as reasonable adjustment for assessment purposes, CAL will implement an individual learning plan (ILP) in consultation with the student, the student's school and the student's family.

The wishes of students and families on matters such as gender identity are respected. Fields are included in the CAL enrolment form, the CAL master enrolments record, and class list files for teacher reference. There is also a section in the CAL enrolment form for student safety and wellbeing, which includes fields for diagnosed difficulty affecting access to learning or participation in educational programs and diagnosed medical conditions. Teachers work with students where needed to provide reasonable adjustment to assessment conditions to mitigate disability, illness or misadventure, as outlined in the BSSS Policy and Procedures Manual.

Absence explanations

For purposes such as absence explanations, while students may advise class teachers directly in the first instance of anticipated absences, parents or carers should provide endorsement via email either in advance, or as soon as possible after the relevant class sessions. The class teacher records this in the attendance schedule. If an absence occurs when there is a scheduled assessment task, then supporting evidence such as a medical certificate is required. For more details on the process, please refer to CAL's absences process document.

Independent students do not need a third party to endorse absences, except for assessment tasks, where a doctor's certificate or other substantial evidence should be provided. These are students who are over the age of 18, not living at home and earning their own living; and/or who are recognised by Services Australia as independent; or who are 22 or older in any situation.

Referrals

Teachers may refer matters of concern to the CAL principal, registrar, director of school, or director of studies. A student's family and the home school or day school will be kept informed of any significant concern. 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 CAL's communication policy.

Attendance

Attendance records are kept in an electronic record and are accessed by the Convener and Director of Studies when needed for reporting purposes and for communication with schools and families.

- Attendance for face-to-face sessions is recorded in real time for **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 CAL's Procedures document.
- In the case of online **set work**, attendance is recorded by the end of the week, based on verified completion of the set work. Hours recorded for such out-of-session set work are considered as **work-required attendance credits**. This work, along with attendance at face-to-face sessions, is evidence of a student's participation in the program of learning and engagement with the planned learning activities. It should be considered a priority for students to complete set work each week, so that the intended learning can assist in progress towards learning goals for each semester students. This also provides the opportunity for feedback to students – formative assessment that will improve their capacity to complete assessment tasks effectively.
- 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. There are additional conditions relating to credit for **work that is set as preparation for an assessment task**. See the Curriculum, Assessment and Reporting Policy for details.
- As well as providing attendance data and evidence of participation in the program of learning, the set work component in courses at CAL provides formative assessment to help teachers, students and families monitor ongoing learning. This also assists in preparation for assessment tasks.
- ACT BSSS policy is that students are expected to attend all scheduled classes or contact time or structured learning activities for units in which they are enrolled. A student whose attendance falls below 90% of scheduled classes/contact time or 90% participation in structured learning activities in a unit without due cause supported by adequate documentary evidence will be deemed to have voided the unit.

Expectations

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

- They will be respectful in their relationships with their peers, staff members and members of CAL's stakeholder community including custodians of venues used by CAL
- They will genuinely engage with the learning programs provided by CAL and provide timely information to CAL 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, academic integrity and avoidance of plagiarism, as outlined on the BSSS website in relation to academic integrity at https://www.bsss.act.edu.au/academic_integrity_information

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 a CAL 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.