DALBY CHRISTIAN COLLEGE

COLLEGE HANDBOOK 2017

2A Mary Street
Dalby Qld 4405
Phone: (07) 4672 4222
Email: office@dalbycc.qld.edu.au
Web: www.dalbycc.qld.edu.au
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Welcome to our 2017 Handbook. Dalby Christian College commenced in 1981 with 29 students, when a small group of committed Christians decided to meet the need for Christian Education in the Dalby area. As the years have passed, we have continued to offer a distinctively Christian Education and remained faithful to the original vision. In 2017 we are continuing to grow with an expected enrolment of 330 students from Prep-12. This year sees the opening of our Creative Arts block comprising of a Music, Art and Drama classroom which will continue to enhance the quality of our Education.

To watch students develop their skills, knowledge, understanding, and character is an exciting process. However, this process does not happen by itself. To maximise our student’s development in all areas requires the setting of high expectations, organised and quality learning experiences, and a caring and personal approach to each student. I’m thankful for an excellent team of staff which bring a diverse range of talents to our College which benefit our students. As a group of staff we continue to aim to improve our individual capacity so that as a collective College we are able to serve our families with a quality Christian Education.

Whether you have been part of our College community for many years or have recently joined us, I commend our College Handbook to you. Contained inside are all sorts of information, which explains our policies, procedures, and guidelines on a range of issues. I trust that you find the Handbook a helpful reference guide to make the year’s schooling a smooth and positive experience.

Yours in Christian Education,

Stephen Wilson
Principal
1.1 **MISSION STATEMENT**

*Dalby Christian College, upholding the eternal Lordship of Jesus Christ, strives to educate, nurture and disciple students for a life of serving Him with heart, mind and hand.*

**Statement of Philosophy and Aims**

Education is the process of teaching and learning whereby a student develops spiritually, intellectually, socially and physically. This is a process of teaching and learning the truth in regards to the realities of life. Dalby Christian College believes that the source of all life and truth is God, who has revealed Himself to us through His Son Jesus Christ, His Word the Bible, and through the created world. Dalby Christian College therefore seeks to honour God in the education process by placing Christ at the centre of all that we do. The Bible is the foundation of faith, truth and practice, and as such, all aspects of College life are designed to reflect a Biblical Christian perspective.

The aim of the educational process at Dalby Christian College is change. Whilst the College’s foundations are built on the eternal and unchanging truth of God, the evidence that learning has taken place in a student’s life is that there has been a change in their knowledge, values, beliefs, skills and understanding. The College therefore desires to see students grow in wisdom and knowledge in Christ, mature in character and discipline, develop a sense of purpose and responsibility, and attain the necessary skills to productively serve God and others.

In support of the Melbourne Declaration on Educational Goals for Young Australians, Dalby Christian College believes in the pursuit of excellence in all areas of life through diligent and wholehearted effort. As an educational organisation it is committed to ongoing improvement through the process of review and refinement. Students are encouraged in this same endeavour of improving through the setting of high expectations and standards.

Dalby Christian College recognises that parents have the primary responsibility before God in the raising of their children. As such, it exists to support parents in the education of their children by providing an educational service to enable each student to develop their potential. The relationship between the school and home is intended to be a close working relationship built on open communication, trust, and a common desire to see the student develop into the person that they were created to be.

Students are recognised as unique individuals with untold potential in Christ, but with a great need to know Christ as their Lord and Saviour. Dalby Christian College seeks to educate, nurture and disciple each student with respect for their unique purpose and potential. It therefore recognises the great responsibility of working with each student that is created in the image of God, and as such, is of great worth and value. Each student is taught to recognise that they have been made with unique talents and abilities with which to impact the world for Jesus Christ. We aim to equitably nurture successful learners who are confident and creative individuals.
The College’s curriculum serves the purposes of equipping students with the knowledge, understanding, values, and skills they require for life, and to reveal God’s truth on all aspects of life. The curriculum seeks to weave a Biblical perspective through the content so that students are able to recognise how the different fields of study fit into God’s world. The content is all also designed to prepare students with the capacity to engage and be productive in the modern world and the Australian context as active and informed citizens.

1.2 **CHRISTIAN EDUCATION**

In the last 30 years, many Christian Schools have been established in Australia. The push for these types of schools came from church groups and Christian parents who wanted to raise and educate their children with the Lord Jesus being central to the whole learning environment. Parents were not happy with the content or the values and beliefs that their children were being taught in other school systems, and wanted the school to be supporting them in raising their children Christianly. The number of Christian Schools has grown steadily so that there is now hundreds of Christian Schools around Australia.

‘Worldview’ is the term given to describe what we believe to be true about life, which informs our values, choices, and lifestyles. Everyone has a worldview. Some have a ‘religious’ worldview whilst others have a less formalised belief system. Within every education system there is an underlying worldview, which creates the foundation and purpose of the education and informs the education itself. Christian Schools operate from a Biblical Christian Worldview, which means that they recognise the Bible as the ultimate source of truth regarding knowledge, understanding, relationships, purpose, and indeed all areas of life. And so, when teaching all the various subjects, whether it is English or Maths, Science or PE, each subject is taught from the understanding that God made all things and that all things reflect something of who He is and His purposes for life. The Bible is what God has revealed to man about who He is, what His purposes are, and how we fit into His world. As such, the education process in a Christian School is all about helping students to understand these aspects of life so that they are equipped with the knowledge, understanding, skills, and purpose with which to live the life for which they were created. Of course, other education systems do the same, except their foundational beliefs about life do not include God.

Many believe that a state education is neutral. That is, it is it does not have any of these underlying beliefs about life, which are formally taught as part of the curriculum. The belief that the world and all the knowledge about it can be studied without reference to origin and purpose is a worldview in itself, which when unpacked is not at all neutral, but is built on a range of philosophies, beliefs, and values.

A Christian worldview is one, which is informed through knowledge of God and His Word the Bible. The Christian worldview is incompatible with the idea that subjects can be studied as neutral pieces of knowledge without reference, foundation, understanding, and purpose in God. At the centre of a Christian Worldview is the Lord Jesus Christ who is “the way, the truth, and the life”. All things were made by Him and for Him and nothing has meaning outside of Him. The study of life, the laws of our universe, and indeed all knowledge should reflect and reveal God. Dalby Christian College holds these understandings as foundational truths that inform how we teach, our curriculum, and all aspects of College life. We aim to give our students a comprehensive Christian worldview through which they understand all aspects of life, make sense of the world we live in, and defend and live out their faith.
1.3 DALBY CHRISTIAN COLLEGE VALUES

WHAT ARE VALUES?

“A value is a principle, a priority, or a standard that derives from a set of beliefs about the world, about people and about God. A value is most beneficial if it is consciously held, and thus intentionally informs the ways in which one thinks, feels and acts. Values form the basis of character, and determine the ways in which we relate to others, how we behave in private, and how we answer to our own conscience.” (Graham Leo)

Specifically, for Dalby Christian College, values are a set of Biblical standards and principles that are the basis for Christian community, which when lived out individually and collectively, not only bring honour to God by reflecting His character and purpose, but also create an environment of peace and productivity.

WHY DO WE PROMOTE THESE VALUES?

We desire to see our students aspiring to be people of character based on Godly values. In establishing these values, we were guided by a consideration of the type of character that we are seeking to develop in our students. A student who has a deep faith in God, who lives a life of love, honour and integrity, who courageously stands for what is right, and who diligently and wholeheartedly works with the gifts they have been given in order to serve God and others. Too often character development in young people can become focused on avoiding negative behaviour and character traits. At Dalby Christian College, we want to encourage our students to live out a very positive set of values.

TRUTH (John 14:6, John 17:17, Col 2:8, 2 Cor 10:5)

Our values are based on an understanding that in God’s Word the Bible, and in the Lord Jesus Christ, we find truth. This truth is an absolute, timeless truth that supersedes relativistic values that may come and go depending on the prevailing culture. Our College values are such because they are representative of who God is and flow out of this foundational value of truth. As a College, we seek to represent God’s truth in all aspects of life so that our students have a true perspective of who God is, who we are, His creation, and life’s meaning.

FAITH (Heb 11:6, Eph 2:8-9, Isa 26:3, Rom 5:2, Rom 15:4)

Our relationship with God is built on God’s grace to us through faith. That is, the way we relate to God should be by faith. This is the case for salvation, but it should also be how we live our lives day-to-day; trusting in the Lord. We can place our faith in the Lord because he is almighty, faithful, just, righteous, and loving. In other words, he has our best interests at heart and further to that, he has the power to do as He wills. Knowing whom we place our faith in should fill us with a sense of hope, optimism, and expectancy for the future.
LOVE (Matt 22:37-39, Matt 5:43-45, 1 Cor 13:4-8)

Possibly the value that we are instructed to uphold more than anything else is love. The type of love that we are to have for God and others is the type of love that God has for us. It does not depend on beauty, ability or whether the object of our love is worthy of it - it is an unconditional love. We are told in the Bible to firstly love God above all else, and then to love others as much as we love ourselves. We are even told to love our enemies. This type of love is not a feeling, but is demonstrated by action. In other words Jesus wants us to live in such a way that it is obvious by what we do that we love Him above all else and that we love others.

INTEGRITY (Mark 12:14, Titus 2:7-8, Ps 41:11-12)

Integrity means to be complete, whole, or undivided. In practical terms, this means that a person acts consistently according to what is right, true, and honest. Another way to think about integrity is that what is in a person’s heart is what is displayed outwardly, as opposed to hypocrisy. At times, it is easy to be honest and do what is right, but a person with integrity does what is right and honest all the time, even when it costs them something. Biblical integrity is not just doing the right thing, it is a matter of having the right heart, and allowing the person, you are on the inside to match the person you are on the outside. God’s desire is that we will reflect his character of integrity through our lives.

COURAGE (1 Cor 16:13, Josh 1:6-9)

It is easy to stand by our values when they are popular and we have support, but at times, we can find ourselves in an environment that has a set of different values to what we know to be right and true. It is in these times that we need courage. Courage is the ability to stand up for what is right and to stand against what is wrong. It is the determination to stand up and be counted when others may run away or fail to act. We also need courage at times to try something new or to attempt something that we have failed at before. Having courage is rarely accompanied by feeling comfortable. Recognising that being comfortable is not as important as being courageous will be foundational in a person who stands for what is right, attempts new and difficult experiences, and has another go when they have failed. Ultimately, we can take courage because God promises to go with us when we obey and follow Him.

HONOUR (1 Sam 2:30, Eph 6:1-31, Tim 6:1, Rom 12:10-11, 1 Cor 12:22-23, 1 Thess 4:4-5)

Honour is a word that means to respect or to highly esteem and value. Out of honour and a deep respect for God, we should honour those that God asks us to honour. Linked to honour is humility. To be able to honour someone else requires a person to be able to submit humbly to those in authority. All authority ultimately comes from God and is ordained by Him and therefore in honouring those in authority we are honouring God. The Bible asks us to honour several different types of people, most of them being those who are placed in authority over us such as our parents (and teachers), our civil leaders (politicians, police officers etc.), and our employment leaders. We are also encouraged to honour all people in a general sense, even those that we might consider ‘less honourable’. Finally, we are told to control ourselves in an honourable way; that is, we should have a respect for our body and ourselves.
Diligence means to be conscientious in paying proper attention to a task; giving the degree of care required in a given situation and persevering determination to perform a task. God has created us to be productive and hardworking people who use their time well. This mindset of doing our best should not just be reserved for the areas that we think are important, but should be our goal in whatever we do. Whether we are working in a classroom, playing at lunchtime, or developing a friendship we should do our very best. The focus of our hard work is to bring honour and glory to God knowing that we are serving Him.

1.4 Pastoral Care and Chaplaincy

Very much at the heart of Christian Education is the pastoral care of our students. We see the development and support of our students not just in academics but also in spiritual and emotional matters as very important in the development of our students. For this reason, we actively encourage and support the pastoral care of our students through the employment of Christian staff who recognise that this is very much a part of their role as a teacher. At the beginning of each day, we have ‘form class’ for 10 minutes which is used to support students spiritually, emotionally and in general administration. Our Form Class Teachers are available to encourage and help students with any difficulties that they are experiencing in school or life in general. We also have a Chaplain who is available to talk with privately should the student require that type of support.

1.5 Governance

Dalby Christian College is a school that is owned and managed by Christian Community Ministries (CCM). Christian Community Ministries manages a number of Christian Schools in Queensland including Groves Christian College, Livingstone Christian College, Whitsunday Christian College, Staines Memorial College, and Warwick Christian College.

CCM has a board of directors that are responsible for the strategic planning and direction of the College.

1.6 Affiliations

Dalby Christian College is affiliated with two main organisations:

1. Christian Schools Australia (CSA)

Christian Schools Australia is a peak group, which serves the diverse needs of a large network of independent Christian schools. CSA serves the needs of its members with information, professional training, and direct support in targeted ways. CSA advocates for our needs individually and as a sector, especially in relation to the critical issues of religious freedom and equitable funding. CSA maintains positive relationships with government and others, and plays a leading role in the public policy debate to ensure the voice of Christian schools is heard.
2. **Independent Schools Queensland (ISQ)**

Independent Schools Queensland (ISQ) exists to act in the best interests of Queensland independent schools; to assist, strengthen, represent, and promote the interests of independent schools in Queensland; to protect the autonomy of member schools including the right of a school community to decide its form of governance and school policies including enrolments, staffing, curriculum, and co-curricular activities.

Dalby Christian College also has strong links with **Queensland Studies Authority (QSA)**, which is a statutory body of the Queensland Government. QSA provides Preparatory Year to Year 12 syllabi, assessment, and reporting, accreditation, and certification services for Queensland schools.

### 1.7 Statement of Faith

1. There is one God who exists in three persons, Father, Son, and Holy Spirit, each of whom is God
2. The Old and New Testaments are inspired by God and the only infallible rule for faith and practice
3. Jesus Christ is fully man and fully God, one person with two natures
4. Human beings are, as a result of the fall, born in sin and in need of regeneration by the Holy Spirit
5. Jesus Christ by his sinless life and substitutionary death atoned for the sins of the whole world
6. Jesus Christ rose bodily before ascending visibly to heaven
7. Salvation is by faith alone in Jesus Christ
8. Believers should affirm their faith in Christ through baptism
9. All Christians are indwelt by the Holy Spirit from the moment of conversion and are by him enabled to grow in holiness
10. The Church, the body of Christ, is made up of all true believers, irrespective of race or denominational affiliation
11. Jesus Christ will return personally at the end of the age
12. All people will experience bodily resurrection, judgement, and eternity in heaven or hell
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<th>Email</th>
</tr>
</thead>
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<tr>
<td>Principal</td>
<td>Stephen Wilson</td>
<td><a href="mailto:stephen.wilson@dalbycc.qld.edu.au">stephen.wilson@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Jeromy Wainwright</td>
<td><a href="mailto:jeromy.wainwright@dalbycc.qld.edu.au">jeromy.wainwright@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Head of Teaching &amp; Learning</td>
<td>Marie Skerman</td>
<td><a href="mailto:marie.skerman@dalbycc.qld.edu.au">marie.skerman@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Early Learning Centre Director</td>
<td>Erica Whittle</td>
<td><a href="mailto:erica.whittle@dalbycc.qld.edu.au">erica.whittle@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Head of Boarding</td>
<td>Peter Brown</td>
<td><a href="mailto:peter.brown@dalbycc.qld.edu.au">peter.brown@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Special Needs Coordinator</td>
<td>Lisa Davidson</td>
<td><a href="mailto:lisa.davidson@dalbycc.qld.edu.au">lisa.davidson@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>College Chaplain</td>
<td>Lynda Wanka</td>
<td><a href="mailto:lynda.wanka@dalbycc.qld.edu.au">lynda.wanka@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Prep A Teacher</td>
<td>Sue Attwood</td>
<td><a href="mailto:sue.attwood@dalbycc.qld.edu.au">sue.attwood@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Prep G Teacher</td>
<td>Rachael Gaul</td>
<td><a href="mailto:rachael.gaul@dalbycc.qld.edu.au">rachael.gaul@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 1 Teacher</td>
<td>Shelene Black</td>
<td><a href="mailto:shelene.black@dalbycc.qld.edu.au">shelene.black@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 2 Teacher</td>
<td>Naomi Shakespeare</td>
<td><a href="mailto:naomi.shakespeare@dalbycc.qld.edu.au">naomi.shakespeare@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 2/3 Teacher</td>
<td>Darrel Irvine</td>
<td><a href="mailto:darrel.irvine@dalbycc.qld.edu.au">darrel.irvine@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 3 Teacher</td>
<td>Jeffery Gibbs</td>
<td><a href="mailto:jeffery.gibbs@dalbycc.qld.edu.au">jeffery.gibbs@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 4 Teacher</td>
<td>Talitha Follent</td>
<td><a href="mailto:talitha.follent@dalbycc.qld.edu.au">talitha.follent@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 5 Teacher</td>
<td>Liz Chapman</td>
<td><a href="mailto:liz.chapman@dalbycc.qld.edu.au">liz.chapman@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 6 Teacher</td>
<td>Marcia McCullough</td>
<td><a href="mailto:marcia.mccullough@dalbycc.qld.edu.au">marcia.mccullough@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 7 Form Teacher</td>
<td>Nathalia McGrath</td>
<td><a href="mailto:nathalia.mcgrath@dalbycc.qld.edu.au">nathalia.mcgrath@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 8 Form Teacher</td>
<td>Jason Perriotte</td>
<td><a href="mailto:jason.perriotte@dalbycc.qld.edu.au">jason.perriotte@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 9 Form Teacher</td>
<td>Hugh Stroud</td>
<td><a href="mailto:hugh.stroud@dalbycc.qld.edu.au">hugh.stroud@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 10 Form Teacher</td>
<td>Barry Seebaran</td>
<td><a href="mailto:barry.seebaran@dalbycc.qld.edu.au">barry.seebaran@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 11 Form Teacher</td>
<td>Jeffrey Boyer</td>
<td><a href="mailto:jeffrey.boyer@dalbycc.qld.edu.au">jeffrey.boyer@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Year 12 Form Teacher</td>
<td>James Newman</td>
<td><a href="mailto:james.newman@dalbycc.qld.edu.au">james.newman@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Secondary Teacher</td>
<td>David Ballinger</td>
<td><a href="mailto:david.ballinger@dalbycc.qld.edu.au">david.ballinger@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Learning Support Teacher</td>
<td>Jayne Donaghy</td>
<td><a href="mailto:jayne.donaghy@dalbycc.qld.edu.au">jayne.donaghy@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Secondary Art Teacher</td>
<td>Sonja Dunlop</td>
<td><a href="mailto:sonja.dunlop@dalbycc.qld.edu.au">sonja.dunlop@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Art and Drama Teacher</td>
<td>Beth McCall</td>
<td><a href="mailto:beth.mccall@dalbycc.qld.edu.au">beth.mccall@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Secondary Teacher</td>
<td>Steven Pearson</td>
<td><a href="mailto:steven.pearson@dalbycc.qld.edu.au">steven.pearson@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Music Teacher</td>
<td>Christopher Schenk</td>
<td><a href="mailto:christopher.schenk@dalbycc.qld.edu.au">christopher.schenk@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Dianne Alderton</td>
<td><a href="mailto:dianne.alderon@dalbycc.qld.edu.au">dianne.alderon@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Helen Buckley</td>
<td><a href="mailto:helen.buckley@dalbycc.qld.edu.au">helen.buckley@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Tammlynn Kimpton</td>
<td><a href="mailto:tammlynn.kimpton@dalbycc.qld.edu.au">tammlynn.kimpton@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Raelee Larsen</td>
<td><a href="mailto:raelee.larsen@dalbycc.qld.edu.au">raelee.larsen@dalbycc.qld.edu.au</a></td>
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<tr>
<td>Teacher Aide</td>
<td>Chantal Mortimer</td>
<td><a href="mailto:chantal.mortimer@dalbycc.qld.edu.au">chantal.mortimer@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Suzanne Perriotte</td>
<td><a href="mailto:suzanne.perriotte@dalbycc.qld.edu.au">suzanne.perriotte@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Vicki Sullivan</td>
<td><a href="mailto:vicki.sullivan@dalbycc.qld.edu.au">vicki.sullivan@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>IT Manager</td>
<td>Brett Kruger</td>
<td><a href="mailto:brett.kruger@dalbycc.qld.edu.au">brett.kruger@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Library / Careers</td>
<td>Tanya Brookes</td>
<td><a href="mailto:tanya.brookes@dalbycc.qld.edu.au">tanya.brookes@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Library</td>
<td>Sarah – Jane Morris</td>
<td><a href="mailto:sarah.morris@dalbycc.qld.edu.au">sarah.morris@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Melissa Burt</td>
<td><a href="mailto:melissa.burt@dalbycc.qld.edu.au">melissa.burt@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Accounts and Fees</td>
<td>Sheryl Garnham</td>
<td><a href="mailto:sheryl.garnham@dalbycc.qld.edu.au">sheryl.garnham@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Reception</td>
<td>Chelsea Morris</td>
<td><a href="mailto:chelsea.morris@dalbycc.qld.edu.au">chelsea.morris@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Reception/Admin Assistant</td>
<td>Shelley Wieden</td>
<td><a href="mailto:shelley.wieden@dalbycc.qld.edu.au">shelley.wieden@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Tuckshop Convenor</td>
<td>Wendy Bouyer</td>
<td><a href="mailto:wendy.bouyer@dalbycc.qld.edu.au">wendy.bouyer@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Grounds &amp; Maintenance</td>
<td>Stuart Chamberlain</td>
<td><a href="mailto:stuart.chamberlain@dalbycc.qld.edu.au">stuart.chamberlain@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Grounds &amp; Maintenance</td>
<td>Russell Moore</td>
<td><a href="mailto:russell.moore@dalbycc.qld.edu.au">russell.moore@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Boarding Assistant</td>
<td>Erin Burt</td>
<td><a href="mailto:erin.burt@dalbycc.qld.edu.au">erin.burt@dalbycc.qld.edu.au</a></td>
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<tr>
<td>Boarding Assistant</td>
<td>Mark Perkins</td>
<td><a href="mailto:mark.perkins@dalbycc.qld.edu.au">mark.perkins@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Boarding Assistant</td>
<td>Jenny Pearson</td>
<td><a href="mailto:jenny.pears@dalbycc.qld.edu.au">jenny.pears@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Head Cook – Boarding</td>
<td>Del Laherty</td>
<td><a href="mailto:del.laherty@dalbycc.qld.edu.au">del.laherty@dalbycc.qld.edu.au</a></td>
</tr>
<tr>
<td>Cleaner</td>
<td>Anna Gaur</td>
<td><a href="mailto:anna.gaur@dalbycc.qld.edu.au">anna.gaur@dalbycc.qld.edu.au</a></td>
</tr>
</tbody>
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SECTION 2- ROUTINES AND PROCEDURES

2.1 TERM DATES 2017

Term 1  Monday 23\textsuperscript{rd} January  to  Friday 31\textsuperscript{st} March
Term 2  Tuesday 18\textsuperscript{th} April  to  Friday 23\textsuperscript{rd} June
Term 3  Wednesday 12\textsuperscript{th} July  to  Friday 15\textsuperscript{th} September
Term 4  Tuesday 3\textsuperscript{rd} October  to  Thursday 30\textsuperscript{th} November

STUDENT FREE DAYS FOR 2017:
Monday 10th July and Tuesday 11th July
Monday 16th October
Friday 1st December

PUBLIC HOLIDAYS FOR 2017:

Australia Day  Thursday 26th January
Good Friday  Friday 14th April
Easter Monday  Monday 17th April
Dalby Show Holiday  Friday 21st April
Anzac Day  Tuesday 25th April
Labour Day  Monday 1st May
Queen’s Birthday  Monday 2nd October

Assessment and other Calendars can be accessed via the website
### 2.2 Bell Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>Warning</td>
<td></td>
</tr>
<tr>
<td>8:47</td>
<td>Form Class</td>
<td></td>
</tr>
<tr>
<td>9:02</td>
<td>Period 1</td>
<td>42 min</td>
</tr>
<tr>
<td>9:44</td>
<td>Period 2</td>
<td>42 min</td>
</tr>
<tr>
<td>10:26</td>
<td>Recess</td>
<td>25 min</td>
</tr>
<tr>
<td>10:51</td>
<td>End of Recess</td>
<td></td>
</tr>
<tr>
<td>10:53</td>
<td>Period 3</td>
<td>42 min</td>
</tr>
<tr>
<td>11:35</td>
<td>Period 4</td>
<td>42 min</td>
</tr>
<tr>
<td>12:17</td>
<td>Period 5</td>
<td>42 min</td>
</tr>
<tr>
<td>12:59</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td>Detention / Library open</td>
<td>45 min</td>
</tr>
<tr>
<td>1:44</td>
<td>End of Lunch</td>
<td></td>
</tr>
<tr>
<td>1:46</td>
<td>Period 6</td>
<td>41 min</td>
</tr>
<tr>
<td>2:27</td>
<td>Period 7</td>
<td>41 min</td>
</tr>
<tr>
<td>3:08</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### Friday Bell Times

<table>
<thead>
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<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Warning</td>
<td></td>
</tr>
<tr>
<td>8:47</td>
<td>Form Class</td>
<td>13 min</td>
</tr>
<tr>
<td>9:00</td>
<td>Period 1</td>
<td>42 min</td>
</tr>
<tr>
<td>9:42</td>
<td>Period 2</td>
<td>42 min</td>
</tr>
<tr>
<td>10:24</td>
<td>SCG</td>
<td>31 min</td>
</tr>
<tr>
<td>10:55</td>
<td>Recess</td>
<td>25 min</td>
</tr>
<tr>
<td>11:20</td>
<td>Period 3</td>
<td>42 min</td>
</tr>
<tr>
<td>12:02</td>
<td>Period 4</td>
<td>42 min</td>
</tr>
<tr>
<td>12:44</td>
<td>Period 5</td>
<td>42 min</td>
</tr>
<tr>
<td>1:26</td>
<td>Lunch</td>
<td>40 min</td>
</tr>
<tr>
<td>2:06</td>
<td>End of Lunch</td>
<td></td>
</tr>
<tr>
<td>2:08</td>
<td>Sport</td>
<td>60 min</td>
</tr>
<tr>
<td>3:08</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### 2.3 School Lunches

The food you give your child for lunch can influence behaviour for the rest of the school day. Different food additives and even natural additives such as sugar may have an adverse effect on children’s behaviour and therefore the learning environment. Healthy lunches and snacks provide children with the energy and nutrients they need to play, concentrate and learn all day. For this reason, we encourage parents to aim to provide fresh natural food types. For younger children, it helps your child if food is packed into separate containers for morning tea and lunch. Water is the best drink for children at school.
2.4 **TUCKSHOP**

The College Tuckshop is open one day each week (Friday) for Morning Tea and Lunch. A menu can be found on the College website. Students must hand morning tea and lunch orders to their class/form teachers at the end of morning devotions, so that orders are received in the tuckshop no later than 9.30 am. Volunteers are always appreciated in the tuckshop. If you can assist us in any way, please contact the Office.

2.5 **ATTENDANCE**

Dalby Christian College expects that parents and students will be committed to the student’s maximum possible attendance at school in order to optimise learning outcomes. Attendance is compulsory by law for the majority of students until they are 16 years of age or until they have completed Year 10. While some students in year 10, 11 and 12 are involved in school based apprenticeships/traineeships, the College does not support students being absent from school to pursue casual work. All aspects of curriculum activities are compulsory, therefore adherence to full attendance is expected. It is therefore essential that an explanation for each absence be sent to the College. Unless other arrangements have been made by parents, students are not to arrive at the College prior to 8:30am (with the exception of bus students). Students that do arrive prior to 8.30am must stay in the Blue Shade Cloth area until the 8.30am bell. Students are to leave the College at the 3:08pm bell unless they are waiting to be picked up by a parent, or they are attending a College activity. Students waiting to be picked up by parents are to wait at the front of the College, but within the College grounds.

2.6 **ABSENCE**

If a student is absent from the College, parents need to adhere to the following guidelines;

- Please ring the College Office before 9.00am and speak to the receptionist or leave a message
- When the student returns to the College, he/she needs to have a note written in the Diary or an email explaining why he/she was absent. The note needs to be signed by the parent or guardian

A medical certificate is essential for students in years 11 and 12 who miss assessments, hand in assignments late, or feel disadvantaged by a period of illness during the senior course (see section on assessment page 17).

**Lateness**

Students are expected to be on time each day. Continual lateness will be followed up with parents. Students that arrive late should report to the College Office before going to class so that the roll can be altered.

2.7 **LEAVING THE COLLEGE DURING SCHOOL HOURS**

Students must present a note from parents / guardians requesting permission for them to leave the College before the end of the day. The note will be given to the form/class teacher at morning devotions. The note should:

1. Be dated
2. Give the specific reason for leaving early
3. State time of departure
4. Be signed by a parent or guardian
   - Be countersigned by form or class teacher

**Prior to leaving school, students must report to the College Office with a note to sign out.**
No student is permitted to leave the College grounds without permission. If a student returns to the College after leaving for an appointment, they must once again report to the College Office.

2.8 **VISITORS TO THE COLLEGE**

All visitors to the College are required to sign in at the College Office (A Block) and display a Visitors’ Pass during their visit. Visitors are also required to sign out. Social visits to students during class or break times, i.e. those visits other than officially recognised or pre-arranged through the appropriate member of staff are generally discouraged.

Parents are very welcome to visit their child’s classroom and do not require a visitor’s pass, but should make contact with their child’s teacher prior to visiting.

2.9 **VOLUNTEERS**

At Dalby Christian College, we welcome and value the work of volunteers in the College. There are positive benefits for children to see their parents in the classroom and around the school. Grandparents, who may have a little more time on their hands, are also encouraged to become involved. There has been a recent push to have volunteers become involved in the reading program by listening to children read. At Dalby Christian College, we wholeheartedly support this initiative and encourage people to become involved in this valuable activity.

Volunteering should not only be confined to the primary school. If secondary students are concerned about having their parents in the classroom, there are activities where parents can be involved outside of the classroom. Some of these include the tuckshop roster, library work, catering and sporting events.

If you would like to contribute by volunteering, please speak to your class teacher or ring the College Office.

2.10 **UNIFORM SHOP**

All uniform requirements can be accessed through the College Uniform Shop. This can be accessed by asking at the College Office. During term time, the uniform shop is open every day except Friday afternoon when it will close at 1.00pm. At the beginning of the year, it is also open during the week before school starts. During this busy time, before school commences, and to ensure that you are not held up, we ask that you call the office to make an appointment.

2.11 **BEFORE AND AFTER SCHOOL HOURS CARE**

We offer before and after school hours care for students that may require supervision during the hours of 7.00am and 6.00pm. Assistance in homework is available if required and students will be picked up from their classroom and accompanied to the Early Learning Centre where this service is offered. Please speak to the Director at the ELC if you would like further information.
2.12 **LOST PROPERTY**

Any property that is lost is generally handed in at the front office and can be collected from there. Students should label all personal items including clothing, hats, lunch boxes, and drink bottles to assist with the return of lost property.

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**SECTION 3 - ACADEMIC**

### 3.1 HOMEWORK

Homework can often be perceived as an inconvenience to parents and children, and it is not always easy to complete the tasks with enthusiasm. However, homework plays an important role in a student’s successful achievement at school. Following are the reasons why homework is a vital part of the educational program at Dalby Christian College:

**FOR STUDENTS:**
- To review and practise skills covered in class
- To explore subjects more fully than classroom time permits
- To extend learning by applying skills already gained to new situations
- Memorisation
- Practise basics
- Reinforce concepts
- Develop independent study habits and responsibility

**FOR PARENTS:**
- Homework enables parents to show an interest and be involved with school work
- It enables parents to nurture a love of learning in their children
- It gives opportunities for increased communication regarding a student’s progress
- It makes parents aware of the educational program

If there are occasions where homework is proving to be difficult, or when there are family circumstances that prevent homework being done, parents are asked to communicate this to teachers via the student diary.

#### 3.1.1 HOMEWORK EMAILS

Teachers will email set homework to parents as it is given to students. Parents should also expect to receive a copy of any assignment issued to students via email.

#### 3.1.2 RECOMMENDED TIME

**YEARS 1-6**
The recommended homework times are Monday to Thursday night:

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Years 2-3</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Year 4-5</td>
<td>20 -30 minutes</td>
</tr>
<tr>
<td>Year 6</td>
<td>30 - 60 minutes</td>
</tr>
</tbody>
</table>
A large amount of the homework set in the primary school will involve either memorisation or reading. It is important that you, as parents, understand the expectations that are being placed on students. If, at any time, you do not understand the expectations, please feel free to contact the appropriate teacher for clarification.

To assist us monitor how individual students are coping with homework tasks, we request that parents write the time taken to complete homework each night as well as sign the appropriate section in the diary.

YEARS 7-12

The recommended homework times per night are:

Years 7-8       60-75 minutes
Years 9-10      90-120 minutes
Years 11-12     120-150 minutes

The recommended homework times above include; daily homework, assignment preparation and personal study. Students need to prepare for assignments and exams well before the due date to maximise their opportunity for success.

TERM OVERVIEWS

A term overview will be issued to students at the beginning each term. This is a week by week breakdown of the content being covered in each week for that particular subject.

3.2 ASSESSMENT

3.2.1 WHAT IS ASSESSMENT?

Assessment refers to the collection of information about student learning and achievement. It is an important tool in the process of;

\[
\text{TEACHING} \quad \Rightarrow \quad \text{LEARNING} \quad \Rightarrow \quad \text{ASSESSED} \quad \Rightarrow \quad \text{REPORTING}
\]

the major purposes of an assessment program are to;

- promote, assist and improve learning
- improve teaching
- encourage students to strive to do their best
- provide meaningful reports to parents or guardians on students’ achievements
- provide information for the issuing of certificates of achievement (e.g. QCE, tertiary statement etc.)
- assist students to set goals for their learning

3.2.2 TYPES OF ASSESSMENT

Children are unique and are created with differing learning styles. One student will learn quite easily by studying from a textbook, while another student may learn better from hands on experience. While the College provides a broad subject choice to cater for differing student interests, teachers also strive to use different teaching methods to cater for students’ differing learning styles. A variety of assessment techniques are also used to support the teaching and learning in class. Examples of various types of assessment include:

- a) Assignments (Reports, essays, posters, brochures, multi-modal / oral presentations etc)
- b) Exams (Multiple Choice, Short Answer, Essay, Practical etc)
- c) Teacher observation and checklists
a) Term Overviews

Term overviews are issued to all students at the beginning of each term. These give a week by week breakup of the content covered in each secondary and a general outline for primary. Term overviews can also be found on the College website.

b) Assessment Calendars

Assessment calendars are issued to secondary students at the beginning of each term. These are issued so that students have the opportunity to plan for the timely completion of tasks. They outline the assessment items and due dates. Assessment calendars are also available from the College website.

c) Assignments

Assignments are an important assessment tool that often contributes significantly toward student’s overall level of achievement. It is important for students to take assignment work seriously, and strive to submit quality work.

Following are the guidelines for the submission of assignments:

Presentation of Assignments

- No assignment will be accepted from a student without a task sheet attached.
  
  The task sheet will contain the following information:
  - Date for assignment progress check
  - The due date for assignment completion
  - The requirements of the task
  - A Criteria Sheet – specific descriptors outlining the expectations of the task

- Assignments should not be presented in expensive folders and should be presented in plastic sleeves only at the explicit request of the teacher.

- Assignments, as a norm, should be presented stapled in the top left hand corner with the task sheet as the top sheet.

- Handwritten assignments should be in blue or black ink on one side only of ruled A4 paper with a 3cm ruled margin.

- Word processing of assignments is highly recommended.

- Students are advised to take photocopies of handwritten assignments that are submitted and save files of word processed assignments.

Appropriate formatting for quoting and bibliography should be used. (Refer to the Student Diary).

Submission of Drafts

- Students are encouraged, but it is not compulsory, to complete a draft or detailed plan of all major assessment items and present it to the subject teacher no later than 2 weeks before the due date.

- Drafts should be presented in a legible manner with a margin to allow for teacher’s comments.

- Students should be aware that a draft is submitted for general advice only. Students should note that teachers are not required to correct spelling and grammatical errors such as phrasing and paragraphing in the draft.
Teachers should have all drafts returned no later than a week prior to the due date of the assignment.

**Progress Checks**
- Teachers will check on the progress of the assignment one week prior to the due date.
- If, in the teacher’s opinion, students are not on track to complete the assignment by the due date they will contact parents.

**Submission of Assessment**
- All assessment tasks must be submitted as they form a mandatory part of any course of study.
- All assessment must be submitted on or before the due date. Student responses to assessment tasks will be submitted to the subject/ classroom teacher no later than the start of class on the due date unless an extension has been approved.
- Students unable to submit the completed task at this point should be prepared to hand in any work completed. This may include drafts and other assessment preparation material. If a student is unable to submit any work at this time and has not been granted special permission, they will be given that lesson to produce some work relevant to the task. The teacher will use this supporting evidence to assign a result. Teachers will phone parents to inform them of the student’s failure to submit the assignment. Teachers will immediately inform the Deputy Principal (Year 11-12) and the Head of Teaching and Learning (P-10) of the student’s failure to submit the assignment who will monitor the student across the entire curriculum. Parent/ student meeting will be convened by the Deputy Principal or the Head of Teaching and Learning if trends to submit assessment across the curriculum are evident.
- Students need to be aware that submitting incomplete assignments and non-submission of assessment tasks may jeopardise the completion of the mandatory requirements of the syllabus. This may result in the student being ineligible for a result in that semester for that subject. For Year 11 and 12 students, this will impact on gaining sufficient credit for a Queensland Certificate of Education (QCE), on the awarding of an Overall Position (OP) and/or meeting prerequisites for the entry into further study.

**Special Circumstances**

**Oral/ Multimodal Presentations**
- Students will be required to submit written scripts for their oral/multimodal presentation prior to the commencement of the presentation. Students are then expected to present an oral based on these written notes over the next days/week as determined by the presentation schedule arranged by the teacher.

**Practical Performances**
- Practical performances are task that already involve a large amount of scaffolding and practice in class time. Evidence presented in class time before the due date can be used by the teacher to make a judgement about that particular assessment task if the student is not able to complete the practical performance on the due date.
Technical Difficulties

- Technical difficulties with computers, printers, USBs etc. do not constitute a valid reason for failure to submit and assessment task. Students should adopt the practice of saving work on the College network on their dedicated drive, on a home computer if used, and on an USB. The College library will be open at lunchtime to allow students to print work. Students may at any time submit handwritten/drawn work if they are having difficulty accessing working technology.

Work Left at Home

- In the event that a student has left an assessment task at home on the due date work, will be collected as above (see Submission of Assessment dot point 3). However, if a student is able to provide the teacher an emailed or hard copy of the task by 4:00pm the day of the due date, this work may be used to assign a result. A letter signed by a parent or guardian verifying the task was completed and was left at home unintentionally will be required to support the claim.

Absence on the Due Date of Assessment

- If students are aware in advance that they will be absent the day the assessment task is due or there is an exam, they must complete a Request for Extension Form available from the College office.
- Students absent on the day any scheduled assessment item is due and who has not been granted special provisions should;
  1. Contact the College office on or before the morning of the due assessment prior to 9:00am to register an absence and to request the office to notify the relevant subject/class teacher/s.
  2. Depending on the type of assessment, students should still endeavour to submit the assignment, notes for oral presentation, folio etc. on the due date. These can be delivered to the office by a family or friend or an electronic copy emailed to the office at office@dalbycc.qld.edu.au
- Students unable to submit assessment items, attend exams or present orals on the due date should supply a medical certificate (Years 11 and 12) or a letter from parent/guardian (Years 7-10) on the day of their return. Any difficulty obtaining a medical certificate for Years 11 and 12 should be discussed with the Deputy Principal on the day of illness. Upon the morning of their return to school they should obtain a Request for Extension Form from the office. This should be completed and once approved, attached to the completed assessment piece along with the copy of the medical certificate/letter.
- Exams and orals will be conducted at the earliest opportunity upon their return to the College as determined by the subject/class teacher and or the Head of Teaching Learning (P-10)/Deputy Principal (11-12). Rescheduling assessment cannot be guaranteed, particularly assessment involving group or practical work.
- The College recognises that extraordinary circumstances occur from time to time. Students and parents are welcome to seek classification of points of the policy with the Head of Teaching and Learning (P-10) or the Deputy Principal (11-12), but the College will address these issues from the point of view to ensure a fair and level playing field for all students.
Extensions

- It is expected that assignments be handed in on time.
- A student may request more time to complete the assignment if special circumstances prevent them from submitting the assignment by the due date (e.g. severe illness). The due dates of all assignments and assessments are published in each Year level Assessment Calendar and on the College Website.
- Extensions for assignments can only be given out by the Head of Teaching and Learning (Yr. 7-10) or the Deputy Principal (Yr. 11-12).
- Students should follow these steps when applying for an extension:
  1. See the Subject Teacher or the College Office at least 3 DAYS BEFORE the assignment is due and ask for an “Assignment Extension Form”
  2. Take the completed form with evidence of assignment progress (e.g. rough notes, first draft, summaries) to the Subject Teacher
  3. If the Subject Teacher approves the extension, the teacher will take all evidence to the Head of Teaching and Learning or Deputy Principal for the final approval.
- Extensions will only be granted if there is a valid reason and if the student has attempted to do at least part of the work.

Plagiarism/Cheating

Plagiarism

Plagiarism is using words and ideas of other people and submitting it as your own work. Some common forms of plagiarism include:

1. Submitting a downloaded assignment from the internet
2. Copying another students’ assignment and submitting it as your own work
3. Using the words of someone else and presenting them as your own (e.g. copying a section of a book or an article and submitting it as your own work, without acknowledgement, is plagiarism)
4. Using ideas from someone else and not acknowledging the source (e.g. copying an idea from a source, changing some words or the sentence structure, and not acknowledging the source, is plagiarism)
5. Copying the written expressions of someone else without proper acknowledgment
6. Quoting from a source ‘word for word’, without using quotation marks is plagiarism

Any assignment submitted must be the student’s own work. A student may read what other people have written about the topic, but the assignment or essay should be based on his/her own ideas and should be written in the student’s own words. Ideas and quotes from other sources must be acknowledged via correct referencing (please refer to the College Diary).

Students who have plagiarised other people’s work will be deemed to have cheated in the assessment item. He/she will be required to re-do the assignment, however the student will not receive a result for the work. Students in year 11 & 12 will lose their credit for that semester in that subject. This could potentially prevent that student from receiving a Queensland Certificate of Education (QCE) or a Tertiary Entrance Statement upon completing Year 12.
Collusion
Incidents of collusion in the production of an assessment item will be penalised at the discretion of the Head of Teaching and Learning (7-10) or Deputy Principal (11-12). Expected penalties for cheating would include both notification of parents/guardians and a zero grading.

Cheating
Incidents of cheating in an examination will be referred to the Deputy Principal who will determine the penalty to be applied. Expected penalties for cheating would include both notification of parents and a zero grading for the assessment item.

d) EXAMINATIONS

Timing of Examinations
Formal examination sessions will be set down in the College calendar at the end of each semester. Examination timetables will be published for each students and placed on the College website.

Attendance during Examination Session
- During the end of semester examination timetable students in Years 8-12 will only be required to attend school to sit for the examination. If not at school, students will be expected to be at home studying.
- If students do attend school during the examination period and there is no scheduled examination students will be required to study in an allocated and supervised study room.
- Students in all year levels are required to remain in the examination room for the entire duration of the examination.
- If Year 7 -10 students are absent for exams, parents/guardians should contact the Head of Teaching and Learning on or before the exam to make arrangements for the exam to be completed at the earliest instance.
- If Year 11 - 12 students are absent for exams, parents/guardians should contact the Deputy Principal to ensure parents are aware of the College or Queensland Curriculum and Assessment Authority (QCAA) policy on Absences for assessment tasks. Students will need to supply a medical certificate.
- Students arriving late for examinations will not be admitted but referred to the Head of Teaching and Learning or the Deputy Principal.
- Students are required to attend examinations in dress uniform, unless otherwise directed by the class/subject teacher, due to it being a practical examination.
- Where a student is absent for an examination (other than one for which advance notice has been given), the student may be asked to complete the examination subsequently as a learning experience but results may not be used as summative assessment.
c) **Teacher Observation and Checklists**

Throughout the semester, teachers may take notes on student's performance in class. Examples of observations may include:

- Student's participation in class discussions
- Student's ability to ask intuitive questions
- Student's ability to work cooperatively with other students
- Student's generally attitude and effort towards learning

### 3.3 Subject Selection

During Term 3, students in year 8 & 10 are required to select subjects for the following year. Students and parents will be invited to a subject selection night where they will be provided with the relevant information necessary to make informed decisions. Students in year 8 will have the opportunity to select 4 elective subjects to complement the core subjects of English, Mathematics, Science, History, Biblical Studies, Work Studies, Health and Physical Education. Students in year 10 will select six subjects for year 11 & 12 to support their desired career path. Subject selection booklets and subject selection forms can be found on the College Website for parents who are unable to attend the subject selection night.

**Subject Changes**

At the end of Semester 1, students in years 9, 10, 11 & 12 may request a subject change for Semester 2. Students who desire to change subjects will need to adhere to the following procedures:

1. Complete a Subject Change Form available from reception
2. Take the form back to the Head of Teaching and Learning (Yrs 9-10) and the Deputy Principal (Yrs 11-12) for final approval

*Please Note:* These changes should be finalised before the end of week 2 of Semester 2.

### 3.4 Stationery Requirements

Booklists are available for each year level. It is important to the educational program that each student has what is listed on the list. If, as parents, you are having trouble supplying any of these requirements please contact the College.

**Care of Stationery**

At the College, we endeavour to instruct students in the proper care of their own belongings. As a part of this, we expect all students to keep their supplies in a neat and orderly manner. This includes not only making sure that they have the correct tools for their work, but also making sure that all of their material is cared for appropriately. Students will be asked to replace items if any of the following is found:

- Graffiti
- Inappropriate pictures – including pop stars, bands and celebrities
- Incorrect use of books
- Damaged beyond the normal wear and tear
3.5 **SPECIAL NEEDS OF STUDENTS WITH A DISABILITY (SWD)**

Students with a diagnosis of disability in one or more of the recognized categories are supported through the Education Adjustment Program (EAP). Verification of the disability takes place through the Association of Independent Schools Queensland and funding levels are determined by the degree of disability and adjustments made which enable the student to access the curriculum and learning environment. An Individual Education Plan (IEP) for each student is collaboratively planned by all parties concerned with the student’s education, growth, and development. The recognized categories of disability are:

- Physical Impairment
- Hearing Impairment
- Visual Impairment
- Intellectual Impairment
- Speech/Language Impairment
- Autism Spectrum Disorder
- Social/Emotional Disorder

At Dalby Christian College, students with a disability are educated both in the general classroom in an inclusive environment and at times in a small group or individual setting. The Special Needs Coordinator works with the class/form teacher, parents, other teachers, specialists, and aides to plan and implement strategies/therapies to achieve specific individualized goals for each student.

3.6 **LIBRARY RULES & PROCEDURES**

**LIBRARY HOURS - CLASS TIMES PLUS:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>8:30 - 8:45am (Closed Morning tea)</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:15 - 1:40pm</td>
</tr>
<tr>
<td>After School</td>
<td>Monday - Thursday 3:08pm - 4:10pm</td>
</tr>
<tr>
<td></td>
<td>Library is closed after school on Friday’s</td>
</tr>
</tbody>
</table>

**BORROWING:**

- Prep students are permitted 1 book per week
- Primary students are permitted 2 books per week
- Secondary students are permitted 4 books for 2 weeks
- Selected reference books may be borrowed overnight

**Parents**

The library has many books and magazines that may be of interest to parents.

**COMPUTERS AND PRINTING**

Computers and printers are available during opening hours for student use.

**TEXTBOOKS**

Textbooks are issued to secondary students through the library. At the beginning of the year parents are asked to sign a ‘Use of Textbook’ agreement.

**CARE OF RESOURCES**

Students are expected to care for materials borrowed from the library. While normal wear and tear is expected, damaged or lost materials must be replaced and parents will be billed for the item/s. If items are accidentally damaged, please return to the library as soon as possible. Please do not attempt to make repairs to books as the library staff are best placed to make these repairs.
### 3.7 Standardised Testing

Dalby Christian College recognises that it is important to be able to track student’s progress, identify weaknesses and strengths in students learning, and adjust teaching and curriculum to address any shortcomings and create the best possible learning environment. For this reason, we use a number of standardised tests throughout the year to enable us to track student progress objectively. These tests are separate from general assessment and exams.

<table>
<thead>
<tr>
<th>Test</th>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN test</td>
<td>Yr 3, 5, 7, 9 (every student nationally)</td>
<td>Numeracy &amp; Literacy Reports are sent home in late Term 3 with information regarding how each student has gone compared to the national average.</td>
<td>Term 2</td>
</tr>
<tr>
<td>DRA test</td>
<td>Prep – Year 6</td>
<td>Diagnostic Reading Assessment. This test gives very specific information on a student’s ability to read and comprehend.</td>
<td>Term 1 and 3</td>
</tr>
<tr>
<td>South Australian Spelling Test</td>
<td>Prep – Year 7</td>
<td>This tracks students’ spelling progress from semester to semester and year to year.</td>
<td>Term 1 and 3</td>
</tr>
<tr>
<td>One Minute Maths</td>
<td>Prep – Year 6</td>
<td>This tracks students’ speed and recall of number facts from semester to semester and year to year.</td>
<td>Term 1 and 3</td>
</tr>
<tr>
<td>Booker Maths</td>
<td>Year 1 – 9</td>
<td>This provides information on how students are progressing with core mathematical skills</td>
<td>Term 1 and 3</td>
</tr>
<tr>
<td>The University of NSW ICAS tests</td>
<td>Year 3 – Year 12</td>
<td>Digital Tech (Yrs 3-10) $9.90 Science (Yr 3 -12) $9.90 Writing (Yr 3 -12) $19.80 Spelling (Yr 3 -7) $13.20 English (Yr 3 -12) $9.90 Maths (Yr 3 -12) $9.90</td>
<td>Certificates are Awarded Nationally for: Top 1% - High Distinction Next 10% - Distinction Next 25% - Credit Participation</td>
</tr>
</tbody>
</table>

Certificates are Awarded Nationally for:
- Top 1% - High Distinction
- Next 10% - Distinction
- Next 25% - Credit Participation
3.8 **DISTANCE EDUCATION**

The College offers a broad selection of subjects, catering for a wide variety of career paths. If a student however, desires to study a specific subject that is not currently offered at the College, the student may access this subject via Distance Education. Parents who would like their child to study via Distance Education would be required to pay the fees associated with the course.

**Please note:** Studying via Distance Education, requires self-motivation and discipline. Although students can normally, contact a teacher from the Distance Education institution, communication, and accountability for the student is often limited. Students should only explore distance education if the subject has a significant impact on their career path.
SECTION 4 - COMMUNICATION

General

Communication within the College community is an extremely important aspect of school life for staff, parents and students to consider. Communication can be a powerful tool for improving understanding and relationships, but it can also be a destructive force of misinformation leading to relationship breakdown. For this reason the College encourages open communication between school and home in a variety of ways.

4.1 DIARY

The Student Diary is a very important resource for the student, parents and College staff. Although it is a good organisation tool, it is also designed to be a major channel of communication between the College and home. The Diary will be collected at the end of the year and retained as a record of absences and communication. Students must keep the Diary in the best possible condition. Misuse (e.g. graffiti, foreign stickers) may result in replacing the Diary at the students’ expense. It is important that students adhere to the following guidelines in relation to the use the Student Diary:

- Students should take the diary with them to classes, detentions, and home every night
- Homework should be written into the Diary at the end of each lesson or as directed by teachers
- When homework tasks are complete, students should write down the time taken to complete the tasks
- When assignments tasks are given, students should write the following information in their Diary;
  - Complete “assessment record section” (e.g. see table below)

E.g.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Topic/Title</th>
<th>Draft Due Date</th>
<th>Assign Due Date</th>
<th>Results</th>
<th>Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Research Report</td>
<td>3/9/2017</td>
<td>17/9/2017</td>
<td></td>
<td>A Teacher</td>
</tr>
</tbody>
</table>

The name of the subject and details of the assignment should be written on the date the assignment is due (e.g. table below).

<table>
<thead>
<tr>
<th>Date</th>
<th>Homework and Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 9th</td>
<td>PE Research Report Due!</td>
</tr>
</tbody>
</table>

- The name of the subject and details of the assignment should also be written on the date the assignment draft is due.
• Teachers will sign the “assignment record section” when a student submits an assignment. The signature may be required later to confirm that the assignment has been submitted (e.g. if the assignment is misplaced)

• Parents should regularly seek to check the Diary for the following:
  o The amount of homework the student is required to complete
  o Homework Time – Ensure students are writing down the time they have spent on homework
  o Assignment Due Dates – to monitor students’ progress on assignments
  o Teacher comments – feedback on students class work and behaviour

• Parents need to sign the Diary daily for years 1-6 and weekly for years 7-12 to confirm to the College that parents are familiar with student progress

• Parents are encouraged to communicate to staff via the Diary. Here are some examples of information parents might like to communicate to staff;
  o Parents can inform the teacher why a student was absent from the College
  o Explain to the teacher why the student could not complete all of the homework
  o Explain why the student could not wear the correct part of the uniform that day
  o Request an interview with the teacher to discuss an issue in more depth

• If the Diary is lost, the Form or Class Teacher must be notified immediately. The student will be required to write down homework details on a piece of paper until the diary is found. If the Diary cannot be found within 5 days, the student will be required to purchase another

4.2 Formal Complaints

The College welcomes suggestions and comments from parents and takes seriously complaints and concerns that may be raised. If you are concerned, then you should deal with that concern. The fact that you have a concern is a valid reason to follow it up. It is preferable not to discuss your concern with other parents. Although well meaning, this can easily lead to an atmosphere of negativity.

As a Christian College, we urge everyone to deal with concerns in ways, which reflects Biblical teaching on dealing with disputes. We follow the Matthew 18 principle of going to see the person with whom you may be having a problem.

In dealing with your concerns, you are asked to observe the following:

1. Take your concern directly to the staff member involved. If, for example, you are concerned about the level of homework a certain teacher has given or a punishment given, then go directly to that teacher with the concern and express it openly in Christian love. To do this, make an appointment through the office or with a note in the diary.

2. If you believe that your concern has not been understood or dealt with adequately, then please feel free to make an appointment with:
   a. The Deputy Principal – for concerns related to behavioural and pastoral issues.
   b. The Head of Teaching and Learning – for concerns related to academic matters.

3. If the concern is still unresolved then please feel free to make an appointment to see the Principal
4. If you are not satisfied after this meeting, the Principal will offer to refer the matter to the Chairman of the School Board. Alternatively, you may wish to write directly to the Chairman. The Chairman will call for a full report from the Principal, and will examine matters thoroughly before responding.

5. If this does not result in a positive solution, the Chairman will invite you to a meeting.

Confidentiality

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly, also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it becomes necessary to refer matters to the Police. While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued. Action, which needs to be taken under staff disciplinary procedures, due to a complaint, will be handled confidentially within the school.

4.3 Communication with Teachers

As parents, you may organize an interview at a convenient time after school by ringing the office, writing an email message, or writing a note in your student’s diary. Teachers will respond at a suitable time. We do request that parents be considerate of teachers once class has started. It is important that parents do not keep teachers from their supervision or teaching duties. Parents are also welcome to visit the classroom to assist or to observe.

Positive Home/School Communication

Student performance can be improved when students see parents and teachers interacting in a positive way about their learning. To assist in developing an environment of positive communication the College has set down the following guidelines.

Communication should be conducted:

- In a spirit of friendliness, using excellent manners and appropriate language
- In a manner which is concise and purposeful
- In a timely way, it is better to communicate about things when they are current

4.4 Reporting Procedures

As a parent, you need to know how your child is going in school. You also need to have access to information about academic grades etc. You are always welcome to speak to your child’s teacher to either share information or ask for information. The students are also required to record results of exams and assignments in the Diary throughout the year. Please check the student’s Diary regularly for results and communication from teachers about the progress of your student. The College also has the formal process of sending student reports home at the end of each semester. The reports will contain:

- Students’ academic results
- Information on behaviour and attitude in class
- Comments on the students strengths and weaknesses in class
- Strategies on how the student can improve.
As well as regular end of semester reporting, parents can also expect the following reports:

- **National Assessment Program (Literacy and Numeracy NAPLAN)**, every year, all Australian students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Parents can expect reports of these results mid-September.

- **Student Education Profile**, on completing Year 12, students will receive a Senior Certificate and, if eligible, a Tertiary Entrance Statement. The Senior Certificate records individual subject results, including relevant vocational education and training results and the Queensland Core Skills Test results. The Tertiary Entrance Statement is the key to university entrance and contains an Overall Position and Field Positions.

- **Queensland Certificate of Education (QCE)**, students may also receive a QCE on completing Year 12. The QCE is a broad-based qualification that requires young people to achieve a significant amount of learning, as well as meet specified requirements for literacy and numeracy.

Please contact the College if you require more information on Reporting.

### 4.5 Parent Teacher Interviews

Parent Teacher Interviews will be conducted early in Term 2 and Term 3. The interviews provide an opportunity for parents to talk to teachers about the progress of their child. Information on how to make an appointment with a teacher during this time will be provided prior to Parent Teacher Interview night. Parents are welcome to meet with teachers or communicate through the diary at any time to discuss their student’s progress or other related matters. Please contact the College Office or use the diary if you would like to make an appointment with a teacher.

### 4.6 Newsletter

Every fortnight a school newsletter is published and is available by email, print, or accessible through our website. The newsletter contains up to date information on what is happening in College life, what events are coming up, as well as various other items.

### 4.7 Website

Our website contains general information regarding our College. Some specific information which students and parents might find helpful is our calendar tab, which has the school calendar of events as well as Yr 7 – 12 Assessment Calendars and Term Overviews. All of our past newsletters can be found in the Community tab, and secondary subject information can be found under the Education tab - Teaching and Learning – Subjects.

### 4.8 Parent Portal

Our school administration system is called Edumate which allows our school to provide both parent and student portals. The Edumate parent portal will provide users individualised school information in real time (as it is entered by school staff). Continuing families will have been sent information on how to log onto the Edumate Parent Portal last year. New families will receive a letter with this information in the first few weeks of the year. All users are issued with a password and user name. Carer/parents should login as yourself, please do not use your partner's login details or allow your student/s to login under your details.

Google Chrome is recommended as the internet browser for Edumate, if you have any queries please contact the College office.
SECTION 5 - RULES AND GUIDELINES

5.1 STUDENT CONDUCT AND DISCIPLINE

At Dalby Christian College, we have high expectations for student behaviour, whilst recognising that students are still developing the ability to self-manage and be self-disciplined. The basis of our understanding of human relations, values, and behaviour management is the Scriptures. It is our aim that through actively teaching Christlike character through our College Values, and through intervening with firm disciplinary measures, our students will develop excellence of character which is God honouring.

In a school environment, behaviour management is important so that:

- Students learn to live under authority
- Students develop an understanding of right and wrong behaviour
- Students develop the skills to be self-disciplined
- We create a safe, respectful, and productive working environment for all

Student behaviour is in relation to five general areas: the College, staff, fellow students, facilities, and themselves.

**College:** *At all times students are expected to uphold the positive name of Dalby Christian College in speech, actions, dress and attitude, when in the College, representing the College or outside of the College.*

In doing this we recognise that:

a. We bear the name of Christ and as such represent the Lord in all aspects of life
b. We aspire to live out our College Values knowing that they are based on Godly values and set a high standard in all aspects of life
c. When we fail to behave appropriately, it is not just a reflection on the individual but also brings shame to the College and family

**Staff:** *Students are to show the utmost respect for staff members*

This is demonstrated by the following:

a. Look and listen when a staff member is speaking
b. Follow the instructions of all staff members
c. Be courteous and polite when speaking with staff
d. Be willing to help and support a staff member
Students:  *Students are to show the utmost care and respect to fellow students*

This is demonstrated by the following:

a. Encouraging others when successful or when trying to be successful
b. Including others rather than excluding
c. Recognising that we are all different and unique
d. Look for opportunities to help other students in need.

Facilities: *Students are to show the utmost respect and care for our College facilities and resources.*

This is demonstrated by the following:

a. Using all facilities and resources in the way in which they are intended
b. Keeping the College clean and free of rubbish by being responsible for our own actions and even in taking responsibility for others rubbish etc
c. Being thoughtful in what we do to minimise the chance of damage to facilities and resources

Yourself: *Students are to commit themselves wholeheartedly to every endeavour in the College.*

This is demonstrated by:

a. A positive attitude to all activities and a ‘can do’ attitude, which creates a positive and energetic environment for all
b. Diligence in getting all work, homework, assignments and revision completed by the due date in order to achieve the best possible results
c. Not giving up when things are difficult or treating particular activities as unworthy of your full effort

Classroom behaviour

1. Students should move to class immediately after hearing the bell
2. Students should line up quietly outside of the classroom with the necessary equipment
3. When invited to enter the classroom by the teacher, students should stand behind the desk until greeted by the teacher and instructed to sit
4. Students should raise their hand and wait to be invited to speak by the teacher
5. Students are to contribute to a positive learning environment through listening to the teacher, staying focussed on their work and not distracting others.
6. Students are not to leave the classroom unless given permission by the teacher
7. Students should not pack up or leave a classroom when the bell goes, but wait until instructed by the teacher

Prohibited items

The following items are not to be brought to school:

- Chewing Gum
- Mobile phones
- Aerosol cans
- Alcohol, drugs etc.
- Weapons
- Electronic devices including, but not limited to, iPods, video games, and cameras
Lunch Time Detentions

Detentions are given as a consequence after classroom management strategies (e.g. warnings, changed seating plan, discussions after class etc.) have proven to be ineffective in changing the student’s behaviour. When a teacher issues a student with a detention he/she will use the following procedure;

1) Talk to the student about their behaviour
   • What aspect of their behaviour was unacceptable?
   • Why was their behaviour unacceptable?
   • Who was affected by their behaviour?
   • How could he/she improve their behaviour in the future?
   • The student will need to arrive at the detention room at 1.15pm. During the detention he/she will do the following work;
   • If the detention is work related (homework / assignments) students will have the opportunity to continue the work during detention.
   • If the detention is for their behaviour (e.g. disrupting the class, disrespect etc.) the student will be given a “student reflection” worksheet to fill in. This sheet will be given to the teacher who gave the detention who will discuss the answers with the student and develop strategies to improve their behaviour in the future.

2) The teacher will endeavour to ring the parents and talk to them about the nature of the detention.

Afternoon Detentions

Afternoon detentions are from 3.15 – 4.15pm. The Deputy Principal may give a student an afternoon detention for any of the following;

• Repeat Offences – the student shows no change in behaviour despite being given lunch time detentions.

• Major inappropriate behaviour – e.g. truancy, major disrespect, major bullying, defacing property, inappropriate sexual behaviour, theft etc.

If a student is issued a Friday afternoon detention, parents will need to make arrangements to pick the student up at the office at 4.15pm.
5.2 UNIFORM

Uniforms may be purchased through the College shop, (see page 14 for opening times). All uniform items must be purchased through the College shops including items such as socks. The only exceptions to this are; school shoes, girl's ribbons, and scrunchies.

PRIMARY GIRLS FORMAL UNIFORM

Summer: (Terms 1 & 4) Primary Formal Dress
Navy V-Neck Knitted Jumper
Short White College Socks
Black Leather Lace-up Shoes**

Winter: (Terms 2 & 3) White Blouse
Navy & Grey Tartan Skirt
Navy V-Neck Knitted Jumper
Short Navy College Socks
Navy Tights (optional)
Black Leather Lace-up Shoes**

Hair: Navy blue or white ribbons or scrunchies or navy blue or white plain headbands (with no attachments or adornments)

Hat: Navy College hat

NB: Important message to parents of Year 6 girls: If any girl needs to purchase a new uniform in Term 4, they may purchase a secondary girls uniform. These girls must wear the entire secondary uniform.

PRIMARY BOYS FORMAL UNIFORM

Summer: (Terms 1 & 4) Short-Sleeve Blue Shirt
Years 1 – 2 Grey Junior Day Shorts
Years 2 – 7 Grey Long Shorts
Navy V-Neck Knitted Jumper
Long Grey College Socks
Black Leather Belt
Black Leather Lace-up Shoes**

Winter: (Terms 2 & 3) Short-Sleeve Blue Shirt
Years 1 – 2 Grey Junior Day Trousers or Shorts
Years 2 – 7 Grey Long Trousers or Shorts
Navy V-Neck Knitted Jumper
Long Grey College Socks (wear with shorts)
Short Grey College Socks (wear with trousers)
Black Leather Belt
Black Leather Lace-up Shoes**
College Tie (Years 1-5 loop tie)

Hat: Navy College hat
SECONDARY GIRLS FORMAL UNIFORM

Summer: (Terms 1 & 4)  White Blouse
Light Blue Tartan Skirt
Navy V-Neck Knitted Jumper
Short White College Socks
Black Leather Lace-up Shoes**

Winter: (Terms 2 & 3)  White Blouse
Navy & Grey Tartan Skirt
Navy V-Neck Knitted Jumper
Short Navy College Socks
Navy Tights (Optional)
Black Leather Lace-up Shoes**

Hair: Navy blue or white ribbons or scrunchies or navy blue or white plain headbands
(with no attachments or adornments)
Hat: Navy College hat

SECONDARY BOYS FORMAL UNIFORM

Summer: (Terms 1 & 4)  Short-Sleeve Blue Shirt
Grey Long Shorts
Navy V-Neck Knitted Jumper
Long Grey College Socks
Black Leather Lace-up Shoes**
Black Leather Belt

Winter: (Terms 2 & 3)  Short-Sleeve Blue Shirt
Grey Long Trousers or Shorts
Navy V-Neck Knitted Jumper
Long Grey College Socks (wear with shorts)
Short Grey College Socks (wear with trousers)
Black Leather Lace-up Shoes**
Black Leather Belt
College Tie

Hat: Navy College hat

** Black Leather Lace-up Shoes
When purchasing Black Leather Lace-up Shoes, please do not purchase the following;
Black Leather Joggers, platforms, shoes with Velcro or buckles, boots.
**DALBY CHRISTIAN COLLEGE SPORT UNIFORM**

- College Polo Shirt
- Navy College Sport Shorts
- White College Sport Socks
- Sport Shoes - Lace-up shoes designed for sports activities
- Micro fibre Tracksuit

**PREP STUDENTS UNIFORM**

*Prep students wear the College sport uniform all year*

**COLLEGE BIKE PANTS**

The College bike pants are a non-compulsory sports item which can be worn when representing the College or house in a competitive setting which is of a physical nature. For example, athletics, cross country, touch football, etc.

Please note: students may not wear bike pants to PE lessons. However, they may wear them under normal sports shorts if they wish.

**CONSIDERATIONS FOR THE COLD WEATHER:**

- **College Fleecy Jacket**
  - May be worn over the woollen jumper with the formal uniform (may not be worn without the woollen jumper underneath)
  - May be worn under the sports jacket with the sports uniform (may not be worn on the outside of the sports uniform)
  - These jackets are not stocked by the uniform shop, order forms are sent out to families towards the end of term 1.

- **College Scarf**
  - May be purchased from the office to wear on cold days. Only to be worn with a jumper / jacket on.

- **Beanies / Gloves** are not part of the uniform and therefore should not be worn.
5.3 **UNIFORM AND APPEARANCE RULES**

- Full College uniform is compulsory and must be worn as prescribed
- Boys’ shirts must be long enough to remain tucked in throughout the day
- While wearing a tie, boys top button must be done up and the tie tightened appropriately so that the button is not visible
- Jumper sleeves should not be pushed / rolled up the arm
- Secondary and senior boys’ socks should be pulled up when worn with shorts
- The **Sports Uniform** is to be worn *only* on sport, HPE or carnival days
  - Ankle zips on tracksuit pants are to be done up
  - Shoelaces are to be tied up at all times not simply tucked in
  - Collars are to be folded down
  - Shirt sleeves are not to be rolled up
- **Make-up** is not to be worn at the College
- **Girls Hair**
  - Hair at shoulder length or longer must be tied up. Shoulder length hair is defined as hair touching or resting on the shoulders
  - If hair is above the shoulder, the sides must be off the face and pinned back
  - Fringes are to be above the eyes or pinned back
  - Ribbons, scrunchies and headbands (with no attachments or adornments) must be navy blue or white
  - Hair is to be a natural colour.
  - As hats are to fit fully over the scalp, students are not to wear hairstyles that make this difficult or impossible
- **Boys Hair**:
  - To be worn off the face (clear of eyebrows), short sides (clear of ears), above the collar
  - Not to be cut shorter than Blade ‘4’ length
  - No dreadlocks, or other fashion statements
  - Faces to be clean shaven
- **School Hats** are to be worn by students when outside of buildings during recess and during the lunch break
- **Jewellery**
  - Allowable jewellery for girls is to wear one pair of small plain gold or silver sleepers (not hoops) or small plain gold or silver studs (not shaped eg hearts, stars, butterflies etc), a watch (and a medic-alert neck chain or bracelet where this is required)
  - Allowable jewellery for boys is a watch only (but a medic-alert neck chain or bracelet may be worn also where this is required)
  - Jewellery relating to the maintaining of extra ear/body-piercing is not acceptable while attending the College

If a student’s uniform and/or presentation does not meet the uniform code, a note will be written in the student’s diary to communicate the uniform infringement to the parents. We ask that parents support our uniform policy by attending the issue as quickly as possible or communicating any difficulties to the College.
Students’ failure to comply with our uniform policy will result in disciplinary measures. The College reserves the right to send students home until the situation is remedied.

PLEASE NOTE: Children should remain in College uniform during the journey home, and if shopping with parents downtown should wear their uniform correctly and in its entirety. Only when students get home should they change out of College uniform.

5.4 STUDENT DRIVERS

The School discourages students using their own cars. In exceptional circumstances the Principal may grant students permission to use private motor vehicles. Permission to drive to school is a privilege that may be withdrawn at any time if the set procedures for vehicle use and parking are not followed. These procedures (outlined on the student driver form) will be explained to students by the Principal prior to any permission being given. No student has permission to drive other students to or from school premises unless specific written permission has been received from the parents of both driver and passenger and the arrangement receives the Principal’s written consent.

5.5 LOCKERS

Secondary students each have their own locker with a combination lock in which to store books and other school materials. Students need to adhere to the following guidelines in relation to lockers:

- The lockers and locks are the property of the school and any misuse or loss will incur a fee to replace the locker and/or lock
- Bags are to be kept in bag racks beside the locker, or if the locker is large enough, in the locker, where they are to remain throughout the day
- Students may use the lockers before school, after school, morning tea, and lunchtimes. Lockers are not to be used between lessons. Therefore, it is important that students organise all of the equipment required for the lessons in between these times
- Every student is expected to safeguard the security of his/her locker. The College does not take responsibility for thefts from lockers. Money and articles of value should not be placed into lockers, but taken to reception for safekeeping
- Students must not interfere with other student’s lockers or padlocks
- Theft is a serious matter and if detected will result in prosecution, suspension or expulsion
- The College reserves the right to inspect lockers without notice at any time
- Students are not to share lockers or the combination of locks
- The College reserves the right to withdraw the use of lockers at any time
- Students must agree to these conditions and sign the Application Form before they are given the use of a locker
5.6 **MOBILE PHONES**

**Mobile phones are not permitted at the College.** Parents who require their student to have a mobile phone at the College may seek permission from the Principal. Permission, if granted, is on the understanding that the mobile phone will be handed in at the office on arrival at school and collected at the end of the day. Students that have a phone at the College without permission will have the phone confiscated for one week. If there is a re-offence, the confiscated phone will only be returned to a parent or guardian. If a mobile phone is confiscated, content on the phone will be investigated for the safety of other students at the College. Students found with inappropriate content on their phone will receive the appropriate consequences.

5.7 **ELECTRONIC DEVICES**

I-Pods, MP3 players, video games etc. are not permitted at the College.

If a student is found to have possession of one of these devices during school hours, they will have the item confiscated for one week. If there is a re-offence, the confiscated item would only be returned to a parent or guardian.
SECTION 6 - HEALTH AND SAFETY / PROTECTION OF STUDENTS

6.1 FIRST AID, MEDICATION & HEALTH MATTERS

Parents are to inform the college in writing if their student needs to have prescribed medication at school. Medication must be in the original container on which the doctor / pharmacists’ instructions are clearly labelled. Medication is to be held at the office and will be administered to the student as prescribed. Over the counter medications, for example, pain relief such as Paracetamol or Nurofen, cannot by law, be administered at school unless the same procedure as for prescribed medication, as above, is used.

Students who are unwell should not be sent to school. Students who become sick during the day or sustain an injury while at school are to report to the College Office with the permission of a staff member. If the illness or injury is beyond the scope of our staff to deal with, parents and / or the ambulance will be called.

6.2 PARKING AND TRAFFIC

During drop off and pickup time, traffic around the College can become congested. For the safety of the students, we ask that you adhere to the following requests:

- All picking up, dropping off and parking should occur in Mary St.
- Students crossing Mary St. must cross at the pedestrian crossing.
- Please do not park, pick up, or drop off in Rayner St.
- Students should remain in the school grounds until their parents arrive.
- Please be alert and drive carefully in the vicinity of the school.
- Please do not sit idle in the pick and drop lane whilst waiting for your child to arrive. If your child has not yet arrived at the pick and drop lane, please drive back around.

6.3 BUS TRAVEL

Bus travel for students is an integral part of school life for a lot of students. Students who use this service are expected to behave appropriately. The rules for bus travel are listed below:

1. **Respect the Driver:** Obey the driver and/or bus monitor at all times.
2. **Respect safety rules:** Wearing of a seat belt if provided. No part of the body is to protrude from the bus. Remain seated at all times, legs in front and not in the passageway. Feet are not to be put on the back of the seat in front. Get on and off the bus smartly without pushing.
3. **Respect others on the bus:** Quiet talk is allowed, but no loud, boisterous singing, talking or shouting.
4. **Respect the bus:** No eating, drinking or litter on the bus.
5. **Respect the environment:** Don’t throw anything out of the window.
6. **Respect the public:** Show courtesy to, and care for other travellers and the general public.

Breaching of these rules may mean withdrawal of the privilege of using the bus.

Any difficulties experienced on bus travel should be reported to the College Office for follow up.
Bus Travellers
1. Bus travellers should cross the road to the bus only when the crossing supervisor directs them.
2. All bus travellers are to go to the waiting area across Mary St where a staff member will be on duty. In the event of wet weather, bus students will gather in the courtyard of B block.

6.4 Evacuation Procedures
The school community will be alerted to the need to carry out the Evacuation by one of the following alarms:

a. Long blast of electric bell followed by continuous ringing
b. Long continuous blasts on a megaphone horn for 2 minutes
c. Long continuous blasts on a whistle for 2 minutes

If you as a parent are in the College at the time of an evacuation, we ask that you follow the instructions of the staff. This will require you to evacuate to the emergency assembly point.

Action to be taken
Evacuation maps should be near the door in the classrooms.
EXIT through door if possible, If the doorway is blocked, EXIT through an opposite window. (Staff will inform students of direction to go.)
GO TO ASSEMBLY POINT – (Located on the oval adjacent to the Pump shed) WALKING. When there are parents or volunteers working around also conduct these people to the assembly point.
All students should line up quietly at the assembly point in their class group to enable the roll to be checked.
Do not leave assembly point until asked to do so either by the Principal or by Emergency Services Personnel.

6.5 Lockdown Procedures
What is lockdown?
Lock down is what happens when there is a threat or possible threat to the school. The lockdown procedure is to help keep everybody safe.

How do I know that it is lockdown?
The school bell will ring three times, and keep doing so, for up to two minutes. If you are in a classroom, please follow the teacher’s directions. You will be required to stay in the College as part of the lockdown procedure until it is deemed safe by the Principal or Emergency Services Personnel.

What should I do?
If you are with a teacher or another staff member, you will be told what to do. Normally you will sit under your desk or lie on the floor. If you are outside you should go to your classroom if it is close by or to the nearest room where there are people already. If you are too far to get to a room quickly, you should lie very still on the ground. Remain still, quiet and calm and do all that your teacher asks.
Stay where you are until the Principal or his representative let you know it is all clear.
6.6 PRIVACY POLICY

The Dalby Christian School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to Schools’ operations and practices and to make sure it remains appropriate to the changing school environment.

The type of information the School collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- Pupils and parents and/or guardians (‘Parents’) before, during and after the course of a pupil’s enrolment at the School;
- Job applicants, staff members, volunteers and contractors; and other people who come into contact with the School.

Personal Information you provide: The School will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions, people other than Parents and pupils provide personal information.

Personal Information provided by other people: In some circumstances, the School may be provided with personal information about an individual from a third party, for example, a report provided by a medical professional or a reference from another school.

Exception in relation to employee records: Under the Privacy Act, the National Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School’s treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the School and employee.

HOW THE SCHOOL WILL USE THE PERSONAL INFORMATION YOU PROVIDE:

The School will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

Pupils and Parents: In relation to personal information of pupils and Parents, the School’s primary purpose of collection is to enable the School to provide schooling for the pupil. This includes satisfying both the needs of Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the School.

The purposes for which the School uses personal information of pupils and Parents include:

- To keep Parents informed about matters related to their child’s schooling, through correspondence, newsletters and magazines,
- Day-to-day administration,
- Looking after pupils’ educational, social and medical wellbeing,
- Seeking donations and marketing for the School,
- To satisfy the School’s legal obligations and allow the School to discharge its duty of care.

In some cases where the School requests personal information about a pupil or Parent, if the information requested is not obtained, the School may not be able to enrol or continue the enrolment of the pupil.
**Job applicants, staff members and contractors:** In relation to personal information of job applicants, staff members and contractors, the School’s primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants, staff members, and contractors include:

- In administering the individual’s employment or contract, as the case may be,
- For insurance purposes,
- Seeking funds and marketing for the School,
- To satisfy the School’s legal obligations, for example, in relation to child protection legislation.

**Volunteers:** The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as (alumni associations), to enable the School and the volunteers to work together.

**Marketing and fundraising:** The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to be a quality-learning environment in which both pupils and staff thrive. Personal information held by the School may be disclosed to an organization that assists in the School’s fundraising, for example, the School’s Foundation or alumni organization.

Parents, staff, contractors, and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

**The School may disclose personal information, including sensitive information, held about an individual to:**

- Another school;
- Government departments;
- Medical practitioners;
- People providing services to the school, including specialist visiting teachers and sports coaches;
- Recipients of school publication, like newsletters and magazines;
- Parents; and anyone you authorize the School to disclose information too.

**Sending information overseas:** The School will not send personal information about an individual outside Australia without:

- Obtaining the consent of the individual (in some cases this consent will be implied); or otherwise complying with the National Privacy Principles.

**HOW THE SCHOOL TREATS SENSITIVE INFORMATION**

In referring to ‘sensitive information’, the School means: information relating to a person’s racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual. Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.
MANAGEMENT AND SECURITY OF PERSONAL INFORMATION

The School’s staff are required to respect the confidentiality of pupils’ and Parents’ personal information and the privacy of individuals. The School has in place steps to protect the personal information the School holds from misuse, loss, unauthorized access, modification or disclosure by use of various methods including locked storage of paper records and pass worded access rights to computerised records.

UPDATING PERSONAL INFORMATION

The School endeavours to ensure that the personal information it holds is accurate, complete, and up-to-date. A person may seek to update their personal information held by the School by contacting the Secretary of the School at any time. The National Privacy Principles require the School not to store personal information longer than necessary.

YOU HAVE THE RIGHT TO CHECK WHAT PERSONAL INFORMATION THE SCHOOL HOLDS ABOUT YOU

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information, which the School holds, about them and to advise the School of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves. To make a request to access any information the School holds about you or your child, please contact the School Principal in writing. The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance.

CONSENT AND RIGHTS OF ACCESS TO THE PERSONAL INFORMATION OF PUPILS

The School respects every Parent’s right to make decisions concerning their child’s education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil’s Parents. The School will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to the pupil. Parents may seek access to personal information held by the School about them or their child by contacting the School Principal. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in the breach of the School’s duty of care to the pupil. The School may, at its discretion, on the request of the pupil grant that pupil access to information held by the School about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the pupil and/or the pupil’s personal circumstances so warranted.
6.7 COMPUTER USAGE POLICY

RATIONALE
Dalby Christian College provides access to various computer resources, our Local Area Network, and the Internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality-learning outcomes for our students. The school encourages students to become familiar with the use of Information Technology.

As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines established below. These guidelines are based on common sense, common decency, rules established by Dalby Christian College, and laws established by the State of Queensland and the Commonwealth of Australia.

For the benefit of all users, students are expected to observe the following:

KEY TEXT OF POLICY:

A. Use of Information Technology Equipment
The school has endeavoured to ensure that all students’ work can be saved, stored, and accessed in a secure manner. It is expected that all students will respect the right of other students to use the network resources.

It is expected that all students will respect that the Information Technology Equipment with which they have been provided, and realise that using this equipment is a privilege, not a right. This privilege can be withdrawn if necessary.

- Log in using your own appropriate ID. It is never acceptable to use someone else’s ID.
- Use computers for the purpose directed by the teacher in charge. Students are not to play games or use any other software unless the teacher has given specific permission for this.
- Do not tamper with the computer system. It is unacceptable to seek access to restricted areas of the computer network.
- At the end of each lesson:
  - Log out of the network and return to Login screen;
  - Do not bring floppy disks or CD’s into the computer rooms or library unless required for keyboarding or document transfers.
  - Do not enter a computer room unless a teacher is present.
  - Do not swap around any equipment. That is, no changing of keyboards, mice or other equipment from one computer to another.
  - Report all equipment faults to your teacher immediately.

B. Passwords: (for school with individual use logon)
- Keep your password secret. If you suspect that someone may know your password, change it.
- It is unacceptable to gain, or to attempt to gain, another person’s password or personal information.
- When a non-regular class is to use a computer room, students need to make prior arrangement (ie before class) with the IT Department for password allocation.
- When a student has been allocated a password, it is the student’s responsibility to remember that password. If a student forgets their password, he/she is to report to the IT manager to have it changed.
C. Printing

The school has provided printing facilities for students to obtain printouts of their work. Students are expected to use the printers for school purposes only and endeavour to keep paper wastage to a minimum.

- Before printing, proofread, spell check, and print preview your document.
- When completely satisfied with the final product, print the document.
- Place unwanted printouts in recycling boxes.

D. Use of the Internet

What is the Internet?

The Internet is a worldwide network of individuals, groups, communities, and organizations linked via computer and telecommunication lines. In trying to visualise the Internet, people often describe it as a gigantic library, others as an infinitely large encyclopaedia, while others as a jungle of intertwined information or a spider’s web.

Why are educational institutions using the Internet?

Teachers and students are using the Internet to locate information, send electronic mail, browse documents or images from various sites such as universities, libraries and other organizations in Australia and overseas. They are sharing or publishing information and ideas on topics of mutual interest. Students will use the Internet for educational purposes in curriculum projects and research with the assistance and guidance of their teachers.

Educational institutions use the Internet for:

- Accessing information
- Electronic publishing
- Collaboration with others
- Curriculum projects
- Support and in-service training
- Technical support

What about the availability of unacceptable material on the Internet?

There has been a lot of media attention on the unacceptable materials found on the Internet. Given that there is no guaranteed means of preventing students’ exposure to this material, other strategies must be adopted. This school has developed monitoring strategies, by providing appropriate levels of supervision to students using the Internet and checks of logs of sites accessed. The other part of our strategy is developing responsibility amongst students and an awareness amongst teachers, parents and students of possible problems and procedures for dealing with these.

What are the responsibilities of each member of the school community?

The Role of the School

The school undertakes a commitment to provide appropriate physical and financial resources to facilitate the successful incorporation of access to online services throughout the curriculum. In addition, the school will actively support the professional development of all staff to ensure the effective inclusion of information technologies, including the relevant information skills, into the school's curriculum.
• **The Role of the Staff within the school**

The school expects that each staff member will aim to incorporate appropriate use of electronic information throughout the curriculum (as they would any other curriculum resource) and that teachers as well as the school Librarian and staff will provide guidance and instructions to students in the appropriate use of such resources.

Staff will facilitate student access to curriculum information resources appropriate to the individual student’s instructional needs, learning styles, abilities, and developmental levels.

• **The Role of Parents**

Parents and guardians are ultimately responsible for setting the standards that their children should follow when using media and information sources, and ensuring that these standards are met.

This school expects that these standards will be in accordance with the School Mission Statement and other school policies.

• **The Role of Students**

Students are responsible for good behaviour on the school computer network. They must comply with specific computer facilities rules. Communications on the information networks are public and general school rules for student behaviour, conduct and standards will apply. Individual users of the school computer networks are responsible for their behaviour and communications over those networks. It is presumed that students will comply with school standards and will honour the agreements they have signed.

E. **Copyright**

*Students are expected to respect and adhere to the principles and laws concerning copyright and other people’s ideas.*

Get permission before copying files from another user. Copying files or passwords belonging to another user or author without their permission may constitute plagiarism or theft.

F. **Breach of Rules**

*Breaches of this policy may result in students being excluded from using the school’s computer equipment and/or other disciplinary action as per the Behaviour Management Policy.*

Where computer use is a course requirement, students will have to show cause as to why they should remain in the subject.

**6.8 SUNSAFE POLICY**

**RATIONALE**

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80% are skin cancers. Research indicates that childhood sun exposure is an important contributing factor to the development of skin cancer later in life. Given that students are at school during peak ultraviolet radiation (UVR) times throughout the day, schools play a major role in both minimising student’s UVR exposure and providing an environment where policies and procedures can positively influence student behaviour.
Skin damage, including skin cancer, is a result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes, and premature aging. Most skin damage and skin cancer is therefore preventable. Ultraviolet radiation (UVR) levels are highest during the hours that children are at school. As children will spend a portion of their day outdoors, we are committed to protecting them from harmful effects of the sun. With this in mind, Dalby Christian College realises the need to protect children’s skin and educate them about SunSafe behaviour, thus reducing the risk of skin damage from exposure to the sun.

**AIMS**

The policy aims to:

- Provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- Provide environments that support sunsafe practices
- Create an awareness of the need to reschedule outdoor activities to support SunSafe practices.

**PROCEDURES**

Our school recognises that winter sun also contributes to skin damage. This policy will therefore be implemented throughout the year. The purpose of this SunSafe policy is to ensure that all children attending our establishment are protected from the harmful effects of the sun throughout the year.

**OUR COMMITMENT**

**Dalby Christian College will:**

- Inform the College Community of the Sunsafe Policy.
- Increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- Incorporate education programs that focus on skin cancer prevention into the school curriculum
- Encourage all teachers and staff to act as positive role models for children in all aspects of Sunsafe behaviour
- Seek ongoing support from parents and the school community for the Sunsafe policy and its implementation, through newsletters, parent meetings etc.
- Ensure that all students and staff wear hats that protect the face, neck and ears, and SPF 30+ broad-spectrum, water-resistant sunscreen, when involved in outdoor activities
- Encourage students without adequate sun protection to use shaded or covered areas at recess and lunch times
- Review the school dress code to conform with the Queensland cancer fund Sunsafe clothing guidelines. The Queensland cancer fund recommends close weave fabric, shirts with collars, longer sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.
- Ensure that, wherever practicable, outdoor activities take place before 10am and after 3pm
- Ensure that SPF 30+ broad-spectrum, water-resistant sunscreen is included in the school sports kit
- Have SPF 30+ broad-spectrum, water-resistant sunscreen is listed with other items that students are required to buy for the school year
- Review the SunSafe policy annually
OUR EXPECTATIONS

Parents/carers will:

• Provide a sunsafe hat for their child (College bucket hat) and ensure that they wear it to and from school.
• Ensure that their child applies SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school.
• Ensure that their child’s clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing with the following features:
  - dark-coloured
  - collars and sleeves
  - closely woven fabric
  - natural fibre
• Act as positive role models by practising SunSafe behaviour
• Support the school’s SunSafe policy, help design, and regularly update the policy.

Students will:

• Be aware of the school’s Sunsafe policy
• Take responsibility for their own health safety by being Sunsafe
• Comply with Sunsafe rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
• Apply SPF30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors
• Use shaded or covered areas outdoors
• Act as positive role models for other students in all aspects of Sunsafe behaviour
• Help design and regularly update the Sunsafe policy
• Participate in Sunsafe education programs.

6.9 BULLYING

Dalby Christian College aims to have a safe, bullying free environment. Bullying is viewed as a serious offence and is dealt with under our school-wide bullying policy. Bullying may include actions such as the following:

1. Name calling.
2. Constantly repeated behaviour, which is annoying to others.
3. Actions, which others find intimidating such as standing in, too close a proximity to another, shoving, feigned tripping and the like.
4. Physical abuse such as hitting or kicking.
5. Exclusion from games and activities.
6. Insulting talk.

Students who feel uncomfortable or threatened by the actions or words of another student should report the matter to a teacher or another staff member immediately. The College Bullying Policy sets out actions to be followed whereby such complaints are investigated and follow-up actions identified. A full copy of the policy is available in the College Office. Parents are encouraged to contact the class/form teacher if you have knowledge or suspicions that your student is being bullied. Please also encourage your student to talk about their day so that you remain in touch with what is happening day to day with them.
6.10 Child Protection at Dalby Christian College

Dalby Christian College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interests of the children within our College will always be a primary consideration. We expect our students to show respect to our staff and volunteers and to comply with safe practices. We also expect all staff to ensure that their behaviour towards and relationships with students, reflect proper standards of care for students, and are not unlawful. The college will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

WHAT DOES THE COLLEGE MEAN BY HARM?

Recent Queensland legislation defines harm as:

- Any detrimental effect of a significant nature on the child’s physical, psychological, or emotional well-being by any cause other than confirmed accidental harm not involving negligence or misconduct.
  
  Harm can be caused by:
  
  - physical, psychological or emotional abuse or neglect; or
  - sexual abuse or exploitation; or
  - domestic or family violence; or
  - bullying; or
  - self-harm

HOW DOES THE COLLEGE PROTECT STUDENTS FROM HARM?

The college has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the college becomes aware or reasonably suspects that harm has been done to a student of the college by other staff, people outside the college or by other students.

WHAT SHOULD YOU DO IF YOU BECOME AWARE OR REASONABLY SUSPECT THAT HARM HAS BEEN CAUSED TO A STUDENT OF THE COLLEGE BY A MEMBER OF STAFF, SOMEONE OUTSIDE OF THE COLLEGE, OR BY OTHER STUDENTS?

You should report your concerns to the Principal, the Deputy Principal, or to any other member of college staff.

WHAT WILL HAPPEN NEXT?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal, the Chairman of the College Board.

WHAT WILL THE PRINCIPAL OR THE CHAIRMAN OF THE COLLEGE BOARD DO?

If the Principal or Chairman of the College Board receives a report of harm or suspected harm to a student of the College and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused, then it will be reported to police immediately or to the Department of Communities where appropriate, or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.
WHAT HAPPENS ABOUT CONFIDENTIALITY?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the Board may also need to be informed. It is the College policy that confidentiality between the College and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party. Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handed confidentially within the college.

HOW WILL THE COLLEGE HELP MY CHILD?

The Principal will ensure that the following things are done to reduce the likelihood of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there are acceptable references for each staff member engaged since the commencement of this protocol, from his or her previous employer and pastor.
- Ensure that each staff member and volunteer, who has contact with children, has a current positive suitability notice issued by the Commissioner for Children and Young People.

IF THE PRINCIPAL RECEIVES A REPORT OF HARM TO YOUR CHILD, HE/SHE WILL SUPPORT THE CHILD BY:

- Responding rapidly and diligently to the report
- Reassuring the student
- Protecting the child’s confidentiality as much as possible
- Offering continuous support
- Providing counselling if required.

WHAT SHOULD I DO IF I REQUIRE MORE INFORMATION?

The College’s complete Child Protection Policy is available at the College Office. Parents and students may have access to this policy at any time.