



**Caloundra City
Private School**

Parent Handbook 2023

Kindergarten - Year 12



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WELCOME

Your school, *Caloundra City Private School*, offers a wide range of experiences for your children and, consequently, consists of many facets of involvement. This Handbook is designed to assist you in familiarising yourself with all aspects of the school.

ADDRESS

Pelican Waters Boulevard, PELICAN WATERS QLD 4551

PO Box 542, GOLDEN BEACH QLD 4551

TELEPHONE NUMBERS

Main School	5437 5800
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Administration	5437 5800
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Absentee Line	5437 5888
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Pelican's Nest Early Learning Centre	5437 5850
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Principal	<i>Leon van Niekerk</i>
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Head of Senior School	<i>Lauren Tralau</i>
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Acting Head of Junior School	<i>Jenni Ryan</i>
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School Reception	<i>Jane Brown</i>
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Finance Officer	<i>Katrina Rava</i>
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FROM THE PRINCIPAL

It is with pleasure that I welcome you to Caloundra City Private School. Students are at the heart of all we do, which has enabled us to build a positive learning culture where students feel safe, happy and valued. These are important elements that are conducive to learning.

Also important to this formula for learning are our dynamic, dedicated and caring staff. They will do their very best to assist your sons and daughters on their learning journey. Their love of learning drives them to instil that love of learning in all of their students.

We believe parents and other family members' involvement in the life of our students is paramount to their success at school. We want to partner with you to ensure that your sons and daughter embrace life at school with enthusiasm, focus and commitment. Thus, the lines of communication are always open.

Caloundra City Private School creates opportunities and pathways for all students to excel in their own individual way, develop character and learn the ways to become world ready. We want students to learn the art of self-direction and be courageous enough to make a positive difference in their communities, now and when they leave school. We want our young people to be authentic and demonstrate responsibility and respect for others. Our aim is to develop students who are well rounded, talented, kind, courteous and confident young people, who are ready to make a difference.

Our school motto is Excellence, Integrity, Learning, Respect and Inclusiveness.

With my very best wishes



Mr Leon van Niekerk
Principal



MISSION STATEMENT

Our Mission is to provide an outstanding educational environment that is vibrant and exciting; a place of exceptional standards in a nurturing setting with emphasis on the care and attention of each individual student.

Caloundra City Private School's aim is to develop creative, connected, confident and engaged young people. Our focus on academic excellence and transferrable skills such as a Global Perspective; a futures orientation; a capacity to work in teams; the ability to apply inter-disciplinary knowledge and skills; being a creative problem solver; strong literacy and numeracy skills; a focus on STEAM subjects and topic discovery; multifaceted communication skills; a focus on wellbeing, are cultivated and full student participation in the learning, pastoral, wellbeing and co-curricular activities of the School are encouraged and valued. The School's fresh and innovative approach helps develop happy and respectful young people.

MOTTO

Excellence, Integrity, Learning, Respect and Inclusiveness.

2.0 VALUES STATEMENT

The school motto of Caloundra City Private School is '**Excellence, Integrity, Learning**'. The school's values are based on the motto and the Melbourne Declaration on Educational Goals for Young Australians.

- **Excellence** – the school is committed to helping all students reach a level of excellence in all aspects of their personal and school life – in academic achievement, sporting and cultural activities, personal grooming and manners. Teaching staff ensure that the quality of teaching and learning at Caloundra City Private School is at the highest standard. Students are encouraged to strive to achieve the very best in all that they do and to make the most of opportunities provided by the school.
- **Integrity** - the school is committed to developing within all students, personal qualities and attributes of honesty, empathy and respect for self and for others. Students are expected to act with moral and ethical integrity at school and in their personal lives. Students learn to take responsibility for their own actions and to accept the consequences of their actions.
- **Learning** - the school is committed to helping each student achieve to the very best of his or her ability, in an environment which allows students to become active, independent, creative and innovative, resourceful and technologically literate learners. This environment encourages problem solving strategies, collaborative learning and the ability to work effectively in teams with good communication skills and where all students are motivated to reach their potential. The learning at Caloundra City Private School is based on a differentiated curriculum and flexibility in teaching and learning that engages the students, supports new learning and provides challenge and extension to all students.
- **Respect** – the school is committed to building within all students a strong sense of confidence, self-worth, self-awareness, emotional and social wellbeing, resilience and leadership. Respect for self and for others is of paramount importance for all students and showing pride in their personal appearance, uniform and displaying good manners is central to the school's philosophy and culture.
- **Inclusiveness** – the school is committed to ensuring that all students and staff members are free from discrimination based on gender, language, culture, ethnicity, religion or disability within the school community. Students are encouraged to embrace personal and cultural differences and to be positive, active and informed citizens, both in the local community and wider global community.

3.0 STAFF LIST

Principal	Leon van Niekerk	
Career Development Coach	Kris Naiker	
Head of Learning Pathways	Richard Doreian	
Head of Senior School	Lauren Tralau	
Acting Head of Junior School	Jenni Ryan	
Business Manager	Melinda Short	
Administration Staff	Jane Brown Katrina Rava Cheryl McGregor	School Reception Finance Officer Student Administration

Communications Manager Mariel Glesk

Enrolments & Community Relations Manager Kelly McLean

ACADEMIC STAFF

Junior School	Lisa Gravestain Thea Nolte Leanne Sneesby Kyle Creighton Ashleigh Bennett Nicole Atkins Terry Clark Deanna Hatcher Tennille Kynaston
Senior School	Kathryn Spry Peter McMahon Ceridwyn Bloxham Gary Brimblecombe Peter Chalmers Patricia Hatcher Kylie Lush Robert Pride Paul Miller Lauren Tralau Adam Burton

Information Technology Staff Joshua Howard IT Manager

Support Staff Mat White
Kelly Timmer
Caroline Poncheele
Allison Naiker
Georgie Harris
Luke Byrne
Todd Hawkins
School Maintenance
Uniform Shop
School Assistant
School Assistant
School Assistant
Student Wellbeing
School Kitchen/Bus Driver

Board Roy Henzell
Rachel Brown
Jamie Dorrington
Jeff Ford
Kate Morris
Annabelle Henzell
Geoff Ingram
Rebecca Kidd
Chairman
Director
Director
Director
Director
Director
Director
Director

4.0 TERM DATES 2023

TERM I: MONDAY 23 JANUARY – FRIDAY 31 MARCH			
AUSTRALIA DAY HOLIDAY	Thursday	26.01.23	
All School Commences	Monday	23.01.23	
End of Term - 3pm	Friday	31.03.23	

TERM II: MONDAY 17 APRIL – FRIDAY 16 JUNE			
GOOD FRIDAY HOLIDAY	Friday	07.04.23	
EASTER MONDAY HOLIDAY	Monday	10.04.23	
School Commences	Monday	17.04.23	
ANZAC DAY (Staff & Students to march)	Tuesday	25.04.23	
LABOUR DAY HOLIDAY	Monday	01.04.23	
Caloundra Show Holiday	Friday	02.06.23	
End of Term – 3pm	Friday	16.06.23	

TERM III: TUESDAY 11 JULY – FRIDAY 15 SEPTEMBER			
School Commences	Tuesday	11.07.23	
End of Term - 3pm	Friday	15.09.23	

TERM IV: TUESDAY 3 OCTOBER – FRIDAY 24 NOVEMBER			
KINGS BIRTHDAY HOLIDAY	Monday	02.10.23	
School Commences	Tuesday	03.10.23	
Year 12 last Day	Friday	17.11.23	
End of Term – 3pm	Friday	24.11.23	

5.0 STUDENT CODE OF BEHAVIOUR

1. Caloundra City Private School seeks to provide a secure, supportive and encouraging learning environment. All members of the school community have a responsibility to practice and promote tolerance and the valuing of individual differences, and to uphold the values of Excellence, Integrity, Learning, Respect and Inclusiveness.
2. Students are encouraged to form an understanding of their role within the broader community and the mutual obligations of community members.
3. All students must support the rights of members of the school community to be free from bullying, cyber bullying, harassment and discrimination. All incidents of bullying, harassment and discrimination must be reported to a teacher, Head of School or Principal. Consequences will occur with any form of repeated bullying, cyber bullying, harassment or discrimination. These consequences may include: detention, suspension or exclusion.
4. The school encourages students to achieve their full potential academically. It is therefore expected that each student will cooperate with his/her teachers in taking responsibility for his/her own progress by diligent preparation and participation in the learning process. It is important that no student, through poor behaviour or lack of concern, interferes with the rights of others to pursue their studies.
5. Students will behave in a manner which enhances their reputation and the good reputation of the school. Disrespect to staff, causing harm to others, interference with the property of others, bringing the school into disrepute, or involvement with drugs (including cigarettes and alcohol) are regarded as serious behavioural issues which may result in a student being excluded from the school.
6. Students must not leave the grounds during school time without first obtaining permission from The Principal or Head of School. Except in the case of illness, students must be in attendance on all school days unless leave has been granted.
7. No student is permitted to drive another student to and from the school. The only exception is where a parent has given the school, written permission to travel in the student's car.
8. Students at Caloundra City Private School are expected to take pride in their personal appearance and school uniform. Students will present themselves in a way which both complies with school requirements and shows respect for themselves and their school. Failure to wear the uniform appropriately will result in a detention.
9. Students are encouraged to participate in a wide range of co-curricular activities and are expected to support others by attending event such as concerts, plays, Speech Night, competition fixtures and championships. Speech night is a compulsory event for all students from years 6 to 12.

Being enrolled at the school implies acceptance of the above Code of Behaviour.

5.1 PARENT CODE OF CONDUCT – RELATIONS WITH THE SCHOOL AND STAFF

Policy Statement

CCPS attempts to provide all members of the school community with a safe and supportive learning environment and all members of the school community are to be treated with respect and dignity. Parents are expected to be supportive and involved with their children's education and display exemplary conduct at all times, providing appropriate role models for their children.

Background

The school and parents work together to provide a safe, supportive and stimulating learning and teaching environment. Parents are expected to behave in an appropriate manner that assists all students to develop to their full potential and self-worth. Students learn best by example, so parents are expected to demonstrate respect and dignity to all members of the school community.

Policy Provisions

In working together to provide a safe and supportive learning environment for their children, parents are expected to demonstrate responsibility as law-abiding citizens, and to maintain an environment where any conflict and/or difference can be addressed in a manner characterised by respect and civility.

The school expects parents to promote respect for others, regardless of sex, religion, ethnicity or background. Further, parents are expected to teach respect for public and private property.

Parents must refrain from verbal or physical abuse to any member of the CCPS community (students, staff or otherwise).

Any contentions must be raised through the appropriate channels. If you have a concern, a parent should:

1. Meet with the child's Subject or Class Teacher;
2. Meet with the relevant Head of School if the matter remains unresolved, or if the parent's concern cannot be raised with the Subject or Class Teacher;
3. Meet with the Principal if the matter cannot be resolved with the Head of School.

Please keep email messages brief and courteous to staff members.

The school will not tolerate disrespectful behaviour, profanity, sexual or personal harassment and/or vandalism.

The school will not tolerate any untoward parental behaviour, and all offenders will be asked to leave the school grounds or related event.

In accepting enrolment at Caloundra City Private School, parents agree to:

- accept the conditions and requirements set out in this policy
- support the Principal and staff to develop and foster a caring and collaborative learning environment;
- support the school's policies, allowing the Principal the responsibility to implement these policies;
- accept responsibility for their child/children's progress and to work cooperatively with staff to deal promptly with any areas of concern;
- acknowledge and affirm success in individual and school achievement.

Caloundra City Private School reserves the right to cancel your child's enrolment if parents are found to be in breach of the conditions outlined above.

5.2 ANTI-BULLYING POLICIES AND PROCESSES

RATIONALE

Bullying is an unacceptable behaviour at Caloundra City Private School. Bullying which goes unchecked can have a negative impact on teaching and learning in the School. We have a moral duty of care and a legal responsibility to all members of the school community to take action against bullying behaviours.

For those who try to intervene, it can be difficult without an effective plan of how to do so. Research and practice indicate that for intervention to be effective it must be consistent across the whole school. Research and practice also indicate that intervention must both preventative as well as reactive.

DEFINITION OF TERMS

1. Bullying may be defined as repeated violence, physical or verbal or psychological, against a victim unable to defend herself or himself. It can take a number of forms (eg. teasing, threats, assault, property theft and damage, intimidation, deliberate isolation and gestures). The term bullying also includes sexual, racist or disability harassment. It can also refer to a pattern of victimising behaviour on the part of an individual against another individual.
2. Cyber bullying is unacceptable and is defined as unreasonable use of information and communication technology in a way that is threatening, intimidating, humiliating, cruel or defamatory and poses a risk to health and safety of another person (student or teacher or staff member). This can take the form of impersonating another person, sending inappropriate emails or texts, incessant text messages and/ or phone calls, and inappropriate communication on social media.
3. Bullying can occur between adults, between students as well as between students and adults in the setting of a school.
4. The terms bully and victim are shorthand terms that we use, because most people understand, through the use of those terms, the dynamic that we are addressing. We do not seek to negatively label individuals who are involved in bullying behaviours. We acknowledge that individuals who bully others are not bullies in every situation. We similarly acknowledge that victims of bullying are not victims in every situation.

VALUES AND BELIEFS

The authority to take action against bullying comes from our shared beliefs.

- Students have a right to learn in safety. Where students are not safe their capacity to learn is affected.
- Adults, in the setting of the school, have a right to teach and work in safety. Where adults do not feel safe they cannot teach and work effectively.
- All members of the school community have a right to respectful, fair and decent treatment.
- We value diversity and tolerance. Despite our differences (ability, gender, race, appearance or background) we can learn and work together in a productive way.
- We believe that individuals who have been harmed by bullying need to be believed and protected from further harm.
- We believe that the harm done by bullying can be repaired, in general, through taking educative, non-punitive responses, which aim at restoring the balance in relationships, which have been affected by bullying.
- We also believe that in the case of repeat offences, firm and unequivocal action needs to be taken, such as suspension or in severe instances exclusion from the school.

AIM OF THE POLICY

The aim of the policy is to signal to all members of the school community that we take bullying seriously and that we will intervene in a way to deal with incidents of bullying in the school in a timely and consistent fashion.

The policy will outline basic approaches and strategies that will be used when dealing with bullying when they occur.

The Anti-Bullying Policy supports the School Behaviour Management Policy and the Sexual Harassment Policy and Grievance Procedure.

STRATEGIES AND PROCEDURES

This policy provides preventative, detection, resolution and responsive strategies to any bullying situation.

PREVENTATIVE ACTION

It is important that the school community address the underlying causes of bullying behaviours relating to school organisational issues, learning and teaching issues and relationship issues. The preventative strategies apply not only to bullying behaviours of students but also apply to any 'worker', which may be a staff member, contract staff member, contractor or subcontractor at the school, or temporary or volunteer person in the organization.

Preventative Strategies	<ul style="list-style-type: none">• Education and promotion of the school's Anti-Bullying Policy through various means – House Meetings, Classroom activities, Assemblies.• Productive and respectful working relationships established between all members of the school community.
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	<ul style="list-style-type: none"> • Classroom room rules, routines and processes negotiated and applied consistently across the entire School. • Adequate supervision of students during breaks, on playground ovals etc. • Modelling of appropriate problem-solving, non-aggressive behaviours by adults in the school. • Active and immediate intervention when bullying occurs. • Skilling of students and staff in conflict resolution strategies including peer mediation. • Regular staff in-service (PD) and updating of policies as appropriate – once a semester.
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INTERVENTION PATHWAYS FOR DEALING WITH REPORTED INCIDENTS

All cases of bullying, which are reported, will be followed up as soon as possible or practicable.

Anyone who becomes aware of a bullying situation must report it immediately and if it is a teacher who discovers the bullying situation, the bullying behaviours must be dealt with immediately by the teacher. If the bullying incident involves adults, the incident (s) should be brought to the attention of the Principal or Heads of School. Members of the school community are encouraged to report bullying and can do so through a number of people:

- Parents
- Teachers
- Head of House
- Heads of School
- Principal

Reported cases can be dealt with in several ways. It is recognised, however, that each case is different and may require a special approach. In all cases it is important to ensure:

- That the victim(s) of bullying behaviour is believed and made safe
- That the principles of natural justice and due process are followed in regard to students reported for bullying.

REPORTS BY STUDENTS: FORMAL AND INFORMAL PATHWAYS

Generally speaking, when an incident is reported by a victim of bullying, she/he should be given the options open to them. Control over how the matter is handled, except in the case of very serious incidents, rests with the victim, who can choose to make an informal or formal complaint.

Type of Complaint	Method of Reporting	Action Taken by School
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<p>Informal Complaint</p>	<p>The victim makes a verbal report of bullying to a teacher, or other adult at the school.</p>	<ol style="list-style-type: none"> 1. Referral to Head of House, class teacher who gives options: <ul style="list-style-type: none"> • Victim to handle matter her/himself • Victim to handle the matter with support of Head of House, Class Teacher or other • Make formal complaint. 2. Direct intervention with bully eg. No Blame Approach interview to reduce the risk of further retribution by the bully <ul style="list-style-type: none"> • Bully undertakes corrective programme in own time (sign-on log) 3. Direct intervention with victim eg. <ul style="list-style-type: none"> • Referral to Head of House • Formal complaint procedure 4. Record incident in Students of Concern record 5. Investigation of incident where required 6. Report placed on file, marked informal
<p>Formal Complaint</p>	<p>The victim chooses to make the complaint in writing, which can be submitted to any member of staff and forwarded to the Principal</p>	<ol style="list-style-type: none"> 1. Member of the Executive investigates complaint. If proven there is a written report to student's file. 2. Action taken (minor incident): <ul style="list-style-type: none"> • First complaint: formal warning made to student regarding consequences of repeat offence; noted on file; • Parents/Guardians of perpetrator notified in writing • Student's name entered in Students of Concern Register. 3. Second complaint about same student from any source: <ul style="list-style-type: none"> • Application of a range of suspension options for example, one day internal, one day external etc.; • On return from suspension: build into Return to Suspension Procedure a commitment to ongoing counselling. • Further repeats: more severe suspension alternatives • Exclusion from the school. 4. If major: as for second offence/repeat offences. <p>Action on behalf of victim: counselling or other supportive assistance to be offered and given.</p>

CHILD PROTECTION

POLICY

This policy provides written processes about the appropriate conduct of Caloundra City Private School staff and students that accord with legislation applying in Queensland about the care and protection of children.

SCOPE: Applies to all staff, or workers, (including: volunteers, contract and subcontractors, temporary or relief staff) and students at Caloundra City Private School.

REFERENCES:

Queensland Work Health and Safety Act 2011

Work Health and Safety Regulation 2011

Education and Training Legislation Amendment Act 2011 (24 Nov, 2011)

Provisions for reporting Sexual Abuse at Chapter 12, Part 10 of the Education (General Provisions) Act 2006; and

Education Legislation Amendment Regulation (No.1) 2012 included changes to the Education Regulation 2001 and the Education (General Provisions) Regulation 2006

Reporting Changes come into effect 9 July 2012.

Previous Legislation:

Commission for Children and Young People and Child Guardian Act 2000 (Qld)

Education (General Provisions Act) 1989 (Qld)

Education (Queensland College of Teachers) Act, 2005 (Qld)

Education (Accreditation of Non-State Schools) Act 2001 (Qld)

Education (Accreditation of Non-State Schools) Regulation 2001(Qld)

Education Services for Overseas Students (ESOS) Act 2000 (Cth)

Education (Overseas Students) Act 1996 (Qld))

DEFINITION: HARM

A *child* is a person under 18 years of age.

Harm is any detrimental effect of a significant nature on the student's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Sexual abuse or exploitation.

A *student* is any person regardless of age who is enrolled at the school

TYPES OF HARM:

- Sexual abuse
- Physical abuse
- Emotional abuse
- Neglect

POLICY OBJECTIVES

The Caloundra City Private School will uphold the following principles under this Policy:

- Protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential.
- The Caloundra City Private School recognises that people who are subjected to abuse are harmed by it.
- At Caloundra City Private School, the welfare and best interests of the child will always be a primary consideration.

- Caloundra City Private School expects our students to show respect to our staff and volunteers and to comply with safe practices.
- All employees must ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful.
- Sexual acts by an adult employee or volunteer with a student who is a child will always be sexual abuse.
- Caloundra City Private School will respond diligently to a report of suspected or actual harm, or risk of harm to a student by making a written report to police.
- Reprisals against students or others making a complaint will not be tolerated.
- Student management practices will be administered with respect and in a manner which maintains the student's dignity.
- Caloundra City Private School will act fairly and reasonably towards an employee or volunteer who is the subject of allegations of improper conduct.
- Caloundra City Private School will support an employee or volunteer who is the subject of a proven false allegation of causing harm to a student.
- Anybody within Caloundra City Private School who becomes aware or suspects that a student is being harmed, or could be harmed physically or mentally must give a written report to the Principal in accordance with the School's Procedures for Reporting Harm.
- Caloundra City Private School will take disciplinary action against employees who harm others, and appropriate action against volunteers who harm others.
- Caloundra City Private School will not permit people to work in a position if the school believes on the basis of all information available that, if the allegations against them were wholly or partly true, there would be an unacceptable risk that others might be harmed.
- Caloundra City Private School will cooperate with state authorities and the police in allegations of harm.

POLICY IMPLEMENTATION

Caloundra City Private School will ensure legislative compliance as follows:

2.1 COMPLIANCE

2.1.1 The new reporting obligation applies to ALL school staff members, who are persons employed by the school who normally perform their daily duties within the school, whether on a temporary, permanent or contract basis.

2.1.2 PROCESS

Any staff member must report to the Principal if they become aware or reasonably suspect that a student has been sexually abused or could be sexually abused unless intervention occurs, regardless of whom you suspect of causing the abuse.

The report must be in writing and given to the Principal. The Principal upon receiving the written report from a staff member, makes a written report immediately to the police. In the case where you suspect that the principal has caused the abuse, give the report to the Board Chairman of the School, who will give the written report to the police.

If the Principal becomes aware, or reasonably suspects sexual abuse, then the Principal makes a written report immediately to the police.

2.1.3 Confidentiality

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. Caloundra City Private School is unable to promise absolute confidentiality since its policies will require disclosing, internally and externally, certain details involved in responding to any complaint. State authorities can compel people to give evidence about actions under the Policy and to produce documents.

2.1.4 Criminal Law

Where there are allegations of criminal misconduct, the allegations should be referred to the police. The Principal must refer all allegations of paedophilia to the police, including those from the past, except where the alleged perpetrator is deceased.

2.1.5 Defamation

A person providing information about harm in good faith to a person who needs to know that information is generally excused from liability for defamation.

2.1.6 Protection

The Principal will ensure that the following are undertaken in order to reduce the chance of abuse occurring:-

- Ensure that each staff member understands and fulfils their obligations under this Policy.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from their previous employer.
- Ensure that each non-teaching staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People¹.
- Ensure that each teaching staff member is a Registered Teacher.

2.1.7 Support

The school will provide support for the victim through professional counselling if it is requested, even if any allegation is not yet proved or disproved. The school will support the respondent to a complaint with professional counselling if it is requested until the matter has been resolved.

2.1.8 Interviews

There will be two representatives of the school present at interviews, where practical. In cases of allegations of serious harm it is best not to interview a student who is a child unless a properly qualified person conducts the interview.

2.1.9 Teachers

If a respondent to an allegation is a registered teacher, the school will give notification to the College of Teachers, if required to do so under the *Education (Queensland College of Teachers) Act, 2005 (Qld)* and the *Education and other Legislation (Student Protection) Amendment Act 2003*.

2.1.10 Public Relations

The Principal will ensure that the school is able to react quickly to allegations of harm so that accurate and relevant information is available for staff members, students and their families and for the media.

2.1.11 Police Action

It will usually be necessary to wait until the police have decided whether to charge the respondent before taking any internal disciplinary proceedings. If the police do charge the respondent, it will be necessary to wait until the charges have been dealt with in the courts before commencing internal enquiries or disciplinary proceedings. This does not preclude the Principal from seeking advice from police regarding the duty of care to existing students which may involve the standing down of a staff member during an investigation. The police are not required to inform the school about their investigation. Some of their material may be acquired under a Freedom of Information request when their work on the case is finished.

2.1.12 Insurer

The school will keep its insurer informed about developments.

2.1.13 Publication

The Principal will ensure that this policy is published:-

- to staff members generally, at least once each year

¹ Note: the Act currently exempts volunteers who are parents of children at the school from the requirement to have suitability notices. It is therefore a decision for the school as to whether all volunteer parents should have suitability notices.

- to each new staff member, on induction
- by reference to it in the school newsletter, at least once each year

The Principal will ensure that a copy of the policy is always available from the school's administration.

2.1.14 Review

The school will ensure that this Policy is reviewed once every year.

5.3 REPORTING SEXUAL ABUSE (LEGISLATIVE REQUIREMENT)

The following actions should be taken in any cases relating to harm or suspected harm against a child under the age of 18 includes the following:

1. Record details of the allegations. Be careful not to taint the evidence of the student or the respondent.

5.4 PROCEDURES FOR REPORTING HARM

In the event of actual or suspected sexual abuse or possibility of sexual abuse:

2. In the case of sexual abuse, either suspected or actual sexual abuse, as well as the possibility of sexual abuse if intervention does not occur, a written report **MUST** be given **IMMEDIATELY** to the Principal or if the allegation is about the Principal the written report must be given to the Chair of the Board of Directors, who in turn will give the written report to the police. (Under Section 366A of the Education (General Provisions) Act 2006.
3. The current reporting requirements under section 366, have been broadened to cover not only sexual abuse, or suspected sexual abuse by an employee of the school, but to also encompass sexual abuse or suspected sexual abuse, by another person.
4. Section 68 of the Education (General Provisions) act 2006 is amended to now include details of what must be in a written report covering the wider reporting requirement. (See the format below)
5. Section 10 (5)(a) of the Education (Accreditation of Non-State Schools) Regulation 2001 requires each school's written processes about the health and safety of its staff and students to include processes for reporting sexual abuse.

PROCEDURES FOR REPORTING HARM

6. The Report about Sexual Abuse or Report about likely sexual abuse must include the following details:
 - (a) The name of the person giving the report (the *first person*)
 - (b) The student's name and sex;
 - (c) Details of the basis for the first person becoming aware, or reasonably suspecting , that the student has been sexually abused by another person;
 - (d) Details of the abuse or suspected abuse;
 - (e) Any of the following information of which the first person is aware –
 - i. The student's age
 - ii. The identity of the person who has abused, or is suspected to have abused, or likely to sexually abuse the student
 - iii. The identity of anyone else who may have information about the abuse or suspected abuse.

IN THE EVENT OF OTHER FORMS OF SUSPECTED HARM:

7. Decide whether the allegation should be reported to authorities: see *Procedures for Reporting Harm*. If so, report it.
8. Provide details of the allegations to the respondent.
9. If there is unacceptable risk, stand down the respondent. In extreme cases, dismiss them summarily.

10. Offer counseling to the student and the respondent.
11. Inform the student's parents.²
12. Inform the school's governing body.
13. Inform the school's insurers.
14. Investigate the allegations. Note: if the allegations have been reported to police, do not begin the investigations until the prosecution is complete and the police inform you they have decided not to charge the respondent.
15. Attend to public relations.
16. Take disciplinary action against the respondent if the circumstances require it.

Staff members at Caloundra City Private School are expected to reflect the highest standards of care in their behaviour towards and relationships with students.

Employees of Caloundra City Private School must not under any circumstances engage in physical or emotional abuse or engage in sexual contact of any nature with a student of the school. It is irrelevant whether the conduct is consensual or non-consensual, or condoned by parents or caregivers. The age of the student is also irrelevant.

Failure to behave in an appropriate manner may result in criminal proceedings and/or disciplinary action, including dismissal.

The following Table outlines the procedures for reporting harm which will apply in Caloundra City Private School

² Note: Section 15 of the *Child Protection Act 1999* provides that when harm to students is suspected from people outside the school, the responsibility for informing parents/caregivers rests with the investigating child protection agency officers, not with the principal.

PROCEDURES FOR REPORTING HARM	
Scope:	<p>applies to:</p> <ul style="list-style-type: none"> harm of any student of this school who was under 18 years at the time the harm was caused; and behaviour of a staff member that a student considers is inappropriate.
Definition:	<p>“harm”:-</p> <ul style="list-style-type: none"> is any detrimental effect of a significant nature on a student’s physical psychological or emotional well being, however caused can be caused by <ul style="list-style-type: none"> physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation.

ACTIONS REQUIRED FOR REPORTING HARM WHICH IS NOT SEXUAL ABUSE:

SUBJECT	IF	THEN
Reporting Harm (Accreditation Regulation s.10)	You as a student are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time.	Report it to any staff member
	You are a staff member and you are aware or reasonably suspect that harm has been caused by anyone to a student of the school who was under 18 at the time	Report it to the Principal Keep a written record of your actions
	You are: The Principal (or the Acting Principal in the absence of the Principal) and you receive a report of harm or suspected harm to a student of the school; and you reasonably suspect the harm to have been caused	Report it to the police or the Department of Child Safety Keep a written record of your actions
Reporting Inappropriate Behaviour (Accreditation Regulation s.10)	<p>You are a student and you wish to report behaviour by a staff member that you consider inappropriate</p> <p>You, the Principal or Head of School receive the report under the preceding step</p>	<p>Report the behaviour to the Principal or Head of School</p> <p>Interview the student</p> <p>Interview the staff member named in the report</p> <p>Interview any other person who may be able to provide useful</p>

SUBJECT	IF	THEN
		information report your findings to the Principal, if you are the Head of School, with your recommendation for action to be taken As Principal take action on the basis of the report
Reporting Sexual Abuse Education (General Provisions) Act s.146B)	You are: <ul style="list-style-type: none"> A staff member Aware or you reasonably suspect that an employee of the school has sexually abused a student of the school who was under 18 at the time 	Give a written report about the abuse to the Principal or a member of the Board of Directors immediately Contents of the written report are prescribed by regulation made under the Education (General Provisions) Act.
	You, the Principal, or a member of the Board of Directors, receive a report under the preceding step	Give a copy of the report to a police officer immediately

6.0 GENERAL INFORMATION

6.1 INTRODUCTION

Caloundra City Private School, an independent, co-educational, non-denominational school which caters for Kindergarten to Year 12, for children from 10 months to five years in Pelican's Nest Child Care Centre. The school campus is situated in a natural setting on an 11 hectare site in Pelican Waters Boulevard, Pelican Waters. The school opened in 2005 with 100 students in Pre-School to Year Four. The school offers a continuity of educational experience from Child Care and Kindergarten to Year 12.

Caloundra City Private School is a community-based school which reflects the needs and aspirations of parents and the community at large. The school is governed by a Board of Directors, which sets the broad strategic direction of the school. The Principal/Chief Executive Officer is responsible for all aspects of the administration of the school.

6.2 JUNIOR SCHOOL STRUCTURE

The Junior School encompasses all aspects of school life from inception at the Child Care Centre to, Kindergarten, to Year Six.

The Head of the Junior School is responsible for the total administration of all aspects of school life within the Junior School, and supports the Principal in implementing broad strategic policies of the school.

6.3 SENIOR SCHOOL STRUCTURE

The Senior School extends from Years 7 to 12. The Principal operates all aspects pertaining to the function of the Senior School, and the implementation of broad strategic policies of the School. This responsibility includes:

- Overseeing pastoral care and behaviour management
- Responsible for the teaching and learning in Senior School
- Principal and Chief Executive Officer

6.4 EDUCATIONAL PHILOSOPHY

The school aims are to achieve excellence in the intellectual, physical, cultural and human development of its students. The community which the school serves has made clear its desire for a school where moral values are promoted overtly and where academic excellence and self discipline are fostered. From our mission we have developed the philosophy that:

- Adheres to the nondenominational ethos which embraces all faiths.
- Fosters a genuine understanding of our multicultural society and Australia's place in the world
- Provides a holistic integrated educational experience for students of child care, Junior and Senior School which develops problem-solving, decision making and creative thinking skills.
- Provides a set of "Essential Learnings" which unifies learning in all subject areas.
- Acknowledges and accepts responsibility for preparing students for the 'Digital Age of Information and Communication'.
- Cultivates intellectual values, promoting students' integrity, respect for truth, openness to reality and other scholarly virtues.
- Provides an educational program that promotes the achievement of excellence (with honour) through the provision of a united curriculum in an environment of consistent values and expectations.

6.5 MOTTOS/COLOURS

The Caloundra City Private School motto is **"Excellence, Integrity, Learning"**.

This Motto reflects our philosophy of academic excellence, growing from values. The school colours are blue, maroon and white.

6.6 INTER-DENOMINATIONALISM

Students from all faiths and religions are welcome to attend Caloundra City Private School. However, we do expect high moral standards from children at all times. Students must respect all individuals' beliefs and do unto others as they would have done to themselves. The Caloundra City Private School does not provide a religious education to students.

6.7 CO-CURRICULAR INVOLVEMENT

The school offers a rich co-curricular program catering for the sporting and cultural pursuits of our students.

Private tuition is offered on most instruments and voice. Where possible, use is made of recess and lunchtime for these lessons, otherwise private lesson times are scheduled on a rotational basis. Interschool sport from years 7 – 10 occurs on Tuesday afternoons from lunch to 3:10pm.

HOUSES

The school is divided into four Houses which form the basis for all sporting activities and pastoral care. We have three main inter house carnivals each year and our students compete in the local District Competition. This enables our students to compete with other independent schools on the Sunshine Coast.

Students are able to select from a range of activities that are conducted after school during the week. These programs involve qualified instructors and are supervised by teaching staff.

6.8 FEES

Tuition fees are kept to the lowest possible level. Careful budgeting on the part of the Administration and the support the school receives from the parent body in such activities as working bees, allow the school to keep fees below those charged by other schools.

It is the parents' duty to ensure fees are paid on time, and it is essential that advice and reason for any delay in payment is communicated to the Business Manager. Please refer to your Schedule of Fees for current years fees and terms and conditions.

TERMINATION POLICY - Should parents wish to terminate their child's enrolment prior to completion of schooling to Year 12, then written notice must be received by the school by no later than the first day of the term at the end of which it is intended they should leave, or if it is intended that they should leave during the term, by no later than the first day of the preceding term. Parents failing to comply with this requirement will pay or forfeit (as the case may be) to the school, one term's fees in lieu of notice.

7.0 AIMS AND OBJECTIVES

- to maintain an atmosphere of warmth and acceptance of each individual child, and to gain an understanding of his/her needs and stage of development within the group.
- to keep alive in each child the desire to learn and to give each child a sense of success and achievement.
- to assist the child, by guidance and help, rather than direction and imposition, towards the full attainment of his/her potential academically, morally, physically and culturally.
- to recognize that children acquire knowledge, skills and understanding best through real, rather than abstract, experiences and to adopt methods, where possible, to satisfy these needs.
- to develop in children positive feelings about themselves.
- to develop in each child through class teaching, co-curricular activities, personal contacts and experiences, the desirable traits of honesty, self-reliance, self-discipline, courtesy and consideration for others.
- to develop each child's ability for self-expression, imagination, aesthetic appreciation and critical analysis.
- to develop in each child an interest in Art, Literature, Music, Physical Education, and other facets of community life.

8.0 UNIFORMS

At CCPS we strive to achieve a high standard of uniform, grooming and manners. We are proud of the way our students reach these high expectations, because later in life these are going to be the very same expectations of most employers.

The wearing of our official school uniform at Caloundra City Private School is compulsory and designed to be both functional and attractive. It will be worn with pride by our students and will be well recognized and well respected within the community. The uniform for students in the Early Childhood Area of the School (K-2) is much less formal than that worn by our Years Three to 12 students, reflecting our curriculum philosophy. It is to be noted that the wearing of the full formal school uniform by all Caloundra City Private School students for all school functions, both on and off campus, during the day or in the evening, is compulsory unless otherwise stated.

The wearing of full school formal uniform, including hat, to and from school is compulsory. This formality is extended to shopping centres, concerts, appointments (outside school) and various functions. It is of utmost importance that the Caloundra City Private School students are correctly attired, whenever they appear in public. Students in our uniform must be in the company of an adult when visiting public places such as shopping centres.

The School badge is to be worn on the uniform tie for students in Years Three to 12 and on the left collar of their shirt/blouse for the Prep to Year 2 students.

Students who walk or ride home, must wear full school uniform and helmets must be worn instead of a hat.

All Years 11 and 12 students are to wear the School Blazer to and from School and to all School Assemblies and special functions.

Our standards also require children to be dressed neatly and tidily at all times in the full school uniform, both in summer and winter. Therefore, T-shirts, cardigans, tracksuits, socks and shoes which are not regulation school uniform are not allowed. T-shirts are not permitted to be worn underneath the regulation school uniform.

Tracksuits are not to be worn to formal school assemblies or special events. They are reserved to be worn for sporting events.

Boys must wear:

- the School's formal dress hat to and from school when dressed in the School's formal uniform (exception to this is if a student rides their bike to or from school)
- a School hat (formal or sport) at all times when outside, while at school

- the correct School grey shorts on the waist and not the hips worn with a black belt (Years 3 to 12) and School shirt tucked in at all times
- the School tie, with top buttons fastened. Permission may be given by the Principal to remove ties during the warm months.
- the School jumper (Prep – 12) and/or School blazer (compulsory Years 11 – 12 and optional for Years 7 – 10) during cooler weather. Students are not to wear the School Sports jacket with their formal uniform at any time
- the School's socks pulled up to the knee (Years 3 – 12)
- plain, polishable, unpatterned, black leather lace up style shoes (i.e. no tennis or skate shoes). Only Prep students may wear Velcro black leather shoes
- long grey trousers during cooler months and long grey socks purchased from the Uniform Shop is optional for Years 3 – 12.

Girls must wear:

- the School's formal dress hat to and from school when dressed in the School's formal uniform (exception to this is if a student rides their bike to or from school)
- a School hat (formal or sport) at all times when outside, while at school
- the School formal skirt at or below the knee (Years 3 – 12)
- plain, polishable, unpatterned, black leather lace up style shoes with a sole (i.e. no tennis or skate shoes). Only Prep students may wear Velcro black leather shoes
- the correct School logo blue ankle length crew socks
- their hair pinned off the face at all times. If below the collar, tied back with school coloured hair band
- the School jumper (Prep – Year 12) or School formal blazer (compulsory Years 11 – 12 or optional for Years 7 – 10) in cooler weather. Students are not to wear the School Sports jacket with their formal uniform at any time
- tailored shorts in place of the skirt (optional for Years 3 – 12), and during cooler months long navy trousers or navy stockings purchased for the Uniform Shop (optional for Years 3 – 12)

Makeup and Jewellery

- Students are not allowed to wear any type of make-up whilst in either of the School's uniforms. Eye lash extensions are not allowed. Students not meeting this expectation will be required to address their appearance immediately.
- One silver or gold stud/sleeper in each earlobe. Ear jewellery should not draw attention to the wearer
- Students may wear a thin chain with a cross under the School uniform as long as it is not at all visible. No other jewellery is to be worn
- A wristwatch is permitted
- Sunscreen is encouraged to be worn, but in an invisible form only
- Medical alert jewellery is permitted
- Students may not have fingernail extensions or coloured fingernails and coloured nail polish are not allowed

Student's Hairstyles

Students in Years 7 – 12 are allowed coloured hair styles that look like a student's natural hair colour and that does not draw undue attention to the individual. Students who wear obviously dyed hair, shaved heads or other styles that draw attention to the individual may not be permitted

to attend classes until they conform to a style that is in keeping with the standards and expectations of the School. This decision will be at the discretion of the Head of House, Head of Junior School and/or the Principal.

Hair must be off the collar and face in a style that is neat and tidy and males must be clean shaven. In keeping with the guidelines, hair is to be a consistent length with no lines cut into the hair style or scalp. The School will always attempt to 'stay with the times' but some styles will not be allowed. In general, dyed or coloured hair that does not look like the student's natural hair colour, punk styles, mullets, crew cuts must be minimum number 2 blades (no lines).

School Backpack and Sports Bag Usage

All students from Prep to Year 12 require a regulation School backpack displaying the Caloundra City Private School crest. Sports gear that does not fit into the bag is to be brought to school in the Caloundra City Private School sports bag. The School's sports bag is not to be used as the student's general school bag.

Sports Uniform

The School's unisex sport short and shirt as well as the School logo white ankle length crew socks are to be worn by all students in Years 3 to 12. The students in these years can wear this uniform to and from school on designated days. On other occasions students are to change at school into their sports uniform for HPE lessons (Senior School), except Year 7 and 8 students who will be permitted to come in sports uniform. This is at the discretion of the Head of Sport. Tracksuits are available in winter to wear for all year levels and are not to be worn with the School's formal uniform. No skate or street shoes

Swimwear

At school swimming events students will be required to wear the School swimming uniform – there are a range of options. All students are encouraged to wear Caloundra City Private School sun shirt or similar.

All students who are chosen in the School District Swimming Team (including SCISSA teams) are required to wear Caloundra City Private School logoed swim wear. This is a Sunshine Coast Independent Schools Sports Association requirement.

9.0 SCHOOL ORGANISATION

9.1 COMPULSORY ATTENDANCE

Daily attendance by each child is necessary to ensure satisfactory progress. Therefore, parents must assume responsibility for the regular attendance of their children.

Illness is the only automatically acceptable reason a child may be absent from school.

If you wish to take your child out of school for any other reason except illness, a request must be submitted to admin for it to be approved.

It is not expected that any student will be taken out of school for family holidays, as Caloundra City Private School provides adequate vacation periods at various times throughout the year for this purpose.

If your child is unable to attend school because of ill health, please call the absentee line on 54375888 before 8:30 am on the day of absence from school or email admin@ccps.qld.edu.au. This is to be followed by a courtesy note to the class teacher when the child returns to school advising the reason for his/her absence.

a) Appointments in School Time

At Caloundra City Private School, we take the education of our children very seriously. It would, therefore, be expected that children would not be withdrawn from school for any appointments unless it is absolutely necessary, given the fact that there is ample holiday time for children to visit dentists and other professionals who may be treating them, with the exception of emergency situations.

If your child has to be taken out of school for any reason such as a doctor's appointment, it is necessary to proceed to the Administration office to sign your child out before collecting your child. When the child returns to school from such an appointment, it is necessary to sign the child back into school to the Administration office before proceeding to class.

If your child is late to school, it is necessary to proceed to the Administration office to be marked into the system as having arrived.

Our teachers assume the responsibility of supervision over the children in their charge. Therefore, it is necessary to account for the whereabouts of each child every day and for teachers to be informed about every member of their classes.

b) Special Events

At Caloundra City Private School, students are offered a wide range of experiences which include not only academic, co-curricular activities but also opportunities to develop commitment and loyalty and to be part of, and dedicated to, worthwhile real life experiences.

In order to assist our students in these personal goals, there are major events throughout the year - Speech Night, Junior Presentation Morning, Year level camps, Year 11 Semi-Formal, Year 12 Valedictory. It is expected that all students attend these events.

9.2 SCHOOL HOURS

Kindergarten 8.15 am - 3.00 pm

Prep – Years 6: 8.30 am - 3.00 pm

Years 7-12: 8.30 am –3.10pm

Term 4 - 2021	Monday	Tuesday	Wednesday	Thursday	Friday
Form	8:30	8:30	8:30	8:30	8:30
P1	8:50	8:50	8:50	8:50	8:50
P2	9:35	9:35	9:35	9:35	9:35
P3	10:20	10:20	10:20	10:20	10:20
Morning Tea	11:05	11:05	11:05	11:05	11:05
P4	11:35	11:35	11:35	11:35	11:35
P5	12:20	12:20	12:20	12:20	12:20
Lunch	1:05	1:05	1:05	1:05	1:05
P6	1:40	1:40	1:40	1:40	1:40
P7	2:25	2:25	2:25	2:25	2:25
Junior Finish	3:00	3:00	3:00	3:00	3:00
Senior Finish	3:10	3:10	3:10	3:10	3:10

9.3 SCHOOL OPERATIONS

DAILY PROCEDURES FOR STUDENTS AND BELL TIMES

These procedures are based on consideration for the welfare of all who make up the Caloundra City Private school community.

MORNING PROCEDURES

- Students should be orderly and polite at all times.
- Students may arrive at any time after 8.05am. Students who arrive before this time need to attend Before School Care in the Early Learning Centre.
- Students should be at school by 8:20am. School commences at 8.30am for all students. Students arriving after this time must sign in at Administration.

CLASSROOM PROCEDURES

- Students must be punctual to all classes.
- Students should stand when the Principal, any teacher or a visitor enters the room.
- Classrooms must be left tidy and the blackboard clean after each lesson.

9.3.1 SCHOOL ROUTINE

AFTER SCHOOL

Students in the Junior School should be collected promptly at the end of the school day. Students not collected promptly will be escorted to After School Hours Care where a fee will be charged unless there are exceptional circumstances.

9.3.2 INFANTS, JUNIOR AND SENIOR

All *Kindergarten to Year 12 students* should arrive and be present for the day's activities *no later than 8:20 am*.

Whilst it is expected that the majority of children will arrive at approximately 8:20am, classrooms will be open and teachers will be present in their classrooms from 8:15am to supervise those children who need to be delivered to school earlier than the stipulated time.

Any Prep to Year Three child who needs to arrive at school before 8:15am will be catered for automatically at Outside School Hours Care in the Early Learning Centre and parents charged accordingly.

9.3.3 OPEN DOOR POLICY

Caloundra City Private School has an “Open Door” policy before school each day, times of which are set out as follows:

Kindergarten to Year 12: 8:15am to 8:25am

This Open Door Policy has been implemented to allow students:

- to share their learning activities with their parents.
- to share their learning experiences with their teachers
- to share their learning experiences with their prefects.
- to share their learning experiences with their peers.
- to engage quietly in individual activities, such as reading books, assembling puzzles, catching up on contract work or an independent study.
- to prepare books, pencils and other implements for the day’s schooling.
- to focus on the learning for the day.

For the teachers and students of Prep to Year 12 this time is invaluable, for it provides quality time early in the day for the students to share important facets of the holistic educational programme with their teachers and their parents.

It is important for parents to respect this time as a learning and sharing time for students. If parents wish to interact with each other, it is important that this interaction occurs outside the classroom so that such interaction does not interfere with the learning process within the classroom.

Should it be necessary for parents (other than those on roster) to visit the school buildings prior to the close of school in the afternoon parents are to wait outside the classroom for children to be dismissed by their teachers, in order to avoid distractions to the children during this busy time of the day.

9.3.4 SETTLING IN PROCEDURES

FIRST DAY SETTLING-IN PROCEDURES:

KINDERGARTEN TO YEAR 12

Children may arrive at their classrooms between 8:05am and 8:30am in order to settle into their new classes. After giving your child into the care of his/her teacher, please depart without delay. Parents of children in Kindergarten to Year 6 should return to the classroom at 3:00pm to collect your child and parents of children in Years 7-12 should return at 3:20pm to collect your child.

9.4 EMERGENCY CONTACTS

From time to time, accidents or emergencies will occur. If a child is ill or has a minor accident, contact will be made with the parent and further instructions will be obtained. If the accident is serious, an ambulance will be called immediately and parents advised accordingly.

It is essential that parents leave with the school all emergency telephone numbers, including the family doctor, and ensure that an up-to-date record is available at all times.

9.5 E-NEWSLETTERS

To keep you informed about what is happening within the school and within your child’s classroom, newsletters are posted on our school app. Please contact Administration and provide an email address for your newsletter. Teachers may also communicate with you via the student diary. Please check your child’s school bag each night to see if any communication has been made.

9.6 PARENT PORTAL

Caloundra City Private School's Parent Portal and our online module to assist parents. We recommend that parents log on regularly to keep in touch with school activities. All permission notes and school related activities will be uploaded to Parent Portal.

By logging on to Parent Portal you can:

- Lodge your child's absenteeism
- Obtain your child's end of Term/Semester school report – for Kindergarten reports please see your teacher
- View important information, including camps, excursions and general letters
- Pay your school Fee Account (1% credit card surcharge applies)
- View the school calendar for coming events
- Update your address details
- Examine your child's illness details, immunisations, medical details and email administration if there are any changes
- View your child's timetable
- Examine subject results and comments – for Kindergarten reports please see your teacher
- View school policies
- Change your password

9.7 SCHOOL EXPECTATIONS

For the smooth running of any organisation, some expectations are necessary. Rules in our school ensure:

- the safety of children - therefore, no child may leave the school without permission.
- the maintenance of an environment conducive to learning.
- the maintenance of the highest standards of courtesy and consideration.
- the protection and care of school and personal property - therefore, jewellery (with the exception of a plain watch and sleepers or studs for girls and a simple cross and chain to be worn under the uniform), toys and other valuables are not permitted at school.

9.8 EXCURSIONS

Throughout the year, the school will be organising educational excursions. It is expected that all students will participate as part of the educative process.

Excursions will include on and off-campus academic excursions and co-curricular, cultural and sporting excursions, such as eisteddfods and athletics, as well as school organised camps. Families will be billed for these events as part of the fee statement.

9.9 MOBILE PHONES

Many students today carry a mobile phone. Caloundra City Private School accepts this practice when phones are used responsibly. We are aware that parents provide their children with a phone to be used, not only in emergencies, but also as a means of contacting them and imparting urgent information.

In order to ensure that mobile phones are used appropriately and responsibly, the following directives must be accepted by parents and students.

The policy should be read in conjunction with other related policies of the school, such as bullying, and anti-harassment policies.

- Turn it off at the gate policy – phones are to remain “off” during school hours and no calls or texts are to be made or received. Any student who uses vulgar, derogatory or obscene language while using a mobile phone will face disciplinary action.
- Students using mobile phones to bully other students will face disciplinary action, such as suspension from school.

Students may not:

- Engage in personal attacks, or harass another person via phone.
- Post private information about another person using SMS messaging.
- Use mobile phones in an anti-social or exclusionary manner.
- Use Mobile phones to contact other students, particularly those in the immediate vicinity.
- Use mobile phones to make calls to students of other schools where that call would be in conflict with the policies of the other schools.

Parents are requested not to contact their child on their mobile phone during school time. Messages should be directed through the Administration. Students are not permitted to 'hotspot' their laptop to their phone's mobile network (e.g. 4G). Should a student choose to carry, access or use their phone during school hours without authorisation, the following consequences will take place:

First Confiscation: The teacher confiscating the phone will leave it at Administration for the student to collect at the end of the day.

Second Confiscation: The teacher confiscating the phone will leave it at Administration for the student to collect at the end of the day. Contact home will be made by Head of House to advise of the second offence, and the need for parents to collect the phone from Administration should a third offence occur. A Lunch Recess Community Service will be assigned to the student at this time.

Third Confiscation: The teacher confiscating the phone will leave it in the Administration for the parent to collect. Contact home will be made by the Head of House to advise of the need for parents to collect the phone from the Head of House at a negotiated time. An After School Community Service will also be assigned to the student at this time.

9.10 ROAD SAFETY PROCEDURES

The safety of our children is of utmost importance to us. It is, therefore, important that careful road safety precautions be outlined for your information.

Children are to enter the school grounds along the pathways provided. There is comfortably only enough room for two cars to pass on the driveways and children who walk along the driveways put themselves at risk. Within car parks, students should use the footpaths provided, and then cross directly to their awaiting vehicle.

Children who are delivered to and collected from school need to alight from cars in the "set down" and "pick-up" areas designated for that purpose.

9.11 CAR PARKING

At Caloundra City Private School we are fortunate to have been provided with generous car parking facilities for the convenience of parents. It is to be noted, however, that a certain number of the parking bays are for the use of selected staff and need to be kept clear at all times.

For the safety of our students, it is absolutely necessary to keep the "set down" and "pick up" areas and the driveways clear of parked cars at all times. No vehicle should be parked for more than 2 minutes in this zone. This sensible procedure will allow for the smooth flow of traffic for all parents and will help avoid traffic congestion.

Specific car parks have been set aside for Ambulance Bays and Disabled Parking. Parents are requested to co-operate with the Administration to ensure that members of our Caloundra City Private School family are not disadvantaged or put at risk by non-compliance with these requests.

Students who hold a driver's licence are allowed to drive to and from school and are not allowed to carry any other students as passengers unless a student driver permission form is signed by parents and returned to School Administration.

10.0 HEALTH POLICY

Children with infectious diseases must be excluded from school for the specified time. In cases of minor ailments, parents are asked to use discretion about whether a child is fit to attend school. Usually, if you are in doubt, then he/she is not well enough to attend.

Children who become ill during the day will be removed from the class to rest. If your child becomes ill during school time and has to be taken home, it is necessary for the adult taking the child out of school to sign out Admin before collecting your child.

10.1 INFECTIOUS DISEASES

A list of infectious diseases, together with necessary action, is outlined in Appendix A. Whenever in doubt, please contact the school. This information comes from the National Health and Medical Research Council (NHMRC) and provides 'Recommended minimum periods of exclusion from school, Kindergarten and child care centres for cases of and contact with infectious diseases'.

Parents are requested to observe these actions if their children should contract any of these diseases.

10.2 HEAD LICE

The following procedure applies to students at Caloundra City Private School who have head lice

- Students are removed from contact with other students
- Parents are contacted and the child is sent home
- All parents of the class are notified of the outbreak via standard letter

** This policy also applies to Outside School Hours Care and Vacation Care

10.3 IMMUNISATION POLICY

Caloundra City Private School supports the recommendation of the National Health and Medical Research Council in Australia, that all children should be immunised, unless there is a clear medical reason as to why this should not occur. Students can be vaccinated either by their own private Medical Practitioner or by the medical staff from the City Council Immunisation Clinic, who visit the school annually. Information concerning these programmes will be sent out to parents during the year.

It is expected that all students at Caloundra City Private School will be vaccinated according to the following schedule outlined in Appendix B.

All immunisation information for the following diseases must be kept up-to-date for school records: A copy of Immunisation Form from Medicare needs to be provided to the school to go onto the students file.

- Diphtheria / Tetanus / Whooping Cough (triple antigen)
- Poliomyelitis (Oral Polio Vaccine)
- Measles / Mumps / Rubella
- Boosters as required
-

10.4 MEDICATION

These guidelines apply to medication prescribed by a medical practitioner and which is considered necessary to be administered at school for a student to achieve optimum health and to participate fully in school life. The guidelines are very clear and we would ask that you act in accordance with these requests. We can then be confident that our students are receiving the right medication at the right time.

EXPECTATION OF PARENTS

5. It is reasonable to expect parents/guardians to undertake the following in relation to the administration of medication and/or management of health conditions:
 - Request the school in writing to administer prescribed medication or to assist in the management of a health condition. This needs to be accompanied by a letter from your child's doctor.
 - This medication can only be administered from the Office
 - Medication must be bought in to Administration by the parent and paperwork completed listing the correct specific times e.g. 12.30pm, at which medication is to be administered as well as the quantity, e.g. 5ml, of medication to be administered, clearly marked on the container.

NB THE DIRECTION "GIVE 3 TIMES DAILY" IS NOT SUFFICIENT.

- Parents will need to alert the Doctor and/or Pharmacist of this requirement at the time of prescribing the medication.

NON-PRESCRIBED MEDICATION WILL NOT BE ADMINISTERED.

Parents, please note that although we make every effort to ensure that medication is dispensed to children at the correct times, we rely on students assisting our staff with reminders and promptly proceeding to the office when requested.

All medication, with accompanying requests is to be handed into the Administration Office. If a child is to have medication administered during Outside School Hours Care, permission for the Child Care Supervisor to administer the medication must be included in the parent request.

Again, if the medication is to be returned home after Outside School Hours Care, it will be necessary to specify this in the parent request and medication must be collected, by an adult, from the Outside School Hours Care Supervisor.

Please note the following:

1. A Medical Form for each student is to be completed and returned to the School Administration Office at the beginning of enrolment and updated accordingly via Parent Portal when necessary.
2. Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school approved activities parent/legal guardian must make a written request to administration accordingly.
3. All medication, with clear administrative instructions and the written request **MUST** be delivered to the Administration. All medications required to be returned home are to be collected from the office before 4:00pm or from Outside School Hours Care as specified.
4. **Oral medications** are to be at the office. No student is to carry medication on his/her person, or to keep it in school bags.
5. If your child has a specific health problem, please discuss this with the Head of the School and his/her teacher.

Inhalers

Students in Prep to Year Three only:

All inhalers must be handed to the classroom teacher after the necessary letter of consent and correct administrative procedures have been handed to the school administration. Students attending Caloundra City Private School are not permitted to carry inhalants with them or to use them without strict adult supervision.

Students in Years Four to Twelve:

It is requested that ALL students requiring inhalers for asthma, present these to the school administration together with a letter of consent from their parents for them (the students) to administer their own. **Inhalers only** are permitted to be carried and are to be used by the owner exclusively.

10.5 LIFE THREATENING ALLERGIES

We would greatly appreciate your assistance with students who have severe food allergies in our School. For some children, these are not just common allergies but are life threatening.

The most problematic foods are peanut and cashews and all foods containing traces of nuts (for example; muesli bars, peanut butter, biscuits, and chocolate products. For this reason, our school kitchen does not carry products that contain chocolate or peanuts. Caloundra City Private School policy on these foods is in line with policies and practices in schools throughout Australia.

We ask for your cooperation in this matter. You can help by:

- Reminding your child of the importance of not sharing food
- Ensuring that foods containing peanuts or chocolate are not sent to school.

Please do not hesitate to contact your class teacher if you need any further information.

10.6 SUNSMART POLICY

This policy is adopted to ensure that all students attending Caloundra City Private School are protected from skin damage caused by the harmful ultra-violet rays of the sun. It is to be implemented throughout the year with particular emphasis in Terms 1 and 4.

AS PART OF GENERAL SKIN PROTECTION STRATEGIES:

1. Ensure that hats worn are appropriate and satisfy Queensland Cancer Fund guidelines.
2. Ensure that adequate shade is provided at sporting carnivals and outdoor events.
3. Increase the number of shelters and trees that provide shade in the school grounds.
4. Provide SPF15+ broad spectrum, water-resistant sunscreen for staff and student use whenever possible.
5. Incorporate programmes on skin cancer prevention into the curriculum.
6. Regularly reinforce the *Sunsmart Policy* in a positive way through newsletters, parent meetings, student and teacher activities.
7. The school will require students to wear hats that protect the face, neck and ears whenever they are outside (eg. recess, lunch, sport, carnivals, excursions and activities). For this purpose, Caloundra City Private School students must wear wide brimmed hats.
8. Direct students who do not have their hats with them to play in an area protected from the sun.
9. Encourage students to use available areas of shade for outdoor play activities.
10. Organise outdoor activities to be held in areas of shade, wherever possible.
11. Schedule outdoor activities before 10.00am and after 2.00pm wherever possible during terms 1 and 4.
12. Encourage staff to act as role models by practising Sunsmart behaviours:
 - Wearing appropriate hats and clothing for all outdoor activities;
 - Using a broad spectrum 15+ water resistant sun-screen for skin protection;
 - Seeking shade whenever possible.

ON ENROLLING THEIR STUDENT CHILD, PARENTS WILL BE:

1. Informed of the Sunsmart Policy.
2. Requested to purchase a broad brimmed hat for their child's use.
3. Encouraged to provide SPF15+ broad spectrum, water-resistant sunscreen for their child's use.
4. Be encouraged to practice sun protective behaviours themselves.

THE QUEENSLAND CANCER FUND HAS DEVELOPED THE FOLLOWING RECOMMENDATIONS FOR SKIN PROTECTION ON SCHOOL EXCURSIONS.

1. Plan to conduct the excursion early in the day rather than later. This will minimise exposure to ultra-violet radiation (UVR) during the peak period between 10.00am and 3.00pm (summertime).
2. Plan excursions for venues where adequate shade is available. Alternatively, provide your own shade by taking umbrellas or tents.
3. Ensure that all participants (staff, students and parents) wear appropriate clothing. Wide brimmed hats are recommended. Shirts with collars and sleeves offer good protection. Fabric should be of close weave to maximise protection against UVR.
4. Ensure that all participants use a suitable sunscreen on exposed areas of skin. The Queensland Cancer Fund recommends the use of a SPF 15+ broad spectrum, water-resistant sunscreen. Use zinc cream on the nose, cheeks, lips and tips of the ears. Take additional sunscreen for re-applying every 2-3 hours and after swimming.
5. Where swimming is involved, encourage participants to wear a swimming shirt or a T-shirt in the water (if appropriate for the type of activity and permitted by the swimming pool management). Ensure that a second **dry** shirt is available, as wet T-shirts allow some UVR to penetrate.
6. Discourage sunbaking or unnecessary exposure to the sun when not actually participating in a swimming event.
7. Suitable UV-protective sunglasses may be a further method to care for the eyes themselves

11.0 CLASSROOM ORGANISATION

Our current programs cater for the individual differences of our young students in line with the developmental philosophy of the school.

Specialist physical education, swimming, Japanese language, information technology, art and music teachers also assist in the Junior School to offer our children as broad an education as possible.

11.1 CLASSROOM ASSISTANCE

In order to offer the best developmental program possible to our children, it is essential to have the valuable input from parents who are, after all, the first teachers of our children, to support and reinforce the educational program.

Therefore, parents are invited into the classroom to help on a regular basis as voluntary assistants. They are involved in a variety of tasks such as supervising small groups in language and maths activities, playing and making games, listening to children read, cooking and helping with art and craft activities and general tidying in the classroom. Parent Reps are allocated via the Parents and Friends' Association. Please reach out to them at pandf@ccps.qld.edu.au if you would like to get involved.

Not only does parent participation assist the teachers tremendously, but also it allows parents to understand the developmental process and gives each child great satisfaction to see that his/her parents are interested in what he/she is doing.

11.2 HOMEWORK

For Junior School Homework is set on a weekly basis. It is an important strategy in the teaching/learning process, helping to consolidate recently covered learning experiences and promote independent learning and good study habits. It is also an effective tool in involving parents in their child's education. It is provided in the Student Diary and homework bag.

There is daily reading, spelling and number revision as well as weekly projects, research or work book assignments. Other assignments may be subject based and stretch across a number of weeks.

Prep:	10 minutes
Year 1 to Year 3:	10 - 15 minutes
Years 4 and 5:	30 - 40 minutes
Year 6:	40 - 45 minutes

Teachers use the opportunity to revise work completed during the school day. It is also an excellent chance for your child to develop positive home study attitudes before entering Senior School. If the set homework is not completed, it is requested that a note of explanation from a parent be supplied in the student diary. Parents are requested to sign their child's diary daily homework tasks are completed to the parent's satisfaction.

In order to develop initiatives in learning at home in Junior and Senior School students, the following ideas are suggestions which might be tried and which best fit individual lifestyles:

1. Sit down with your child and have him/her show you and explain the work he/she has done that day. Look at the quality and quantity. Encourage neatness. His/her teacher may require the child to complete work not finished during the lesson at school - e.g. finish art work.
2. Have him/her read to you.
3. Sit down and discuss current happenings - in the family or major news items seen on television or in daily newspapers.
4. Join a local library and go as a family to select books. Share a book daily with your child.
5. Encourage your child to borrow regularly from the school library and set aside time each evening for reading.
6. Encourage your child to write. Be alert to occasions when your child can be involved in writing - e.g. writing the grocery list, letters to relatives and friends, sending invitations to parties. Keep a diary - write about something that happened at school, at home or on an outing. Be alert to incorrect spelling and correct it.
7. When looking through his/her school work which is brought home, have your child spell to you words he/she has written that day. Help him/her to learn to spell words not known.
8. Help your child collect information for morning talks, projects, etc.

It is expected that students in the Senior School develop greater independence with their homework and research tasks and is therefore expected to be completed when assigned.

A guide for homework, study and/or learning at home for students in Years 7 – 12 is:

- Year 7 – about 7 hours per week
- Year 8 – about 8 hours per week
- Year 9 – about 9 hours per week
- Year 10 – about 10 hours per week
- Year 11 – about 11 hours per week
- Year 12 – about 12 hours per week

12.0 EVALUATION AND REPORTING

The primary purpose of assessment is to improve student learning and is an ongoing process. Assessment is used to promote learning by gathering evidence to determine what each student knows, understands and can do, to inform teaching and support student learning. Assessment is the purposeful, systematic and ongoing collection of evidence to inform consistent judgments about student learning and reporting on the achievement of individual students or groups of students.

The *Melbourne Declaration on Educational Goals for Young Australians* defines three broad purposes for assessment:

Assessment for learning

- enables teachers to use information about student progress to inform their teaching

Assessment as learning

- enables students to reflect on and monitor their own progress to inform their future learning goals

Assessment of learning

- assists teachers to use evidence of student learning to assess student achievement against goals and standards (P-12 curriculum, assessment and reporting framework)

School Responsibilities

The school has a responsibility to provide the following to the students:

- a term assessment calendar
- exam schedules within a reasonable time frame
- access to forms to apply for extension
- assessment instruments with relevant information and an appropriate time frame
- appropriate class time for assessment
- support and adjustments where appropriate
- feedback to students in a timely manner

Student Responsibilities

The student has a responsibility to:

- submit assessment that is their work for assessments (see section on Academic Honesty)
- make full use of the class time provided to work on assessment
- present drafts and final copies of assignments by the due dates
- complete and attach the assignment task sheet
- use the school's standard system of referencing
- communicate difficulties in completing assessment requirements with the teacher in advance and follow the correct procedures to apply for an extension, should that be necessary, before the due date
- seek clarification from the teacher who awarded the result before appealing any result

Parent Responsibilities

The parent has a responsibility to:

- encourage students to submit all drafts and final assessment by the due date
- inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date
- provide documentary evidence where necessary

Special Provisions

The school is committed to minimising barriers that prevent students from demonstrating their current knowledge and skills. Such barriers include, but are not limited to, disabilities, educational needs arising from linguistic factors and short term impairments. Reasonable adjustments for students with specific educational needs must be negotiated with the school administration with consultation with the subject teacher in advance of the assessment. Adjustments may include, but are not limited to, extra time, alternative assessments, rest breaks, use of a writing aid.

FOR FURTHER INFORMATION ON THIS REFER TO EQUITY IN EDUCATION ON THE QCAA WEBSITE. ASSESSMENT

Assessment to ascertain individual pupil development and to diagnose any difficulties being experienced by the children is a continuous process. Assessment is spread over each semester and is used as a basis for reporting to parents in both oral and written forms.

Assessment will also take into account the aims of the curriculum, standards of progress being achieved.

SENIOR SCHOOL ASSESSMENT POLICY

WHAT IS ASSESSMENT?

In most subjects, independent and group assignments, extended tasks and exams form an important part of the teaching-learning process. Assignments may take the form of Written Reports, Feature Articles, Brochures, Posters, Analytical Essays, Orals or Performances, Reports, Essays, Multi-Media or Web-based tasks, Extended Experimental Investigations etc.

PRESENTATION:

Guidelines for the presentation of written assignments will be distributed by teachers within each of the subject areas.

OWNERSHIP:

It is expected that all work claimed as your own is your own. Using the work of others and claiming it as your own (Plagiarism) is a form of theft that is treated very seriously at Caloundra City Private School. If plagiarism is suspected, you will be interviewed by the subject teacher and the Head of the Senior School. Only the work that is your own will be marked for assessment. You will be expected, however, to re-submit the task, as part of the requirements of the course.

SUBMISSION OF WRITTEN ASSESSMENT:

All written assignments must be submitted, with assessment cover sheet, to the teacher by 3.10pm on the due date.

All Senior School Year 10 – Year 12 assessments (not including supervised exams) must be submitted via Turnitin through SEQTA.

If the teacher is absent on the due date, the assignment should be handed in at the Administration office by 3.10pm on the due date.

Assignments are to be submitted on the due date and according to the instructions on the task sheet.

When a student is absent from school due to illness or another special circumstance on the due date, the student or student's parent/guardian is able to submit the task, so it is on time.

Assignment Extensions/Exemptions

All Applications for extensions or exemptions will only be handled and granted by the Principal, Mrs. Cuthbert. Class teachers or Heads of Department will be involved in discussions whether the extension or exemption be granted. Students must not request extensions or exemptions from their class teacher.

An extension/exemption from an assignment will mostly only be granted in the following situations:

- illness
- family bereavement or difficulties
- exceptional circumstances as determined by the Principal

Applications for extension of time must be made where possible at least three days before the due date using the 'Application for Extension' form.

- Generally, extensions of time will only be granted when circumstances arise that are beyond the student's control to prevent him/her from completing the assignment by the due date.
- Generally, computer issues are not grounds for extensions. Students are required to back on their work on OneDrive

Late Policy

Late submissions will attract a penalty for students in Years 7 - 10. The weight of the penalty will vary with the degree of lateness. A penalty of one grade (e.g. from an A to a B) will be applied for each day that the task is late. A 'work in progress' check should be done approximately one week before the due date and parents alerted if there is a concern that the task may not be completed on time. For students in Years 11 and 12, only what is submitted on time can be considered for grading.

Non-Submission

When a grade for an assignment cannot be awarded due to a Non-Submission standard, the student will receive an N (Not Rated) for the assignment which will impact semester reporting. If there has not been sufficient work submitted to rate the student, then the student will receive an N (Not Rated) for the semester on the semester report.

Orals

On the first day class orals begin, all students must submit a copy of the script they intend to use for their presentation. This makes the preparation time more equitable for all students. *Students absent on the day are required to email their script to their subject teacher before the commencement of the lesson.*

In the case of group orals where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy the whole group script. On the first day of return, the absent student is expected to complete the oral, with other group members supporting the process.

Examinations

All students are required to attend assessment. Students and parents can access assessment schedules each term. Extensions may be granted for illness and other exceptional circumstances using the appropriate application for extension form (where possible) and supporting documentation is required. Individual assessment of exceptional circumstances will be at the discretion of subject teacher and Principal.

Academic Honesty and Plagiarism

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Work submitted will be wholly the work of the student(s) submitting the work. It will be produced for the assigned assessment task. All instances of the use of another's work will be appropriately referenced. Intellectual property rights including, but not limited, to copyright will be respected by students and staff. Students will strive to submit work that gives a true reflection of their knowledge, skills and understanding. Malpractice is any behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the student's own. It includes word for word copying of sentences or whole paragraphs from one or more sources such as books, articles, Internet sites, without referencing
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work
- Submitting another student's work in whole or in part
- Submitting work which has been written by someone else (including family members) on the student's behalf
- Collaboration on a piece of work designed for individual assessment by two or more students to produce a common product
- Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components
- Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorised material into an examination room, misconduct during an examination, etc.)

It is the responsibility of the student submitting work to ensure that it is authentic and acknowledges the use of others' work. This is relevant for both internally and externally assessed tasks. All will model, expect, monitor and encourage appropriate use of sources. Teaching staff will be vigilant in ensuring that student work is legitimate and will monitor and use every effort to avoid malpractice. The school will communicate these standards to parents and guardians. Any breaches of this policy constitute malpractice and may incur academic sanctions.

The consequences of breaches may include:

- marking of only that work which is not in breach of malpractice
- resubmission of the work but with a penalty or no credit
- suspension from school
- the work not being considered in determining the student's grade

Guidelines for Assessment Techniques and Conditions Years 7 - 10

Year Levels	Technique	Conditions (in-line with Australian Curriculum requirements)	Supporting assessment <u>for</u> learning and building confidence
Year 7 and 8	Extended responses	Written responses 400 – 600 words	At least one draft of feedback permitted
	Spoken/signed responses	2-4 minutes LOTE: stimulus texts heard up to 3 times, at slower pace and/or may include pausing	Palm cards permitted Presentation to smaller audience permitted Recording of response permitted
	Multimodal responses	2-5 minutes	Palm cards permitted
	Practical / Performance	1 – 2 minutes Music: 8 – 10 bars or 10 – 15 seconds	
	Examinations	Up to 70 minutes + 10 minutes perusal Extended response 200 – 600 words Short response 50-200 words per item 25 – 75 word per item (Maths and Humanities)	Novel permitted Year 7 in particular consider: supervised examination over two sessions open book A page of notes / quotes At least one draft of feedback permitted
Year 9 and 10	Extended responses	Written responses 600 – 800 words	At least one draft of feedback permitted
	Spoken/signed responses	3-5 minutes LOTE: stimulus texts heard up to 3 times, at slower pace and/or may include pausing	Palm cards permitted Presentation to smaller audience permitted
	Multimodal responses	4-6 minutes	Palm cards permitted
	Practical / Performance	1 – 2 minutes Music: 10 – 12 bars or 15 – 20 seconds	
	Examinations	Up to 90 minutes + 10 minutes perusal Extended response 400 – 800 words 25 – 100 word per item (Maths) / 50 – 100 (Humanities)	Novel permitted
Year 10 Semester 2 should be approaching Year 11 Unit 1 conditions			

APA Referencing

Citation = is an annotation in a text that acknowledges that the information came from an outside source. APA uses the name of author and year of publication e.g. (Smith, 2014)

Reference = is a list at the end of a text (assignment, book, article) that includes all the resources that were mentioned/cited in the text.

For every source used, you must have a reference. This is to acknowledge the source and to allow the reader to trace everything you have used. Referencing includes citations in the text and a list of references at the end of your assignment.

Different types of references are listed in slightly different ways depending on what type they are, including books, journals, and websites. There are also varying methods of citing original sources. Personal communication or non-archival material, such as personal letters, memos, emails and personal interviews are not included in reference lists. Personal communications are cited in the text only.

Why Use Citations and Reference Lists?

Citations and references show that your writing is not based entirely on your own ideas but rather is based in part on the ideas, information and evidence of others.

This is a strength, not a weakness as you are encouraged to learn from others. However, you need to show what are your ideas and what belong to someone else otherwise you may be accused of plagiarism.

Plagiarism

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books or periodicals), without due acknowledgment in the text. Presenting material from other sources without full acknowledgment (plagiarism) is penalised heavily. This holds for both copying and paraphrasing of others' work. Referencing also allows readers to check the same source for themselves. Careful citation thus avoids plagiarism by acknowledging the work of others and demonstrating that your work is based on solid evidence.

Quoting, Summarising and Paraphrasing

When writing you can present the ideas of others either through direct quotation, or summary or paraphrase, depending on your purpose.

For direct quotation, copy the material from the source carefully. Use quotation marks for even a single word if the original author used it in a special or central way. Do not change any wording, spelling, capitalisation or punctuation. Use an ellipsis mark (three spaced full stops) to indicate the exact point at which you have deliberately left out part of a direct quotation. Use brackets to surround any word, comment, or punctuation mark you add within the quotation.

Place the word [sic] (meaning 'in this manner') in square brackets immediately after any mistake in spelling, grammar, or common knowledge that your reader might otherwise believe to be a mis-quote.

When you summarise or paraphrase, you state in your own words and sentence structures the meaning of someone else's writing. Since the words and the sentence structures are yours, do not use quotation marks, but do acknowledge the author of the idea. If you use the original sentence pattern and substitute synonyms for key words or use the original words and change the sentence pattern, you are not paraphrasing but plagiarising, even if the source is acknowledged. This is because both methods use someone else's expression without quotation marks. In paraphrasing it is crucial not only to use your own form of expression but also to represent the author's meaning without distorting it.

Examples of Plagiarism vs. Quoting, Summarising and Paraphrasing

Original = Quoting

"In the forefeet of pigs is a very fine hole, which may be seen when the hair has been carefully removed" (Smith, 2015, p. 23).

Plagiarism

In the front feet of pigs is an extremely small hole, which can be viewed after the hair has been cautiously taken out.

This is plagiarism because the sentence structure is the same as the original and the original source has not been acknowledged.

Paraphrase

Careful removal of hair from pigs feet will reveal a small hole (Smith, 1996, p. 23). This is not plagiarism as the original source has been acknowledged. Note that paraphrasing that is closely modelled on the original sentence structure also requires the inclusion of a page number in the citation.

Reference List

Ensure your assignment doesn't require a Bibliography. A Bibliography is similar to Reference List but includes all the resources you consulted (background reading) and not just those cited in the text.

- The reference list should be at the end of the assignment, on a separate page, before any appendices
- The heading should be Reference (in bold and centred on the page)
- Only include those sources you have actually cited, rather than the ones you have read. If they are important, you should have cited them in the body of the essay
- The references should be a single list, organised alphabetically by the authors' surname
- Do not use numbers, or bullet points
- Do not include class notes or personal communication in the reference
- Reference lists are left aligned with a hanging indent
- Note the specific use of formatting (italics, capitals etc.) and punctuation (commas (,) full stops (.) colons (:) parentheses (()) ampersands (&))

A reference should be constructed like this:

There is an example of a Reference List in APA Format.

References

Abrahamson, A. B. (2008). Managerial fads and fashions: The diffusion and rejection of innovations. *Academy of Management Review*, 16(3), 586-612.

Adams, P. B. (2012). Australian economic history [Electronic version]. *Journal of Australian Economics*, 5(2), 117-132. Retrieved June 12, 2020, from <http://jae.org/articles.html>

Benton Foundation (2010 July 7). Barriers to closing the gap. In *Losing ground bit by bit: Low –income communities in the information age* (chap. 2). Retrieved May 28, 2020, from <http://www.benton.org/library/Low-Income/two.html>

Chan, P. C. (2018, January 20). Same or different? A comparison of the beliefs Australian and Chinese university students hold about learning. Paper presented at the 2000 AARE Conference on Intercultural Learning. Retrieved April 12, 2020, from <http://www.swin.edu.au/aare/97pap/CHANP97058.html>

Daniels, P. S. (2015). Australia's foreign debt: Searching for the benefits. In P. Maxwell & S. Hopkins (Eds.), *Macroeconomics: Contemporary Australian readings* (pp. 200-250), 2nd ed., Pymble, Australia: Harper Educational.

Merriam-Webster's collegiate dictionary (10th ed.). (1999). Springfield, MA: Merriam-Webster.

Citations

An in-text citation should have the author(s) surname(s) and year of publication.

- No author - use the title (or an abbreviation of the title) and the year.
- If there is no date, use "n.d." (without quotation marks) instead.

The citation should either be placed at (a) the end of a sentence with the author's surname and date of publication, separated by a comma, in parentheses or (b) within the sentence with only the date of publication in parentheses:

- a) This aspect of the taxation system was the most significant (Larsen, 1999). or
- b) Larsen (1999) suggests that this aspect of the taxation system was the most significant.

Try to include citations so that they fit into the flow of your writing. Note that for any citation as a minimum you need to include the author of the source and the publication date. Some useful phrases are:

Findings from Russell (2010) clearly indicate that ...
McKenzie (2011) challenges the view that...
Lee (2012) contends that...
As Black (2015) argues...
According to Smith (2020)...
Huynh (2019) points out that...
Patel (2007) refers to ...
The study by Chen (2015) identifies...
Watts (2019) comments/argues/claims/asserts/maintains that...
Hansen (2020) has investigated ...

Quoting, or a paraphrasing

You must include the page reference after the year of publication, separated by a comma. Use "p." for single pages or "pp." for multiple pages:

- ... (Cooper, 2019, p. 332)
- ... (Cooper, 2019, pp. 319-20)

Two authors, same surname

Include the author's first initial in all citations even if the year of publication differs:

- A. Jones (2018) ...
- (P. Jones, 2018) ...

Multiple authors

- If there are two or more authors, use the ampersand (&) (a) if the citation is placed at the end of a sentence but not (b) if the citation is made within the text:

- a) ... (Duncan & Smith, 2015).
- b) Duncan and Smith (2015) argued that...

- If there are three or more authors, cite all their surnames the first time the reference occurs. In subsequent citations, include only the surname of the first author followed by et al., followed by the year of publication:

First citation: ... (McGregor, Freely, & Perkins, 2018).
Subsequent citation: ... (McGregor et al., 2018)

Secondary source

That is, you have not seen the original work but have been made aware of it through another reference, you need to name the original work and give a citation for the secondary source:

Carins' study revealed that ... (as cited in Pat, 2016) or ... (Carins, as cited in Pat, 2016).

Personal communications

Citing occurs in text only and the details are not displayed in the reference list because the reader cannot easily recover the information. The citation should include the initials and surname of the communicator and the exact date of communication: A. B. Smith (personal communication, April 20, 2002) stated that... (A. B. Smith, personal communication, April 20, 2002).

Periodicals

Ensure that:

- the volume and issue number are included
- individual page numbers are included from the start to the finish of the article cited e.g. (pp. 586-612)

Web based Sources

- For direct citations from electronic sources without page numbers, provide the paragraph number, preceded by the paragraph symbol

REPORTING

Parent/teacher discussions are an essential part of understanding a child's development. This allows the correct learning experiences to be established for each child. Please feel free to discuss your child's progress with his/her teacher, after making an appointment. Arrangements will be made for such discussions to take place at a time convenient to both teacher and parent.

In addition to these incidental contacts, arrangements will be made for more formal interviews to take place during the year. These will occur at the end of Term 1 and Term 3 in the Junior School and should parents wish to discuss problems or receive advice on any school matter, they should feel free to contact either the particular Head of School or the Head of Junior/Senior School.

As well as oral reporting, detailed written reports on the progress of each child will be provided at the end of Terms Two and Four. All reports are electronic only and can be downloaded from the Parent Portal using your parent code and password.

13.0 SCHOOL FACILITIES

13.1 LIBRARY

Students may visit the main library before school until 8:30am and after school from 3:00pm in order to borrow books more frequently, if so desired. The Library is open to students during lunch for reading and activities.

The Library will be open to students in the Senior School for study (not borrowing) to 4pm.

13.2 COMPUTERS

This initiative allows students to work in the medium of their time so that they can enhance their thinking, research and learning; and to develop the knowledge, skills and attitudes which will prepare them for successful lives in the rapidly changing environment of the 21st Century.

The school seeks to explore with your child innovative educational technologies through their use of personal Laptops from Years 7 to 12 and iPads in Years 4 to 6. Through the use of these computers in the classroom, students have the opportunity to access information available on the Edukate and Internet.

The school has developed curriculum programs, financial arrangements and technical procedures which ensure that our students have this access to a personal notebook computer.

Students are instructed in the care and use of their personal notebook computers and associated software upon receipt of their computers and throughout the year.

The Acceptable Use of Network and Computing Devices agreement specifies the rules for using devices at the School. This agreement is displayed when a device attempts to connect to the School network. All users must agree to abide by its rules before proceeding to log in.

Use of Caloundra City Private School computing and network facilities should be legal, appropriate, responsible and kind, reflecting the values and community standards. Using digital devices at school and connecting to the

School network is a privilege which will continue while the user displays the qualities of good digital citizenship. Network users will:

- keep their personal information (e.g. phone numbers, address, passwords) and that of others, private
- show respect for themselves and others when using technology including social media
- give acknowledgement to others for their ideas and work
- report inappropriate use of technology immediately

The School recognises each user's right to privacy and the right to use network services as freely as possible. However, monitoring and logging of network usage may occur to ensure that the integrity of the network is maintained. Network users may not:

- allow the use of computing devices to interfere in any way with their school responsibilities
- access or transmit any content that would be considered offensive in the judgment of the Principal, Head of Student Wellbeing, Head of Junior School or staff because of pornographic, racist, violent, abusive, illegal, illicit or other content
- attempt to undermine, hack or bypass any hardware or software security mechanisms on the Caloundra City Private School network or any other network
- use network facilities or mobile devices inappropriately (e.g. playing games, knowingly passing on malicious content e.g. spam, viruses or worms)
- use network facilities for commercial, advertising, or political purposes
- cyberbully by using obscene, harassing or abusive language or by passing on such content;
- use social media unless under the direction of a teacher for educational purposes only
- download or use software, games, music, graphics, videos or other materials in violation of copyright laws
- use another person's data without permission. This includes reading their email or private communications without permission or transmitting private information given in confidence. This also includes photographing or videoing any person without the specific permission of that person and a teacher.

13.3 LOST PROPERTY

Please mark all personal possessions clearly. If this is done, there will be no difficulty in returning articles which have been misplaced. An article which cannot find an owner will be placed in a "Lost Property Box" which is located in Administration. Please make sure that if your child is looking for lost property that he/she informs the class teacher.

Please ensure all articles of clothing and equipment are clearly and permanently labelled.

13.4 OUTSIDE SCHOOL HOURS CARE

Caloundra City Private School offers after school care for students from Prep. Before School care can be arranged through the Pelican's Nest Early Learning Centre. The opening hours for after school care are:

After-School Care: available from 3:00pm to 6:00pm five days per week. Bookings can be made by contacting Pelican's Nest Early Learning Centre on 54375850 or pelicansnest@ccps.qld.edu.au

Students, whose parents are taking advantage of this service, are supervised during both morning and afternoon sessions and are offered a programme organised and conducted by qualified staff. Students whose parents wish them to complete homework tasks during the After School Care session will be supervised to do so upon request to the School Care Co-ordinator.

All children must be signed out of After School Care by a responsible adult (parent or care-giver). Students are not allowed to sign themselves out of the School Care Facility for obvious safety reasons.

All parents who take advantage of the After School Hours Care are requested to take note of the "sign in" and "sign out" procedures which have been formalised for the safety of our children.

FEES

Fees for the use of the School Care Facility are charged following the use of the facility. Fee and programme details are available from OSHC Coordinator or Administration.

13.4.1 VACATION CARE

The Vacation Care facility will provide a place where children can go to play, relax or extend their academic potential in a safe and stimulating environment. This service will not only provide a caring environment, but also a special programme of activities which will complement the academic programme in the School. With the assurance that children are being well looked after.

Parents must provide lunch for their children during the Vacation Care period.

Should you wish to take advantage of Vacation Care on a casual basis, it is necessary to complete the required application and medical forms BEFORE children are accepted at the Vacation Care facility.

FEES

Fees for the use of the Vacation Care facility are charged following the use of the facility. Fee and programme details are available from OSHC Coordinator or Administration.

13.5 SCHOOL KITCHEN

It is important to encourage every child to eat a substantial, healthy breakfast before embarking on the day's activities.

The School Kitchen facilities will be available to students of Prep to Year 12 on Monday through to Friday. An ordering system has been introduced for the Junior School students for the purpose of obtaining lunches.

Orders stating name, year level, and amount of money must be clearly written on a paper bag with the money inside and securely folded - please do not use sticky tape or staples to fasten bags (demonstrated below).

These bags are placed in "lunch" boxes in each room and orders are returned to the classroom. *School Kitchen menu is available on our website, click facilities, then School Kitchen then select download menu.*

JOHN SMITH - Year 1

Morning Tea

1 Salad Roll: \$2.50

1 Small Orange Juice: \$1.00

TOTAL: \$3.50

ENCLOSED: \$3.50

In order to offer this facility on a regular basis, it is necessary to have parents on roster. We request that as many parents as possible assist in this area of school life. To contact the School Kitchen Convenor directly please phone: **5437 5893**.

13.6 UNIFORM SHOP

The Caloundra City Private School Uniform Shop is located on the school campus adjacent the Tuckshop. For your convenience, the Uniform Shop will be open at the following times.

- Tuesday and Thursday from 8:00am – 10:00am
- Wednesday from 2:00pm – 4:00pm

To assist you, Bankcard, Mastercard and Visa are available as a credit facility. Parents will be notified via the school newsletter of operating hours during the school vacation times.

To book an appointment or make an enquiry please email ccsuniformshop@ccps.qld.edu.au

14.0 SCHOOL ACTIVITIES

14.1 CULTURAL ACTIVITIES

Students may be members of choirs, speech and string ensembles. Junior and Senior School students may be involved in choir, speech, woodwind and string ensembles and in the band, depending upon individual talent and maturity. Students who choose to be members of cultural groups must present themselves for nominated rehearsals.

14.2 PRIVATE TUITION

INSTRUMENTAL MUSIC

Private tuition is available within the School of the Arts to all students in the Junior School as follows:

- Private tuition in instrumental music for all students from Prep across a range of instruments.

The private tuition is provided by qualified teachers.

If you wish to avail yourself to these services, please contact the School Receptionist for the appropriate forms. These are issued at the start of each term in our co-curricular booklets.

Private fee charges will be made by some part-time teachers to whom the account will be paid directly.

14.3 SWIMMING CLASSES

All Prep to Year Six students will have swimming lessons during Term 1 and Term 4.

Fees will be charged on school accounts.

Swimming for these students is conducted at the Caloundra Aquatic Centre during Terms One and Four and is part of the Physical Education Programme of the school. All children are expected to participate unless medical reasons prevent them from doing so. If a child is unable to participate in swimming lessons, a medical certificate from the child's doctor is required. Should you wish your child not to swim on his/her allotted swimming day, an explanatory note is to be sent to the respective Head of School.

If a child is absent from the respective annual swimming carnivals, a letter from the parent together with a medical certificate from the child's doctor is to be presented to the Head of School.

All children must wear school togs, swim shirt and bring a towel, all of which need to be clearly marked and kept in a swimming bag.

It is School Policy that each child has sunscreen applied to exposed skin before participating in swimming lessons. Therefore, each child needs to have available at school for personal use sunscreen which fulfils Broad Spectrum SPF 15+. This type of sunscreen is recommended by both the Sun Safety the State Cancer Councils and blocks out both the UVA and the UVB rays.

14.4 HOUSE SYSTEM

All children are allocated to one of four Houses (Ford, Henzell, McLean, Munns), with all members of the one family being associated with the one House. Once placed into one of these Houses, children will remain in that House until they exit at the end of Year 12.

Students in Years 7-12 will remain in a Vertical House Group for pastoral care and House activities.

14.5 PASTORAL CARE

VERTICAL HOUSE GROUPS

SENIOR SCHOOL – YEARS 7-12

The House system provides students with a sense of belonging and pride, as well as a focus for pastoral care. Students are placed in one of four Houses and in the Senior School, pastoral care is organised through House Groups of 20 or so students from Year 7 through to Year 12.

This vertical grouping allows older students to act as role models and offer support for younger students in a family style environment and to build House and school spirit. Students remain in the same House group with the same Head of House, where possible, through to Year 12, unless there are good reasons for making a change.

The Head of House monitors each student's overall progress and development, ensures they are involved in co-curricular activities to enhance their sense of belonging and identity, and establishes contact with families.

Some formal Life Skills programs are run in either House Group or Year Groups, as appropriate, including conflict resolution, drug education, relationship building, social skills, outdoor education and community involvement.

House Groups are supported by the Heads of House. This structure allows for close monitoring of students' academic, cultural and sporting performances, as well as behaviour and application to study.

It is intended that the Heads of House play a key pastoral role for the students in the Senior School. The Head of House is the first point of contact for parents. The Wellbeing Coordinator will be responsible for the emotional and social wellbeing of students through the Life Skills Program and the Head of Sport and Outdoor Education for the organisation of Outdoor Education. The Principal will have overall responsibility for all aspects of the Senior School, including academic progress and monitoring, extension and support and the behaviour management of students.

15.0 PARENT INVOLVEMENT

15.1 SCHOOL-BASED ACTIVITIES

There are many opportunities for you to participate in your child's education apart from regular classroom assistance and School Kitchen roster. In our school calendar you will see outlined such activities as Student Progress Conferences, Family Nights, "Under Eights" Week, Book Week, Mothers' Day, Fathers' Day and Grandparents' Day and the Halloween Disco.

During the year, you will be advised when these opportunities occur so that you will be able to participate in the full academic and social life of the school community.

15.2 PARENTS AND FRIENDS' ASSOCIATION

The aim of the Parents & Friends' Association and all of its sub-committees is to lend support to the School Administration in its endeavour to provide the best educational outcomes for your children. All parents are encouraged to attend meetings of the Parents & Friends' Association. The input of parents at such meetings is regarded as essential.

Parents and Friends' meetings are held on the second Monday of every month in our Library commencing at 8:45am. All welcome. Dates are advertised in the newsletter and on our website.

15.3 WHOLE SCHOOL WEEKLY ASSEMBLIES

Assembly is conducted every second Wednesday morning in the Multi-Hall. Separate Junior and Senior School Assemblies are held on the alternate Wednesdays with the Senior Assembly held in Henzell Building Room 5.

APPENDIX A – INFECTIOUS DISEASES

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases

Condition	Exclusion of cases	Exclusion of contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until diarrhoea ceases.	Not excluded.
Campylobacter	Exclude until diarrhoea has ceased.	Not excluded.
Chicken pox	Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Cytomegalovirus Infection	Exclusion not necessary.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased.	Not excluded.

Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Glandular fever (mononucleosis)	Exclusion is not necessary.	Not excluded.

Hand, Foot and Mouth disease	Until all blisters have dried.	Not excluded.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Hookworm	Exclusion not necessary.	Not excluded.
Human immune deficiency virus infection (HIV AIDS virus)	Exclusion is not necessary unless the child has a secondary infection.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded.
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded.

Measles	Exclude for at least four days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.
Meningitis (bacterial)	Exclude until well.	Not excluded.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving rifampicin.

Molluscum contagiosum	Exclusion not necessary.	Not excluded.
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner).	Not excluded.
arvovirus (erythema infectiousum fifth disease)	Exclusion not necessary.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (lice), trachoma	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea ceases.	Not excluded.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.	Not excluded.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by an appropriate health authority.	Not excluded unless considered necessary by public health authorities.

Whooping cough	Exclude the child for five days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 14-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).
Worms (intestinal)	Exclude if diarrhoea present.	Not excluded.

Australian Standard Vaccination Schedule

Age	VACCINE			
Birth	Hep B			
2 months	Hep B-DTPa-Hib-IPV		13vPCV	Rotavirus
4 months	Hep B-DTPa-Hib-IPV		13vPCV	Rotavirus
6 months	Hep B-DTPa-Hib-IPV		13vPCV	Rotavirus
12 months			MMR	13vPCV MENACWY
18 months	DTPa	Hib	MMRV	
4 years	DTPa-IPV			
14-16 years	MENACWY			

To be read in conjunction with the schedule key, notes and vaccine key provided below:

Vaccine Key:

Hep B	<i>Hepatitis B vaccine</i>
DTPa	<i>Diphtheria-tetanus-acellular pertussis infant/child formulation</i>
Hib	<i>Haemophilus influenzae type b</i>
IPV	<i>Inactivated poliomyelitis vaccine (in combination)</i>
MMR	<i>Measles-mumps-rubella vaccine</i>
MMRV	<i>Measles-mumps-rubella-chickenpox vaccine</i>
13vPCV	<i>13-valent pneumococcal conjugate vaccine</i>
Rotavirus	<i>The most common cause of severe gastroenteritis in infants and young children</i>
MENACWY	<i>Meningococcal ACWY</i>



Caloundra City Private School

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