Sathya Sai College Secondary Campus - Student Handbook

Secondary Campus

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1. Education in Human Values (EHV) Class

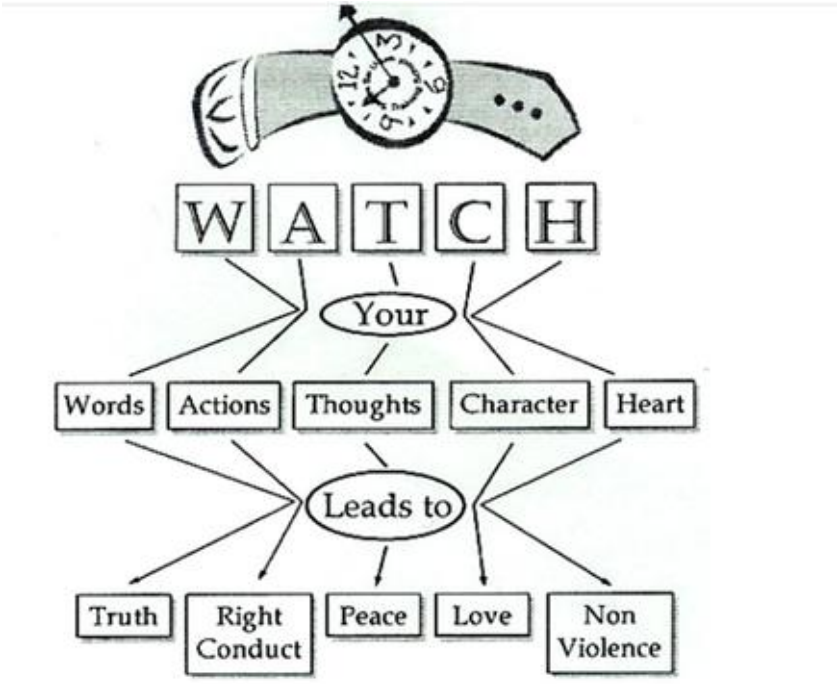
“Human values are innate qualities” - Sathya Sai Baba

Human values make life worthwhile, noble, and excellent. Those qualities lie within the human personality, waiting to be drawn out and translated into action.

Sathya Sai Education is based on five human values: Truth, Right Conduct, Peace, Love, and Non-Violence. Drawing out these five inherent human values develops good character.

Sathya Sai College regards the development of good character as the ultimate aim of education. This educational approach employs a variety of effective teaching methods structured around the five human values, including daily Silent Sitting, discussion of the values, and selfless service activities.

Teachers further integrate the human values within the learning of traditional academic subjects such as English, Mathematics, Science, HSIE and Physical Education.



Watch your <u>Words</u>

One should watch one's words and use them carefully. One should use words which are good, decent, and positive as it will have a positive influence on one's personality and behaviour.

Watch your <u>Actions</u>

An individual should undertake actions that contribute to the well-being of others which in turn will contribute to the individual's positive learning.

Watch your <u>Thoughts</u>

Thoughts form one's self-image and influence the behaviour of an individual. If thoughts are positive, the self-image will be positive which will result in positive behaviour.

Watch your <u>Character</u>

Sathya Sai Baba says, ' The End of Education is Character". Character stands for self-discipline, loyalty, readiness to accept responsibility and willingness to admit mistakes.

Watch your Heart

One should always try to have positive emotions. The heart should be filled with goodness, compassion, tolerance and love. Love confers lasting happiness and peace.

2.Silent Sitting

Silent sitting is conducted at the beginning of each lesson.

Students come to understand that when our mind is full of one thought after another, we are not able to look inside ourselves and see who we really are. In contrast, when we have inner stillness we can see and experience the qualities of Peace, Love, Truth, Right Conduct and Non-violence lying within.

Silent Sitting in Education in Human Values Program aims to develop the following qualities:

- The ability to be calm and to concentrate (physical and mental alertness)
- The ability to listen and to be aware of one's inner feelings and inner voice (conscience)
- The awareness that happiness, peace and love come from inside and not from outside.
- The creation of an inner world of positive images and feelings, building confidence in oneself and good feeling towards others.
- The ability to identify with others, to expand the positive feelings to include all of the outside world.

There are sound reasons based on brain physiology to support this practice. However, perhaps the most important contribution that Silent Sitting offers in one's life is the opportunity to develop control over the mind.

3.School Prayers

As part of the Human Values program, to develop gratitude, we say the following prayers every morning, recess/lunch and at the end of school.

Morning Prayer

As we gather here today

We thank our teachers, our school and our families.

We invite our highest self

To inspire us, guide us and teach us

In every thought, word and deed.

Food Prayer (Recess and Lunch)

We thank the universe for being the provider of the food.

We acknowledge we are the consumer of the food and the very food itself.

We offer all our words, thoughts and deeds of this day to the wellbeing of all.

May all beings everywhere be happy.

Home Time Prayer

For the Thoughts Words and Deeds of this day,

For all that we have we give thanks, we give praise,

For that which we are becoming,

For all of the beauty of God's great land

In truth and love remain.

4.Student Code of Conduct

Acceptable Behaviour Guidelines

All students shall be treated with dignity, respect and fairness by other students and staff. They shall be provided with a learning environment that is free from physical, emotional, and social abuse. Staff will be disciplined and strive to apply the five human values in their daily life.

Students at Sathya Sai College are encouraged to be disciplined and display the five human values through the following actions:

Love

- Do not distract others. Give every other student the opportunity to learn.
- Respect your property and that of others, including the school.
- Value the interests, abilities and cultures of all others in the school community.
- Develop an attitude of selfless service to the community.

Peace

- Be at the right place, at the right time, with the right equipment.
- Be polite and respectful.
- Follow teacher instructions.

Truth

- Your priority at school is to learn.
- Take responsibility for your own choices.
- Complete set work to the best of your ability.

Right Conduct

- Attend school.
- Follow all instructions and be respectful of others learning.
- No mobile phones to be used at school.
- Follow the uniform policy.

Non-Violence

- Do not be a bully. Never intentionally harm another student.
- Keep hands, feet, and objects to yourself.
- Speak up if you see someone being harmed (Upstander).
- Bring only vegetarian food to school/school events.

If a student's conduct does not follow the above, the school and parents will work together to help the student grow and learn from the experience.

Breaches of the Student Code of Conduct will be dealt with in accordance with the school's Discipline Policy.

Consequences for Unacceptable Behaviour

Students not following the Code of Conduct disrupt the learning of all students in the class. The school will respond to inappropriate behaviour by following the Discipline Roadmap

5.DISCIPLINE ROADMAP: STEPS INVOLVED

1 a - Inappropriate class or playground behaviour/minor misbehaviour that goes against the 5 human values, school rules or classroom expectations, e.g. Being off task, late to class, being very loud, disturbing others, rudeness etc.

1. A reminder from a teacher in the classroom or on the playground. TWO reminders will lead to a **Time-in**.

2. If the behaviour persists, a **THIRD** reminder will lead to **Reflection**

Refusing to Follow Reasonable Instructions from teachers or other staff member (example Teacher Aides) **– If a student refuses to follow reasonable instructions from a teacher, they will be sent to the Principal.**

1 b - UNACCEPTABLE BEHAVIOUR

1. Straight to Principal or Behaviour Support Coordinator

2. Unacceptable behaviour is refusing to follow a teacher's instructions, bullying, cyberbullying, physical violence, swearing at the teacher or other staff, pushing or throwing furniture, etc. This also includes illegal behaviours such as consuming or carrying tobacco (including 'vapes'), drugs or weapons.

2. TIME-IN

1. A 'Time-in' is given to students from teacher after **TWO** reminders

2. Student goes to Room 1 for 10 minutes during Break 2 to discuss their behaviour.

3. **Double** time-in if students fail to attend Time-in.

4. **THREE 'time-ins'** in a term will result in a **Reflection**.

3. REFLECTION

1. Student continues to display inappropriate behaviour and has received 3 time-ins in a Term.

2. Lunch is spent in the Reflection Room and the student completes a Reflection sheet.

3. Letter sent home to parents to be signed and returned the following day to the Behaviour Support Coordinator.

4. TWO REFLECTIONS

1. Parents notified that their student will go onto an Individual Education Plan (Behaviour).

2. Meeting with Principal, Behaviour Support Coordinator and student (if appropriate) to discuss IEP (Behaviour) (if not already in place).

3. Students will also be placed on a Behaviour Support Card for 2 weeks.

4. Parents to sign IEP (Behaviour) and return to Behaviour Support Coordinator with any amendments.

5. INAPPROPRIATE BEHAVIOUR CONTINUES – or Unacceptable Behaviour

1. Student, Behaviour Support Coordinator and Principal meet.

2. Suspension in or out of School as appropriate, for up to 5 school days.

3. Student, Parent/s, Behaviour Support Coordinator and Principal attend a suspension resolution meeting prior to student re-attending classes.

6. INAPPROPRIATE BEHAVIOUR CONTINUES – or More severe unacceptable Behaviour

1. A third suspension in a school calendar year will result in a Long Suspension of between 6 and 20 school days.

2. Student, Parent/s, Behaviour Support Coordinator and Principal attend a suspension resolution meeting.

3. Student and parent informed that the next step on the Discipline Roadmap is termination of enrolment.

6. BEHAVIOUR CONTINUES

Termination of enrolment would be considered in the context of previous behaviour and seriousness of event.

6.School Bell Times

	Monday to Friday
Home Room	**8.50 am – 9.00 am**
Period 1	9.00 am – 10.00 am
Period 2	10.00 am – 11.00 am
Break 1	**11.00 am – 11.30 am**
Period 3	11.30 am – 12.30 pm

Period 4	12.30 pm – 1.30 pm
Break 2	**1.30 pm – 1.50 pm**
Period 5	1.50 pm – 2.50 pm
Home	**2:50 pm**

Teachers are on duty from 8:30 am to last bus pick up at 3:05 pm.

7.Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

If you are absent from school, your parents must tell the school and provide a reason for your absence. A message via the school portal will be sent to your parents/carers on the day of your absence. If they do not respond to this with an explanation of absence, a written note will be required.

Students are expected to maintain a minimum of 85% attendance. Excessive absence may result in a student being ineligible for the receipt of their RoSA or HSC. The school is to be notified in advance of planned absence such as holidays or medical procedures. Where an explanation has not been received, the school will record the absence as unjustified on the student's record.

8.Punctuality

Being punctual shows your respect for others and their time, it sets first impressions and is a character trait that is important for you. Please ensure that you arrive on time to

school and each class. You must get all of your books and other resources required for each lesson before you enter the classroom.

9.Homework and Assessment

All students are encouraged to keep track of homework, assessments, and other tasks. Good planning can help students develop the good study habits essential in Year 11 and 12.

Homework

Regular homework may be set by some teachers in some classes. In other classes, homework may be set periodically or students may be expected to work on assessment tasks at home. In the lead up to tests and examinations, it is expected that students complete independent study and revision at home.

Where a teacher sets homework, it is expected that this homework will be completed. Students who fail to submit homework may be given a time-in.

Assessment Policy

The High School has a strict Assessment Policy that is followed at all times. Students will be issued with a copy of this Policy at the beginning of the school year and the Policy is also available on our website.

Students and carers should note the following:

- All assessment is compulsory for all students
- Late submission of an assessment item will result in a penalty of 20 % per day
- Absence on the day before an assessment item is due or the due date must be explained by a note from home (Year 7-10) or a medical certificate (Year 11-12) or students will be penalised by 20 %
- Students who do not make sufficient progress towards completion of assessment or who fail to submit homework may be required to complete a reflection.
- Extensions must be applied for 3 days in advance of the due date and supported with evidence of work completed to date.

Assessment Schedules

Students and parents will with issued with an Assessment Schedule at the beginning of each term, outlining the due dates of assessment items for each subject.

10.Student Stationery Requirements

Students are required to bring the following stationery to school each day.

- pencil case
- pair of scissors
- glue stick
- 2 black pens, 2 blue pens & 1 red pen
- 2 HB pencils
- Eraser
- Ruler
- Sharpener
- Scientific calculator (can be purchased from the office $45.00)
- USB stick

11.Secondary Campus College Uniform

Female Uniform

- White blouse with school logo
- Tartan skirt
- Navy tailored short
- Navy tailored pant
- Layering of a white undershirt in cooler weather
- Black tights

Male Uniform

- White shirt with school logo
- Grey short or grey trouser
- Layering of a white undershirt in cooler weather

Sports Uniform - Unisex

- Sports polo with school logo
- Bottle green shorts with SSC
- Bottle green tracksuit
- Bottle green hat
- SSC cap

Outerwear – Unisex

- Navy fleece jacket
- Navy V neck knit jumper
- Navy rain jacket

Shoes & Socks

- Formal uniform – Black leather lace-up shoes (skate shoes and above ankle shoes are not acceptable)
- Sports uniform – Quality joggers with good support (skate shoes, above ankle shoes or flat sneakers are not acceptable)
- Black, white or grey ankle socks

Accessories

Wearing of accessories should be kept to a minimum for both safety and security reasons. Thus, the following ONLY are acceptable:

- **watch** (Smartwatches are not permitted)
- two **sleepers or studs** per ear (lobe only)
- one silver or gold ring
- one single thin **neck chain** with or without a small simple pendant worn under the shirt (unseen)
- one gold or silver **bracelet**
- Make-up, nail polish, false eyelashes and false nails are not permitted
- facial piercing including nose rings are not permitted
- students with hair extending beyond their collar are to have it tied back at all times
- no extremes in hair colour, cut or style
- Any **tattoos** are not to be visible when wearing the College uniform

12. BYOD – Bring Your Own Device

It is mandatory for all students to bring a laptop, a mouse with a scroll wheel and headphones to school to aid in their learning. Mobile phones are NOT permitted.

It is the student's responsibility to bring their laptop to school each day fully charged as there are insufficient power stations for all students to charge laptops at once. Laptops should be able to operate fully charged for at least six hours.

- You should keep your device safe in your school bag when travelling to and from school.
- You should resist using your device on public transport as this may be a security risk.
- Ensure that you use your device appropriately at all times as a tool for learning.
- Staff may view material placed on your device at any time.
- No use of devices before school, during recess or lunch unless under direct supervision of a teacher.

Student Device Security

- Always keep your password confidential.
- Log off at the end of each lesson.
- Never send hoax emails, spam or unlawful publications to anyone.
- Always backup your work.

13.Mobile Phones

Mobile phones are **banned** within the Secondary Campus of Sathya Sai College.

If students choose to bring their phone to school, it will need to be switched off prior to entering school grounds. During Home Room, students place their phones into a foam box for storing during the day. If a student comes to school late, they will submit their phone while signing in at the office. Students will retrieve their phone from the box at the end of each day.

Any student found with their mobile phone during school hours will receive an immediate suspension.

If parents wish to contact their children during the school day, or vice versa, contact is to be made through Reception. The school mobile can be made available to students if a private conversation is required.

14.Student School Email

Each student will be issued their own school email address. This enables communication between students, teachers and the school office.

Students are to keep their login and passwords safe and are not to share with other students.

This email is to be used strictly for school purposes and not personal use.

15.Emergencies

A beeping sound with instructions will be communicated over the PA system advising to evacuate the buildings or go into lockdown or lockout procedures. If the electricity is cut off a battery backup will operate the manual system. An instruction sheet with a map of what to do is located in each room throughout the school. You must follow your teacher's instruction if there is an emergency situation that arises.

16.Personal Property

The school cannot accept responsibility for lost or stolen property and money, this includes mobile phones and devices brought onto school grounds as part of BYOD. All personal property should be clearly marked with your name. If you need to bring valuables or more money than usual to school, these should be left at the Front Office for safekeeping. The school requires parent notification of medical needs and any medicines or tablets you need to take during the day should be left with instructions at the Front Office before school.

17.School Bus

Students are required to:

- remain behind the fence until their bus has arrived
- enter the bus in an orderly manner
- carry their bus passes
- respect the Bus Driver's requests, such as fastening seat belts
- no eating or drinking on the bus

18.Visitors to the School

Visitors to the school are welcome. Visitors must come through the secure area in the front office, sign the visitors register and obtain a Visitors Pass which is to be worn. All visitors must sign out on departure through the secure area in the front office.

19.Addressing Bullying Behaviour

Bullying and Cyberbullying

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, disability and sexuality. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as upstanders and not bystanders
- report incidents of bullying

Cyberbullying

Addressing cyberbullying is a whole-of-community responsibility and requires a whole-of-community response.

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It can happen to anyone, anytime, anywhere and can leave the victim feeling unsafe and alone.

It can include:

- abusive texts and emails
- posting unkind messages or images
- intimidating others online
- excluding others online
- inappropriate image tagging
- inappropriate discussions

Remember, treat others as you would like to be treated when socialising online.

Report all incidents of bullying or harassment to the Principal, Behaviour Support Coordinator or Homeroom teacher.

20.Student Wellbeing Support Personnel

Sathya Sai College has a range of skilled and experienced staff with a variety of responsibilities in supporting student wellbeing.

Principal – Mr Garry Shearman E: principal_sc@sathyasai.nsw.edu.au

Wellbeing Support Coordinator – Mr James Kakanis E: j.kakanis@sathyasai.nsw.edu.au

Behaviour Support Coordinator – Mrs Sarah Biersteker E: s.biersteker@sathyasai.nsw.edu.au

Curriculum Coordinators

- Extensions for Assessment Tasks
- Extended absence and catch-up work
- Concerns regarding assessment
- Concerns regarding curriculum
- TAFE and Distance Education (Stage 5 and 6 only)
- Future pathways and career planning

Stage 4 – Mrs Rebecca Hall E: r.hall@sathyasai.nsw.edu.au

Stage 5 – Mrs Sharnie Warner E: s.warner@sathyasai.nsw.edu.au

Stage 6 – Miss Rachael Lebeter E: r.lebeter@sathyasai.nsw.edu.au

Learning & Support Coordinator – Ms Sophia Turnbull

E: s.turnbull@sathyasai.nsw.edu.au

The role of Learning and Support at Sathya Sai College is to:

- Liaise with students, families and external support providers to understand the specific support needs of students.
- Learning support and development of Individual Education Plans (IEP)
- Collaborate with staff, students and families to develop individualised, targeted learning plans to enable equitable access to the curriculum for all students.
- Provide direct and timely assistance to students with additional learning and support needs.
- Assess and monitor student engagement to identify student needs to ensure that their individual education plan continues to evolve and grow with them on their learning journey.
- Work with teaching staff to develop a universally designed system of support that can be implemented in the classroom setting.