

AUSTRALIAN INTERNATIONAL COLLEGE OF ENGLISH

Policy Handbook

Revised May 2017, 2015

Australian International College of English's Commitment to Access and Equity for Students from Specific Client Groups Policy Statement

AICE's High School Preparation (HSP) program respects the right of every student to observe the practices of their particular culture and/or religion. AICE's HSP program also respects and understands the need to cater for the access and equity requirements of students of specific client groups. To these aims College's HSP program is committed to providing all necessary strategies and requirements in such cases of need following consultation and liaison with the HSP Coordinator.

AICE's role is to provide the highest possible standard of education to all its students. A stable, secure learning environment is essential to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and can impose psychological damage on students. It is recognised internationally that bullying behaviour is not confined to pupils in schools alone; it is prevalent in society, in the workplace and in the home.

As such, AICE recognises bullying is an issue that must be positively and firmly addressed through a range of school based measures and strategies through which all members of our school community are enabled to act effectively in dealing with bullying behaviour. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness and futility against the power being exercised by the bully; a high degree of collective vigilance is needed throughout the school community, the school, parents/ guardians if bullying behaviour is to be identified and dealt with in a fair and equitable manner.

As a basis of its anti-bullying policy, AICE defines bullying as follows;

Bullying is repeated aggression, verbal, psychological, or physical conducted by an individual or group against others.

Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing, it is bullying. Our staff has an awareness of the following forms of bullying.

Types of bullying

(1) Physical Aggression

This behaviour is more common among boys than girls. It includes pushing, shoving, punching, kicking and tripping people up. It may also take the form of severe physical assault. While boys commonly engage in 'mock fights' they can often be used as a disguise for physical harassment or inflicting pain.

(2) Damage to Property

Personal property can be the focus of attention for a bully; this may result in the damage to clothing, textbooks and other learning material or interference with a student's laptop or mobile phone. The contents of school bags may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

(3) Extortion

Demands for money can be made, often accompanied by threats in the event of the victim not promptly 'paying up'. Victims' lunches or lunch money may be taken. Victims may also be forced into theft of property for delivery to the bully. This tactic can be used for the sole purpose of incriminating the victim.

(4) Intimidation

Some bullying behaviour takes the form of intimidation. This is based on the use of very aggressive body language with the voice often being used as a weapon. Particularly upsetting to victims can be the 'look' – a facial expression that conveys aggression and/ or dislike.

(5) Abusive telephone calls/ text messages/ emails

The abusive phone call, email or text message is a form of verbal intimidation or bullying. The anonymous call is often prevalent where teachers are the victims of bullying. Advances in communication technology have resulted in text messaging becoming a major form of bullying among teenagers.

(6) Isolation

This form of bullying behaviour seems to be more prevalent among girls. A certain person is deliberately isolated, excluded or ignored by some or the entire class group. The person involved in the bullying behaviour usually initiates this practice. It may be accompanied by writing insulting remarks about the victim on boards or in public places, email and text messages or by passing around notes about or drawings of the victims or by whispering insults about them loud enough for them to be heard.

(7) Name Calling

Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Most name calling of this nature refers to physical appearance, e.g. 'big ears', 'swot'.

Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name-calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow or weak academically. At the other extreme are those who, because they are perceived as high achievers, are labelled 'swots', 'brain boxes' or 'teachers pets'.

(8) Slagging

This behaviour usually refers to the good-natured banter that goes on as part of normal social interchange between people. However, when this 'slagging' extends to very personal remarks aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if

couched in sexual innuendo, then it assumes the form of bullying. It may also take the form of suggestive remarks about a student's sexual orientation.

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem. Their suffering may be indicated through changes in mood or behaviour. Unfortunately, bullying can result in suicide. It is therefore important that staff at ABC Study Group are aware of and alert to the following changes of behaviour that indicate bullying as early intervention is desirable.

Indications of Bullying: Signs & Symptoms

The following signs/ symptoms may suggest that a pupil is being bullied:

- anxiety about travelling to or from school - requesting parents/ guardians to drive or collect them, changing route of travel or avoiding regular times for travelling to or from school;
- unwillingness to go to school, refusal to attend or wagging school.
- deterioration in educational performance, loss of concentration, enthusiasm or interest in school;
- unexpected changes either in mood or behaviour; it may be very noticeable before returning to school after weekends and more especially after long periods of holidays;
- visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about students or teachers;
- possessions missing or damaged increased requests for money or stealing money;
- unexplained bruising cuts or damaged clothing;
- reluctance or refusal to say what is bothering him/ her.

Racist and sexual harassment are linked to bullying. They often involve the same kinds of behaviours but they are usually directed against a person because of their cultural identity, or because they belong to a particular group or gender.

Who are the bullies?

Girls and boys can act as bullies. However most reported incidents involve individual boys or groups of several boys. When girls engage in bullying it is usually as part of a group, and it often involves indirect bullying which is more difficult for teachers to detect.

Who are the victims?

Any child can be bullied, but there are certain factors which can make a child more prone to being a victim of bullying, including:

- a lack of friends
- being shy
- coming from an over-protective family environment
- coming from a different racial or ethnic group
- being different in some obvious respect from the majority
- having Special Educational Needs
- being a "provocative victim"- a child who behaves inappropriately with others, barging in on games or being a nuisance

None of these factors can excuse the bullying but they may account for it happening

Where does bullying take place?

In primary schools up to three-quarters of bullying incidents take place in the playground. In secondary schools bullying is also most likely to occur in outside areas, but can also occur in

the classroom, corridors or toilets. At AICE, we need to remain aware that bullying can occur on the journey to and from school as well as on the school premises

ANTI-BULLYING POLICY STATEMENT

At AICE, we adopt a pro-active approach to bullying. Through assemblies, our school pastoral care program, and recognising positive modelling behaviour we are committed to ensuring that the school community work together to create a happy, safe, caring and stimulating learning environment.

We continually reinforce the importance of treating others well rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly pastoral care, and ensure children have the opportunity to talk about bullying during the pastoral care class or by speaking to their tutor or other teacher(s) in private.

At AICE, we believe that bullying is unacceptable. As such, incidents are dealt with appropriately by staff and in line with the school's Behaviour Policy and Code of Conduct.

All staff need to be alert to bullying both inside and outside the classroom. It is the responsibility of everyone to report acts of bullying as soon as they arise. AICE is a caring school and, as such, the affect of being seen to act is as important as taking action. Silence and secrecy nurtures bullying.

If you come across bullying, what should you do?

- Remain calm – you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Ensure the victim is safe and being cared for
- Take the incident seriously
- Think about whether your action needs to be public or private, who are the pupils involved.
- Reassure the victim and don't make them feel inadequate or foolish
- Make it clear to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Punish the bully if you have to – be careful HOW you do this. Reacting aggressively or punitively gives the message that it is right to bully if you have the power.
- Explain clearly the punishment and why it is being given.

Involving others:

- Inform senior staff
- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- Refer to the Director of Studies or Counsellor who will, if necessary, inform both parents/ guardians of the incident and reassure them that the incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you.

All incidents of bullying should be recorded.

For students

If someone you know is being bullied:

- Don't rush over and take the bully on – you don't want other people to think that you are a bully.
- Let a teacher know what is happening
- Try to be a friend to the person who is being bullied
- Refuse to join in
- Ask for help

If you are being bullied:

- Always remember if you are being bullied, you **can** do something about it.
- Remember it is not your fault.
- TELL SOMEONE
- Practise what you want to say
- Write down what is happening
- Don't give up
- Ask your parents/ guardian to visit the school
- Talk over what to do with a friend, teacher, mother, father, guardian or someone you trust.
- Tell your Class Tutor or the School Counsellor. Staff at ABC Study Group will listen to you.
- TAKE CONTROL – Tell us your views and opinions.

REMEMBER – WE CAN MAKE A DIFFERENCE!

Student code of conduct

1. RESPECT

AICE has the best teachers and staff, and a fresh, clean and student-friendly school environment. Please respect them. Our values include:

- Students must always show respect to every person.
- There will be no use of bad language.
- There will be no disobeying teachers or other staff.
- There will be no littering and no graffiti.
- There will be no damage to property.
- Everybody in the building, even if they do not work or study on our floor must also be treated with respect.
- Leave the lobby and entrance to the building clean.
- Don't run down the fire stairs.
- Stand aside to let adults through the door first.
- Don't smoke anywhere in or near the school

2. SCHOOL LIMITS

AICE is located in the CBD of Sydney. We must be good neighbours to the thousands of people who work in the area. The following rules will be observed:

- Students are not permitted to stand at the front of the school, loiter or play in the street, or stand in the building lobby, the stairs or the areas in front of the lifts at any floor.
- **Students are not allowed to use the fire stairs unless the lift is not working or there is an emergency. All students must enter and exit the school using the lift.** Please leave the door to the fire stairs closed at all times. It is a law enforced by the Fire Department, and carries a fine for the school.

3. CONTACTING THE FRONT DESK

Our administration staff work very hard to assist you. If students need to see the administration staff, please do so before or after school.

Please also remember to speak to them in English whenever possible.

4. THE KITCHEN/STUDENT LOUNGE

This is your space, but has to be shared with the rest of the school as well. Observe the following rules:

- Leave the tables, sinks, microwaves, fridge and dishes clean after use.
- Don't leave any dirty bowls, plates or cutlery in the sink. Everything must be washed.
- Leave the floor clean.
- Remember other students are studying while you are having lunch, please keep it quiet!

5. THE CLASSROOMS

AICE has clean, beautiful classrooms. They provide you with a comfortable and stimulating learning environment. Observe the following rules:

- No drinking (except bottled water) or eating is permitted in the classrooms.
- Put your folders in the bookcase at the back of each room.
- Keep the desks and chairs clean.
- Don't damage any furniture.
- Don't play with the CD players or DVD players in the classrooms.
- Rooms are to be tidied at the end of each day before students leave.

6. FIRES AND EMERGENCIES

All students must be aware of the school evacuation procedures to ensure their safety in the event of a fire.

- The procedures are displayed in every classroom in the school.
- If there is a fire, or a fire drill, students must follow the teacher's instructions and leave the building using the nearest fire exit, as shown on the diagrams in each classroom.
- The students will walk to the emergency assembly area on the corner of George and Pitt Sts, where the class roll will be marked. Students must remain with their teacher. No one is permitted back into the building until the HSP Coordinator or the Director of Studies has approved a return.
- No student is permitted to use a fire extinguisher without the permission of a member of staff of ABC Study Group.

7. MONDAY SPORT

There is a designated Sport day each week for 1 hour of physical activity:

- Bring appropriate clothing and footwear.
- Bring a note from the guardian if you are unable to play sport.
- Students get their names marked off for sport in their classrooms, and remain with their teacher until they reach the sports venue.

Due to lack of effort, interest and polite behaviour at sports – AICE is enforcing the following rules.

If you take or waste the time of your teacher and class, or misuse time at the Sports Centre, it will cost you 1 hour of your time in the evening in extra homework.

Any student caught doing any of the following will have 1 extra hour of homework.

- late for meeting at the lift downstairs
- shopping or buying something on the way to or from sport or before walking to sport (buy at break-time)
- sleeping, sitting, chatting or not playing some sport at the sports centre...time for exercise – not your mouth – but your body!
- reading Chinese or native language books in the library
- drinking fizzy drinks at sport time (after is okay)
- not handing in your phone at the sports centre
- not listening when the teacher tells you to hurry up or walk faster – there will be 1 warning.

*note – students who fail to complete the extra one hour homework after a breach, will serve detention with the Director of Studies or Head Teacher. If it happens more than 3 times, the student may be required to sit with the DOS instead of going to sport in the future and will not be eligible for any other school excursion.

8. EXCURSIONS

Excursions are an important part of AICE's HSP program. They provide hands-on learning in a stimulating environment.

- They are compulsory, not optional.
- Students must hand in their permission slips before the day of the excursion.
- Students are expected to behave well while on the excursion, and respect the general public.
- All excursions have worksheets. They must be completed.

9. ABSENCES AND PUNCTUALITY

The Department of Immigration & Citizenship (DIAC) has strict rules about students' attendance. Students AND AICE must comply with these rules Students must observe the following requirements:

- Students must be at school before 9:00am. Lessons start at 9:00am. School finishes at 3:00pm.
- At 9:10 am a list of absent students is sent up to reception, where the receptionist will contact parents and guardians to inquire about reasons for absenteeism and/or student whereabouts.
- Any student who is running late for school must phone the administration office or face detention.
- Any student who is absent from school must bring a signed note from their guardian stating the reason for their sickness.
- If you know you will be absent on a certain day, please bring your note before the day of absence.
- If you intend taking a holiday, please seek advice before you plan your holiday. The ISC and DIAC have strict rules about holiday absences.
- Students must arrive to class on time. Anyone late to class will receive detention.

10. TIDINESS

You have a beautiful school. Let's keep it that way.

- Bins have been placed in each classroom. All rubbish must be placed in the bins.
- No rubbish will be left on benches, counters, tables, chairs or the floor.
- The student lounge must also be kept clean.
- The toilets must be left neat. Please place all paper towels in the bin, and don't flick water over the floor, otherwise the tiles will become slippery and dirty.

11. STUDENT FOLDERS

At AICE we teach study skills, as well as English language. We prepare students for success at high school. Work is collated and organised in student folders. Student folders organise notes for quick retrieval and study. It is to be used like a textbook.

- All student work must be dated and placed in the appropriate section of the student's folder.
- All class work is written on lined A4 paper.
- Notes and hand-outs should be placed in the correct area of your folder (i.e. the writing section, the grammar section etc.).

The folder should be returned to the bookcase at the back of the classroom after use.

12. TEXTBOOKS

Every student enrolled at AICE's HSP program for 4 weeks or more will be issued a textbook. It is a student's responsibility to make sure that you always have the textbooks for each level. Please see the reception for books.

13. HOMEWORK

Homework is essential in revising work completed during the school day and building language skills, especially reading, comprehension, vocabulary and writing.

- Students have two hours of homework each day.
- Homework is to be recorded in your homework diary.
- Students must get their homework diary signed off by their teachers and their guardian each day.
- Any student who fails to complete homework will have detention after school for at least one hour.

14. SPEAKING ENGLISH

AICE has an '**English only**' policy. Students are reminded that they must speak English to each other, their teachers and the administration staff. Speaking a first language in class without a teacher's permission may lead to detention.

15. MOBILE PHONES

Mobile phones are permitted in the school, but:

- They are not to be used in the classroom.
- All phones must be turned off in class, at sport, or when students are on excursions.
- Any student using a phone inappropriately will have it confiscated until the end of the day.

16. CLOTHING

Students must be dressed appropriately in school. Students cannot wear:

- Sandals or thongs. Students **MUST** have closed shoes.
- Sleeveless T-shirts or Singlets.

- Tight-fitting or revealing clothing.
- Clothes with bad language or bad images printed on them.
- Hats/caps inside the school.
- Jewellery that is sharp or potentially dangerous.

17. BULLYING

Bullying can take two main forms: physical intimidation or verbal abuse. Everyone in the school is valued. Everyone must feel comfortable.

- **Under no circumstances will any student be hurt** – physically or emotionally – by other students.
- Everyone must be treated with dignity and respect

If any student experiences bullying, s/he should inform the Coordinator or one of the administration staff immediately.

18. SMOKING & DRUGS

Smoking is a health hazard. It is also illegal for anyone under the age of 18 years of age.

- No smoking is permitted by high school students in the school or on the street in front of or near the AICE HSP Campus.
- Students will automatically be placed on suspension for smoking.
- Non-medicinal drugs are not permitted. **If non-medicinal drugs are found on a student, s/he will be immediately expelled.**

19. WEAPONS

No weapons of any sort are permitted in the school. This includes Stanley knives that are traditionally used in art classes.

20. SWEARING

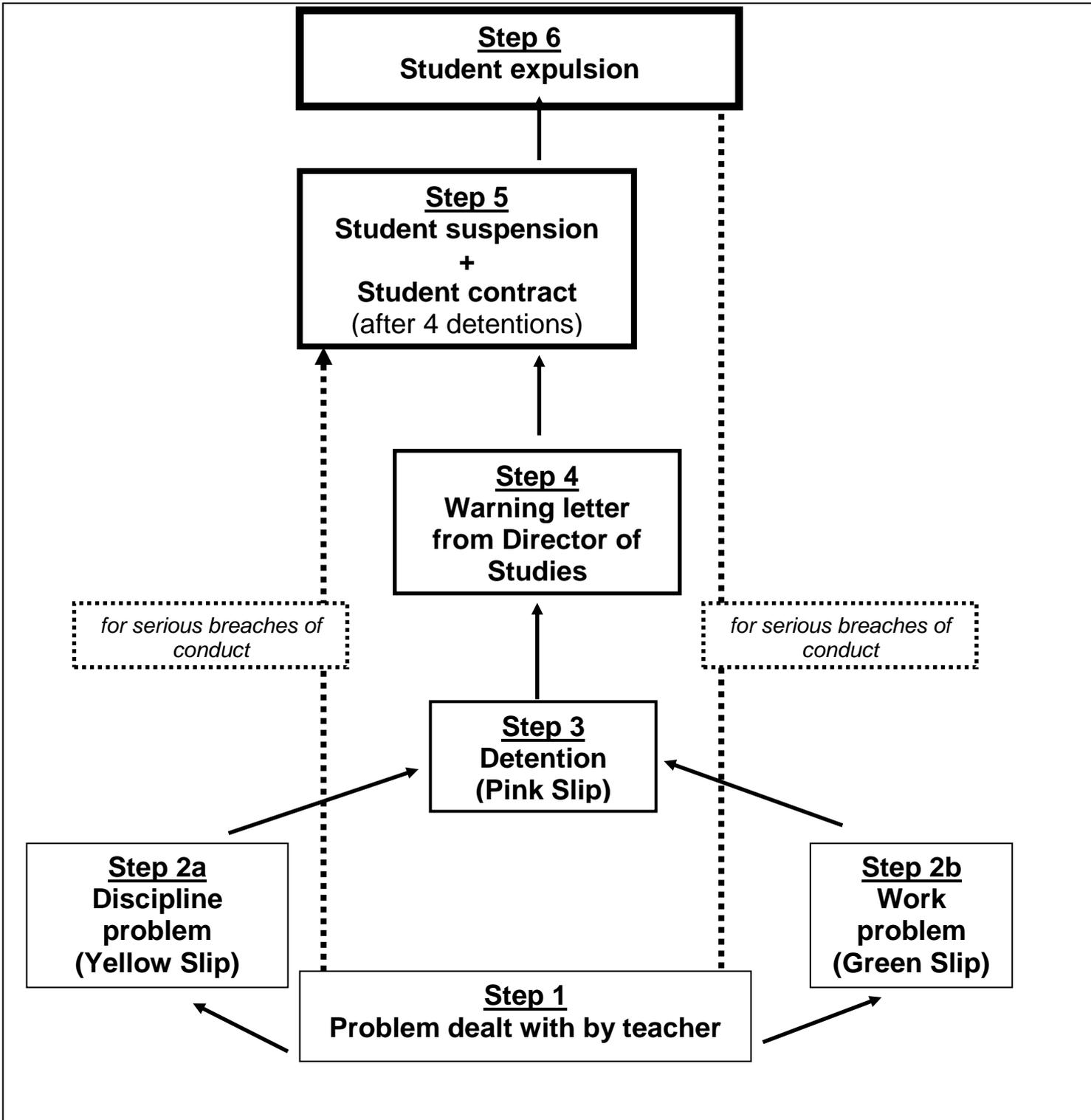
Swearing is offensive.

- No bad words from any language are permitted to be spoken or written by students in the school.
- Students must not teach bad language to students from other backgrounds

21.CHEWING GUM

Chewing gum is not allowed in the school. Too often it finds its way under chairs, on floors, inside books. For this reason anyone caught with gum will automatically get afternoon detention.

Procedures for Dealing with Student Discipline Issues



Electronic Materials Policy

As part of our educational curriculum at AICE in the HSP programme we wish develop the research and communication skills in all students

Using the Internet and email allows students:

- To access vast libraries of information throughout the world.
- To interact with other users.
- To publish work of their own.
- To develop and acquire knowledge and skills useful to their lives.

AICE is aware of the risks involved with students accessing the internet. Students using the Internet, despite the use of programs that limit access to certain sites, may encounter inappropriate material or contact undesirable people when communicating. The School is acutely aware of the potential difficulties, however, believe that the benefits far outweigh the potential problems.

Being aware of these risks, NetNanny software will be installed in all computers made accessible at the school to HSP students. Students will never be left unsupervised in the computer room. At present the HSP computers are in what will be the HSP 2nd Floor area lounge, and thus are easily supervised by teachers during break and lunch time. In the event that more computers are installed, access will only be given to students if a teacher is in the room to supervise usage.

In allowing use of the Internet and email at school, we believe that parents and boys must be aware of all aspects of Internet use and join with the school in accepting an Acceptable Use policy. We also encourage parents and guardians to be mindful of their child's use of the Internet at home.

The HSP programme at AICE has set down the following guidelines:

- Students must only use the Internet and email with teacher or administration permission and supervision.
- Students must not seek out inappropriate material. This includes racist, pornographic, irreligious or material with obscene language.
- Students must not break copyright laws or present copied information as their own. (Seek teacher guidance with this matter.)
- Students should not interfere with others' work.

These guidelines will be posted in a visible area in the computer room and will be explained to students during student orientation.

Failure to abide by these guidelines will result in students being refused access to the Internet and email.

Pastoral Care/
Personal, Social & Health Education Program
Policy Document

- 1. RATIONALE for the use of a Pastoral Care/ P.S.H.E. Program at AICE.**
- 2. AICE's Pastoral Care & Personal, Social & Health Education POLICY STATEMENT.**
- 3. AICE Pastoral Care and P.S.H.E. Program STRUCTURE**
 - (a) The role of the school**
 - (b) The role of the Director of Studies**
 - (c) The role of the class teacher**
- 4. Pastoral Care/ P.S.H.E. Program SYLLABUS**

Rationale

AICE aims to have an extremely high reputation for its provision of a top quality English language program for children and young adults preparing to enter the NSW high school education system. Our goal is to have our reputation extend far and wide around Sydney and its suburbs as well as to the many countries from which our students come. AICE's primary function is to provide a professional English language teaching service to our students and to equip them with the necessary English language skills to learn effectively in the NSW high school system.

AICE's HSP program and its staff also recognise that they work with young people. Young people spend valuable formative years at school and their time at AICE can have a significant impact on their lives at a time when they have left their families and native countries and are attempting to integrate into a very different society. Our students are becoming adults and their world is a rich learning resource. Our students are thousands of miles from home, they are probably living with strangers, at least initially, and they are in a new school, also full of strangers, operating in a system that may be quite alien to their own experience. Our students are still experiencing all the essential ingredients of life – love, hate, hope, fear, a sense of worth or lack of it, truth and lies. The education we provide them with at AICE should allow them to cope with their experiences as emerging adults. Of course, we do not neglect the intellectual growth of young people, however, do we forget their affective development? Affective and emotional development requires structure, control and a caring education.

What is Pastoral Care?

Pastoral Care in education means that:

- (a) Teachers really care for their students; education takes place in a genuinely caring environment**
- (b) The administrative structure of the school is geared to facilitate this kind of education**
- (c) There is an actual program of guidance which is worked out for teachers and the students.**
- (d) There is a back-up service, and in-house courses are available to staff.**

The staff at AICE cares for their students. This can be clearly seen when one sees the interaction between students and teachers and, on entering our school, one can immediately sense a caring atmosphere.

We recognise that caring that may happen is not as reliable as caring that must happen because a program and a structure exists in the school. Of course, structures and programs do not make a caring education, however, they facilitate it. As English language HSP teachers, we may teach 30 different students each day at various ESL levels. We must be thoroughly knowledgeable in our subjects, and be professional in our preparation and presentation. However, all of us involved in the education of young people need to ask ourselves the questions, 'How do I relate to them?'; 'Can I really know them well and is this a prerequisite for caring about them?'; 'If I have my class only once each day, am I still responsible for that class in a special way?'; 'How can I afford to teach English effectively and still care for my class?'

Pastoral Care in education is about creating a caring relationship between a class and their teacher. Ideally, each class should have a tutor;

A class tutor is a teacher who, on behalf of the school community, undertakes the role of caring for a class group in order to promote learning at every level of the person.

(Monahan, L., (1997). “*The Class Tutor*”, Irish Association of Pastoral Care in Education (IAPCE), Dublin, Page 12.

As a teacher of class HSP1 for example, I am in a position to say, “I am responsible in a special way for this class that extends beyond their academic performance’. To care in a special way and to build relationships, teachers must;

- Take Care:* teachers/ tutors need to be aware of the positive values as well as the limitations of each student’s background. Where appropriate and necessary, class tutors may share information regarding students with other care agencies to allow them ‘be aware’. The tutor is truly in *loco parentis*.**

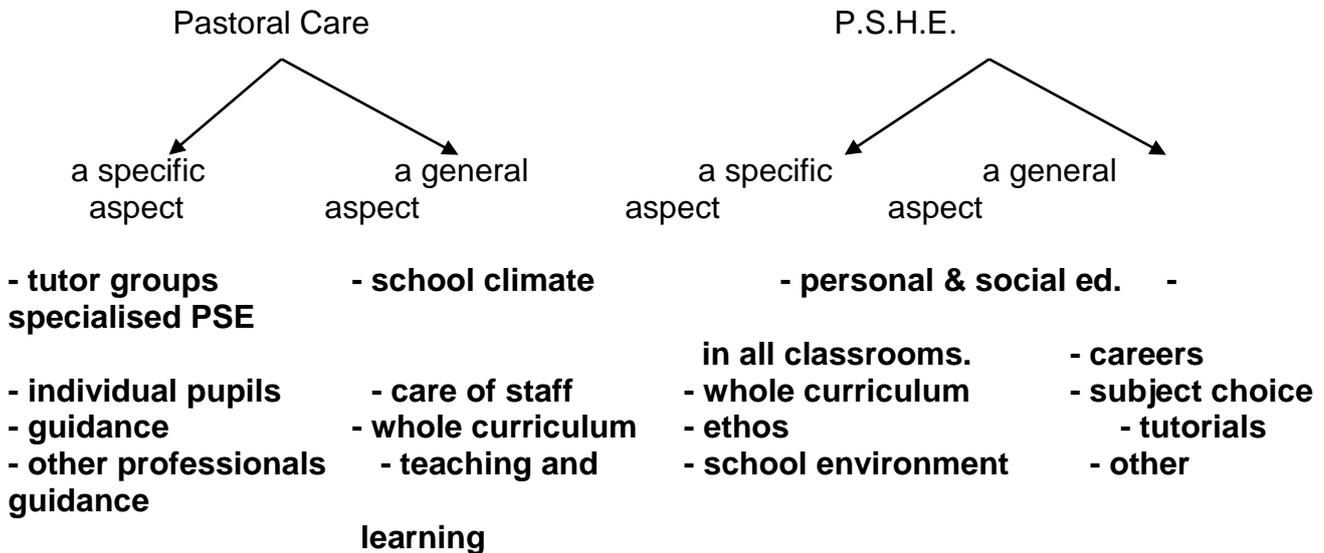
- Show Care:* A relationship is gradually built up between the tutor and his/ her class. It presupposes that the class tutor has perhaps a one-hour ‘tutor time’ period each week with his/ her class. Here, the tutor should demonstrate the ability to listen to students and demonstrate a caring attitude to the class. The tutor is the first point of contact for a student in that class should he/ she want to discuss academic or personal issues. Extra curricular/ out of class activities are particularly useful in allowing class and tutor to be at ease with each other.**

- Teach Care:* The tutor is literally teaching students how to care. They are learning awareness, sensitivity to others, patience and generosity. The personal example demonstrated by the teacher/ tutor in relating to his/ her class is also a lesson not consciously taught.**

- Evoke Care:* When students learn what it means to be aware of the other person, and to experience being cared for, students in turn care for others. This will develop as the classroom relationship develops. It can also be used in a valuable way when new students join the class.**

Pastoral Care and Personal, Social & Health Education – What’s the difference?

At AICE we think of Pastoral Care as our school’s ‘caring attitude’. Personal, Social & Health Education, on the other hand, refers to the specific content of a structured Pastoral Care program that facilitates the affective development of our students, e.g. social skills, health education, decision making skills, peer pressure, etc.



Why should we bother?

There is a reason for formal learning and AICE’s HSP program exists to provide formal instruction in the development of English language skills. Regulations are essential as is some form of assessment to monitor student progress. However, if we truly believe that education is for life, then the education we provide must go beyond the formal. We learn mostly from those that inspire us and from those we love. My capacity as a teenager to see into the heart of things will expand and develop as I become accustomed to seeking and finding the reason *why*. If a teacher can create an atmosphere of questioning in his/her class, and a desire to seek the answer to *why*, then he/she is teaching the most valuable lesson of all. Perhaps the most important lesson being learned is that someone cares, and that the student feels free, confident and encouraged to ask the important questions regarding their life and experiences as emerging adults.

AICE HSP

Pastoral Care/ Personal, Social & Health Education

POLICY STATEMENT

AICE is committed to making available to all its HSP students a program of Personal, Social & Health Education in the context of the school's overall pastoral care approach to education aimed at facilitating affective development of our students. In short this school aims to focus on the education of the *whole person*.

Personal, Social & Health Education is concerned with the promotion of a state of wellbeing, of feeling in control of one's surrounding environment and of achieving individual and social potentials. It is a positive concept, emphasising social and personal resources as well as physical capacities.

Personal, Social & Health Education and AICE's Pastoral Care environment is about empowering young people to live their lives positively and healthily so that they can respond to the challenges presented to them in life. People that can act in a self-empowered manner, who respond effectively to the significant events and situations in their lives will have high self-esteem, a realistic evaluation of their own worth, value and competence; they will accept responsibility for their own actions – they will have an internal locus of control and they will use appropriate personal or lifestyle skills.

The Aims of AICE's HSP P.S.H.E. Program shall be;

- 1. *To provide students with a basic knowledge and understanding of human development and how their health is affected by their lifestyle***
- 2. *To enable them to manage change in themselves and in their environment***
- 3. *To enable them to explore and understand the feelings, attitudes and values of both themselves and others***
- 4. *To bring to them an awareness of respect for oneself, for others and for their environment***
- 5. *To help them determine where they have control over their lives and where they can make conscious choices about their future health, lifestyle and relationships.***
- 6. *To promote their self-esteem and a sense of personal responsibility for their actions.***

Teaching life skills is a key element in developing self-empowerment. By this, AICE means appropriate and problem solving behaviours used in the management of personal affairs in a variety of life situations such as at home, at work and in social situations. These skills will include;

- 1. *Communication skills and their appropriateness for students in a new cultural environment***
- 2. *Relationship building skills***
- 3. *Assertiveness skills***

- 4. *Building & maintaining self-esteem***
- 5. *Skills to maintain physical wellbeing***
- 6. *Stress management skills***
- 7. *Time management skills***

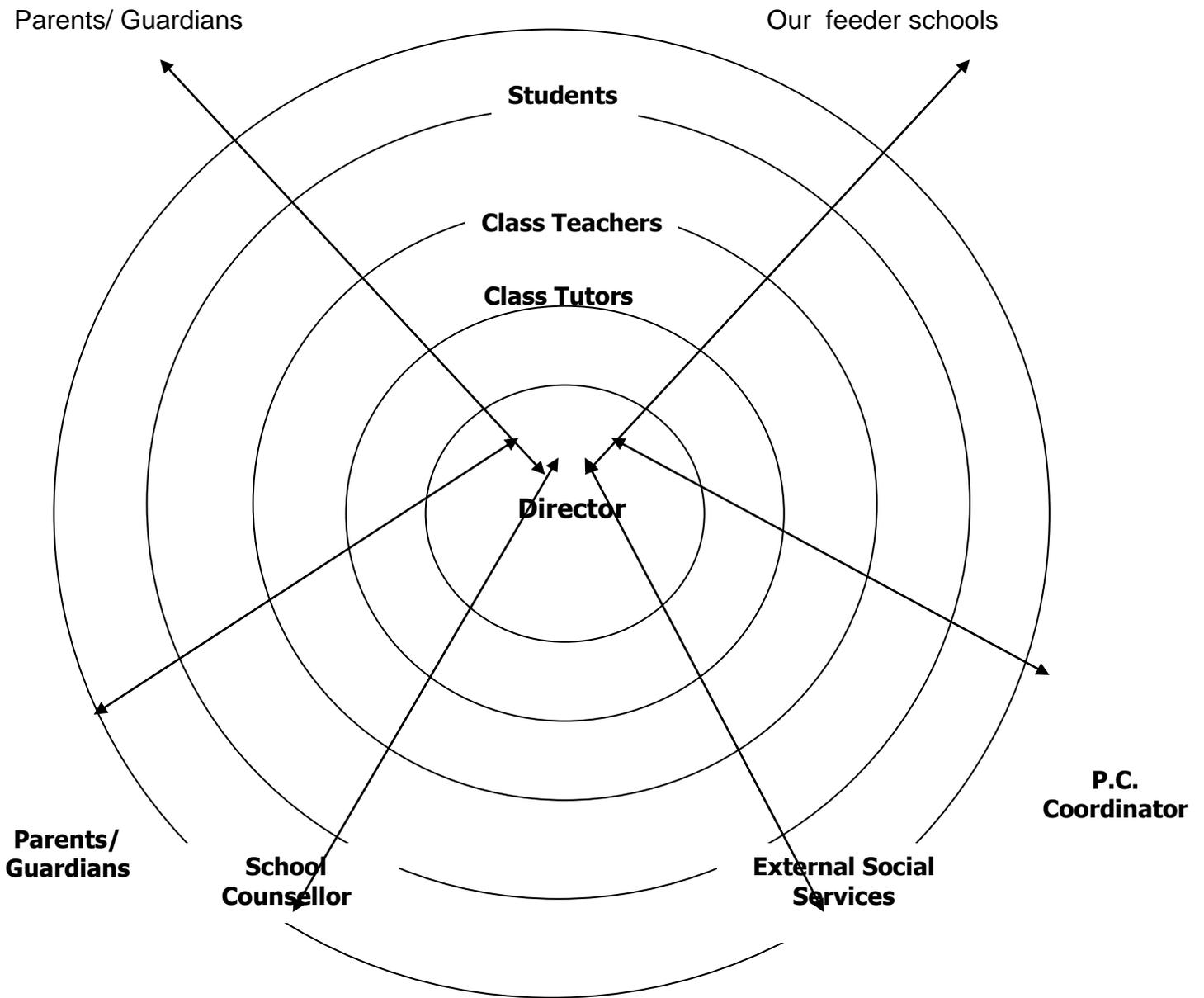
AICE's management shall promote a commitment to the program facilitating commitment through teacher training, resourcing, coordination, timetabling and consultation.

Parents/ guardians will be informed and consulted if necessary and shall be encouraged to support the work of the program.

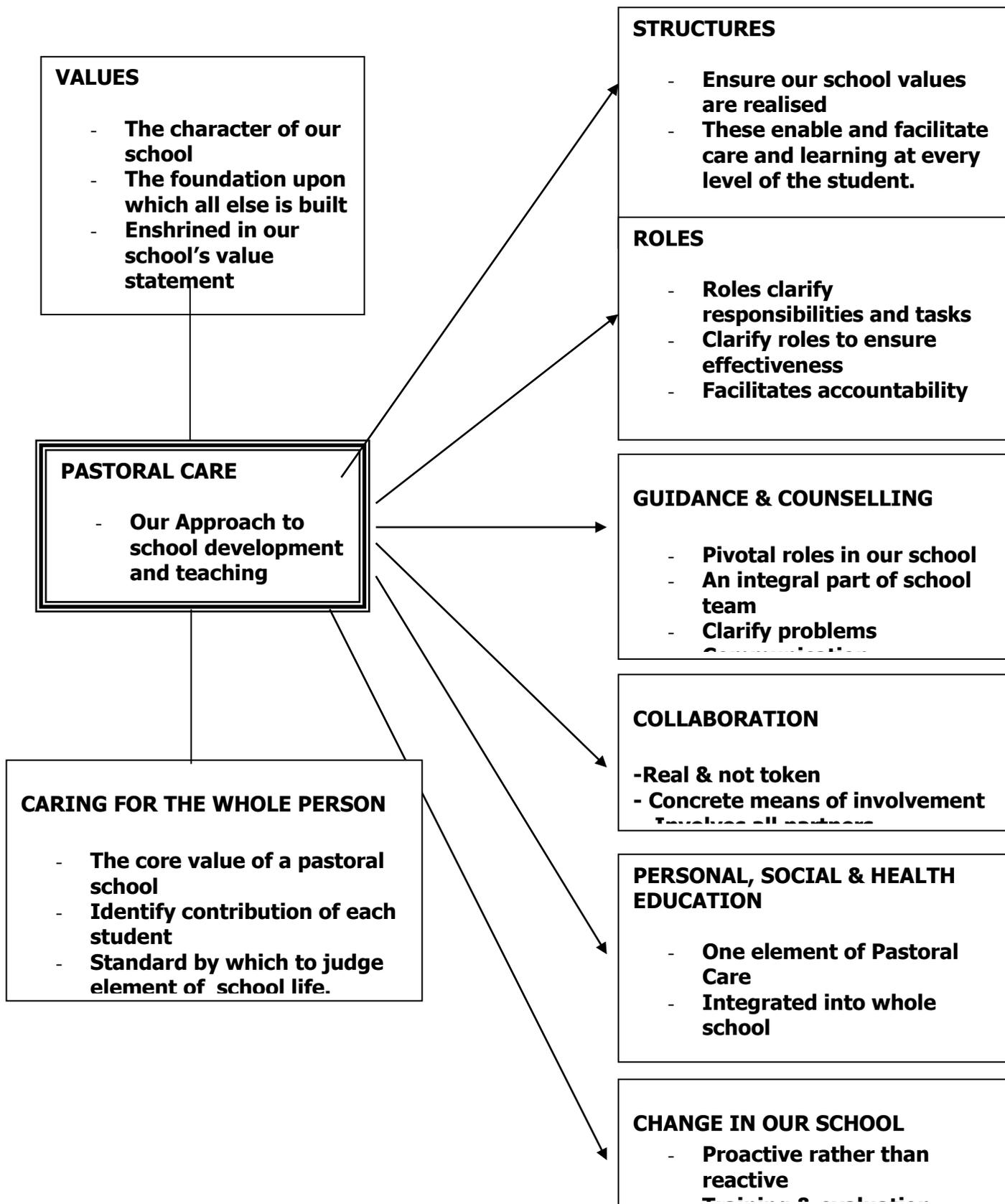
AICE's Pastoral Care Program shall have a coordinator appointed by the Director of Studies who will liaise with class tutors and teachers. This program will be, as far as possible, delivered by class tutors during timetabled class periods.

The coordinator and tutors involved shall be encouraged to participate in training programs by every means possible.

BC Study Group HSP
Pastoral Care Structure



**Key Concepts of Our School
Pastoral Care Program**



The Role of Our School

While AICE is an educational institution that focuses upon preparing students to enter the Australian high school system, our educational aims go far beyond equipping students with the necessary English language skills. We recognise that the aims of education are to contribute towards the development of all aspects of the individual. It follows that education in the area of personal, social and health development will be a part of our education process which seeks to fulfil this holistic aim.

Our school identifies pastoral care as an approach to education which seeks to value and develop the young person at every level. It implies caring for the quality of relationships between the partners in our school community. It involves the engagement of all the school policies, processes and programs in the development of the appropriate structures, roles and resources to support the development of the emerging adult. As such our school aspires to the following pastoral goals;

- *To have a point of personal contact with every student in our school;*
- *To have a point of personal contact with parents and/ or guardians;*
- *To provide support and guidance for student achievement;*
- *The encouragement of a caring and orderly environment;*
- *The promotion of a school which meets students' needs;*
- *Monitoring student progress across the curriculum;*
- *Providing colleagues with information to adapt their teaching methods and styles if necessary;*
- *To engage with a wider network and the community.*

The concept of school and teacher effectiveness implies the sort of constructive and cooperative student-teacher relationships which are one of the characteristics of effective Pastoral Care. We recognise that our school, as well as all others, actively influences all aspects of the growth and development of our students. This influence includes our school's climate, its curriculum and its interaction with the community.

AICE sees its pastoral role as consisting of the following elements;

- the provision of a supportive and nurturing school environment for all partners in our school community. In such an environment;
 - people feel valued
 - self-esteem is fostered
 - respect, fairness, and tolerance are evident
 - high expectations and standards are promoted
 - there is support for those with difficulties
 - open communication is the norm

- effort is recognised and rewarded
- uniqueness and difference is valued
- conflict is handled constructively
- initiative and creativity are encouraged
- social, moral and civic values are promoted.

- ensuring that every teacher and staff member, every class and extra-curricular activity offers and continues to offer opportunities for enhancing the personal and social development of our students;
- to foster the principles of fair play, respect, tolerance and reward for effort so that they permeate the whole school climate
- the development of an appreciation for learning, respect and caring for self and others.
- to foster a sense of belonging and a sense of social responsibility – tasks of the whole school community
- curricular provision for Pastoral Care and PSHE resources, training and time-tabling requirements.

The Role of the Director of Studies

The Director of Studies as the Pastoral Care Leader of Staff: Essentially, we recognise our school Director of Studies as the leader or the captain of the team which is the staff. He/she is a caring person, who also allows others to care and facilitates them in their caring. We recognise the importance of Director of Studies in his/her role as leader and expect that he knows the staff. A staff which finds care and professional status will be a staff that can care for and educate the students of our school. Delegation of authority must be real and this can be seen in the relationship which the Director has with the staff.

The Director of Studies as facilitator of staff: As a caring Director of Studies of a caring staff, the Director of Studies can trust the good will and professional skills of each member of staff. He/she directs the caring, leads it, but is chiefly the facilitator for the actual daily caring education that takes place in the school. As such, the Director of Studies has;

- clearly worked out with staff the caring philosophy of the school
- obtained the assurance of each staff member that this pastoral philosophy or belief in and caring for each student will be put into effect in the daily running of the school

- The Director of Studies has developed, in consultation with staff, a workable structure for the school.

The Director of Studies as resource person for staff: As a consequence of the above, the Director of Studies is the helping person for staff. He/she is aware of the needs of the staff in their caring roles. There is an obvious need here for regular in-service training.

The Director of Studies as Public Relations: The Director of Studies has a role in making and keeping up contact with other schools. This is of particular importance to AICE who assists students with finding suitable Australian high schools to meet both their needs and abilities. The importance we place on the Pastoral dimension to education remains a determining factor when recommending high schools to our students.

The Role of the Class Tutor

A class tutor is a teacher who, on behalf of the school community, undertakes the role of caring for a class group in order to promote learning at every level of the person.

The school community includes, at its core, students, parents/ guardians, academic staff and school management and, less centrally, the local community, the support staff and all others closely concerned with the life of the school.

Our tutors are not teachers working in isolation, but they are staff members who have a specific role within the school's overall development of the whole person. AICE HSP School does not transfer all its responsibility to its tutors – rather our tutors are identifiable facilitators of our school's concern for, and input into, the learning of the young person at every level.

Teachers undertaking the class tutor role and all the key members of the school community are clear what is expected of tutors and what support structures are available. The 'care' that class tutors demonstrate is a care prepared to take the demanding consequences of true responsibility - responsibility carried for others. Of course, this caring has clear and agreed boundaries. This care, on behalf of the school community, is focused onto an identifiable class group.

Learning is the focus of education so it also must be the focus of our class tutors. Learning includes all its different aspects, intellectual, behavioural, psychological, moral, etc. Each aspect of learning has consequences for the others and this interaction needs to be recognised. Our class tutors have a central role in the integration of the various types of learning experienced by the young people we teach. As a holistic school community, AICE HSP endeavours to ensure that each student is personally known.

Our school defines the Class Tutor Role as follows:

- The class tutor has responsibility to closely monitor the progress of his/her students in every area of school life.

- The class tutor will teach and enforce rules of the school and outline sanctions.
- The class tutor works in close cooperation with other parts of the school's Pastoral Care structure to ensure that the best solutions are found for any difficulties that may arise.
- The Director of Studies/ counsellor will ensure that the class tutor has data on each of his/ her students regarding parents/ guardians, any obvious home difficulties, disability of any kind, previous school level achievements and records, test scores, etc.
- The relationship established between the student and class tutor will be of particular benefit when difficulties need to be faced and this is why the tutor is usually the first point of reference when problems arise.
- The class tutor organises the Pastoral Care classes to cover issues of concern to his/ her particular student group.
- Class tutors will endeavour to meet each month, together with the Director of Studies to plan and/ or review their Pastoral Care program. The class tutor will be supported by the Pastoral Care Coordinator.
- The class tutor discusses assessment results with each student and takes action to reward, or make use of corrective procedures. Here, the tutor has a number of options:
 - i. acknowledgements within the class
 - ii. certificates of merit issued to students and acknowledgment made at student assemblies
 - iii. acknowledgement on a school honours list
 - iv. mention in AICE's monthly school newsletter
 - v. tokens for books/ cinema
 - vi. acknowledgement in student journal
- Corrective procedures will include
 - i. one to one interview
 - ii. written sanctions, tiered and uniform in nature
 - iii. after-school detention
 - iv. letters to parents/ guardians/ agents
 - v. refer pupil to counsellor and/ or Director
 - vi. interview with parents/ guardians
- The class tutor takes care to survey monthly test results with his/ her students and seeks to work out with each student a reasonable target for the following month.
- Class tutors will work with student prefects who are especially chosen to create a good class spirit.
- The class tutor will carry out the following administrative duties;
 - i. take the roll during morning, second period and afternoon class registration
 - ii. collect notes regarding absenteeism
 - iii. keep a regular check on students' work journals

iv. alert Director/ counsellor to concerns regarding absenteeism, academic achievement or behavioural issues.

- The role definition of class tutors will be formally evaluated at least once each year.

NOTE 1: The topic of *bullying* should be dealt with on an ongoing basis by the class tutor during his/ her Pastoral Care/ PSHE class period or if necessary, during normal class time, if bullying becomes an issue in the class or in the school.

NOTE 2: The class tutor is not an agent for imposing discipline on behalf of other teachers. The role of the tutor is a caring role and his/ her function in relation to the difficult student is one of behaviour modification.

TASKS FOR ABC STUDY GROUP'S CLASS TUTORS & TEACHERS

BUILD A RELATIONSHIP WITH EACH STUDENT

SUPPORT BEHAVIOUR CODE

MONITOR ATTENDANCE AND PUNCTUALITY

HAVE ACCESS TO INFORMATION ON STUDENTS

LOOK OUT OFR MEDICAL PROBLEMS

ASSIST WITH STUDY SKILLS

BUILD DECISION MAKING SKILLS

BE NOTIFIED BEFORE ACTION IS TAKEN CONCERNING CLASS MEMBERS

PROMOTE CLASS SPIRIT AND COHESION

HAVE A DISCIPLINARY FUNCTION

HELP STUDENTS WITH EXAMINATION PREPARATION

DEAL WITH TRUANCY

TEACH RULES OF SCHOOL

CONTACTED FIRST BY CLASS TEACHER IF THERE IS A PROBLEM

PLAY A PART IN ADMISSION/ INDUCTION

ATTEND INTERVIEWS WITH PARENTS/ GUARDIANS/ AGENTS

TEACH THE PERSONAL, SOCIAL AND HEALTH EDUCATION PROGRAM

MAKE CONTACTWITH HOME IF NECESSARY

CHECK THAT HOMEWORK IS COMPLETED REGULARLY

The role of the Class Teacher

Students at ABC Study Group spend their full school day with their specific class group. The first two morning periods involve their tutor as teacher. The afternoon class is usually taken by another teacher. The pastoral dimension to education at ABC Study Group does not stop with the tutor. However, the approach extends through all our teaching staff, regardless of whether or not they are teaching their tutor class.

As class teachers, our teaching staff endeavours to demonstrate the following pastoral dimensions in their role as class teacher;

- build a relationship with each student
- encourage support and participation in the ethos of the school
- enforce the school code of discipline with students
- ensure academic standards are being met
- deal with student discipline issues as they arise

The class teacher views the role of class tutor in the following ways;

- a resource point for relevant information regarding individual students
- a referral point when discipline issues cannot be solved by the class teacher on his/ her own
- an administrative point where information regarding students' academic progress may be passed and recorded
- a consultative dimension, where tutor and teacher can discuss issues relating to individual students or the class group and their academic achievement or disciplinary behaviour.

The Role of the Student

ABC Study Group's students range in age from about 9 years old to 17 years old. Their common social backgrounds allow them to have a good understanding of each others' difficulties and concerns as new high-school students studying in Australia.

The wide age range of students means that our school has a tremendous opportunity to utilise the talents and experience of older students to assist with the integration of both new and younger students into school life at ABC Study Group. In addition to this, involving students in school life provides them with a greater sense of belonging and achievement while also providing the school with an avenue to award senior students for their efforts and talents.

We continuously seek to discover new ways and creative mechanisms to involve our students in new areas of school life. As a means to promote student involvement in our school community, ABC Study Group has the following initiatives in place:

- "*The Buddy System*" is a systemic approach that schools can use to identify and support new or younger students. It can also be particularly useful when assisting lonely, isolated, or alienated students. It is very effective as a preventative approach to bullying. The goals of the program are to increase positive peer-to-peer interactions, to get students "hooked up" with someone because everyone needs a friend, and to increase student resiliency.

Senior students that have demonstrated a significant level of maturity and responsibility are asked to give something back to their school. They undergo some training after school with their tutor/ Pastoral Care coordinator to equip them with the necessary skills to effectively carry out their roles. The role of a student buddy consists of the following;

- to act as an immediate point of contact between a new student and an experienced and responsible member of the student body

- to act as a positive and affirming influence to new students by assisting him/ her with her initial integration to a new school environment
- to inform and assist the new student with the school routine, break time, lunchtime, visits to park, library, excursions, etc.
- to assist teachers and academic staff where practicable and appropriate, in the general running of the school, daily routines, assemblies, out-of-school activities, etc.
- to alert teachers or the Director to issues of potential concern that they may notice amongst the student body.

○ *Class Prefects*

We endeavour to develop a positive class spirit among each student group in an effort to foster both group and individual responsibility and maturity. Students need to feel that they have 'a say' in their educational lives and that their opinion matters. The class prefect/ captain/ monitor is a student who has the role of being the spokesperson for his/her class group. The class group is given the opportunity to elect their own class spokesperson through a class vote. Students nominated or willing to put their names forward for election are made aware of their rights responsibilities of being class prefect.

The role of the class prefect at ABC Study Group consists of the following;

- to inform their teacher/ class tutor, on behalf of their class, about issues relating to their classroom, facilities, equipment, etc.
- to take responsibility for ensuring that their classroom remains tidy and presentable both during and at the end of each school day
- ensuring that sufficient resources are available for their teachers, e.g. board markers, dusters, remote control batteries, tape recorders, audio/ visual equipment, etc.
- to make announcements to the class on behalf of a teacher/ the Director and/ or administrative staff
- drawing up student lists for school events like sports days, excursions.

The Pastoral Program Content

At ABC Study Group, we believe that we need a Pastoral Program to cover aspects of human and social development which may not/ are not covered in our general curriculum, and more importantly to integrate elements existing in other programs.

How is this achieved

By time-tabling at least one class period per week, for each class preferably at the same time, to facilitate class time with each classes' tutor. Here at ABC Study Group this scheduled time is on Thursday afternoons, from 1.50pm – 3.00 pm.

By whom

While the Guidance Counsellor in his/ her role as Pastoral Care Coordinator will conduct the program, the class tutors are responsible at class level. The Guidance Counsellor writes and develops the program in and for our own school.

Techniques

The way to conduct the Pastoral Care or tutorial class is essentially the same as the conduct of any worthwhile learning experience. The tutor facilitates the learning and the students are participating, guided by the tutor. There are however some notable differences.

1. There is no formal curriculum.
2. There is no target or examination at the end of the course.
3. The tutor freely and carefully gears the material being presented to the abilities and needs of his/ her group.
4. The tutor remembers that the students often learn much more from each other in the course of their exercises rather than from the material presented by the tutor.
5. If the class is to be lively, interesting and worthwhile, the tutor must help to create a suitable atmosphere.
6. The classes, like any other, need care, thought, preparation and evaluation.

Materials

The presentations will vary according to subject and to levels of development. They will include such materials as:

- cartoons
- diagrams
- questionnaires
- tapes
- films and film clips
- newspapers
- literature
- projects
- handouts
- excursions

Over a period of time, the Pastoral Care Coordinator will endeavour to build up a bank of resources for different subject areas and different learning levels.

Methods

Once again, there are many varieties. They include;

- oral presentations
- written presentations
- general discussion
- small group discussion
- group work
- buzz/ brainstorming sessions
- debates
- reporting
- interviewing
- role-playing

Individual teachers/ class tutors will draw on several sources and construct a program suited to the needs of his/ her particular students as they perceive those needs at the time. It is considered wise to leave the structure of it as flexible as possible so that even within a cycle it can be changed if necessary.

It can also be beneficial to survey the opinions of senior students regarding their own needs and integrate these subjects into the pastoral program of the early years. We recognize that this can be a valuable learning experience for both younger and older students to discuss and work with each other.

On a practical level, each student is expected to have a 'Pastoral Care' section in their work folder so that handouts and notes can be stored.

Student Supervision Policy

The school is responsible for the supervision of all students within its care. All school personnel are responsible for the active supervision of students with the prime responsibility resting with the teachers and administrators.

The school opens at 8 a.m. From 8:00-9:00 am, homeroom teachers (on daily alternating schedules) will on supervision duties. There will always be a ratio of one teacher for every 15 students. When AICE gets more than 15 enrolled students, there will be two teachers on duty and for every 15 students enrolled thereafter, another teacher will be scheduled for duty. The homeroom teacher will supervise the 2nd floor lounge area and computer room of AICE as students arrive before their classes begin. The second floor of AICE has a section of the school that has doors and partitions. This will be the section of the school that will be used for the high school. High school students, teachers and guardians will be given codes to these doors. It is in this way that adult ESL students and HSP students will be kept separate for safety and supervision.

During class time, the students are supervised by their teachers who also supervise the corridors between classes. Classes with students 12 years of age will require a teacher to student ratio of 1:15 in the classroom. In the event that there are no students 12 years and under in the class, AICE will accept a **maximum** of 18 students in a class. If even one student is under the age of 13, than ABC College will strictly adhere to a 1:15 ratio.

During break times and lunch time, the homeroom teachers and the Director of Studies will have a rotating supervisory schedule of the 2nd Floor HSP area of the school. Students 12 years old and under are required to stay in HSP area of the school during lunch and break times. Students who are 13 years and older may only leave the area for lunch (not break times) with written permission from their parents or guardians. The ratio will be 1:15 teachers to enrolled students supervising in this time period.

At the end of the school day, students under 12 years old will require a parent or guardian to pick them up from school. They will need to come to the 2nd Floor HSP area with proper I.D. (driver's licence, passport) that identifies him/her as the listed guardian for the student. Alternatively a signed note of permission from a guardian indicating another adult who may pick up the student will be accepted with proper I.D. The school day ends at 3:00 pm and students are required to vacate the premises by 3:20. From 3:00- 3:20 pm Students 12 years old and under are required to stay in HSP area of the school during lunch and break times. Students who are 13 years and older may only leave the area for lunch (not break times) with written permission from their parents or guardians. The ratio will be 1:15 teachers to enrolled students supervising in this time period. The homeroom teacher and Director of Studies will have a rotating schedule of supervision during this time period.

Please note that should a child of 12 or under, or a student who does not have signed permission to leave on his/her own not be picked up by 4:20, the students will be sent to the Director of Studies office where efforts to contact parents and guardians will be made while student is under the supervision of the Director of Studies.

Student Excursion Supervision Policy

When students are off school premises, a ratio of 1:8, teachers to students is required. This includes excursions and weekly PDHPE classes. Therefore, AICE will be employing additional teaching staff for all excursions and sports days.

Student Early Withdrawal Policy

If a student would like to withdraw early from their HSP course, it is possible to do so (at the discretion of the Director of Studies) under the following conditions. Please note a limited maximum of 2 week's early withdrawal is in place, but only if the conditions are met.

- 1) The student has a minimum of 80% attendance on all enrolments
- 2) The student has already achieved the necessary level for entry into pathway highschool
- 3) The parents (overseas) are willing to write and sign a letter requesting the 2-week early withdrawal.
- 4) The students has effort, behaviour, homework and English only marks that are Satisfactory or above on three month's reports consecutively

Student Familiarisation Policy

Students many be required to do familiarisation visits with their future high school. These absences will not be counted towards their attendance scores, as they will be in school on those days. The same policy will apply to orientation, testing and interview days for pathway high schools.