

SCHOOL TO STAGE PROGRAM POLICIES 2025

FEES

Full payment for each term's classes is due by the end of week 3 each term (extra time is allowed for Term 1 and will be specified via the email containing your term 1 invoice.) An early bird special will be available for payments made by the end of week 2. If we have received no payment and no communication from parents/guardians by the end of week 4 each term, your child will not be able to continue in the program.

Should there ever be a problem with paying fees by the due date, we simply ask that you communicate this to us.

A discounted sibling rate is also available for families with more than one child enrolled in the program.

Note: class credits cannot be claimed on already discounted sibling rates.

MISSED CLASSES

Classes missed due to events (excursions, public holidays, sports days, etc) or emergency instances (lockdowns, school closures, etc) will automatically be credited, unless a make-up class can be organized. Class credits are always allocated to the following term's invoice. For example, if your child misses a class due to a public holiday in term 1, this class credit will be deducted from the total of your term 2 invoice. Class credits are not carried over from year to year.

ATTENDANCE

Attendance at every class is compulsory, as each student is an integral part of the class. Each class is spent teaching new techniques and exercises or working towards performances. As such, a student's absence can affect the whole class. In the case of a necessary absence, we ask that the tutor be notified via email. Students will receive plenty of grace in term 1 to remember their weekly class time. However, as the year progresses, consistently forgetting to come to class is not a valid excuse. Parents will be notified via email if a student misses two classes in a row without notice. If a student continuously misses classes without a valid reason, they will be asked to leave the program. Naturally, we will always endeavour to keep open channels of communication with parents/guardians so we can address concerns and find mutually beneficial remedies.

COMMUNICATION

We communicate with parents/guardians primarily via email, occasionally sending additional hard copy letters home with your child. Please ensure you provide us with your most current contact details and inform us of any changes to these details so we can update our system.

Email contact will be made with parents/guardians as early as week 1 each term. If parents/guardians have not received an email from us by this time, it is their responsibility to let us know via email at performingarts@bac.qld.edu.au. Please make sure our emails are not accidentally being syphoned off into your junk mail. We will always be understanding of unavoidable technical difficulties, but we cannot repeatedly accept the explanation that invoices are not paid as emails are not received.

SHOWCASE PERFORMANCES

All students undertaking group classes will be involved in an end-of-year performance. Planning for our end-of-year showcase performances starts very early in the year. As such, the latest we can accept new students into the program is the start of term 3. Should there be class places available, students may be permitted to join the program after this point, however this will be determined on a case-by-case basis.

If your child has continued in our programs from term 1 to term 2, we will assume that they will be involved in the showcase and assign them a role. For this reason, we do not allow students to drop out of the program after the start of term 3, extenuating circumstances aside. We also find that this teaches dedication, longevity, and honouring commitments. This still allows your child the whole of terms 1 and 2 to decide whether they wish to continue in our programs for the rest of the year. If they do not wish to continue past term 2, simply inform your tutor via email any time **prior to the start of term 3**.

PHOTO AND VIDEO MATERIAL

From time to time, tutors will take photos or videos of students in class/at performances/at workshops for posterity and/or marketing material. Should a parent/guardian wish to request that their child's photo/video not be used for such purposes, we ask that they inform tutors of this in writing upon enrolling their child.

BEHAVIOR MANAGEMENT ACTION PLAN

We operate a 3-stage approach for responding to problem behaviour in our classes. We have established classroom rules of which all students are aware. Many of these are the same rules that apply in a regular classroom setting (for example, respect each other, respect your tutor, be prepared for your lesson, be willing to try new things, etc.)

Repeated disregard of our rules requires us to initiate stage 1 of our behaviour management action plan:

STAGE 1: The student is individually spoken to by their tutor at the end of their class.

If students chose to respond well to this first stage, no further action is necessary. However, if no change in behaviour is evident, we will move to stage 2:

STAGE 2: The student is again individually spoken to at end of their class. They are informed that this is their second warning and that, should the problem behaviour continue past this point, they will no longer be able to take part in the Speech and Drama program. Their classroom teacher will be informed. Parents will also be informed at this stage of the process.

Should the behaviour continue beyond this point, we will move to the final stage:

STAGE 3: The student is individually informed that they have chosen to ignore two separate requests to improve their behaviour. The consequence of this choice is that the student is no longer able to take part in the Speech and Drama program. Classroom teachers and parents are also informed of this decision.

PRE-EXISTING CONDITIONS

It is the responsibility of parents/guardians to inform our program administrator of any pre-existing conditions that may affect their child's participation in our program. This includes, but is not limited to: learning specifications, injuries or physical limitations, limited English language speaking and comprehension, and relevant personality traits (extreme shyness, etc.)