



DALBY CHRISTIAN COLLEGE

COLLEGE
HANDBOOK
2023

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PRINCIPAL'S WELCOME

Welcome to our 2023 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.

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 a partnership between parents and College staff.

Our aim is to be transparent and have open lines of communication with families. We also strive to be on a continual improvement pathway in our desire to provide 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. Inside you will find 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,

Marie Skerman

Principal



SECTION 1 - GENERAL

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.

Aligned to the Alice Springs (Mparntwe) Declaration on Educational Goals for Young Australians, Dalby Christian College promotes excellence and equity, and diligently works towards helping our young people become confident and creative individuals, successful lifelong learners, and active and informed members of the community. We believe 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 (*Col 3:23-24, Prov 14:23, Prov 13:4, Prov 12:11*)

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 15 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 12 Christian Schools in Australia. CCM has a board of directors that are responsible for the strategic planning and direction of the College, and a central office in Brisbane that provides administrative support to our schools.

1.6 AFFILIATIONS

Dalby Christian College is affiliated with 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 Curriculum and Assessment Authority (QCAA)**, which is a statutory body of the Queensland Government. QCAA provides Preparatory Year to Year 12 syllabi, assessment, and reporting, accreditation, and certification services for Queensland schools.

1.7 STATEMENT OF FAITH

We believe the Bible as originally given by God is divinely inspired, infallible, and entirely trustworthy, and is the supreme authority in all matters of faith and conduct, from which we can know that:

1. **God:** There is one true eternal creator God — Father, Son and Holy Spirit.
2. **Creation:** God created all things, making man and woman in His own image and for relationship with Him.
3. **Sin:** Sin entered into the world through human disobedience following the rebellion of Satan against God.
4. **Christ:** The Son, Christ Jesus, was born of a virgin and lived as a sinless man. Out of the abundance of God's love the Father gave His only Son, Jesus Christ, to die to save all people from sin. Christ rose from the grave defeating the power of sin.
5. **Salvation:** The death and resurrection of Christ brings salvation by grace through faith to those who repent, seek forgiveness, and believe in Him.
6. **Spirit:** The Holy Spirit, following Jesus' return to His Father in heaven, lives within those who have salvation as a comforter and guide; guaranteeing their eternal hope.
7. **Life:** Those who trust in Jesus as their Lord and Saviour are called to live a transformed life and as such we have the responsibility to:
 - a. Encourage other Christians through meeting together for worship and fellowship;
 - b. Uphold moral directives and ethical values contained in the Bible as expressed within the context of their personal life, their marriage life (the covenantal relationship of one man and one woman), and their relationships with others;
 - c. Share the good news to all the world;
 - d. Be active in expressing God's love through social justice.
8. **Eternity:** Jesus is the only way to a relationship with God. Those who have received salvation have eternal life as joint heirs with Christ. Those who do not believe in Christ are separated from God for eternity.
9. **Return and New Creation:** Christ will return as Lord to the earth and everyone will see him. There will be a new heaven and a new earth.
10. **Marriage:** Marriage has been divinely established by God and affirmed by Jesus as the voluntary, lifelong union of one man and one woman to the exclusion of all others. Marriage is a symbolic representation of the nature of God's love for us and for His church, anticipating His union with the believers in eternity.
Genesis 1:27; Genesis 2:18-25; Matthew 19:4-6; Ephesians 5:22-33; Revelation 19: 6-9.
11. **Sexuality:** Marriage is the only context in which human sexuality is to be expressed and in which sexual intimacy is to be experienced. The Bible teaches that sexual behaviour is to be limited to monogamous, heterosexual, married couples and that believers are to abstain from sexual immorality.
Genesis 1:26-28; Genesis 2:18-25; Exodus 20:14; Leviticus 18:22; Matthew 5:27-28; Matthew 15:18-20; Acts 15:20; Romans 1:20-32; 1 Corinthians 6:9-20; 1 Corinthians 7:2; 1 Timothy 1:10; Hebrews 13:4.

12. **Gender Identity:** The two distinct, complementary genders (sexes) of male and female together reflect the image and nature of God (Genesis 1:26-27). The Bible ties gender identity to biological sex (Genesis 1:27; Genesis 2:22-24) and does not make a distinction between the two. God's intended best for humankind is that we live our lives in accordance with our biological sex. According to Scripture, our gender identity is to align with our biological sex, as designed by God. The determination of biological sex commences in the womb and is recognised at birth (Genesis 1:27; Genesis 5:1-2; Psalm 139:13-14; Mark 10:6). We therefore acknowledge the biological sex of a person as recognised at birth and require practices consistent with that sex.
Genesis 1:26-27; Genesis 2:22-24; Genesis 3:21; Genesis 5:1-2; Psalm 139:1-5 and 13-16; Matthew 19:4-5; Mark 10:6-7.
13. **Christian Character and the Appearance of Sin:** Acknowledgement of our sin and acceptance of the loving grace of God will lead to purity and holiness as the Holy Spirit's work enables the believer to demonstrate the character of the perfect man, Jesus Christ. The Bible exhorts us to pursue godliness and to model Biblical standards of behaviour to our peers and the wider society in both word and deed. It also calls Christian believers to abstain from all appearance of evil and to be active members of a local Church and meet together regularly as a body so that we may encourage one another.
Leviticus 20:22-26; Deuteronomy 6:25; Psalm 133:1; Matthew 5:16; Acts 2:46; 1 Corinthians 14:26; Philippians 2:12-16; 1 Thessalonians 5:22; Titus 2:10-14; Hebrews 10:25; 1 Peter 1:13-16; 2 Peter 3:11-14; 1 John 1:5-10.

Christian Community Ministries Ltd (ABN 96 105 961 135)

Chinchilla Christian College (Chinchilla QLD)
Endeavour Christian College (Cooktown QLD)
Livingstone Christian College (Ormeau QLD)
Warwick Christian College (Warwick QLD)
Blakes Crossing Christian College (Blakeview SA)
Seaview Christian College (Port Augusta SA)
Cornerstone Christian College (Busselton WA)

Dalby Christian College (Dalby QLD)
Groves Christian College (Kingston QLD)
Staines Memorial College (Redbank Plains QLD)
Whitsunday Christian College (Cannonvale QLD)
The Lakes Christian College (Castlereagh NSW)

www.ccmschools.edu.au

SECTION 2- ROUTINES AND PROCEDURES

2.1 TERM DATES 2023

Term 1	Monday 23 rd January	to	Friday 31 st March
Term 2	Monday 17 th April	to	Friday 23 rd June
Term 3	Wednesday 12 th July	to	Friday 15 th September
Term 4	Tuesday 3 rd October	to	Thursday 30 th November

STUDENT FREE DAYS & PUBLIC HOLIDAYS FOR 2023:

Australia Day Holiday	Thursday 26 th January
Good Friday	Friday 7 th April
Easter Monday	Monday 10 th April
Dalby Show Holiday	Friday 14 th April
Anzac Day	Tuesday 25 th April
Labour Day	Monday 1 st May
Student Free Day	Monday 10 th July
Student Free Day	Tuesday 11 th July
Student Free Day	Friday 1 st September
King's Birthday	Monday 2 nd October

Assessment and other Calendars can be accessed via the website

2.2 BELL TIMES

Time	Activity	Duration
8:44	Warning	
8:47	Form Class	15 min
9:02	Period 1	42 min
9:44	Period 2	42min
10:26	Recess	25 min
10:50	End of Recess	
10:53	Period 3	42 min
11:35	Period 4	42min
12:17	Period 5	42min
12:59	Lunch	45min
1:15	Detention / Library open	
1:43	End of Lunch	
1:46	Period 6	42min
2:28	Period 7	42min
3:10	Dismissal	

Friday Bells

With the running of Strength of Character Groups (SCG), Friday bells are as follows.

SCG	8:47am
Period 1	9:17am (40 minutes)
Period 2	9:57am (40 minutes)
Recess	10:37am (25 minutes)
Period 3	11:02am (41 minutes)
Period 4	11:43am (41 minutes)
Period 5	12:24pm (41 minutes)
Lunch	1:05pm (45 minutes)
Period 6	1:50pm (40 minutes)
Period 7	2:30pm (40 minutes)
Dismissal	3:10pm

2.3 TUCKSHOP

The College Tuckshop is open two days each week for Morning Tea and Lunch. A menu can be found on the College website.

THURSDAY	Primary School Tuckshop
FRIDAY	Secondary School Tuckshop

Flexischool

Tuckshop can be ordered and paid for via the Flexischool app which is available via



Paper Orders

If ordering by paper bags, Primary students must hand morning tea and lunch orders to their class teacher at the beginning of the day.

Secondary students should drop their orders into the tuckshop before going to SCG.

Volunteers are always appreciated in the tuckshop. If you can assist us in any way, please contact the Office.

2.4 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 essential that an explanation for each absence be sent to the College.

Arrival and Departure

Unless other arrangements have been made by parents, **students are not to arrive at the College prior to 8:15am (with the exception of bus students). Students that do arrive prior to 8.15am must stay in the Blue Shade Cloth area until the 8.30am bell.**

Students are to leave the College at the 3:10pm 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.

2.5 ABSENCE

Student absences can be:

- Notified and verified through the Parent Portal
- Sent via SMS 0437 883 509 stating the student's full name and reason for absence
- Emailed through to the College office – office@dalbycc.qld.edu.au
- Phoned through to the College office 4672 4222 before 9.00am

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 20).

Lateness

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

2.6 LEAVING THE COLLEGE DURING SCHOOL HOURS

Students who are required to leave the College prior to the end of the day or who arrive late must have parental permission.

To inform the College office of a student's early departure or late arrival parents can:

- Write a note in the student's diary with the reason and time of the departure
- Phone the College office
- SMS or email the College office

Prior to leaving school, students must report to the College Office 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.

2.7 VISITORS TO THE COLLEGE

All visitors 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 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.

2.8 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 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.

All volunteers (including parent volunteers) must complete the Volunteer form available from the College office.

All volunteers who are NOT parents must hold a current blue card.

2.9 UNIFORM SHOP

All uniform requirements, except shoes, can be bought through the College Uniform Shop which is located in the Office area.

During term time, **the uniform shop is open every Wednesday between 8:30am and 3:30pm.**

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, an appointment must be made via the online booking platform (information is emailed home to families).

Flexischool App

Parents are encouraged to use the Flexischool app to order uniforms if sizes are known. Once the order is prepared you will receive an email with your receipt indicating the order is ready to be collected.

2.10 OUTSIDE SCHOOL HOURS CARE

We offer Before School Care between 7:00am – 8:30am, After School Care between 3:10pm and 6:00pm and Vacation Care during school holidays from 7:00 am -6:00pm. The venue for this is our Early Learning Centre.

OSHC Bookings can be made by firstly completing a once off enrolment form and then completing a Booking Sheet for the relevant time. These are available both from the College office or the Early Learning Centre foyer.

2.11 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.**

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 revise 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. Parents should also expect to receive a copy of any assignment issued to students via email.

3.1.2 RECOMMENDED TIME - PRIMARY

YEARS 1-6

The recommended homework times are Monday to Thursday night:

Prep:	5-10 minutes
Year 1:	10-15 minutes
Years 2-3:	20 minutes
Year 4-5:	20 -30 minutes
Year 6:	30 - 60 minutes

Homework: Secondary:

In secondary school it is recommended that students develop study patterns that may assist in enhancing their learning opportunities. Students are assessed in a variety of ways through assigned tasks, ongoing achievements of skills and content within the classroom setting and through the development of deep learning through the mastery of what they have learnt.

Ideally a student should spend time each weeknight not only in completing assigned work, but also in reviewing the skills and content that has been taught to them. In this respect, they should develop study habits and techniques such as dot point reviews of key information, so that they may continually revise and recall information that has been taught as an ongoing revision method and set practice.

While there may be a tendency of some students to say that they have 'no homework' or that 'everything was done at school', this is not necessarily the case. A student may enhance their understanding and cognitive development through revision and the application of notes, skills and content that has been delivered.

They should use techniques to summarise and apply information in demonstrating a commitment to sustained understanding and the enhancement of lifelong learning. Homework should not be onerous, but achievable and should assist in the development of a love of learning. Parents should be able to see that their child is developing study habits that are positive and reflective and that are preparing them for future challenges and tasks.

- For students to revise and practice the skills taught to them in class that day.
- To extend learning through the review of notes and concepts.
- To recount, recall and review information.
- To develop independent study habits and responsibility.
- To complete assigned work or tasks in meeting due dates and deadlines.
- To prepare thoroughly for future tasks such as examinations.

Years 7-12

Recommended homework per week per year groups.

Years 7-8 4 - 6 hours.

Years 9-10 6 - 8 hours

Years 11 -12 8-10 hours

Setting a study timetable / schedule.

Students should use their diary or a larger planner to plot and plan out a study schedule / timetable that is realistic, progressive and keeps them accountable at home.

They should prioritise assigned work / homework, but also plan out revision from the units of work that they are undertaking at school. No student should start to study for examination days before they begin, rather they should be preparing for them on an ongoing basis for each subject that they take.

You only get out of something what you are prepared to put into it. We all know this, and this is the basis of revising the content or skills that have been delivered.

Some students find the concept of homework to be too challenging, especially if they believe that school is school, and home is home and that the two should not mix. This is not the point however, students need to master what they have been taught so that this may be applied again at a future point in time. Study does not mean sitting down for hours on end, simply 'going through the motions' and getting nothing out of it. It needs to be fruitful and applicable.

Example of a simple study timetable that may be used or modified to suit a student's individual learning needs.

Monday	Tuesday	Wednesday	Thursday	Friday
4.30 - 5.00 Subject: Maths	4.30 – 5.00 Subject: English	4.30 - 5.00 Subject: Elective	4.30 – 5.00 Subject: Science	
5.10 – 5.30 Subject: science	5.10 – 5.30 Subject: Elective	5.10 -5.30 Subject: English	5.10 -5.30 Subject: Hass	Youth Sport
5.40 - 6.00 Subject: HASS	5.10 – 5.30 Subject: Maths	Youth / Sport	5.10 – 5.30 Subject: Elective	Youth / Sport
Dinner	Dinner	Dinner	Dinner	Dinner
Relax	Relax	Youth / Sport	Relax	Youth / Sport

You will note that weekends are free time. They should be enjoyed and there should be a time to unwind and relax. We are not designed to be robot's, we need time to rest and recover. A student may modify a timetable around what they do in the week, including work or play. The point of this is that students take ownership over how to revise and study by constructing a schedule that works for them and that can be seen by you as the parents.

Revising: Core points of today's lesson was:

Date:.....,

Subject:

Additional notes:

I can apply this information: How will I do this?

.....

.....

.....

.....

.....

.....

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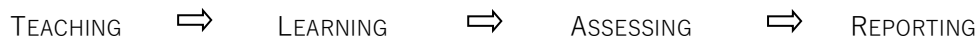
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3.2 ASSESSMENT

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;



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

SEMESTER OVERVIEWS

Semester overviews are issued to all students at the beginning of each semester. These give a general outline of the content and assessment for each subject. Semester overviews can also be found on the College website.

ASSESSMENT CALENDARS - SECONDARY

Assessment calendars are issued to secondary students at the beginning of each semester. 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.

A) 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 required for senior students and highly recommended in other years.
- 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 by the draft 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 are to return draft feedback no later than one week prior to the assignment due date.

Progress Checks

- Students are required to submit a copy of their assignment for progress checking one week prior to the due date. This is not a draft; feedback will not be given on this submission.
- If, in the teacher's opinion, students are not on track to complete the assignment by the due date they will contact parents and can issue detentions for the student to work on the assignment.
- If, for any non-medical reason, a student fails to submit the assignment on the due date the progress check submission will be marked.

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 will be submitted to the teacher no later than the **start of class** on the due date, unless specified otherwise on the assignment task sheet.
- **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, their progress submission will be marked. Teachers will contact parents to inform them of the student's failure to submit the assignment. Teachers will immediately inform the Head of Secondary (Year 7-12) or the Head of Primary (P-6) of the student's failure to submit the assignment. Parent/student meetings will be convened by the Head of Secondary or the Head of Primary if non-submission becomes a trend across the curriculum.
- Students need to be aware that submitting incomplete assignments and non-submissions will 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 credit for their Queensland Certificate of Education (QCE), Australian Tertiary Admissions Rank (ATAR) and/or any prerequisites for the entry into further study.

Special Circumstances

Oral/Multimodal Presentations

- Students will submit written scripts for their presentations prior to the commencement of any presentations. Students are then expected to present based on their submitted notes 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 of an exam or when an assessment task is due, 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 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 11-12) 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 Head of Secondary 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 Primary / Head of Secondary. 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 Primary (P-6) or the Head of Secondary (Year 7-12), 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 Secondary assignments can only be given out by the Head of Secondary
- 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 Secondary for the final approval.
- Extensions will only be granted if there is a valid reason and if the student has made reasonable progress to this point.

Plagiarism/Cheating

Students in Year 11 & 12 who engage in plagiarism, collusion or other forms of cheating are likely to lose their credit for that semester in that subject. This could potentially prevent that student from receiving a QCE and impact upon their ATAR score.

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 some or all of another student’s 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. Ideas and quotes from other sources must be acknowledged via correct referencing (please refer to the College Diary).

Plagiarised sections of an assignment will not be marked. If the majority of the response is plagiarised the student will be marked zero in Year 7-10 and NR in Year 11-12.

Collusion

Incidents of collusion in the production of an assessment item will be penalised at the discretion of the Head of Secondary. Expected penalties for cheating would include both notification of parents/guardians and a zero grading in Year 7-10 and NR in Year 11-12.

B) EXAMINATIONS

Cheating

Incidents of cheating in an examination will be referred to the Head of Primary or Head of Secondary who will determine the penalty to be applied. Expected penalties for cheating would include both notification of parents and a zero grading in Year 7-10 and NR in Year 11-12.

Timing of Examinations

Examination dates for all subjects are included in the assessment calendars for secondary year levels. Formal examination blocks will be set down in the assessment calendars and the College calendar. Examination timetables for exam blocks will be published and placed on the College website.

Attendance during Examination Session

- During an examination block, students participating in that block are only be required to attend school for their exams. 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 students are absent for exams during an exam block, parents/guardians should contact the Head of Secondary on or before the exam to make arrangements for the exam to be completed at the earliest instance.
- Students will need to supply a medical certificate.
- Students arriving late for examinations will be referred straight to the Head of Secondary.
- 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 general attitude and effort towards learning

3.3 SUBJECT SELECTION

During Term 3, students entering Year 9 & 11 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.

Subject Changes

At the end of a semester, students in Years 8 to 12 may request a subject change. Students who desire to change subjects will need to adhere to the following procedures:

1. Meet with the Head of Secondary to discuss the change.
2. Complete a Subject Change Form available from reception.
3. Take the completed and signed form back to the Head of Secondary for final approval.

***Please Note:* These changes should be finalised before the end of Week 2 of the new semester.**

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 normal wear and tear

3.5 THE NATIONAL CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY (NCCD)

WHAT IS IT?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year. The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Schools provide this information to education authorities. Go to [What is a reasonable adjustment?](#) below to learn about adjustments.

WHY IS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

WHAT ARE THE BENEFITS OF NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

WHEN DOES NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013. For more information, ask contact us at school.

HOW IS STUDENT'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD. Data is collected within our school. Personal details, such as student names or student identifiers, are not provided to federal education authorities.

More information can be gained from the [NCCD Portal](#).

3.6 LIBRARY RULES & PROCEDURES

LIBRARY OPENING HOURS - CLASS TIMES PLUS:

Morning	8:30 - 8:45am (Closed Morning tea)
Lunch	1:15 - 1:40pm
After School:	Closed

BORROWING:

- Prep students are permitted 1 take home book per week
- Primary students are permitted 2 take home 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.

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 weakness 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 several standardised tests throughout the year to enable us to track student progress objectively. These tests are separate from general assessment and exams.

Test	Who	What	When
NAPLAN test	Yr 3, 5, 7, 9 (every student nationally)	Numeracy & Literacy Reports are sent home in late Term 3 with information regarding how each student has gone compared to the national average.	Term 1 - March
DRA test	Prep – Year 6	Diagnostic Reading Assessment. This test gives very specific information on a student's ability to read and comprehend.	Term 2 and 4
South Australian Spelling Test	Prep – Year 6	This tracks students' spelling progress from semester to semester and year to year.	Term 2 and 4
One Minute Maths	Prep – Year 6	This tracks students' speed and recall of number facts from semester to semester and year to year.	Term 2 and 4
Progressive Achievement Test (PAT)	Prep –Year 1 Years 2-9	Maths and English Reading, Spelling, Punctuation & Grammar, Maths	Term 3 Term 4

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 are required to meet with the Head of Secondary to discuss this option. Additional fees will apply.

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.

Please note: Parents will be responsible for enrolment and additional fees incurred.

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. 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
- Parents should regularly seek to check the Diary for the following:
 - The amount of homework the student is required to complete
 - Homework Time – Ensure students are writing down the time they have spent on homework
 - Assignment Due Dates – to monitor students' progress on assignments
 - Teacher comments – feedback on student's class work and behaviour
- Parents may communicate to staff via the Diary. Here are some examples of information parents might like to communicate to staff;
 - Parents can inform the teacher why a student was absent from the College
 - Explain to the teacher why the student could not complete all of the homework
 - Explain why the student could not wear the correct part of the uniform that day
 - 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 reflect 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 Head of Primary – for concerns relating to Primary school issues.
 - b. The Head of Secondary – for concerns relating to Secondary school issues.
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 Christian Community Ministries head office where matters will be examined thoroughly before responding.

Please find the CCM Complaints Process Guide [here](#).

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
- **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 or email at any time to discuss their student's progress or other related matters. Please contact the College Office, use the diary or email the teacher directly if you would like to make an appointment with a teacher.

4.6 NEWSLETTER

A school newsletter is published regularly and is available through the Parent Portal. 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 Community tab, which the College Handbook and the College calendar. Under the Online Resources tab are links to various sites including Flexischools, School Interviews and How to Make an Online Payment. Secondary subject information can be found under the Education tab – Secondary School.

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). New families will receive a letter with information on how to access the Parent Portal and app early in the school 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

(BEHAVIOUR MANAGEMENT POLICY)

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

INTIMATE RELATIONSHIPS

Students are not to engage in boyfriend / girlfriend behaviours, such as displays of affection, intimate physical interaction or secluding themselves away.

Prohibited items

The following items are not to be brought to school:

- Chewing Gum
- Mobile phones – Must be handed into Reception on arrival to school
- Aerosol cans
- Alcohol, drugs, Vapes, Cigarettes or any other smoking paraphernalia etc.
- Weapons including tools with a blade.
- Electronic devices including, but not limited to, iPods, video games, and cameras.
- Glass containers and bottles.
- Lighters.

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 contact the parents about the nature of the detention.

5.2 UNIFORM

Uniforms may be purchased through the College shop. 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

Prep and Year 1 College Sports Uniform

Years 2-6 Primary Formal Dress
Navy V-Neck Knitted Jumper
Short Navy College Socks
Navy Tights (for the cooler weather)
Black Leather Shoes (see below for accepted styles)

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

Prep and Year 1 College Sports Uniform

Years 2-6 Short-Sleeve Blue Shirt
Grey Shorts
Navy V-Neck Knitted Jumper
Long Grey College Socks
Black Leather Belt (if purchasing shorts with belt loops)
Black Leather Shoes (see below for accepted styles)

Hat: Navy College hat

FORMAL SHOES

Students (Years 2-12) are to wear black leather shoes with the College Formal Uniform in the following styles:



SECONDARY GIRLS FORMAL UNIFORM

Summer: (Terms 1 & 4) White Blouse
Light Blue Tartan Skirt
Navy V-Neck Knitted Jumper
Short Navy College Socks
Black Leather Shoes (see images for accepted styles)

Winter: (Terms 2 & 3) White Blouse
Navy & Grey Tartan Skirt
Navy V-Neck Knitted Jumper
College Blazer (Year 10-12)#
Short Navy College Socks
Navy Tights (Optional)
Black Leather Shoes (see images for accepted styles)

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
College Blazer (Year 10-12)#
Long Grey College Socks
Black Leather Lace up Shoes
Black Leather Belt
College Tie

Hat: Navy College hat

College Blazer

The College Blazer replaces the fleecy jacket as a further layer of warmth. The College jumper may be worn under the blazer for extra warmth.

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 (see images below)

Micro fibre Tracksuit

House Polo Shirt – required for house competitions

Students are to wear suitable lace up (or Velcro) joggers with Sport Uniform:



The following styles are **not** acceptable:



NB – For sun safety reasons, hats must be worn before school, morning tea, lunch and after school when in uniform.

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 Jacket (Prep – Year 9)**
 - These jackets are an additional layer and 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 '2' length
 - To be traditional hairstyles. No 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, silver or pearl studs – not larger than 5mm in diameter (not shaped eg hearts, stars, butterflies etc). Earrings are to be only positioned in the lower ear lobe of each ear.
 - A watch and a medic-alert neck chain or bracelet where this is required may also be worn.
 - 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.

This may include confiscating the unacceptable items.

The College also 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 down town 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

Student drivers, and passengers of student drivers, do so under the permission of their own parents. Student drivers should not be providing transport without the permission of both sets of parents. This is the parents' responsibility. Driving a car to school does not give the student entitlement to leave the school between school hours. All students are expected to be on campus between 8:45am and 3:10pm. Student drivers should park on Mary Street.

5.5 LOCKERS

Secondary students each have their own locker with a combination lock in which to store books and other school materials.

Students who are given the opportunity to use a locker will need to adhere to the following guidelines:

- Student lockers are to be used for the purpose of storing books and other school materials.
- 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.
- Stickers are not to be placed on any surface of the lockers.
- Bags are to be kept in bag racks beside the locker or in the bottom of the larger lockers and not taken from class to class.
- 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.
- When not in use the locker must be locked.
- 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 safe keeping.
- Students must not interfere with other lockers or padlocks.
- Theft is a serious matter and if detected may result in prosecution, suspension or exclusion.
- 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.

5.6 MOBILE PHONES

Mobile phones are not permitted to be held by students when at school. If parents require their student to have a mobile phone at the College, the mobile phone **MUST** be handed in to the office on arrival at school and collected at the end of the day. Mobile phones are **NOT** to be kept in bags or lockers. 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. Confiscated phones will only be returned to a parent or guardian.

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.

Smart Watches – students may be asked to remove these during exams.

SECTION 6 - HEALTH AND SAFETY / PROTECTION OF STUDENTS

6.1 FIRST AID, MEDICATION & HEALTH MATTERS

Parents are to inform the college and complete a medication form (available from the College office) if their student needs to have any 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.

Any medication that is not collected at the end of the year or that is expired will be disposed of.

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:

- Students crossing Mary St. must cross at the pedestrian crossing.
- Students should remain in the school grounds until their parents arrive.
- Please be alert and drive carefully in the vicinity of the school.
- Drop and Go Zone – Parents are not to park in this zone. It is solely for a quick drop off or pickup. If your child is not ready to leave then please drive back around.
- Rayner St is not to be used for pick ups and drop offs and the personnel gate will only be opened between the hours of 9.00am and 2.30pm.

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 who use the local buses, are required to wait on the College side of Mary St for their bus. In the event of wet weather, bus students will gather in BG3.
2. Students who use the Tara Bus run are required to board/depart the bus at the Boarding House.

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. A siren followed by the announcement to evacuate, playing continuously over the PA
- 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 – (The grassed area located next to the tennis court) 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?

Waltzing Matilda will play continuously over the PA. 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 their representative let you know it is all clear.

6.6 PRIVACY POLICY

The Privacy Policy governing the Christian Community Ministries Colleges and Early Childhood Education & Care Centres can be found on the College's website or via this link [Privacy Policy](#)

If you would like a printed copy of the Privacy policy please contact the College office on 4672 4222.

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:
 - Shutdown the computer
 - Do not bring USB thumb drives or external drives 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.
- Don NOT use your school password anywhere else.
- It is unacceptable to gain, or to attempt to gain, another person's password or personal information.
- 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. Known sites of unacceptable material are blocked automatically by the College internet filter software.

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

▪ The Role of the College

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 ANTI-BULLYING POLICY

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.

Please find our **Anti-Bullying Policy** [here](#).

6.9 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.

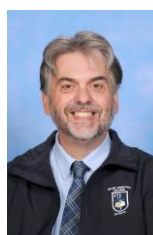
The Child Risk Management Strategy and Child Protection Policy can be found on the College's website at: http://www.dalbycc.qld.edu.au/images/2021/Dalby_Child-Risk-Managment-Strategy-and-Child-Protection-Policy.pdf

If you would like a printed copy of the Child Safety policy please contact the College office on 4672 4222.

Child Protection Officers:



Mrs Marie Skerman
Principal



Mr Paul Newton
Head of Secondary



Mrs Lisa Davidson
Head of Primary

2a Mary Street
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