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LETTER FROM THE PRINCIPAL

Dear Parent and Caregiver,

I hope this resource helps you do “life” at Calvary. When we all understand the goal of what we are trying to achieve and how we go about it, great things can and will happen in the lives of our students.

Speaking of students, I believe we have amazing students at our College. The opportunity to invest into their lives, their character, their relationships is a wonderful responsibility that we as a College and you as a family have. Doing this journey together is the heartbeat of how we do things at Calvary Christian College.

I look forward to sharing the learning journey with you, I trust this handbook helps us all move forward together in the important work of raising outstanding young people of strong Christian character who are influences for good in their world.

Yours in Christ,

Steve Downes.
College Principal

LETTER FROM THE DIRECTOR OF PRIMARY

Dear Parent & Caregiver,

This handbook should assist you in becoming better acquainted with the routines, practices and operations of the Primary College. The handbook is further supported by the student’s Communication Dairy as a quick reference guide, as well as the College’s whole school policies which are accessible via the Website.

Calvary Christian College is an ELC to Year 12 school where all staff work together to create a supportive environment that fosters a love for God, self and others. We are confident whether you are an existing family or new to the College, your family will feel welcomed. We are also certain you will find all the team at the College professional and invested in your child’s faith and learning journey.

One of our goals in the Primary College is to instil a life-long love for learning that prepares our students for a pathway of more advanced learning in their later years. The primary team earnestly desires to; glorify God, deliver excellent learning opportunities, and to form authentic relationships with the students and their families.

We are committed to providing a learning environment that is faith filled, encourages, challenges and supports each student. As a Christian learning community, we recognize the need to develop positive partnerships that are based on mutual respect. Our College community is comprised of many stakeholders whose input and participation are valued and necessary. Together our partnerships are strong, authentic and fruitful as each key stakeholder fulfils their unique and important role in all that we do here at the College.

We invite you to be prayerful and invested in your child’s education. We look forward to partnering with you and your child in their schooling journey.

To Him be the glory,

Mrs Allison Reeves.
Director of Primary College
COLLEGE CONTACT DETAILS

College Senior Management
PRINCIPAL: Stephen Downes
DIRECTOR OF SECONDARY COLLEGE: Naomi Cheetham
ASSISTANT DIRECTOR OF SECONDARY COLLEGE: Wendy Miller
DIRECTOR OF PRIMARY COLLEGE: Allison Reeves
ASSISTANT DIRECTOR OF PRIMARY COLLEGE: Matthew Gilbank
DIRECTOR OF THE EARLY LEARNING CENTRE: Wendy Chamberlin
ASSISTANT DIRECTOR OF THE EARLY LEARNING CENTRE: Janelle Hoepner
DIRECTOR OF TEACHING AND LEARNING: Robyn Hair

College Reception Hours
8.00am - 4.00pm Monday to Thursday
8.00am - 3.30pm Friday

Primary Office Hours
8.00am - 3.30pm Monday to Friday

Phone
College Reception: (07) 4722 9201
Primary Office: (07) 4722 9213
Fax: (07) 4722 9208
International +61 7 4722 9201
International +61 7 4722 9208

Email
admin@calvary.qld.edu.au
enrolments@calvary.qld.edu.au
away@calvary.qld.edu.au (to notify the College of your child’s absence)

Address
Street Address………………………………569 Bayswater Rd Mt Louisa QLD
Postal Address………………………………PO Box 1544 Aitkenvale QLD 4814

Other Important Contacts
EARLY LEARNING CENTRE: 47229218 elc@calvary.qld.edu.au
ABSENTEE HOTLINE: 4722 9206 away@calvary.qld.edu.au
SECONDARY COLLEGE OFFICE: 4722 9220 secondary@calvary.qld.edu.au
PRIMARY COLLEGE OFFICE: 4722 9213 primary@calvary.qld.edu.au
SICK BAY: 4722 9205 sickbay@calvary.qld.edu.au
BUS COORDINATOR: 4722 9280 or 0432091632
ACCOUNT INFORMATION: 4722 9281 or 4722 9282 accounts@calvary.qld.edu.au
TUCKSHOP: 4722 9234
ABV CARE: 0411 224 679 abvcare@calvarycc.org.au
**CALVARY CULTURE**

**COLLEGE HISTORY, COLLEGE MANAGEMENT, COLLEGE CHURCH AFFILIATION**

**College History**
Calvary Christian College opened in 1978. It began out of a conviction that families should be supported by a College that promoted Christian values and that worked in partnership with them. The College was the first Accelerated Christian Education College in Queensland and the second of its kind in Australia.

It opened on 31 January with 52 students and with three state registered teachers (two full time and one part-time) and two teacher aides. All of the work to open the College was done by church members of then Calvary Temple Assembly (now Calvary Christian Church). Uniforms were sown; desks were built and the facilities prepared by the congregation members.

Within the first 10 years the College saw 747 students pass through. The College relocated twice to accommodate growing enrolments, and acquired 30 acres of land for growth and development. Each year enrolments have steadily increased and this year we see our largest enrolment to date. Calvary Christian College has had a great history but our best days are still ahead of us.

**College Management**
Calvary Christian College is a member of Independent Schools Queensland (ISQ), Christian Schools Australia Queensland (CSAQ) and the Australian Association of Christian Schools (AACS).

Calvary Christian College is administered by a Board appointed by the Calvary Christian Church Board and is comprised of parents, professional people, pastors and the College Principal. The College Board acts independently but under the covering of the Church. The College Board meets every third Wednesday of each month and other times as called by the Chairman.

**College Church Affiliation**
Calvary Christian College is a ministry of Calvary Christian Church. Calvary Christian Church is one church meeting in multiple locations. You can learn more about Calvary Christian College by visiting calvarycc.org.au
PHILOSOPHY, VALUES, VISION, MISSION

Our Philosophy
Calvary Christian College is a ministry of Calvary Christian Church. It exists to provide excellence in education for the children of families who value Christian Education. The College began with the conviction that Christian families should be supported by a school that shares their values and that works in partnership with them to produce outstanding young people who become an influence for good in their world.

Our Vision
“Our vision is to graduate young people of strong Christian character who will become an influence for good in their world.”

It is our goal to equip and empower young people through faith in Christ to go on to make a positive contribution to the world in which they live.

Our Mission
“Our mission is to provide excellent opportunities for young people to develop Christian character and grow to their full potential intellectually, physically, spiritually and socially.”

Calvary Christian College is continually expanding and launching new initiatives that provide an excellent environment in which young people can succeed by finding and pursuing God’s unique purpose for their life.

Our Values
Calvary Christian College has five key values which guide everything we do. We seek to inculcate these values in every student at the school. The five key values come from Jesus’ commendation to the wise stewards in Matthew 25v21 – “Well Done Good Faithful Servant”

1. We Value Excellence (“Well”). We encourage students to achieve higher levels by continually doing the very best they can with God’s help.
   • “I will do the best I can with faith.”

2. We Value Persistence (“Done”). We encourage students to develop the resilience and confidence to overcome challenges.
   • “I will finish what I start and honour my commitments.”

3. We Value Goodness (“Good”). We encourage students to respect and value others.
   • “I will keep a right attitude at all times.”

4. We Value Faith (“Faithful”). We encourage students to develop obedience to God’s Word and trust in His faithfulness.
   • “I will be full of faith and hope for the future.”

5. We Value Generosity (“Servant”). We encourage students to see their gifts and talents as opportunities to glorify God as they serve others.
   • “I am called to serve and refresh others.”
STATEMENT OF FAITH

Calvary Christian College is a ministry of Calvary Christian Church and as such our faith statements are directly linked. The following is a simple summary of the key things we believe:

We believe the Bible is God’s Word. It is accurate, authoritative and applicable to our everyday lives.

We believe in one eternal God who is the Creator of all things. He exists in three Persons: God the Father, God the Son and God the Holy Spirit. He is totally loving and completely holy.

We believe sin has separated each of us from God and His purpose for our lives.

We believe Jesus Christ is the only One who can reconcile us to God. He lived a sinless and exemplary life, died on the cross in our place, and rose again to prove His victory and empower us for life.

We believe that in order to receive forgiveness and the ‘new birth’ we must repent of our sins, believe in Jesus Christ, and submit to His will for our lives.

We believe that in order to live the holy and fruitful lives that God intends for us, we need to be baptised in water and be filled with the power of the Holy Spirit.

We believe God has individually equipped us so that we can successfully achieve His purpose for our lives which is to worship God, fulfill our role in the Church and serve the community in which we live.

We believe God wants to heal and transform us so that we can live healthy and prosperous lives in order to help others more effectively.

We believe that our eternal destination is determined by our response to Jesus Christ.

We believe that Jesus Christ is coming back again as He promised.

(https://calvarycc.org.au/whatwebelieve/)
THE CALVARY WAY

At Calvary Christian College we strive to provide a positive, safe, caring and Christian environment that supports the learning needs and well-being of all our students and staff. We believe behaviour is a concept that is taught just like any other subject. Students must be educated in the way in which they conduct themselves and the healthy relationships they form with God, themselves and others while at school.

Our educational framework for providing this is “The Calvary Way.” It consists of 3 highways that we guide and point the students towards. The intention is to have clear and positive behaviour expectations, while developing and maintaining their Christian character. It teaches our students to accept responsibility for their negatives choices by choosing to change and/or modify behaviours if correction is required.

Each of the 3 highways have set routes and guide posts that encourage the students to navigate themselves and to reach their destination. Our final destination being to graduate young people of strong Christian character who will become an influence for good in their world. It is our goal to equip and empower young people through faith in Christ to go on to make a positive contribution to the world in which they live.

Parents have a responsibility to support the College in our efforts to implement The Calvary Way. The staff have a responsibility to implement The Calvary Way in a fair and consistent manner.

The Calvary Way at a Glance:

**CONDUCT**
- The Student Code of Conduct
- The College Values
- Conduct Practices
- Daily Expectations

**CELEBRATION**
- Classroom and Area Rewards
- Calvary in Action (CIA)
- Area Celebration Days
- Sporting House Pride

**CORRECTION**
- Correction Levels
- Responsible Thinking Plans
- Correction Practices
HIGHWAY ONE - CONDUCT

This highway positively points our students in the right direction by providing clear behaviour expectations, as well as placing value on developing Christian character. Along the way we provide guide posts to further support their journey by expecting good work habits and conduct practices. The Calvary Way for Conduct in the Primary College is comprised of;

- The Student Code of Conduct
- The College Values
- Conduct Practices
- Daily Expectations

The Student Code of Conduct

Our Student Code of Conduct is; “At Calvary Christian College we are safe respectful learners at all times”. It is a simple but significant statement that sets our conduct standard across the entire College. At the core of our code is a heart that wants to live a life that brings honour to God, this is illustrated in the scripture; “Whatever you do, do it with all of your heart. Do it for the Lord and not for Men” Colossians 3:23 NLV

Through teaching and encouraging our students to live a life of honour, we impress upon them that obedience is the reward of pleasing God. Our hope is that our students through being obedient to God can experience the true joy that can only be discovered in Him. This means we teach the students the reason why we have our Code of Conduct, is the joy of working heartily to please God with our obedience and finding joy in doing so.

Additionally, it is important to note the Code of Conduct is not an exhaustive list of rules for the students to follow. Rather, it is a guide and point of reference that directs and instructs our students in what is expected of them. This means the students are not taught a traditional set of school rules as a Code of Conduct, but rather how to apply our Code. To support this, we also outline for the students the what, where, how and why of applying responsible thinking and positive choices with our Code of Conduct.

This is not to say having a set of rules is inappropriate or not applicable as classroom teachers continue to display their specific class rules to assist with the smooth running of their classrooms and daily routines. We of course expect our students to follow sets of rules when playing games on the playground such as handball and soccer etc. By encouraging and developing within our students the ability to apply our Code of Conduct with responsible thinking and positive behaviour choices, it in turn replaces the need to have a specific set of school rules that are displayed and referred to.

One reason for this is most rules are “assumed”, as often the task of listing every rule to cover all behaviour expectations in all school settings is seemingly impossible and makes for a very long list! Assumed rules is often the case in our day to day life as well. An example of this can be found in many public settings such as public swimming pools, movie theatres or parks. In some cases, there may be a few basic rules on display such as, no running, no food permitted, no pets etc. However, to list every rule is not practical, so for the most part they are assumed. It also addresses the issues that often arise if a rule has not been noted on a list and is subsequently used as a reason why it wasn’t followed.
**What is Safe?**
Being safe means that you consider your safety and that of others. You do everything in your power to protect yourself and others from harm or hurt. Feeling safe means, you do not anticipate either harm or hurt, emotionally or physically.

**Why be safe?**
Children need to feel safe and valued to thrive. To find their unique place in the world and to feel a sense of belonging, they have to learn the responsibility of being safe and when they are not, generally negative consequences follow.

**What is respect?**
Respect is an attitude of caring about people and treating them with dignity. Respect is valuing ourselves and others worth. We show respect by speaking and acting with courtesy, just like we ourselves would like to be treated. Respect includes honoring the rules of our family, school and wider community so our lives are more orderly and harmonious.

**Why be respectful?**
Without respect there would be confusion, contempt and the ill-treatment of self and others. Respect helps people to feel safe and valued. Learning the responsibility of being respectful is understanding that everyone is worthy of respect.

**What is a learner?**
Learning is building knowledge and understanding through interacting positively with the environment. We learn best when we listen, participate and act to improve. Learning involves different processes for different people. When you are learning you are responsible and respectful to yourself and others.

**Why be a learner?**
The more you practice the better you become. Learning is a life long journey that improves our ability to make sense of the world, refine our understanding and transform our mind and hearts. The responsibility of being a learner is trying to be the very best version of ourselves we can be and understanding it can affect other people.

The Student Code of Conduct is displayed as an anchor chart in all of our primary learning spaces where our students interact with them on a daily basis. While our Code of Conduct is effectively only one statement, the anchor charts offer further context and teachable moments for the who, what, why, where and how for our Code.
The College Values

Calvary Christian College has five key values which guide everything we do. We seek to inculcate these values in every student at the school. The five key values come from Jesus’ commendation to the wise stewards in Matthew 25:21 - “Well Done Good Faithful Servant”. The aim of teaching these values to the students is firstly to raise their awareness of the importance of having Christian values and how these then impact their relationship with the Lord, themselves and others. We see these values as a precious gift that as the student grows and engages with them, so too will their Christian character develop. Whether they are explicitly or incidentally taught the College Values are integrated in all that we do and are used to point our students towards a higher way, God’s way, a way that would set them apart from that of the world.

For my thoughts are not your thoughts, neither are your ways my ways declares the Lord. As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts” Isaiah 55:8-9

We value Excellence.
We encourage students to achieve higher levels by continually doing the very best they can with God’s help. We declare our excellence by stating “I will do the best I can with faith”.

We value Perseverance.
We encourage students to develop resilience and confidence to overcome challenges. We declare our perseverance by stating “I will finish what I start and honour my commitments”.

We value Goodness.
We encourage students to respect and value others. We declare our goodness by stating “I will keep a right attitude at all times”.

We value Faithfulness.
We encourage students to develop obedience to God’s word and trust in His faithfulness. We declare our faithfulness by stating “I will be full of faith and hope for the future”.

We value Generosity.
We encourage students to see their gifts and talents as opportunities to glorify God as they serve others. We declare our generosity by stating “I am called to serve and refresh others”.

![College Values Diagram]
To understand the role of both our Code of Conduct and our Values knowing their differences and similarities is of importance.

**Some of the Differences:**

<table>
<thead>
<tr>
<th>The Student Code of Conduct</th>
<th>The College Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Its biblical principle</strong> comes from Colossians 3:23.</td>
<td>• <strong>Its biblical principle</strong> comes from Matthew 25:21.</td>
</tr>
<tr>
<td>• The <strong>learning intention</strong> is to develop and instil high behaviour standards, by encouraging the students to make good choices for God, themselves and others when at school.</td>
<td>• The <strong>learning intention</strong> is to develop and nurture ongoing Christian character by encouraging the students to place value on excellence, perseverance, goodness, faithfulness and generosity.</td>
</tr>
<tr>
<td>• As a <strong>baseline</strong> it regulates external behaviour by laying a foundation of safe, respectful learning when at school through an awareness of God (remembering), self (humble) and others (compassionate).</td>
<td>• As a <strong>baseline</strong> it aims to develop and transform students’ internal character. It builds on the Code of Conduct through <strong>engaging in</strong> God (faithful), self (disciplined) and others (serving) by applying the values.</td>
</tr>
<tr>
<td>• It <strong>promotes</strong> habits of the head (thinking) and requires little judgement to obey. It is taught through repetition, reward, correction &amp; restoration.</td>
<td>• It <strong>promotes</strong> habits of the head (thinking) habits of the heart (desiring) and habits of the hand (behaviour). It is taught through instructing the mind, shaping the heart and then equipping the hand to serve God and others.</td>
</tr>
<tr>
<td>• It is our <strong>hope</strong> as they become more consistent with their choices they will choose conduct to be obedient and will do so as joy unto the Lord.</td>
<td>• It is our <strong>hope</strong> as they engage their head, heart &amp; hands it will transform their purpose, worldview, life direction and faith.</td>
</tr>
</tbody>
</table>

**Some of the Similarities:**

- Provide direction & clear expectations.
- Establish and encourage good behaviour choices.
- Help shape and maintain the College Culture.
- Character determines behaviour and behaviour demonstrates character.
- Character and conduct are intimately linked.
- Character is the best modifier of behaviour.
- The heartbeat at the centre of both is relationship with God, self and others.
Conduct Practices

There are some routine practices all of our students are expected to participate in on a daily basis when considering their conduct. They are embedded in our Code of Conduct and Values however, it is intended these practices are explicitly taught and are frequently referred to when guiding and directing our students with their conduct and development of their Christian Character. Some of these are;

Manners Matter
We place a strong emphasis on our students using good manners with each other and adults at school and off site (as representatives of the College). It is our intention that all our students are recognized and known for being well-mannered. The list of manners is not exhaustive but indicates some examples of what we think is important to emphasise and reinforce with the students.

- Greetings—saying Good Morning & Good Afternoon
- Being Personal – Where known students and teachers address persons by name.
- Requests – saying Please and Thank you.
- Movement around the school – Priority given to adults, visitors on pathways & doorways etc
- Eye Contact – Looking people in the eye when communicating.
- Smiling – Just because it brings benefit to others!
- Respect for Authority – Students to stand and greet visitors & College management etc

Hands and Feet to Yourself
This applies not only to hands but to feet and generally refers to any physical retaliation or action where physical aggression is used as a means of reinforcing their opinion or retaliation. We want our students to be confident and assertive. We do not want them to resort to physical attacks to emphasize their argument or point of view. Hands and feet to yourself is a common preventative statement used in all our learning spaces.

Eye Rolling / Swagger
Our students are required to respond and interact respectfully with their entire body which means no eye rolling or slow over exaggerated strolling – swagger. Particularly if they are being corrected by our staff.

No Put Downs
A put down is any means, verbal or non-verbal of expressing frustration or disapproval with another person’s actions, statements or contribution. Whether it is in class or in the playground. It often means the individual making the put down statement is elevating their own performance by disparaging that of another person.

Play by the Rules
Most of the games played by the students has a set of well-established rules which are known to each of the participates e.g. soccer. When this is not the case we insist the students establish rules for new games. The rules are not to be changed throughout the game to suit certain individuals or groups and when arguments arise over interpretation we encourage the students to replay the point or action, rather than persisting with arguments.
**Daily Expectations**

The Primary College has a set of daily expectations for all students. They are general in nature and encourage good work habits, student responsibility and preparedness. These are deemed by the College to be realistic and can be met by students independently. They are overtly stated by all classroom teachers and seek follow up should they not be regularly adhered to. We encourage students to establish a home routine with these expectations clearly noted e.g. visual reminders such as checklists or timetables. We request parents support the College should follow up be required. The details for each of these expectations have been outlined further for your reference, along with the follow up it will seek if they are not adhered to.

1) **Uniform Guidelines**
Year 1 to 6 students are expected to wear their full academic uniform three days a week and their full sports uniforms two days a week, the set days are stated by classroom teachers. This means students must only wear their sports uniform on the specified days. If uniforms are worn on the incorrect days it will be followed up. Prep students wear sports uniform only. When reference is made to the full uniform this is considered to be the sport or academic uniform, correct shoes, socks, hats and bags. Students are expected to wear their full academic uniform for specific activities or events e.g. class photos, excursions and awards ceremonies etc. This also applies when they are travelling to or from the College. The College provides a wide range of winter options such as a fleece jumper or a sports jacket. Coloured house shirts are worn on carnival days only and are not compulsory. All uniform items are available from The School Locker at Domain.

2) **Shoes and Socks**
Year 1 to 6 students must wear a plain black cross trainer with their academic uniforms. Prep students must wear a plain black cross trainer with their sports uniform. Black cross trainers must not have coloured laces, finishes or branding e.g. Nike tick. They need to be a suitable material and not be cloth in appearance e.g. karate shoe. Year 1 to 6 students may wear a coloured/white sports shoe with the sports uniform. It must not be above the ankle or novel in appearance e.g. pictures or flashing lights. The website has further information and references to correct footwear. For workplace health and safety reasons shoes must be worn on site at all times unless directed by a College staff member. This means students are not permitted to take their shoes off even when accompanied by their parents on the College grounds.

3) **Hats**
Primary students must wear a College hat at all times while outdoors. We have a “No hat no play!” (see Sun Smart) rule. In the case a student does not have a hat when outdoors they will be required to sit undercover or an approved alternative will be arranged. Students must also wear the correct hat with the correct uniform e.g. academic hat with the academic uniform, sport hat with sports uniform. This means a sports hat with the academic uniform is not permitted and will seek follow up.

4) **Bags**
It is expected students use a College issued school bag. During swimming lessons students are permitted to use an alternative bag still keeping with the culture of the College.

5) **Water Bottles/Brain Snack**
Students are required to bring a water bottle and brain snack to school each day. This encourages students to drink water throughout the day without having to leave the classroom regularly to access water. It is water only, this means cordial or other flavourings are not permitted e.g. sports drinks. We also require all our primary students to bring an additional healthy snack to have before the first break.

6) **Hair**
Hair must be natural, one colour, clean and well groomed. The style of hair should be conservative and must not be fully or partially shaved, have undercuts, rats tails or any out of the ordinary styles. This means...
fad or extreme cuts are not acceptable, including excessive styling with products such as gel. Girls aiming at the highest standards with short hair will have it well-groomed and longer hair tied back. We allow plain (without coloured embellishments) black, navy or school coloured hair accessories. A selection of approved hair accessories for girls can be purchased from The School Locker. Boys aiming at the highest standards will have their hair short, trimmed gradually and well clear of collar, ears and eyebrows. If parents are contemplating a new style which could be considered fad or extreme, we recommend parents consult with classroom teachers before proceeding. It is too late after the event as ignorance of our hair expectations will not be an acceptable reason to avoid follow up. These standards apply to all free dress and sports carnival days.

7) Jewellery, Make-up and Nail Polish
Conservative watches and medic-alert discs are permitted. Girls may wear one pair of plain gold or silver studs or sleepers – maximum of one per ear, in the lower lobe only. No other piercing is permitted. Students are not permitted to wear clear studs in other piercings or use band-aids to cover them. Signet rings, necklaces, make up or coloured nail polish are not permitted. Boys are not permitted to wear jewellery or have any piercings. Any inappropriate jewellery may be confiscated.

8) Homework
Each year level has variations around what is expected for homework (please see Policies and Processes at the College). Irrespective of your child’s grade they are required to present their reading log and reader to the College each day. The log must be signed. At the end of the week students must hand in their homework booklets with the relevant sections completed.

9) Communication Diary
All students are required to present their diary to school each day. If a message has been written in the diary we recommend parents bring this to their child’s attention so it can be handed to the teacher. Classroom teachers have daily routines regarding the handing in and collection of diaries. It is important all messages are signed and dated to indicate it has been sighted. See Home and School Communication for further information about the Communication Diary. Where diaries have been lost or damaged a replacement cost to parents will be incurred of $15 (this cost is subject to suppliers so it may vary).

10) Library Bags
Each class has the opportunity borrow books form the library once a week. The students are required to bring a College issued library bag to transport the books to and from school. Where books have been lost or damaged parents will be notified and a replacement cost will be incurred. Library bags can be purchased from The School Locker and are not issued as part of the student book packs.

FOLLOW UP OF STUDENT DAILY EXPECTATIONS
If students do not regularly meet these expectations follow up will occur. In most cases staff will initially offer verbal reminders to the student. This will be monitored to ensure it has been effective. If this does not seek a change, staff will issue an Attention to Student Expectations (yellow) form please see below. This form seeks the support of parents to ensure the expectation is addressed at home. Parents are required to sign the form, students then return it the next day to their teacher.
Frequent or a non-response to parental support will place the student at risk for correction. This may involve a referral to the Responsible Thinking Classroom. Continued breach of daily expectations after correction may also seek further follow up from Administration. In the case an exemption or variation to Student Expectations is required approval must be obtained by College Administration. This needs to be submitted in writing to the Primary Office for further consideration. primary@calvary.qld.edu.au
HIGHWAY TWO – CELEBRATIONS

The Calvary Way provides opportunities to acknowledge and reward students who choose positive behaviours and who demonstrate Christian character. Our approach is holistic, where all areas of a student’s learning journey is recognised and celebrated. We believe the implementation of correction only, in the absence of other positive strategies is ineffective! Celebrating, modelling, and reinforcing positive and responsible social behaviours and the development of Christian character is an important step of a student’s entire educational experience.

Our collective celebrations are also important as they help our students understand that while doing well in their academics is a priority, real success is made of up doing your best, not giving up, having a good attitude, being full of faith and serving the people in their world. Our celebrations encourage our students to develop character traits which are derived from our College values and are ultimately modelled from Jesus Christ. Students who actively engage and demonstrate our College Values will be celebrated. Likewise, our students who consistently demonstrate our Code of Conduct by being a safe, respectful learner will be celebrated. The Calvary Way for Celebrations in the Primary College is comprised of;

- Classroom and Area Rewards
- Calvary in Action (CIA)
- Area Celebration Days
- Celebration Practices

Classroom and Area Rewards

Each teacher designs and implements a positive consequence system in their classroom. It instantly rewards and recognises students who meet expectations in a variety of ways and who are engaging in their learning. At the same time, it encourages other students to seek the reward of making good choices whether that is in the classroom or otherwise. In most cases each of the classes within a year level will follow a similar system for consistency within each of the Areas. Some of the classroom and Area rewards may include:

- Verbal praise
- Stickers/stamps
- Spot awards
- Raffle tickets
- Whole Class Reward system (bank books, sticker charts etc)
- 15 minutes playing an educational computer game
- Roles of responsibility
- Go to lunch 5 minutes early with a friend
- Choose your seat for the day
- Read out loud to the class
- Writing a special letter
- Making a special phone call to parents/carers.
Calvary in Action – C.I.A.

C.I.A. is a Prep to Year 6 approach that aims to nurture and maintain the culture of the College. It sets a target on specific behaviours derived from either our Code of Conduct or our Vales. These behaviours are reinforced in all of our learning spaces. As students are observed demonstrating the target behaviours they earn a token. Each token earned is then recorded on their class tally sheets. The tally sheets are displayed in the classrooms and are used to celebrate and reward the individuals or classes on Assembly. Students are recognised for earning the most tokens in their class or for the most improved. Classes with the highest tally at the end of a term receive further rewards for their collective efforts. Below is an example of the tokens issued to students and a class tracker which is found in all classrooms.
The Calvary Way provides an opportunity to correct students when they have detoured from our conduct highway. Behaviour choices that are unsafe, disrespectful and/or places others or their own learning at risk will take them down the path of Correction. The intent of correcting student’s behaviour is to redirect them back to our Code of Conduct and College Values and for them to reengage with responsibility and ownership of their choices. Correction also provides further opportunities to deepen their understanding of what is expected. All correction is underpinned by establishing and maintaining right relationships with our students and their caregivers. Our approach is scaffolded, as we recognise learning social skills and positive behaviours is a process that occurs at varying paces for all students. In any case, if correction is required our students are given the appropriate amount of time and opportunities to gain further understanding of expectations and to practice these responsibly and with self-control. The Calvary Way for Correction in the Primary College is comprised of:

- **Correction Levels**
- **Responsible Thinking Plans (RTP)**
- **Correction Practices**

**Correction Levels**

The correction levels are for those students who take regular detours from our conduct highway and therefore require additional support to navigate their way back. It is common for primary age students to require reminders or repetition of what is expected of them. If after reminders and repetition of expectations a student continues to make negative behavioural choices, they are directed through the three correction levels. The level of correction is dependent on the behaviour choices a student makes. Each level is incremental and parents are informed of where their child is at and what correction strategies have been implemented. If after correction a student continues to makes choices that are unsafe, disrespectful or disrupts theirs or others learning, they will proceed to the next level of correction.
Level 1 – Classroom Teachers

Level 1 is managed within the classroom or playground by pastoral care classroom teachers and is overseen by the Assistant Director of the Primary College. The primary team have a clear understanding of strategies to manage behaviour in accordance with the College’s expectations. Classroom teachers spend a lot of time engaging in preventative strategies at this level, this means they ultimately aim to teach and reward responsible and positive behaviour choices so that more time can be spent on teaching, rather than on correcting negative behaviour choices. Level 1 behaviours are often low level and minor behaviours that have a minimal impact on a student’s safety and learning. The correction strategies are implemented by the class & specialists’ teacher and is supported by the Area Coordinators. The strategies for correction are mostly a natural or logical consequence of the behaviour chosen by the student. They encourage the student to think responsibly about the behavioural choice they have made and to make a positive choice within a timely manner. It is important to note there will be slight variations by each Educator, as correction at the classroom and playground level is dependent on the learning and task taking place at the time.

### Overview Level 1 Minor Misconduct: Classroom Teachers

<table>
<thead>
<tr>
<th>Misconduct</th>
<th>Strategies and consequences for correction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsafe Behaviours</strong></td>
<td>Natural / Logical</td>
</tr>
<tr>
<td>• Low level inappropriate physicality</td>
<td>• Temporary loss of privilege, equipment, item or activity</td>
</tr>
<tr>
<td>• Flight from staff (running away)</td>
<td>• Completion of work during break times</td>
</tr>
<tr>
<td>• Throwing items (not dangerous)</td>
<td>• Walking with duty teacher</td>
</tr>
<tr>
<td>• Leaving designated play areas</td>
<td>• Revised seating plans</td>
</tr>
<tr>
<td>• No hat</td>
<td>• Notice issued for Student Expectations</td>
</tr>
<tr>
<td>• Low level safety risk to self and others</td>
<td>• Role play expectations.</td>
</tr>
<tr>
<td><strong>Disrespectful Behaviours</strong></td>
<td>• Encourage self-control and self-regulation.</td>
</tr>
<tr>
<td>• Disobedience (general &amp; in frequent non-compliance)</td>
<td>• Monitoring card</td>
</tr>
<tr>
<td>• Slow obedience</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate responses</td>
<td></td>
</tr>
<tr>
<td>• No manners</td>
<td></td>
</tr>
<tr>
<td>• Verbal and Non-Verbal put downs</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate Tone and Body Language</td>
<td></td>
</tr>
<tr>
<td>• Minor damage to property</td>
<td></td>
</tr>
<tr>
<td><strong>Disruptive Behaviours</strong></td>
<td></td>
</tr>
<tr>
<td>• Breach of digital stewardship – disobedience</td>
<td></td>
</tr>
<tr>
<td>• Excessive &amp; unnecessary movement around the classroom</td>
<td></td>
</tr>
<tr>
<td>• Excessive fidgeting</td>
<td></td>
</tr>
<tr>
<td>• Not following set rules</td>
<td></td>
</tr>
<tr>
<td>• Calling out (affecting teaching)</td>
<td></td>
</tr>
<tr>
<td>• Excessive talking during learning</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate noises</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate items (gum, toys)</td>
<td></td>
</tr>
<tr>
<td>• Incomplete work</td>
<td></td>
</tr>
<tr>
<td>• Failure to submit assessment tasks</td>
<td></td>
</tr>
<tr>
<td>• Incomplete work</td>
<td></td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>• Inconsistent with Daily Expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Thinking Questions</strong></td>
<td></td>
</tr>
<tr>
<td>• What are you doing?</td>
<td></td>
</tr>
<tr>
<td>• What should you be doing?</td>
<td></td>
</tr>
<tr>
<td>• What is the College Code of Conduct?</td>
<td></td>
</tr>
<tr>
<td>• What happens when you do not meet the College Code?</td>
<td></td>
</tr>
<tr>
<td>• Is that what you want to happen?</td>
<td></td>
</tr>
<tr>
<td>• What are you going to do now?</td>
<td></td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Within Class:</strong></td>
<td></td>
</tr>
<tr>
<td>• Step 1: Reflective Timeout (max of 1)</td>
<td></td>
</tr>
<tr>
<td>• Step 2: Green Slips (max 3 per term)</td>
<td></td>
</tr>
<tr>
<td>• Step 3: Referral to RTC</td>
<td></td>
</tr>
<tr>
<td>• Step 4: Responsible Thinking Plan 1 (See RTP)</td>
<td></td>
</tr>
<tr>
<td><strong>College Grounds:</strong></td>
<td></td>
</tr>
<tr>
<td>• Step 1: Rule Reminder (max 1)</td>
<td></td>
</tr>
<tr>
<td>• Step 2: Walk with Duty Teacher (max 1)</td>
<td></td>
</tr>
<tr>
<td>• Step 3: Removal from College grounds referral to RTC</td>
<td></td>
</tr>
</tbody>
</table>
Level 2 – Assistant Director of Primary College & Area Coordinators

Level 2 is managed by the Area Coordinators and is overseen by the Assistant Director of the Primary College. The behaviours are generally deemed more serious than level 1 and are viewed as counter culture to that of the College. This means the College considers these behaviours to be in opposition to our cultural norms. This is not an exhaustive list but are some of the common counter culture behaviours students may engage in. Level 2 misconduct will seek an immediate referral to the Responsible Thinking Classroom (RTC) by College staff.

<table>
<thead>
<tr>
<th>Overview Level 2 Major Misconduct: ADPC &amp; Area Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Misconduct</strong></td>
</tr>
<tr>
<td><strong>Unsafe Behaviours</strong></td>
</tr>
<tr>
<td>• Inappropriate physicality to cause harm</td>
</tr>
<tr>
<td>• Bullying (more than 1 proven incident)</td>
</tr>
<tr>
<td>• Verbal harm/ aggression (regular putdowns, threats)</td>
</tr>
<tr>
<td>• Inappropriate toilet play</td>
</tr>
<tr>
<td>• Throwing items (dangerous)</td>
</tr>
<tr>
<td>• Out of Bounds (carpark, church, Secondary College)</td>
</tr>
<tr>
<td>• Truancy from class (leaving classroom)</td>
</tr>
<tr>
<td>• Flight from staff (running away)</td>
</tr>
<tr>
<td>• Misbehaviour on College bus</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Disrespectful Behaviours</strong></td>
</tr>
<tr>
<td>• Disobedience (continued refusal to comply)</td>
</tr>
<tr>
<td>• Stealing (proven)</td>
</tr>
<tr>
<td>• Impolite and rude behaviours</td>
</tr>
<tr>
<td>• Swearing</td>
</tr>
<tr>
<td>• Offensive responses</td>
</tr>
<tr>
<td>• Misrepresenting the College</td>
</tr>
<tr>
<td>• Graffiti</td>
</tr>
<tr>
<td>• Damage to property</td>
</tr>
<tr>
<td><strong>Disruptive Behaviours</strong></td>
</tr>
<tr>
<td>• Breach of digital stewardship (security breaches, online putdowns, inappropriate use of personal devices during school hours)</td>
</tr>
<tr>
<td>• Students learning at risk</td>
</tr>
<tr>
<td>• Losing temper</td>
</tr>
<tr>
<td>• Refusal to complete work</td>
</tr>
<tr>
<td><strong>General</strong></td>
</tr>
<tr>
<td>• Continued pattern of Level 1 minor misconduct</td>
</tr>
<tr>
<td>• Bus reports (max of 3)</td>
</tr>
</tbody>
</table>
Level 3 – Director of Primary College & Assistant Director of Primary College

Level 3 correction is managed by the Director of the Primary College and Assistant Director in collaboration with Area Coordinators and Classroom Teachers. Where necessary it also seeks the involvement of the College Principal. Typically, the behaviours in Level 3 are considered to be critical misconduct. They generally require significant consequences and follow up due to the level of unsafe, disrespectful and disruptive choices the student is making.

<table>
<thead>
<tr>
<th>Overview Level 3 Critical Misconduct: Primary Administration (DPC &amp; ADPC)</th>
<th>Typical Behaviours</th>
<th>Strategies and consequences for correction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsafe Behaviours</strong></td>
<td>• Physically harming students/staff</td>
<td>• Withdrawn from class</td>
</tr>
<tr>
<td></td>
<td>• Bullying (max 1/2 proven)</td>
<td>• Immediate parent collection</td>
</tr>
<tr>
<td></td>
<td>• Flight from staff (running away offsite)</td>
<td>• Student reflection</td>
</tr>
<tr>
<td></td>
<td>• Truancy (leaving the site)</td>
<td>• All incident reports</td>
</tr>
<tr>
<td></td>
<td>• Breach of digital stewardship intentional or otherwise – safety &amp; well-being at risk as determined by the College – Max 1</td>
<td>• Internal review of behaviour support</td>
</tr>
<tr>
<td></td>
<td>• All unlawful behaviours</td>
<td>• Stakeholders meeting</td>
</tr>
<tr>
<td><strong>Disrespectful Behaviours</strong></td>
<td>• Gross non-compliance</td>
<td>• External suspension (1 to 5 days)</td>
</tr>
<tr>
<td></td>
<td>• Offensive material (graffiti, print)</td>
<td>• Extended suspension pending support from external bodies.</td>
</tr>
<tr>
<td></td>
<td>• Offensive responses (peers or adults)</td>
<td>• Enrolment committee (process for deciding if a student’s enrolment can continue)</td>
</tr>
<tr>
<td></td>
<td>• Bringing the College into disrepute</td>
<td>• Expulsion (enrolment cancelled)</td>
</tr>
<tr>
<td></td>
<td>• Destroying property (others or College)</td>
<td>• Parent re-entry meeting after suspension.</td>
</tr>
<tr>
<td><strong>Disruptive Behaviours</strong></td>
<td>• All students learning at risk</td>
<td>• Issued RTP 4</td>
</tr>
<tr>
<td></td>
<td>• Continued withdrawal from class</td>
<td>• Bus Suspension (max 1)</td>
</tr>
<tr>
<td></td>
<td>• Continued parent collection from school</td>
<td>• Bus expulsion (bus application cancelled)</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continued pattern of Level 2 major misconduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RT Plans 3 or 4 is at risk.</td>
<td></td>
</tr>
</tbody>
</table>

Responsible Thinking Classroom

The Responsible Thinking Classroom (RTC) is conducted during lunch breaks as it provides the opportunity for guided discussions, student reflection, further investigations and the completion of incident reports. The RTC also provides the opportunity for students to learn how to modify their behaviour, it gives time and space for the students to revisit expectations, gain further understanding of the Code of Conduct and College Values and to devise strategies for positive choices. Pending when the incident occurred parents are notified via email either before or after the student has attended the RTC. Student’s attendance at the RTC is monitored and is followed up by the Primary Administration if too frequent. Pastoral care classroom teachers continue to manage and monitor their students at this level and will provide parents with further information around an incident.

All bus reports are followed up in the RTC as it provides the time and place to investigate it further such as gathering incident reports from drivers and other students. If after further investigation a student requires correction they will be issued with a caution. A minimum of three cautions will be issued for those students who use the bus service for transport to and from school on a regular basis. Continued breach of behaviour guidelines will lead to a suspension warning letter and eventually suspension off the bus service. Serious or continued breaches may result in expulsion off the bus.
Responsible Thinking Plans (RT Plan)

Students who have been repeatedly corrected in either of the Levels (1, 2 or 3) and have not changed their behaviour choices complete Responsible Thinking Plans. There is a total of four Responsible Thinking Plans across all three correction levels for Prep to Year 6 students. In some cases, an exception may be made where an additional plan is included within a level, however, this is at the discretion of the College Principal. The ultimate goal of the plans is to increase the level of accountability and support for the student from both school and home. The intention is to seek a positive and responsible change in the students’ behaviour choices.

RT Plans are not for one off behaviours, but rather are for students who frequently make negative choices despite support to change. When required, students work their way through all of the four plans if necessary. The exception to this is for major or critical misconduct, where a student may be automatically placed on RT Plan 3 or 4 due to the nature of the incident.

<table>
<thead>
<tr>
<th>RTP Stages</th>
<th>Example of Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong> Classroom Teacher</td>
<td>No change to Level 1 behaviours student is issued with RT Plan 1.</td>
</tr>
<tr>
<td></td>
<td>If still no change student moves to RT Plans for Level 2.</td>
</tr>
<tr>
<td><strong>Stage 2</strong> ADPC</td>
<td>No change student is issued with RT Plan 2.</td>
</tr>
<tr>
<td></td>
<td>No change student is issued with RT Plan 3.</td>
</tr>
<tr>
<td></td>
<td>If still no change student moves to RT Plan for Level 3.</td>
</tr>
<tr>
<td><strong>Stage 3</strong> Primary Administration (DPC/ADPC)</td>
<td>Student is issued with RT Plan 4.</td>
</tr>
<tr>
<td></td>
<td>If still no change external suspension pending enrolment committee.</td>
</tr>
</tbody>
</table>

All Responsible Thinking Plans, irrespective of what level involve the following:

- In collaboration with staff, the student revisits and outlines their goals for the Student Code of Conduct.
- The students’ goals are tracked/monitored for a period of 1 week (5 full days of attendance) which is the equivalent of 30 sessions, this includes both lunch breaks.
- A student is given a “yes” if they have met the goals in a session.
- A student is given a “no” if they do not meet the goals in a session.
- It is important to note a student who receives a ‘no’ may still require further follow up as per our correction levels pending the nature of the incident e.g. RTC
- A student has a minimum of 25 sessions to meet the goals within a week. If they achieve this the student has completed that plan.
- If the student does not meet the goals they move to the next plan.
- Students’ progress through 4 plans within a calendar year. This means if they have successfully completed RTP 1 in term 1 and then some weeks/months later require further correction the student will then move to RTP 2. Therefore, they do not restart from plan 1 after previously completing a plan.
- Students keep their plans in their communication diaries, these are taken home each afternoon and returned the next day. Each day the plan must be signed by parents.
- Pending which RTP, it will also be signed by either their teacher, the Assistant Director or the Director of the Primary College.
Correction Practices

Similar to our conduct practices there are routine correction practices that foster and encourage students to think responsibly, and to work towards restoring right relationships when conflict or minor incidents arise. These are embedded in our Code of Conduct and College Values as well, however, it is intended they are explicitly taught and overtly referred to through our correction strategies and processes, some of these are;

Reporting Versus Tattling

Students need to know the difference between reporting and tattling. Simply put, reporting is helping and getting yourself or others out of harm, whereas tattling is trying to get someone into trouble. Generally reporting requires the assistance of an adult, whereas tattling is generally an incident that could be solved without the assistance of an adult or has already been attended to by an adult.

Conflict

Conflict is inevitable, it is impossible to agree with everyone all the time about everything. It is important students are taught what conflict is and that it is different to bullying. It is also important students are taught and encouraged to manage and deal with conflict. In most cases generally the conflict or problems students experience at school is from misunderstandings, selfishness, ignorance, accidents or deliberate choices. These types of conflict are then typically displayed as the following behaviours, teasing, disagreements, rudeness or mean choices. These behaviours are generally infrequent, spontaneous and unintentional, no one is getting physically hurt, however feelings may be? If a student who is involved in conflict or a negative social incident is able to calm down, articulate their feelings and change their behaviour, then solutions can be found and restorative practices enacted. Teachers will provide guidance with conflict if they are aware it is occurring.

Being a Problem Solver

Our students are encouraged to be problem solvers when engaged in low level conflict or if they are involved incidents that do not need the assistance of an adult. We promote that students use the following five steps.

1. Stop – Stop your body, stop your mouth. Recognise if you are angry or frustrated.
2. Cool Down – Remove yourself and take some deep breaths Recognise you need some thinking time.
3. What’s the Problem? – Agree that there is a problem. Recognise you could be a part of the problem.
5. Be a Problem Solver! – Apologise, forgive and move on! Recognise you can be a part of the solution.

Restoration (friendship issues)

To help create a safe, fair harmonious and productive learning environment we will employ a number of restorative practices. The aim is to settle differences, resolves issues and restore relationships whilst also meeting the requirements of our Code of Conduct. It is common that friendships or working relationships of primary age students become fragile and strained. It is during these times we encourage our students to put these practices into place. This means we do not insist on our students being friends with everyone, but we do insist on them being friendly to everyone. When we are aware restoration in a friendship or working relationship is needed, the College implements the following steps.

1. Assistance & Guidance – Teacher conducts 1:1 meetings with individual students to assist with identifying what the problem or issue is.
2. Peer Mediation – Teacher conducts a combined discussion between the students involved to identify an agreed solution.
3. Work It Out! – Teacher guides the students in working it out (Five A’s)
   • Admit what you did wrong
   • Apologise for how your choices affected the other person
   • Accept the consequences for your wrongdoing
   • Ask for forgiveness
   • Alter your choice in the future

4. Opportunities for future restoration – Teacher creates situations or activities where the students can work together, these are monitored or supervised e.g. assigning jobs the students can do together.

5. Monitor with check-in meetings – Teacher will check in with students to see if the conflict has continued. The students are also required to bring any future conflict to the attention of the teacher.

6. Follow up communication – If needed teacher and parent to communicate any future issues relating to the matter.

Bullying
It is important to note the College has an overarching Protection Policy that addresses bullying as a whole school, the information below is seen as guidelines for the Primary College in order to assist and educate the students regarding bullying matters, it is not a policy. Our first approach to bullying is to intentionally develop and maintain a positive school culture through the implementation of our Code of Conduct and Values. This is further supported by some of our conduct practices (e.g. no put downs) and the other correction practices such as conflict, specially knowing the difference between conflict and bullying, being a problem solver and restoration of friendship issues.

When a bully incident is bought to our attention we will always conduct a comprehensive investigation followed by assigning the appropriate consequences as deemed necessary. Defining bullying is important and assists with providing the students with the right language so they can articulate the incident and identify bullying type behaviours. The College defines bullying as per the national definition set out for Australian schools by the government bullyingnoway.gov.au

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:
   • mutual arguments and disagreements (where there is no power imbalance)
   • not liking someone or a single act of social rejection
   • one-off acts of meanness or spite
   • isolated incidents of aggression, intimidation or violence.

We recommend parents ask their child if they have reported the incident to a staff member or to make an appointment with the classroom teacher to clarify details or offer further information. If bullying continues please make an appointment with the Primary Administration.
Conflicting Reports
He said, she said responses are common to primary age students and in the absence of witness reports the College has every child’s best interest to consider. Of course, we acknowledge not having a witness report does not necessarily mean the negative behaviour did not occur, but it neither confirms it did. In cases like this we follow up with who the student told after the incident and we also consider the history of the students involved, for example has there been other reports or similar incidents between the students or with one of the students. Based on this outcome, consequences and restoration strategies will be implemented, irrespective of conflicting reports.
TEACHING AND LEARNING FRAMEWORK

Our Calvary Learning Journey

A common, consistent and evidence-based approach to teaching and learning is vital to ensuring that the learning outcomes for all students are maximised. This document provides an overview of the beliefs, principles and practices that provide such an approach to teaching and learning at Calvary Christian College, Townsville.

Our framework allows us to live out our vision to “graduate young people of strong Christian character who will become an influence for good in their world”.

Calvary Christian College has drawn from a wide variety of research based educational theories and processes to develop this holistic framework that is responsive to the learning needs of our students and the context in which we do life together. Over a period of 18 months, the College teaching and learning community have embarked upon a professional learning journey to brainstorm, research and discover the Calvary pathway and recipe for success inside and outside of the classroom. Learning is every minute, everyday – and the goal at Calvary is to make those minutes’ matter.

The outworking of this framework is underpinned by the Calvary Cornerstone – the beliefs, principles and expectations that are the essential foundation for the everyday practice at our College. A cornerstone is described as a stone representing the starting place in the construction of a monumental building, usually carved with the date and laid with appropriate ceremonies. At Calvary we see the classroom, the learning leader and the College culture as the beginning of that construction. Each young person who enters our gates is provided with that cornerstone to their life journey – and it starts with life-changing knowledge and faith in Christ.

“Together, we are his house, built on the foundation of the apostles and the prophets. And the cornerstone is Christ Jesus himself. We are carefully joined together in him, becoming a holy temple for the Lord.”

Ephesians 2:20,21
THE CALVARY LEARNING JOURNEY

The essential elements of every Calvary classroom provides a rich journey of quality, engagement and purpose. At Calvary Christian College we aim to prepare our students for more than just school-based assessment; we focus on their lives beyond school. For this reason, the Calvary educational journey is designed to enrich many areas of development including spiritual, intellectual, social, physical and emotional growth to equip them for God’s plan and purpose in their life journey.

**PREPARE FOR TOMORROW**
We provide opportunities that develop a responsibility within students for their own learning through lessons that are aligned with the Australian Curriculum and QCAA syllabus documents. 21st Century skills and the use of ICT’s are explicitly planned for and taught in meaningful ways to promote success for all learners.

**PREPARE THE PLACE**
We commit to providing a safe and engaging learning environment that stimulates students desire to learn and explore. Every lesson has intentional goals that are clear and defined for ALL learners, establishing visible and concise success criteria using a wide range of teaching strategies including prompt, relevant and valid feedback.

**PREPARE THE WAY**
We establish and maintain right relationships with students, caregivers and the community. We focus on developing positive and safe classrooms, always making time to develop relationships.

**PREPARE FOR GROWTH**
We develop and deliver authentic assessment that allows each learner to demonstrate what they know and can do. Through moderation, we develop strong consistency in teacher judgements through a shared understanding of standards and curriculum descriptors. We develop lessons that are data driven and responsive to the needs of all our students. We value an inquiry based learning pedagogy with an embedding of Christian character and biblical knowledge, engaging students in the learning process every day.

**PREPARE THE MIND**
We pursue intellectual rigour with a focus in higher order thinking and the development of 21st Century skills that promote creative, critical and self-directed learners.
# The Calvary Learning Journey

The essential elements of every Calvary classroom provides a rich recipe for quality, engagement and purpose.

<table>
<thead>
<tr>
<th>Prepare the WAY</th>
<th>WELL Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for</strong></td>
<td><strong>GROWTH DONE</strong></td>
</tr>
<tr>
<td><strong>Prepare the</strong></td>
<td><strong>Perseverance</strong></td>
</tr>
<tr>
<td><strong>MIND</strong> Goodness</td>
<td></td>
</tr>
<tr>
<td><strong>Prepare the</strong></td>
<td><strong>PLACE</strong> Faithfulness</td>
</tr>
<tr>
<td><strong>Prepare for</strong></td>
<td><strong>TOMORROW SERVANT</strong></td>
</tr>
<tr>
<td><strong>MIND</strong> Goodness</td>
<td></td>
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<tr>
<td><strong>Prepare for</strong></td>
<td><strong>Place</strong> Faithfulness</td>
</tr>
<tr>
<td><strong>Prepare for</strong></td>
<td><strong>TOMORROW SERVANT</strong></td>
</tr>
<tr>
<td><strong>Serve</strong> Generosity</td>
<td></td>
</tr>
</tbody>
</table>

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We establish and maintain right relationships with God, students, caregivers and the community. We focus on developing positive and safe classrooms, always making time to develop relationships.

We develop and deliver authentic assessment that allows each learner to demonstrate what they know and can do. Through moderation, we develop strong consistency in teacher judgements through a shared understanding of standards and curriculum descriptors.

We develop lessons that are data informed and responsive to the needs of all our students. We value an inquiry based learning pedagogy with an embedding of Christian character and biblical knowledge, engaging students in the learning process every day.

We pursue intellectual rigour with a focus on higher order thinking and the development of 21st Century skills that promote creative, critical and self-directed learners.

We commit to providing a safe and engaging learning environment that stimulates students desire to learn and explore. Every lesson has intentional goals that are clear and defined for ALL learners, establishing visible and concise success criteria using a wide range of teaching strategies including prompt, relevant and valid feedback.

We provide opportunities that develop responsibility within students for their own learning through lessons that are aligned with the Australian Curriculum and QCAA syllabus documents. We explicitly plan for and teach 21st Century skills and the use of ICT’s in meaningful ways to promote success for all learners.

At Calvary Christian College we aim to prepare our students for more than just school-based assessment; we focus on their lives beyond school. For this reason, the Calvary educational journey is designed to enrich many areas of development including spiritual, intellectual, social, physical and emotional growth to equip them for God’s plan and purpose in their life journey.
ASSESSMENT AND REPORTING

Assessment and reporting student progress and achievement occurs regularly throughout the school year. Our processes for doing this play a strategic role in what, how and when we teach it to our students. Further to this, our assessment and reporting is designed to provide our students, parents and other professionals with a clear and concise picture of a student’s levels of attainment against the national achievement standards at the time of assessment.

What is Assessment?
Assessment is the ongoing process of identifying, gathering and interpreting information about students learning. The central purpose is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

What are the Types of Assessment?
There are two types of assessment that are used, the first is assessment of learning (summative) and the second is assessment for learning (formative). Collectively these two types of assessment guide and shape future teaching and learning practices and reporting. The intention of all types of assessment is to improve learning and inform teaching. The Australian Curriculum defines the knowledge, understanding and skills that students are entitled to learn each academic year for the eight learning areas. The achievement standard determines the learning intentions and the success criteria that teachers plan for their students. Teachers monitor student progress for both formative and summative purposes and look for opportunities to provide and receive feedback to move learning forward.

Assessment for learning (formative) provides student information that is used to plan the next stage of students learning. It helps teachers and students find out what the student already knows and can do. It aims to promote learning by giving regular and frequent feedback to students throughout the learning process. This process helps learners improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success.

Assessment of learning (summative) aims to give teachers and students a clear insight into students’ understanding. It is the culmination of the teaching and learning process and gives the students the opportunities to demonstrate what has been learned. It can also inform and lead to improvement in student learning and the teaching process. It measures understanding of the central idea, and can prompt students towards action. Its’ purpose is for teachers to judge the extent and quality of student learning at that point in time.

Teachers use a range of assessment tools to make summative judgements such as point in time tests/exams, assigned tasks with set criteria and standardized tests. It may also involve formative assessment tools such as teacher observations, student conferences, checklists, samples of work, and student self-reflection. In all cases the use of the Australian Curriculum achievement standards is the point of reference for assessing learning.

How do we assess?
There are four key primary assessment components that are used throughout each term/semester to determine a student’s progress and achievement these are; teacher judgement and discretion, daily student evidence, key assessment tasks and year level moderation.

1. Teacher judgement and discretion
Teachers will use their professional discretion to obtain an overall balanced judgement of the students’ achievement standard. The allocation of a standard does not relate to just one sample of work or point in time assessment piece it considers the ongoing evidence of achievement throughout the year.
2. Daily student evidence
This component supports teacher discretion when making overall judgements it can be but is not subject to; the level of support given to the student when completing the task, the students’ prior knowledge, their daily participation & general ability within the subject area and teacher anecdotal records (observations).

3. Key assessment tasks
Key assessment tasks are a point in time set task that is linked to the year level descriptors (full) and the year level achievement standards (as per the National Curriculum). An explicit criteria is required for both teachers (guide for assessing) and students (guide for achievement). It provides a clear outline for the achievement standard for the set task. The achievement standard is a reflection of the content and skills taught at that time. These tasks generally contribute to a student’s overall achievement at the time of the assessment ( pending the nature of the assessment task).

4. Moderation
Moderation is a professional collaboration (it can be within year levels, across year levels and between schools) where a shared agreement is reached. It is an agreement on the expectations of what constitutes the achievement standards for that point in time. It is ongoing both before and after assessment occurs. In all cases the point of reference is the Australian Curriculum or other governing bodies. Teachers engage in moderation discussions with colleagues at the College and may also include other like independent schools. The purpose of the discussions is to confirm teacher judgements about student achievements and to ensure there is consistency.

Reporting Progress
Reporting is not simply a report card. No single method such as written reports can be left to carry the burden of reporting student’s progress each year. At Calvary, we believe the most effective reporting occurs when various approaches are used. Parents are also encouraged to contact their child’s teacher at any time throughout the year to discuss their child’s learning at a time convenient to the teacher and parents.
The following is an overview of how we report student progress to parents and students, it is important to note this is not an exhaustive list, but rather an indication;

- General work samples sent home.
- Homework.
- Teacher 1:1 meetings (at the request of parents or teachers)
- General communication (phone calls and emails)
- Assessment samples sent home.
- Standardised tests e.g. NAPLAN (Yr 3 and 5) PAT (P to 12 for reading, writing, mathematics)
- Parent Teacher Interviews for Term1, Term 3.
- Progress Reports for Term1, Term 3.
- Semester One Report end of Term 2.
- Semester Two Report end of Term 4.

Report Cards
All Australian schools are required to formally report to parents two times throughout an academic year via the Semester One report issued at the end of term 2 and the Semester Two report issued at the end of term 4. Each of these report cards provide parents and students with a summary overview of achievement and progress for that current reporting period. These reports summarise evidence of student learning and how the student is achieving, provides feedback about the quality of their achievement and provides direction about where to next.

The Semester One report will reflect student progress towards achieving the end-of-year Achievement Standard. The Semester Two report is summative and the grades allocated indicate the overall academic achievement the student has made for the entire academic year. This judgment is based on evidence gathered by the teacher throughout the entire year. Student learning in any area continues to be reported only in the semester in which it is taught.
In addition to the Semester report cards Calvary also provides Progress Reports at the end of term 1 and term 2. They are supported with Parent Teacher Interviews. It is important to note these reports are informal. The intention is to provide an indication of a student’s progress for that term, while also providing the overall academic rating the student has at that point.

This Primary College Reports provides the following student results for:

- **Knowledge and Understanding of Content** is the facts, concepts and procedures which the student has achieved throughout the academic reporting period.
- **Application of Skills** is how the student applies their knowledge and understanding of content to different situations throughout the academic reporting period.
- **Overall Academic Achievement** is a progressive rating that a student has been able to achieve across the subject throughout the academic reporting period. This result is averaged from the subjects Knowledge and Understanding of Content and the Application of Skills.
- **Overall Effort** is how the student has been applying themselves in the subject area.

**Reporting Standards/Grades**
A result is given based across five learning standards (A - E) that are common with the Australian Curriculum. The Australian Curriculum recognises the bench mark standard of achievement for students is a ‘C’ in accordance to their current year level.

The five-point scale for *Preparatory* year is:

<table>
<thead>
<tr>
<th>Ex</th>
<th>Adv</th>
<th>Dem</th>
<th>Dev</th>
<th>Em</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending</td>
<td>Advancing</td>
<td>Demonstrating</td>
<td>Devolving</td>
<td>Emerging</td>
<td>Not Assessed</td>
</tr>
<tr>
<td>The student applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The student applies a very high level of skill that can be transferred to new situations</td>
<td>The student makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The student applies skills in situations familiar to them, and is beginning to transfer skills to new situations</td>
<td>The student can work with the curriculum content and demonstrates understanding of the required knowledge. The student applies skills in situations familiar to them.</td>
<td>The student is exploring the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The student uses a varying level of skills in situations familiar to them.</td>
<td>The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The student is beginning to use skills in situations familiar to them.</td>
<td>Evidence of the student’s work has not been assessed at this time.</td>
</tr>
</tbody>
</table>
The five-point scale for **Year 1 to 6** is;

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>High Level</td>
<td>Sound Level</td>
<td>Limited</td>
<td>Very Limited</td>
<td>Not Assessed</td>
<td></td>
</tr>
<tr>
<td><strong>Evident in a</strong></td>
<td><strong>student's</strong></td>
<td><strong>work typically</strong></td>
<td><strong>demonstrates</strong></td>
<td><strong>a very high level of knowledge and understanding of concepts, facts, procedures, and application of processes</strong></td>
<td><strong>Evident in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts, procedures, and application of processes</strong></td>
<td><strong>Evident in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts, procedures, and application of processes</strong></td>
</tr>
</tbody>
</table>

‘**C**’ level standard of achievement

- Represents the Australian Curriculum achievement standards for the specific year level that your child is enrolled in.
- Your child has demonstrated evidence to show that they are achieving the curriculum standards for their year level.
- Your child’s academic development is where it is expected to be for their year level.

‘**B’, ‘A’, ‘D’ and ‘E**’ level standards of achievement

- Describe discernible differences or degrees of quality in a student’s learning aligned to the ‘**C**’ level standard of achievement.
- If a student achieves **above** a ‘**C**’ level standard of achievement, this means that the evidence of their learning was **high (B)** or **very high (A)** in accordance with their year level. It does not mean that they have demonstrated learning that is at a higher year level’s standard of achievement. Rather, it means that they are demonstrating learning at a **high (B)** or **very high (A)** level for the specific year level that they are currently enrolled in.
- If a student achieves **below** a ‘**C**’ level standard of achievement, this means that the evidence of their learning was **limited (D)** or **(very limited)** in accordance with their current year level. It does not mean they are learning at a level below their year level.
CURRICULUM MATTERS

The Primary College is a warm, supportive and Christian environment that fosters genuine relationships between students, parents and staff. We are committed to helping our students in their understanding of God’s world and to equipping and empowering them to make positive contributions to the world around them. We aim to provide a balanced curriculum from Prep through to Year 6. Our programs are based on the Australian Curriculum and have a Christian World View embedded. They provide a solid foundation for learning in the latter years of schooling. We cater for a wide range of learning opportunities that enable students to demonstrate their learning in a variety of ways across all our subject areas. The Primary College has a dedicated team who are committed to loving, educating and growing your child through their educational journey at Calvary Christian College.

What the curriculum offers

English
Our English program delivers explicit and balanced instruction in reading, spelling, writing, listening and speaking effectively. We purposefully set aside a block of time within each year level where these components are explicitly taught, whether in isolation or part of an integrated or matrix unit. This block of time is referred to as a Literacy Block. The College endeavours to ensure these blocks of time are not compromised by late arrivals of students or student participation in extra curricula activities. The expectation is that all students are participating in their daily Literacy Block. The Primary College has a Literacy Coordinator who is an instructional leader in this area of the curriculum. They work collaboratively with the Primary Team to ensure our English programs are effective and encompass the essential components.

Mathematics
The Mathematics program incorporates concrete materials, problem solving, investigations and real life / life-like situations. We value a ‘Back to Basics’ approach to help consolidate learning and to promote problem solving in applying mathematical skills. Students are provided with sequenced experiences in the key mathematical standards of Number, Space, Measurement, Chance and Data, Working Mathematically and Structure. The students are also given the opportunity to revisit key standards throughout the term. The Primary College has a Numeracy Coordinator who is an instructional leader in this area of the curriculum. They work collaboratively with the Primary Team to ensure our students have opportunities to develop strong numeracy skills and the ability to apply these skills to everyday life.

Humanities and Social Science/Science/Technology
These subjects enable students to gain a global dimension to their learning and inform students how to continue to be better stewards of the resources God has provided. Students are encouraged to become responsible decision makers and citizens who better understand God’s creation, themselves and others. The importance of these subjects is evident in everyday life situations. The delivery of these subjects in the classroom is often facilitated through an integrated or matrix unit. This is often theme based and require the students to learn appropriate knowledge, skills, values and attributes related to the theme. Learning to research various topics and being able to participate in discussions and investigations with others are essential parts of the units.

The Arts
Calvary’s Arts program incorporates Music, Dance and Drama. It is taught by a specialist teacher from Prep to Year 6. The program is based on the National Curriculum. Students are able to respond and discover learning in a creative way through self-expression. Many opportunities are created that allow the students to participate and experience music in the context of Performing Arts.
Health and Physical Education (H.P.E)
HPE develops our students’ knowledge, understanding and skills in relation to their health, wellbeing, safety and participating in physical activity. We believe that we are to honour God with our whole being. This includes honouring him with our physical body, emotions, social interactions and spiritually. HPE is taught by a specialist teacher from Prep to Year 6. Each student is given opportunities and skills to lead healthy, safe and active lives. Prep to Year 3 focuses on developing fundamental skills and co-ordination while Year 4-6 introduces modified team sports. The Primary College utilises the Bounce Back wellbeing and resilience program to teach students skills and attitudes that can help them be in a positive mood, get along well with others and become more resilient. Our HPE program also offers the opportunity for students to build a positive self-esteem and to foster team spirit in a healthy competitive environment. Students also participate in sporting carnivals, fun runs and compete in interschool sports and carnivals as representatives of the College.

STEM (Science, Technology, Engineering, Mathematics)
The continual advances in technology are changing the way students learn, connect and interact every day. At Calvary, STEM education endeavours to provide the foundation needed to succeed at school and beyond. Through STEM, students engage in project-based learning to develop key skills including: problem solving, innovation, collaboration, critical thinking and digital literacy. In this approach, students have the opportunity to integrate their skills and knowledge from a variety of subject areas to solve real-world problems. It is taught by a specialist teacher from Prep to Year 6.

How the curriculum is implemented
The primary curriculum is structured and delivered to each specific year level. The grades are then grouped into four Areas. They are Prep, Area 12 (Year 1&2’s), Area 34 (Year 3&4’s) and Area 56 (Year 5&6’s). These Areas reflect the current structure of the Australian Curriculum. You will note our staff often refer to their team according to their Area e.g. Area 56. In Prep and Area 12 a solid foundation is laid with skills and proficiency in literacy and numeracy as a significant focus. Area 34 further builds on this, growing students’ capacity for independent and inquiry-based learning. As a culmination of the primary years students in Area 56 are able to take the learning journey to the next step, where our integrated units provide authentic and rich content, where students become deeply engaged with their local and global communities.

Area Coordinators
Each Area is comprised of pastoral care classroom teachers and learning support aides. The College assigns an Area Coordinator who offers experience and knowledge, they oversee all the classes within the Area. They provide guidance and assistance as needed to ensure the delivery of the curriculum (and our behaviour expectations and programs) are consistent from class to class. Area Coordinators work collaboratively with Primary Administration.

Integrated and Matrix Units
Each Area implements an integrated unit or a matrix unit. These have a literacy focus and draw on concepts from either Geography, History, Science, The Arts or Technologies. They have a common theme and align with the academic content and standards of the Australian Curriculum. It also considers the students’ needs and interests and promotes an inquiry/project approach for the individual or group of students. This provides opportunities for students to work individually or collaboratively as a team in a combined learning space.
Integrated units of work are introduced from Prep to Year 2. These units integrate Science, History, Geography, The Arts, and Technologies subjects into a nominated theme. These subjects enable students to gain a global dimension to their learning and inform students how to continue to be better stewards of the resources God has provided. Students are encouraged to become responsible decision makers, problem solvers and citizens who better understand God’s creation, themselves and others. The importance of these subjects is evident in everyday life situations. The integrated units of work require the students to learn grade specific knowledge, skills, values and attributes and have a heavy literacy focus. Where appropriate mathematics is also included but is generally implemented as a standalone lesson separate from the integrated unit.

From Year 3 to 6, students put their academic learning into practice, working on theme-based matrix units as well. These are similar to integrated units as it includes a variety of subjects and has a literacy focus. Matrix units have a heavy Project Based Learning (PBL) approach. The matrix unit is a teaching and learning framework that combines Gardner's Multiple Intelligences and Bloom’s Taxonomy and has been adapted from Ralph Pirosso educational model. The purpose of the matrix unit is to help students develop their full potential as independent learners and thinkers, who are prepared to be active and valued members of society. This means we provide students with the opportunity to explore topics in a variety of ways using their individual interests and learning styles.

Matrix units are contextual, creative and collaborative. Students work together on meaningful projects that require critical thinking, creativity and communication in order to complete complex tasks. They need to apply their understanding of curriculum content from the subject areas and solve, genuine real-life problems. Through problem-based learning the students are provided with the opportunity to be creative and curious and to think critically. The desired outcome is to expand their capabilities and to develop their confidence as learners. Technology is incorporated in the program, it aims to foster digital learning and a multimedia culture, see Digital Learning. Students generally take part in 5 one-hour Matrix lessons each week, working with all the teachers and students within the Area. The physical learning spaces in these Areas allows the classes to combine and to engage in the activities collaboratively.

Technology at Calvary
Technology at Calvary is an extensive and changing landscape, it includes students and educators having access to computers, laptops, iPads, smart TV’s and digital programs. It also incorporates our infrastructure for the safe and reliable use of the internet (Wi-Fi), digital storage and technology support. At Calvary technology is used in the classroom as an educational tool that supports and enhances our students’ learning journey. It is embedded into the teaching and learning and is used with the intention of catering for the individual students learning styles, facilitating communication, increasing student motivation and empowering the learning of students. It is seen to develop students’ 21st Century Skills such as critical and creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills.
Access to Devices
Currently primary students in Year 5 and 6 are provided with a College owned iPad for one to one use in the classroom. The iPad is connected to the College Wi-Fi and is automatically loaded with the programs and Apps required for classroom learning. College owned iPads cannot be taken home. From Semester 1 2021 College owned iPads will also be distributed to every student in Year 3 to 7. An annual Technology Levy of $45 per student is automatically applied to school fees for Year 5 to 7 in 2020 and Year 3 to 7 in 2021, this contributes to the overall costs of the one to one College owned devices. In 2020 Prep to Year 4 students have shared access to iPads and laptops for focused learning lessons either in a small group setting or as a whole class. Currently there is no annual Technology Levy for Prep to Year 4 students as the total cost of the shared devices is absorbed by the College. Each of our classrooms are equipped with large scale interactive TV’s that connect to the internet giving access to a wide variety of programs and Apps that enhance the delivery of the curriculum.

Digital Stewardship
We believe technology is an expression of our humanity and creativity and is essentially a gift from God. It is a valuable resource we have at the disposal of our finger tips it has become an inseparable part of our human life and daily experience. When used wisely, safely and respectfully we have the opportunity to steward technology to bring glory to God. Equally, when misused technology has the capacity to cause real harm and damage to individuals and groups at a global level.

Our intent is to ensure our students understand that technology like any other resource must be stewarded well. Therefore, it must be used in a wise, safe and respectful manner for the good of mankind and to the glory of God. The College implements an educational framework from Prep to Year 6 that teaches our students to be good digital stewards by keeping with the values of the school and understanding the limitations and the safety risks of online activity. We do not abdicate the personal responsibility of parents to educate their own children around its appropriate use, but rather our intent is to ensure our expectations are clear around its use and to equip our students for the digital world in which they live.

We require each student to sign a Student IT Contract (examples of these are on the following pages). This involves the students understanding and agreeing to follow our guidelines that align with our Code of Conduct. Students will be asked to acknowledge they have understood these and what is expected of them by signing the contracts. The students will bring the contracts home for parents to read through. They are also an opportunity for discussion around the safe and respectful use of technology at both school and home. We ask that parents please return the signed Student IT Contract to the College the following day (please also see processes and policies for further information regarding Technology at Calvary). The contract also includes the misuse of technology at school which generally results in the loss of this privilege or further consequences as deemed necessary by the College. Incorrect use of technology includes any actions that are deemed unsafe, disrespectful or that impacts negatively on students learning. The College has an overarching Digital Citizenship Policy that outlines further important information regarding technology at Calvary (see Polices and Procedures at Calvary).
Prep to Year 2 Student IT Contract

Technology at Calvary
At Calvary Christian College we are safe respectful learners in all that we do, including our use of technology. We believe technology is an expression of our humanity and creativity and is a gift from God to be used for his glory. We aim to be good digital stewards when using all electronic devices, including our own while at school. We understand that having access to technology is a privilege which can be taken away and consequences set by the College may apply if users do not demonstrate the Calvary Way with all technology. Incorrect use of technology includes any actions that are unsafe, disrespectful or impact negatively on the learning and well-being of self and others. As a student at Calvary, when I use technology I agree to the following:

I am responsible for using technology safely.
- I will use technology safely by handling devices with care e.g. only using with clean hands and in approved learning spaces.
- I will only use devices when a teacher has given me permission to.
- I will immediately tell a teacher if I see any inappropriate material on any electronic device and will not show this content to other students.
- I will not allow anyone else to use my account or give out my account password.

I am responsible for using technology respectfully.
- I will not alter any settings on the device unless directed by my teacher.
- I will treat all electronic devices and other students’ devices with respect at all times.
- I will not use any electronic device to photograph or video anything or anyone at school without teacher permission.
- I will not send anonymous or falsely addressed emails or other digital messages.
- I will be safe and respectful of mine and others well-being when sending, forwarding or sharing any emails, messages or other digital communications. This means I will not use technology to put down, bully, frighten, annoy or upset anyone.
- I understand that the Class Teacher, IT Co-ordinators, Assistant Director of the Primary College and Director of the Primary College can view and monitor my school communications, messages at any time.
I am responsible for using technology as a learning tool.

- I understand that the use of technology is a privilege for learning purposes.
- I will follow teacher direction and use devices, applications and internet only when instructed and for learning activities only.
- I will only use the school email for appropriate messages and educational activities.
- If I am a bus student on an AM or PM bus run I understand I am permitted to use my own personal device and that I will demonstrate the Calvary Way when it is in use.
- I understand that I am not permitted to use any personal electronic device on a Calvary Bus when travelling to or from a school based activity.

I was in attendance at school for the delivery of this information. I have read and understood the above.

Name: __________________________   Date: _________

As a parent/guardian I have read and understood the Student IT Contract.

    Student name: ____________________________
    Student Signature: ______________________ Date: ____________

    Parent Name: ____________________________
    Parent Signature: ______________________ Date: ____________
Year 3 to Year 6 Student IT Contract

Technology at Calvary

At Calvary Christian College we are safe respectful learners in all that we do, including our use of technology. We believe technology is an expression of our humanity and creativity and is a gift from God to be used for his glory. We aim to be good digital stewards when using all electronic devices, including our own while at school. We understand that having access to technology is a privilege which can be taken away and consequences set by the College may apply if users do not demonstrate the Calvary Way with all technology. Incorrect use of technology includes any actions that are unsafe, disrespectful or impact negatively on the learning and well-being of self and others. As a student at Calvary, when I use technology I agree to the following:

I am responsible for using technology safely.

- I will use technology safely by handling devices with care e.g. only using with clean hands and in approved learning spaces.
- I will only use my school email account at school and for school use at home e.g. homework use.
- I will immediately tell a teacher if I see any unacceptable material on any electronic device and will not show this content to other students.
- I will not allow anyone else to use my account or give out my account password.

I am responsible for using technology respectfully.

- I will not alter any settings on the device unless directed by my teacher.
- I will treat all electronic devices and other students’ devices with respect at all times.
- I will not use any electronic device to photograph or video anything or anyone at school without teacher permission.
- I will not send anonymous or falsely addressed emails or other digital messages.
- I will be safe and respectful of mine and others well-being when sending, forwarding or sharing any emails, messages or other digital communications. This means I will not use technology to put down, bully, frighten, annoy or upset anyone.
- I understand that the Class Teacher, IT Co-ordinators, Assistant Director of the Primary College and Director of the Primary College can view and monitor my school communications, messages or emails (including emails I have deleted) at any time.
I am responsible for using technology as a learning tool.

- I understand that the use of technology is a privilege for learning purposes.
- I will follow teacher direction and use devices, applications and Internet only when instructed and for learning activities only.
- I will only use the school email for appropriate messages and educational activities.
- I will use the College network for school work and files only.
- If I am a bus student on an AM or PM bus run I understand I am permitted to use my own personal device and that I will demonstrate the Calvary Way when it is in use.
- I understand that I am not permitted to use any personal electronic device on a Calvary Bus when travelling to or from a school based activity.

I was in attendance at school for the delivery of this information. I have read and understood the above.

Name: __________________________   Date: __________

As a parent/guardian I have read and understood the Student IT Contract.

Student name: __________________________

Student Signature: _______________ Date: __________

Parent Name: __________________________

Parent Signature: ________________ Date: __________
EXTRA CURRICULUM PROGRAMS

Creative Arts Program
Calvary Creative Arts is a dynamic program that offers lessons for Voice, Dance, Speech and Drama, Strings, Woodwind, Brass, Drums, Guitar and Piano. It is facilitated by skilled and specialised Tutors each week. These lessons are offered before, during and after school pending the availability of Tutors.

The Arts is valued at Calvary for the following reasons:
- Research indicates that Arts Education not only has the benefits of self-expression and enjoyment, but is linked to improved cognitive function, increased language development from an early age, and positive social interaction
- It teaches commitment and perseverance
- Watching students grow in confidence is extremely rewarding.
- It is a reflection of our God, the ultimate creator (Genesis 1)
- The word of God has an abundance of expression of praise to Him, encompassing voice, many different instruments and dance (Psalm 150:1-6)

Our Creative Arts students have the opportunity to take part in:
- 30 minute weekly lessons to develop their gifts and talents (60mins for Speech)
- Various ensembles, subject to availability
- Several performance opportunities throughout the year

Applications for the Creative Arts Tutoring Program are issued by semester. Exceptions may be made for new students who enroll at the College midway through a semester and for our current families. Three weeks prior to the end of Term 2 and Term 4, information is sent out from the Creative Arts Coordinator announcing that applications for the upcoming semester are open. Application forms can then be collected from the Offices or via the College Website. Applications will have information stating the close date. A parent information book is also available it outlines further information pertaining to the program. The program is an additional cost to school fees and varies pending the type of lesson.

Once a student has been given a place in the program they do not need to apply again as their placement will simply be rolled over each semester – however any changes wishing to be made to their placement will require a new application form being submitted by the required due date or an email to the Creative Arts Coordinator. Primary students’ participation in the program is monitored by classroom teachers. This is to ensure it does not compromise their academics, for this reason we strongly recommend parents regularly consult with classroom teachers around this matter. Prep students do not participate in the program until Semester Two.

The Choir
Participation in the Primary College Choir is encouraged for students from Year 4, 5 and 6. The purpose of the choir is to provide vocal training and group vocal experience in various events and performances. It often involves learning songs and preparing for performances. The Choir sings at our weekly Assemblies and Chapels, as well as other College events such as Anzac Day, the Cultural Expo, Grandparents Day, and our annual Awards Celebrations. The Choir is also offered the opportunity to participate in formal events such as the annual Eisteddfod. Students who wish to participate in the choir are required to audition. Auditions generally take place in the first term of the academic year. It includes attending rehearsals sessions, vocal training and assessing skill levels. At the conclusion of the first term the students are selected and informed if they have been successful with their audition. Parents will also receive a letter confirming their child’s selection in the choir. In recognition of being selected Choir students have the privilege of wearing a choir shirt, this is worn each Tuesday for Assembly and Chapel performances. They are also expected to wear a full choir uniform for all special events. Full choir uniform consists of the shirt, long black dress pants (not jeans), black socks and black school shoes. Should your child be selected a shirt will need to be purchased from the College at a subsidised amount of approximately $20 (this cost is subject to suppliers so it may vary).
Missions Programs
The Primary College provides practical outreach opportunities for students, parents and staff. The programs are designed to develop an understanding of the servant heart of Christ towards others and demonstrate compassion. It encourages our students to look outward, beyond themselves, whether it be in their own backyard, their community or the wider world around them. Our students have the opportunity to participate in a variety of programs throughout the academic year. Our fundraising events range from Father & Mother Day stalls, to Area initiatives like cupcake stalls. Our collective efforts have continued to be successful each year and we are continually humbled and surprised by the generosity and commitment of the Calvary Community. Our missions program includes a number of local community initiatives. This sees our Areas reaching out locally within the Townsville community to serve and refresh others with enthusiasm. Our initiatives vary from Area to Area and year from year. They can include such things as donating toys and food items towards the Salvation Army Christmas Appeal and Samaritans Purse Christmas shoe box, along with visiting old age facilities to bless the residents with song, music, poems and a tasty treat.

Swimming Lessons
It is compulsory for all primary students to participate in swimming lessons, in addition to their weekly HPE lessons. Swimming lessons are generally conduct in term 1 for Year 3 to 6 and term 3 for Prep to Year 2. The students travel to and from the lesson via College bus. Students are required to wear navy blue or black swimmers and a t-shirt or swim shirt for sun protection. Thongs or slip on shoes may be worn in transit to and from the pool only. They must bring their swimming bags containing swimwear, footwear, towel and goggles (are recommended) to school on the day of their lesson. If a child does not present with their swimming attire they sit out of the lesson. Students participation in swimming lessons are monitored and followed up should it become inconsistent.

Life Education
Research shows that well designed school-based health education programs play an important role in helping children develop the skills needed to make informed decisions. For this reason we annually partner with Life Education Australia to deliver a curriculum based program to all of the primary students. Life Education is a health and drug program that is designed to be taught in Australian schools. For primary students this focuses on issues around food and nutrition, personal safety, physical activity, cybersafety, safety with medicine and legal drugs; tobacco, alcohol and caffeine. The lessons are taught by a specially trained Educator who ensures the messages are age-appropriate, relevant and enhance and support the curriculum content. All classroom teachers accompany their class for each lesson. The lessons are conducted in a mobile classroom referred to as the Life Ed van. The van allows the children to explore creatively and collaboratively in a learning space that is entirely different from their classrooms. Print based and online teacher and student resources are accessed throughout the duration of the program. They also make available home materials to support parents at home. The cost of the program is covered by the College, which means there is no additional cost to parents.

Natural Fertility Services (NFS)
The College annually implements a Year 1 to 12 program delivered by Natural Fertility Services. NFS has been educating for over twenty years in the area of age appropriate sexuality within a Christian moral framework. It is a ministry of the Catholic diocese and is currently based in Cairns. All programs provided by NFS is values-based and links with the Health and PE curriculum. The presenters are accredited Family Life Educators who facilitate the student and parent sessions. The program is generally conducted in the last term of the academic year and also runs in the Secondary College. It does not include Prep students. In terms of the content and delivery of the program it is important to note the College and NFS consider parents to be the key source of information regarding their child’s sexual development. The program serves to compliment and support parents input. For this reason, the primary students’ participation in the sessions is by parent consent only. A parent information evening is offered prior to the student sessions which the students do not attend. All information is sent out to parents prior to the program commencing. Please note the consent form must be returned before a student can participate in the sessions. Alternate
lessons are arranged for students who do not participate. The College covers the cost of this program. Students in Year 1 to 4 partake in the Wonder of Living Program only. These sessions offer helpful information and insights into normal sexual development. Students from Year 1 to 3 will view the first movie of the three part “Wonder of Living” series titled *A New Baby The unique gift of each child!* The first movie shows a family sharing the story of their son’s birth. It is the wonderful story of how life in the womb grows from conception to birth. Following the movie, the session continues with a group discussion using fetal development and baby models. This enables the Facilitators to create an age appropriate environment where questions may be asked and answered. Parents are welcome to attend these student sessions.

Students from Year 4 to 6 will view movie two in the three-part Wonder of Living series titled *And Now There’s Me.* The second movie shows friends and families learning more about our amazing bodies and how they function, our health, our safety and our choices; the importance of trusting relationships; the unique role of the family in understanding love and responsibility, sexual intercourse and reproduction. Additionally, students in Year 5 and 6 participate in the Wonder of Living Program and the Puberty Talks. The puberty talks are presented for the Year 5 to 6 students only. These sessions are conducted in gender specific groups. For the girls, the issues discussed are Puberty, Periods, Hygiene, Hormones, Body Changes, Emotional Changes and Behaviour Issues. For the boys, the issues discussed are Puberty, Hygiene, Hormones, Body Changes, Emotional Changes and Behaviour Issues. These sessions discuss puberty changes for both genders in an attempt to foster an attitude of respect for this time of change in each of their lives. Parents do not attend these sessions.

**Leadership Development**

The Primary College encourages leadership in our students by providing opportunities for them to be nurtured as leaders and to take on roles of responsibility. Leadership is seen not just as a position, but rather, an opportunity to inspire others and serve God by following the example of Christ’s servant leadership. Our overarching aim is to provide excellent leadership opportunities for our students to develop Christian character and to grow into their full potential, so they can become an influence for good in their world.

From Prep to Year 6 two students from each class are selected each term to be Class Captains. Class Captains are expected to be role models for all their peers by consistently demonstrating they are safe respectful learners at all times. They have added responsibilities and duties they perform for their teacher, peers and others. When a student has been selected parents are informed and are invited to attend Assembly where they are recognized for their nomination. Each class captain receives a badge which they may wear for the term they have been selected, at the conclusion of their captaincy they may keep their badge.

The students in Year 6 are given the opportunity to be students leaders of the College. This process commences when they are in Year 5 where they are invited to apply for a leadership position for the following year. Students are required to complete an application form and if shortlisted they are then required to prepare a campaign. This generally involves preparing and presenting a speech. The criteria and position requirements are detailed in the application and are discussed at length during class. We encourage all students who may be interested in a position to take the time to discuss and review the application process carefully with their parents. Not all the students who submit an application are successful in obtaining a position. Selecting our students for leadership positions is a process we undertake with great thought, prayer and consideration. If your child is given this opportunity whether it is as Class Captain or as a Year 6 Leader, we encourage you to support them and richly reward them for their efforts.
Excursions/Incursions
Classroom Teachers will often include excursions/incursions as part of the curriculum studies. These are generally undertaken in Prep to Year 3. They aim to present the students with a hands-on approach to their learning and generally include experts from various fields coming to the school or the students visiting them off site. In the case of an excursion the students travel by College buses to their destination and are required to wear their full academic uniform. All excursions/incursions are communicated by the Classroom Teachers and the cost is covered by the College.

Camps
All of our camps provide opportunities for the students to develop friendships, increase their problem solving skills, build team work and develop trust with one another, as well as build an affinity with God. They also aim to build self-confidence and independence. Students in Year 5 and 6 participate in camps, it is compulsory for all students to attend. The structure of each camp is organised to suit the age group and curriculum requirements of that grade. As a student progresses through each of the camps the number of overnight stays and days at camp incrementally increases e.g. Year 5 have 2 overnight stays and 3 days, Year 6 have 3 to 4 overnight stays with 4 to 5 days. The dates and details of each camp will vary from year to year, in the lead up to the camps the College provides parents with letters and information booklets which outline the daily activities, packing lists, medical matters and contact details. The students are also involved in a range of activities to assist them with preparing.

The Year 5 Camp is held at Virginia Park Station which is a working cattle station in North Queensland, located on the Flinders Highway. It is 30 kilometers north-east of the historic gold rush town of Charters Towers. Virginia Park Station is the ideal location for this camp, offering a genuine outback experience for students and teachers alike. Students travel by bus to the camp. The cost of the camp is covered by the College. The Year 6 Camp is held at Echo Creek Adventure Centre. This is an adventure based learning centre committed to education and providing outdoor experiences. It is situated in the Tully Valley in tropical Far North Queensland, midway between Cairns and Townsville. Students travel by bus to the camp. Parents are required to contribute a subsidized amount to the cost of the camp, payment options are made available.
CURRICULUM SUPPORT PROGRAMS

Transition Programs
The Primary College works closely with both the Early Learning Centre and the Secondary College to support student’s journey from Pre-Prep to Prep, and Year 6 to Year 7.

Calvary IGNITE is a transition program that assists in preparing kindergarten aged children for their first formal school year at Calvary. It is offered to assist both future students and parents in the transition from an Early Learning Centre environment into their Preparatory year. Prep is a foundational grade and for this reason we endeavour to make the transition into ‘big school’ as smooth as possible. Making these first steps to starting school are very important and one of the greatest investments’ parents can make in their child’s schooling. Being ready for school is much more than a child’s chronological age. Children need to have a firm grasp of language, motor coordination and social and emotional skills. We recognize a successful start to school can help ignite a child’s learning journey, the College issues a parent information booklet that aims to support parents in preparing their child for Prep. The booklet provides guidelines and information around Prep readiness.

As part of this program we offer Pre-Prep students and their families a number of events and activities they can participate in. These are generally conducted during the last term of the academic year prior to when the student commences Prep the following year. The activities range from craft days, attending Chapel, being involved in story time, parent information nights and the finale of the program, a Teddy Bears Picnic. All information for the Ignite program is emailed to parents prior to it commencing. Once your child starts Prep our classroom teachers also assess each child’s maturity and social and emotional development. Should a student present as not being ready for Prep classroom teachers will communicate this clearly and quickly.

Calvary UNITE is a transition program that assists Year 6 students as they journey into the Secondary College. Transitioning from Primary to Secondary College can be an exciting and daunting time. Unite provides an opportunity for Year 6 students to participate in Secondary College elective subjects delivered by our talented Secondary College teachers.

Unite is a two-day program during which students will be able to select from one of seven subject electives. Students will remain in the one elective group for the duration of the program. Year 6 students will be able to gain experience in one of the subjects and meet Secondary Teachers. It is further supported by a parent information evening conducted during the same week. The evening showcases what the students have been doing and provides information about the Secondary College and the staff. Unite is generally conducted in the third term of the academic year and all information for the program is emailed to parents prior to it commencing.
Learning Support
We recognise every child is a unique individual with God-given gifts and talents. We understand children vary in their physical characteristics, personality traits, intellectual capacity and social skills. Our goal is to support children while developing their God-given gifts, talents and abilities. The Learning Support Coordinator in collaboration with classroom teachers, teacher’s aides and parents will ascertain the learning needs of identified students and how they can best be met within the classroom and playground. Our aim is to support students who have a specific learning difficulty or disability: academic, development, physical or sensory.

The Learning Support Department may plan modified or alternate programs for students with diagnosed learning disabilities or special needs. Students with specific identified learning difficulties may receive support in the required area. Students may be given the opportunity to receive individual support for assignments, homework and other school work. If a student has been identified with a learning need or is in the process of being identified they are offered extra learning support both within the classroom and through support staff. This is based on the total needs of that specific cohort at the time. The on-going support, monitoring and assessment of a child’s learning need is supplemented by our Learning Support Team and or the support of external support agencies.

HOMEWORK
The purpose of homework is to continue and support the learning experiences which have begun at school, for this reason most of the activities will revise content already taught. It also provides an opportunity for parents to be involved in their child’s learning and assist where necessary. Each term the students receive a Homework Booklet which contains the homework for the entire term. Students work through each corresponding week. Below is a time guide for homework each day.

- Prep – 10 to 15 minutes
- Year 1 – 15 to 20 minutes
- Year 2 – 20 minutes
- Year 3 – 20 to 25 minutes
- Year 4 – 25 to 30 minutes
- Year 5 – 30 to 35 minutes
- Year 6 – 35 minutes

In addition to the Homework Booklet is reading, which is an opportunity for students to practice their reading skills at home and develop their confidence and love for reading. Each child is issued with a home reader text and log to record their reading. The aim is to send books home that are at an independent level for each student. Students are encouraged to read for a minimum of 10 to 15 minutes every night. Home Readers and signed logs must come to school each day.
POLICIES AND PROCEDURES AT CALVARY
ATTENDANCE

Absenteeism
At the time of absenteeism we recommend parents phone the hotline 47229206 or by emailing away@calvary.qld.edu.au If the College has not received notification from parents an automated email or text message will be issued to parents. Should there be any discrepancies at the time of receiving these, please do not hesitate to contact the College.

Illness
If your child is ill for three consecutive days a medical certificate will be required. If your child falls ill at school they will be sent to the Sick Bay (see Policies and Procedures at Calvary - Medical Matters), where parents may be contacted to collect their child. Parents present to the Sick Bay at the rear of the College Reception for collection where the student is signed out. If necessary arrangements will be made to have the student’s belongings sent there.

Extended absenteeism (special leave)
In the case extended absenteeism (longer than two weeks) is required e.g. family holiday parents are required to submit their request in writing to the Primary Office. Please be aware teachers are not expected to provide individual programs during this time, however classroom teachers will offer assistance if sufficient notice has been provided. Please note extended absences may affect your child’s academic results.

Frequent or Chronic Absenteeism
In the case a student has frequent or chronic absenteeism the College is legally required to address this matter with parents. When a student’s absenteeism is frequent within in a school term (irrespective of parent notification) the College issues a parent letter and an attendance report. In the case absenteeism is ongoing and no change has occurred (irrespective of parent notification) it maybe be considered chronic. A letter and attendance report are reissued, however a request to meet with the Director of the Primary College is made and or a report to authorities. Whether absenteeism is frequent or chronic the College will offer support where needed and our intention is to seek a positive change in the student’s attendance.
ARRIVAL & DISMISSAL

Arrival
The Primary College provides supervision from 8:00am. Students are not permitted to play prior to this time. We encourage parents to remain with their children until supervision commences. If this is not possible students must wait in the undercover area until 8:00am. ABV Care provide before and after school care if arrival is significantly before 8:00am. If your child is late (arrives after 8:30am) please refer to Late Arrival.

Late Arrival
Late arrival is considered to be after 8:30am. When this occurs students must present to the Primary Office to collect a late arrival notice. Students then hand the late notice to their teacher once they present to their classroom. Parents are not required to accompany their child if they are familiar with this process. We do not encourage frequent late arrivals.

General Dismissal
The College has a face to face dismissal policy where the students must be collected by an authorised person known to the College. This is a list of people nominated by parents who are permitted to collect their child other than themselves. Parents are encouraged to keep their authorised to collect list up to date via the Primary Office. It is the responsibility of parents to ensure the dismissal routine has been clearly communicated to both the students and the College. Parents are also required to inform the Bus Department or ABV Care should there be a change to a regular booking.

Classroom Dismissal
Students are collected from their classrooms after the 3pm dismissal bell. Teachers will open their doors to indicate their class is ready to be collected. We ask that parents wait until doors are opened before collecting their child, as this minimises distractions and will assist with a smooth and consistent dismissal. If you do require collection before 3pm please see Early Collection. Teachers will remain with their class until 3:10pm. If you expect collection to be after 3:10pm please see Late Collection.

Early Collection
If an early collection is required (before 3:00pm) please notify the Primary Office the morning of via email or phone. Parents must then present to the Primary Office where students can be picked up and signed out. Sign out requires parents to indicate if regular bookings will no longer apply, such as the bus service or ABV Care.

Late Collection
If a student has not been collected by 3:10pm teachers will walk them to the Primary Office. If no prior notice has been given parents will be contacted to seek further clarification. Parents will need to collect their child from the Primary Office and sign them out. We request this is not frequent and where possible prior notice is provided. If late collection becomes too frequent a meeting with Primary Administration may be required. In most cases where students have not been collected on time it is usually due to miscommunication around dismissal, please see General Dismissal. Please be assured if the College is aware a student has not been collected they will be supervised in the Primary Office until contact is made with parents.

Disrupted Routines
One of the most important aspects of school is that it is organized, scheduled and predictable. Students depend on the structure of the day. They know where they have to be and when. They know the main purpose for being in school is to learn and that routines are in place to help them focus on that learning. When students are repeatedly tardy, or frequently collected early these routines are disrupted. Children who are often late or regularly leave early have trouble settling in and mastering routines. These types of disruptions can throw off their whole morning or even their day. In any case, the College monitors frequent disruptions and expects the full cooperation from parents to ensure their child’s school routine is as consistent as possible.
COMMUNICATION

We are committed to developing strong, positive relationships between school and home. A prerequisite to this is maintaining clear and appropriate pathways for communication. The College offers a variety of means where both home and school can remain connected and up to date. We have outlined some guidelines to aid with who, what, when and how to communicate school related matters.

Who & When for Queries or Concerns

Pastoral Care Classroom Teachers

Your child’s classroom teacher is the best source of information regarding all school matters. If they are unable to provide information at the point of contact please allow time for them to follow up and get back to you. Please be aware primary teachers have limited non-contact time (i.e. without students in the classroom). For this reason it may take a day or two for phone calls to be returned, emails answered, or notes in the diary to be attended to. In terms of the best time and method to make contact with classroom teachers we recommend the following as a guide. If communication is a short message of two to three minutes in duration, an appointment may not be necessary; providing the teacher is not on class. This can be done in person at pick up or drop off, or via the communication diary or email. If the matter requires longer than the above or is a concern we recommend a) email the teacher, or b) write a note in the communication diary, or c) make an appointment via the Primary Office stating the matter you wish to raise with the teacher. Please provide a few times and days that are suitable to meet.

primary@calvary.qld.edu.au Primary team meetings are held each morning (8:00am to 8:20am) and Wednesday afternoons (3:30pm to 5:00pm), therefore teachers will generally be unavailable for parent meetings at this time. The College does not endorse parents attempting to communicate with teachers during explicit teaching hours (8:30am to 3:00pm) irrespective of the message being communicated. In this case parents can pass messages on via the Primary Office.

Area Coordinators

The Primary College is equipped with staff who have been placed in roles of responsibility and leadership within the College. They offer further experience and knowledge within year levels or specific areas of teaching and learning. Area Coordinators often work with classroom teachers or Primary Administration and regularly attend parent meetings when required. We have Area Coordinators for Prep, Area 12 (Years 1 & 2), Area 34 (Years 3 & 4), Area 56 (Years 5&6), Specialist Teachers, Learning Support and Creative Arts. The coordination of behaviour and curriculum is overseen by Area Coordinators however is directed by Primary Administration. In most cases classroom teachers consult with Area Coordinators and will indicate their involvement to parents. Coordinators are also a communication point for parents. In the event parents feel they have spoken to the classroom teacher and the matter has not been resolved or they would like further input around the matter, they are encouraged to request the involvement of the relevant Coordinator. Parents can do this by contacting the Primary Office or through their child’s teacher.

In 2020 the Primary Coordinators are;
Prep Area : Kirstyne Wylie
Area 12 : Louise Ingram
Area 34 : Leonie Gage
Area 56 : William Doble.
Learning Support : Sharon Elvins
Creative Arts : Robyn Tipping
Literacy : Kirstyne Wylie
Numeracy : Leonie Gage
Information Technology: Jessica Wynn
Sport & HPE : Martin Vucetic
Primary Administration
The Primary Administration team consists of the Director of Teaching and Learning, the Assistant Director of the Primary College and the Director of the Primary College. All Primary Administration works closely with the College Principal. Parents may seek the involvement of Administration if after consultation with the classroom teacher and Area Coordinator they feel their concern or matter has not been addressed. This is best done in writing where the matter will be followed up accordingly. Please email primary@calvary.q.d.edu.au or contact the Primary Office.

Principal
The College Principal generally communicates with the school community via current communication channels. The Director of the Primary College reports all significant student and parent matters to the Principal. If parents feel after consultation with the Director of the Primary College their concern has not been addressed it may be raised with the College Principal. This is best done via email. The College Principal will indicate the necessary follow up. The Principal of the College is Mr Stephen Downes.

Director of Teaching and Learning (DTL)
The Director of Teaching and Learning is a Kindy to Year 12 role. The Director of Teaching and Learning is part of the College’s executive team. The DTL is responsible for the coordination, monitoring and updating of the College’s strategic improvement plan. In the Primary College, the Director of Teaching and Learning provides support to curriculum leaders and classroom teachers and conducts professional learning opportunities that focus on the needs of primary students. Mentoring programs and professional conversations play a large role in the Primary College as peer evaluation, and collaborative teaching and learning opportunities are timetabled as vital parts of professional growth. If as a parent you have a query regarding teaching and learning we encourage you in the first instance to speak with the classroom teacher. The assistance of the Director of Teaching Learning will be offered where needed. The Director of Teaching and Learning is Mrs Robyn Hair.

Director of Primary College (DPC)
The Director of the Primary College is part of the College’s executive team and is responsible for overseeing all matters in the Primary College, with a heavy emphasis on maintaining Calvary Culture, steering positive communication between home and school and equipping and empowering teaching and learning. General communication from the Director is often through, weekly email or parent letters which are accessible on the College website. In terms of managing and guiding student and parent matters the involvement of the Director is generally based on the circumstances of the incident or concern. All primary staff report significant student and parent matters to the Director. This often involves the Director meeting with Teachers, Coordinators and the Assistant Director of the Primary College. The Primary Director also meets with students for further investigation, restoration and correction strategies relating to behaviour matters. In terms of teaching and learning matters the Director works collaboratively with the Director of Teaching and Learning along with the Assistant Director of the Primary College. The Director of the Primary College is Mrs Allison Reeves.

Assistant Director of Primary College (ADPC)
The Assistant Director works closely with all Teachers, Primary Coordinators and the Director of the Primary College. The Assistant Director oversees student correction (Level 2), student leaders & mentors, camps, and Unite. This of course is not an exhaustive list as the role involves managing daily occurrences as required. The main role is to work with students and teachers to manage, address and guide students behaviour choices. This also includes contacting Parents as required. The Assistant Director reports all behaviour matters to the Director of the Primary College. The Assistant Director of the Primary College is Mr Matthew Gilbank.
Guidelines for Queries and Concerns.
College Response- Guidelines
The College will endeavour to respond to all parent requests and concerns professionally and confidentially at all times. This will be either in verbal or written format within a two to three day timeframe (after contact by the parent). If the College deems it necessary, follow up may require a face to face meeting with the appropriate College representative. In the case a concern requires student follow up or further investigation this can often take time, as getting exact details is not always straightforward. This is often due to the “he says”, “she says” responses which are common to primary school children. Irrespective the College has every child’s best interest to consider, and will attempt to investigate all matters raised objectively and prayerfully. This process takes time therefore we often wait until our investigations are completed before details are communicated to parents. All staff are expected to work with parents to provide information or to address areas of concern within an appropriate timeframe. They are expected to interact in a respectful and professional manner at all times. College staff will communicate information with honesty and with the intention to inform parents about their child. College staff are expected to maintain confidentiality around all students and their respective families, therefore they do not communicate information concerning another person’s child if it breaches confidentiality. In all cases our intention will be to answer queries quickly and to resolve concerns amicably and effectively. We desire every child’s time at school to be positive and beneficial. The College is confident you will find all our staff to be professional, approachable and helpful.

Parent Response- Guidelines
In the case you are seeking clarifications or making an enquiry please contact your child’s Pastoral Care Classroom Teacher or the Primary Office. You may also find general information is available in our weekly emails or on the website. As parents we value your input and encourage you to contact the College should you have a concern, rather than allowing time to pass or for the concern to escalate. Particularly if it requires further investigation or follow up with students. In most cases we recommend your concern is raised in writing, or by seeking a face to face appointment, the Primary Office will assist with making the appointment. Please note you will be required to provide information regarding the matter you wish to raise and with whom and when.

Please consider emotions can tend to escalated as a result of a concern, therefore if necessary it is advisable that an appointment is postponed and conducted once emotions have settled. This also applies to written communication as well. It is important to note the College requires parents to interact and communicate with all staff in an appropriate, respectful manner and via the correct communication channels (not via social media). Please be aware should this not be the case, the College representative will redirect communication to Primary Administration where a further resolution will be sought. When on site parents must refrain from personally correcting or addressing another parents’ child regarding school matters. If an incident occurs at school with your child and another student please immediately advise a staff member who will address it accordingly. We also recommend parents avoid addressing student concerns directly with other parents, particularly if there is not an existing relationship between each party. In our experience this is best handled by school personnel who are able to objectively investigate and follow up what has occurred.

How – Methods of Communication
Communication Diaries
Each student is issued a diary where both teachers and parents have the opportunity to communicate concerns or other school related matters. It is recommended both parties sign and date any messages to indicate it has been sighted. The students must present their diaries to school each day. It also provides basic information regarding student expectations and school processes as a quick reference.

Email
The College staff are only too happy to address any concerns or queries you may have via email. You can obtain exact email addresses from the relevant person or by using our general email address primary@calvary.qld.edu.au where it will be redirected as needed.
Student Messages from Parents
On the odd occasion the need arises for parents to communicate information to their child. The College can facilitate this by passing the message on via the classroom teacher without interrupting the students learning. Parents can contact the Primary Office via phone or email where the appropriate arrangements will be made to relay the message.

Primary Department Weekly Emails
At the commencement of each week parents will receive a weekly email that outlines up and coming dates and events. The intention is to serve as a quick reference and reminder. You will note the subject line states Primary College Date Claimer Term X Week X. This will allow you to track the emails as they are issued week to week.

Website
The College website allows parents and the community to access a vast range of information such as recent parent letters, up and coming events, general school business and the school calendar. We endeavour to place all outgoing communication on our website where appropriate.

Year Level Electronic Newsletters
Each year level issues a letter at the beginning of the four terms. It contains information relevant to your child’s grade, along with timetables and uniform requirements. It is generally accompanied by a Term Date Claimer that outlines up and coming primary events that term.

Department Letters and Event Flyers
Various departments may issue letters regarding events or other relevant information. This will often be the HPE (yellow) or Creative Arts Departments (lilac). The information is sent home with students and is available on the website. If the event requires parent permission the note is emailed as well.

Student Report Cards (See Curriculum / Assessment and Reporting)
All schools are required to formally report to parents two times throughout the academic year. Calvary provides four reports annually: Progress Report for Term One, Semester One, Progress Report for Term Three and Semester Two. The progress reports are informal and offer a grade for the achievement standards at that point in time. They are combined with Parent Teacher Interviews. The Semester reports are formal and offer grades for the achievement standards and teacher comments (See Assessment and Reporting).

Parent Teacher Interviews (See Curriculum / Assessment and Reporting)
The College holds two Parent Teacher Interviews in the College library throughout the academic year, the first is at the end of Term 1 and the second is at the end of Term 3. The aim of the interviews is to provide an opportunity for both teachers and parents to meet. The focus is;

- What the student has achieved.
- The overall progress of the student.
- The student’s personal development (spiritual, social & emotional)
- Concerns – identification, future plans forward.

During both interviews your child’s report card will be discussed. Each round of interviews are scheduled at 15 minute intervals and are conducted over two consecutive afternoons. Please note we allow one 15 minute session per parent. In the case of shared parenting (split custody) each parent can book a session under their respective names. Please be aware the College monitors the start and finish of each time slot which means being on time is imperative, as this will give you the full benefit of the 15 minutes.
Parents can book interviews online via the College website. As the nominated dates draw closer we advise parents as to when and how to make a booking. Throughout the year, teachers along with parents, may also request interviews/meetings. We encourage and are keen for parents to communicate regularly with the classroom teacher and specialist teachers. Please make an appointment via the Primary Office or directly through the staff member if you wish to do so.

DIGITAL CITIZENSHIP POLICY

Overview
We believe technology is an expression of our humanity and creativity and is essentially a gift from God. It is a valuable resource we have at the disposal of our finger tips that has become an inseparable part of our human life and daily experience. When used wisely, safely and respectfully we have the opportunity to steward technology to bring glory to God. Equally, when misused technology has the capacity to cause real harm and damage to individuals and groups at a global level. Digital stewardship isn’t just about recognising and dealing with online hazards. It’s also about building safe spaces and communities, understanding how to manage personal information, and about being internet savvy – where students learn to use their online presence to grow and shape the world in a safe, creative and God glorying way that inspires others to do the same.

Technology provides an opportunity to enhance students learning experiences by providing access to vast amounts of information around the globe and a variety of organisational tools. Our world has become technology driven at Calvary our vision is to help students to become an influence for good on all digital platforms. Our intention is to ensure our students understand that technology like any other resource must be stewarded well. Therefore, we are dedicated to incorporating technology into our curriculum and enabling students to have safe and secure access to network services.

For the sake of this Policy, technology refers to any services including, but not limited to, email, calendaring, instant messaging, web conferencing, discussion groups, internet access, use of online programs and apps and web browsing that may be accessed using any device and networks of the College, or while on the College grounds during school hours of 8:30am to 3:00pm. Inappropriate content is any content that is considered unsuitable or harmful to students or staff in reference to the College’s Christian Ethos. This includes, but is not limited to, material that is pornographic, that promotes illegal activities, violence or prejudice on the grounds of race, religion, gender or sexual orientation.

Technology at Calvary
Technology at Calvary is an extensive and changing landscape, it includes students and educators having access to computers, laptops, iPads, smart TV’s and digital programs. It also incorporates our infrastructure for the safe and reliable use of the internet (Wi-Fi), digital storage and technology support. It is used in the classroom as an educational tool that supports and enhances our students’ learning journey. It is embedded into the teaching and learning and is used with the intention of catering for the individual students learning styles, facilitating communication, increasing student motivation and empowering the learning of students. It is seen to develop students’ 21st Century Skills such as critical and creative thinking, communication, collaboration and teamwork, personal and social skills and ICT skills.

The Digital Stewardship Policy governs expectations, behaviour, responsibilities and curriculum across six domains from Prep to Year 12:

1. Digital Courtesy.
2. Digital Health and Wellbeing.
3. Digital Law.
4. Digital Literacy.
5. Digital Relationships.

Digital Courtesy
Technology can be used to enhance interpersonal relationships and students need to be directly introduced to the ensuing responsibilities. Students will have the opportunity to learn about the values of
a good digital steward, how to become one and about how they can relate to and influence online communities in a positive way.

Responsibilities of students include (but are not limited to):

• Using devices at an appropriate time, and ensuring the device does not inhibit attention being given to people.
• Using social networking to uplift and encourage people and to influence others for good.
• Only taking and sharing photos or videos of others with their permission.
• Being careful when using shared technological devices to ensure the resource is available for others to use.

Digital Health and Well Being
Recent research indicates that overuse of technology can be harmful. Students will have opportunity to learn how to care for their own physical and mental well-being, balancing their use of technology and being aware of the dangerous repercussions of inappropriate use.

Responsibilities of students include (but are not limited to):

• Complying with expectations regarding use of personal devices throughout the day – these are not to be used during the hours of 8:30am and 3:00pm without permission.
• Being aware of how they are using devices in regards to sitting too close to screens and posture.
• Understanding that teachers will integrate technology into lessons where appropriate while monitoring the amount of technology students have used throughout the day.

Digital Law
Technology can be beneficial in our daily lives and online resources can be productively used for both study and entertainment. Students will have opportunity to learn about the potential consequences of illegal actions, downloads and plagiarism for themselves and others.

Responsibilities of students include (but are not limited to):

• Understanding their ethical responsibilities when using content developed by others and avoiding plagiarism by acknowledging and referencing sources.
• Using devices and networks appropriately and within set boundaries.
• Being aware of the dangers of creating viruses, forwarding spam and the risks of hacking.
• Accessing content and resources appropriately and legally.

Digital Literacy
Technology has given us access to a wide variety of programs and resources which can assist us in our daily lives. Students will have opportunity to learn about basic programs and convenient services online while also protecting themselves, those connected to them and their device.

Responsibilities of students include (but are not limited to):

• Learning how to use basic IT programs such as Word, Excel, Outlook etc which will assist them in their daily lives.
• Learning how to use search engines effectively.

Digital Relationships
Technology can be used to enhance interpersonal relationships, however the same technology used inappropriately can also cause damage to friendships and families. Students will have opportunity to learn how to appropriately use technology for social networking to connect with family and friends while acting safely and responsibly, understanding the associated risks.

It is important to note often when social media outside of school has been used inappropriately to put down or bully another student it invariably has negative repercussions on school relationships. As a result, the College takes the position that student use of social media or other digital platforms online, external to the College to put down or bully another student (or staff member) will be followed up as per our Calvary Way processes. In the case a student or parents makes a report of this nature digital proof will be required, for example a screen shot. The outcome of the College’s follow up will consider the digital proof provided,
history of the students involved, for example has there been other reports or if there has been similar incidents between the students or with other students.

Responsibilities of students include (but are not limited to):
- Using social networking appropriately external to the College
- Understanding that the College values relationships and connections and endorses the view that these are best developed personally rather than online – online social networking during school hours is therefore discouraged.
- Being aware of online etiquette, including in emails, and ensuring that all communication exemplifies the College Values.

Digital Security
Cyber security and personal online safety is the responsibility of every person who chooses to use technology in any capacity. Students will have opportunity to learn about the dangers of being part of the online community and about what actions they can take to ensure their own safety and that of their friends and family.

Responsibilities of students include (but are not limited to):
- Understanding and managing their digital footprint.
- Only accessing sites within the boundaries set by the College.
- Keeping usernames and passwords confidential.
EVACUATION AND LOCKDOWN POLICY

Evacuation
If an evacuation is required, a continuous bell or a verbal alarm will be raised. Students are to follow these steps:

1. Students are to stop work immediately.
2. If inside a classroom the teacher will direct students to leave the classroom in an orderly fashion – if possible the teacher will instruct students to close all windows, switch off all power-points and take bags with them though this may not always be possible.
3. As students leave the classroom they must stay in the group and within sight of their teacher.
4. Primary Students are to move directly to the Evacuation Area (Evacuation Area 1 as indicated on the map). For all Primary College staff and students the Evacuation Area is the main Secondary Oval.
5. Students who are outside a classroom or without a teacher (for example during Creative Arts tutoring or a Specialists) they are accompanied by the staff member they are with at the time by making their way to the Evacuation Area via the quickest and safest route.
6. Once students arrive at the Evacuation Area they are placed with their regular Classroom Teacher A Roll will be marked to ensure all students have arrived safely.
7. Students are then to remain seated and under the supervision of their Classroom Teacher until dismissed or given further instructions.

Lockdown
At Calvary Christian College we have two levels of Lockdown – Blue and Red.

| BLUE | Blue Lockdown will occur if the College has become unsafe as a result of weather. Blue Lockdown will only ever be initiated via a verbal alarm.
|      | 1. Teachers are to stay in the classroom with their students until such time as the Lockdown has been lifted – teachers will be notified verbally once the Lockdown is lifted.
|      | 2. As much as possible, teachers are to continue to deliver educational lessons. Teachers are to maintain order and control within the classroom.
|      | 3. If a safe pathway to the toilets has been identified by the Director, then the teacher may send students one at a time. If this has not been identified by the Director, then students may not leave the classroom to go to the toilet.
|      | 4. During break times, students may eat their food inside the classroom. If possible, the Director’s will facilitate a process for students to purchase food from the Tuckshop and have it delivered to classrooms.
|      | 5. Teachers are not to allow students to use personal mobile/technological devices during a Blue Lockdown.

| RED  | Red Lockdown will occur if an unsafe person has come onto the College grounds. Red Lockdown will be initiated via an intermittent bell or a verbal alarm.
|      | 1. Teachers are to immediately ensure that all doors and windows are locked and secure.
|      | 2. Students are then to be instructed by the teacher to move to a safe place within the classroom and to remain quiet.
|      | 3. Students and teachers are not, under any circumstances, to leave the room until the bell has stopped ringing and/or the all clear has been given.
|      | 4. Teachers are not to allow students to use personal mobile/technological devices during a Red Lockdown. All mobile phones should be turned off or on silent.
During either an evacuation or lockdown students are to follow all instructions from a staff member at all times without question. They are not permitted to use their mobile device without permission. Students communication with people external to the College during an emergency may cause unnecessary panic and heighten the level of danger.
FIRST DAY

Beginning of the Year
The first day of each academic year is often filled with much anticipation and excitement. The students are generally keen to return to school to see their classmates and to get themselves settled in their new room. The College hosts a Meet & Greet afternoon in the week prior to the first day. This is an opportunity for the students to see their classroom and meet their Classroom Teacher. The details of this afternoon are communicated to parents via email prior to the first week of school. The College emails class lists in the week prior to school commencing (see Class Lists). Upon arrival for the first day staff are positioned around the College to assist and direct families to the correct rooms. Please be mindful the first day attracts an increase of foot and vehicle traffic. We encourage families to talk through the first day of school and what the students can expect, particularly if they are new to Calvary.

During the first week teachers spend time getting to know their students and vice versa. Time is spent on outlining expectations and routines. However, our teachers make the most of the first week as the students also commence their formal learning. Students will receive their book backs in the first week, each teacher issues further information around the naming and covering of student resources (see student book packs for further information). We recommend all students wear their academic uniform on the first day. This means each student presents with their hats, academic uniform and lunch only.

Throughout the Year
When students commence throughout the year they are required to present to the Primary Office. They will be issued their student packs where Administration will walk them to their classroom, Parents are welcome to accompany them. In most cases families will be advised which uniform to wear, if this information has not been communicated please wear the academic uniform. We encourage parents to refer to the website to access year level newsletters and term date claimers which will also assist with providing important information.
FAMILY SEPARATION AND CUSTODY MATTERS

We aim to handle all matters regarding separation and legal custody professionally and with sensitivity. While students are in the care of the College our intent will be to ensure their well-being is not compromised. The College does not provide mediation services. We offer support and pastoral care as an educational institution only. This means we encourage all families to seek professional guidance and support outside the College as required. Please note the College assumes the default position all parents or legal guardians have full access to their child. This default is assumed irrespective of who pays the school fees or living arrangements. The exception to this is if current formal (legal) documentation stipulates otherwise. When the College is made aware of legal conditions we endeavour to work with all parties to the best of our ability while the students are in our care.

The College considers formal documentation to be Family Court Orders or other like legal documents such as, Domestic Violence Orders or Protection Orders that pertain directly to the parent and student. These documents must give an indication there are legal orders between the student/s and parent or legal guardian it pertains to. Legal documents that give an indication of conditions between parents or legal guardians themselves, do not apply to students. It is an expectation of the College that all parties will work amicably with the College and will ensure supportive and positive communication in the best interest of the students occurs.

In managing separation and custody related matters the College will;

- Actively seek confirmation of any custody or separation matters if our understanding is limited.
- Discretely inform all the relevant College representatives of custody and separation matters both informal and formal.
- Request a parent/guardian present to the Primary Administration Office if a misunderstanding has occurred. The College will generally request that while confirmation is being sought the student remains with their classroom teacher until the misunderstanding has been clarified.
- Not implement requests for access restrictions without the support of legal documents.
- Immediately redirect parents or legal guardians if the agreed understanding of the legal conditions have been breached.
- Immediately contact Police if parents or legal guardians are in breach of custody restrictions and refuse to comply with the redirections of the College.
- If deemed necessary, inform the respective parent or legal guardian of breaches of legal conditions.
- If deemed necessary will implement formal measures if the working relationship between parents and or legal guardians compromises the daily business of the College e.g. pick up and dismissal is frequently misunderstood by one or all parties. This may include but is not limited to student external suspensions, meetings with Primary Administration or alternative forms of communication.
- If deemed necessary, limit unreasonable or unsustainable requests for additional communication from the classroom teacher due to the circumstances of separation or custody conditions.
- Require cooperation from parents or legal guardians if a student presents as distressed while in the care of the College due to the circumstances of separation or custody related matters.
- Understand in the event a parent or guardian doesn’t present for dismissal or if the child/ren requires an early pick up, an attempt will be made to contact the relevant party at the time. Should the attempts be unsuccessful the College will then make contact with the other parent or legal guardian known to the College.

It is the responsibility of the parents and guardians to;

- Upon enrolment;
  - Complete and sign accurate enrolment contracts for children for whom they have custody.
  - Accompany enrolment contracts with birth certificates or similar that proves a student’s name, birth date and names of biological parents.
  - Declare any separation and custody matters and provide the supporting documentation to the College.
Where possible provide contact details of all relevant parties such as emergency/contact numbers (and authorised to collect persons).

- Comply with all current legal documentation to support separation or custody matters pertaining to their child.
- Clearly communicate all separation and custody matters to the College at the commencement of the academic year and periodically as these matters change.

MEDICAL MATTERS

General
Classroom Reassurance
In the case a low-level medical incident has occurred students are not sent to the Sick Bay. They are offered low level reassurance by a staff member, rather than first aid. Reassurance may include but is not subject to, applying band aids, stingose, ice packs (minor bumps or bruising) or calamine lotion. In all cases allergies are considered. Where first aid is required students are referred to the Sick Bay.

Sick Bay/First Aid
The College Sick Bay is located at the College Reception and can be contacted on 47229205 or sickbay@calvary.qld.au. The Sick Bay is managed by First Aid Officers who provide immediate care to the students. Students who are sent to the Sick Bay may require a level of first aid. The College provides first aid treatment in accordance with their approved training. In some cases, students will need to be collected by parents due to illness or injury. It is important that parents provide and maintain up to date phone numbers on which they can be contacted during school hours. If parents are unable to be contacted, emergency contacts will be called. If an illness or injury requires first aid treatment beyond what the College can provide an Ambulance will be contacted.

Ambulance
If an illness or injury requires treatment beyond first aid an Ambulance will be contacted. Should an Ambulance be required, where possible the College will remain in contact with parents. It is at the discretion of the College if a staff member accompanies the student in the Ambulance.

Medication
If your child requires medication while at school, a Medication Form (available at all Offices & the website) must be completed. Please note due to regulations the College is not permitted to administer any medication (including those over-the-counter) without medical authorisation from a prescribing health practitioner. A prescribing health practitioner refers to a Doctor, Dentist and Optometrist etc. A Pharmacist is not considered to be a health practitioner. This means all over-the-counter medication such as paracetamol must be prescribed and labelled as such in order for the College to administer it to students. All medication is stored at the Sick Bay and must be collected from there. The exception to this are conditions that require immediate access to medication, these will be located in the classroom e.g. epipens and ventolin etc. Regular medication can be dropped off and collected from the Sick Bay. Medication that is not used will be returned to parents. In the case of long term medication (e.g, Epipens, ADHD medication) parents will be notified if the medication expiry date is approaching. Under no circumstances will staff administer a student medication that has expired.

Known Medical Conditions
Parents are required to inform the College if their child has been diagnosed with a medical condition. It is important this information is current and supporting documentation is provided e.g. medical reports. If deemed necessary by the College, a representative will contact parents and a Daily Health Plan (DHP) may be compiled. Daily Health Plans are an internal document that outlines all the necessary information for managing a child’s medical condition. It has a photo of the student and their details such as date of birth, class and parent contact details. It also outlines for the classroom teachers quick reference details of the condition and what they are required to do. Further to this it outlines actions that may need to be
taken if the child is sent to the Sick Bay for first aid. These are updated as information comes to hand and are distributed to the relevant representatives of the College and may be displayed in the classroom pending the medical condition of the student. Daily Health Plans are generally activated by the Primary if the medical condition requires a moderate or high level of treatment and or management. In the case the child has an action plan such as Anaphylaxis or Asthma completed by a medical practitioner, the DHP serves as a supporting document only used for internal purposes only.

**Asthma**
The College is committed to promoting the health, safety and well-being of students who experience asthma. When possible, the College encourages children to self-manage their asthma at school under the supervision of the classroom teacher. This enables students to participate in the school curriculum, activities and events with as little interference as possible. If a student has asthma, parents are requested to provide the College with an Asthma Care Plan completed by a medical practitioner and to provide the appropriate reliever medication. This will enable staff to provide suitable treatment if symptoms present. The use of spacers with reliever medication is strongly encouraged due to increased effectiveness in medication delivery. Students who have well controlled asthma should have few regular asthma symptoms. Medication for use at school may be stored in the classroom or in the student’s bag at the teacher’s discretion. The use of routine reliever medication will not be recorded. However, if an initial dose of reliever medication does not relieve asthma symptoms, or if teachers notice intentional or unintentional misuse of reliever medication, parents will be notified. College staff undertake regular training in Asthma first aid to equip them to recognize asthma symptoms and administer asthma reliever medication if required. If a student who doesn’t have an asthma care plan in place presents with asthma symptoms, staff will follow nationally recognised Asthma first aid and will notify parents.

**Food allergies and Anaphylaxis**
Education authorities have a duty of care to take reasonable steps to promote the safety and participation of students with allergies and anaphylaxis. This includes minimizing the risk of allergen exposure, seeking medical assistance and administering emergency medication when a student has signs and symptoms of an allergic reaction. College staff undertake regular Anaphylaxis training and education in recognizing and responding to symptoms of an allergic reaction. The College reviews its Anaphylaxis risk management plan annually to ensure it is meeting requirements. Diagnosis of anaphylaxis should always be medically verified. Parents are required to submit an Anaphylaxis Action Plan (AAP) completed by a medical practitioner. Following this a College representative will liaise with parents to create a Daily Health Plan (DHP). The DHP is a supportive document that outlines steps staff are to take if symptoms present in order to respond promptly and accurately in the school context. The College is not able to provide or promise an allergy free environment. Banning specific foods will not eliminate the risk of accidental exposure and cannot be enforced. However, appropriate strategies will be undertaken to minimize the risk of student exposure to allergens, including but not limited to classroom signage, parent notification, non-food sharing policy, student hand washing before and after eating, students only eating food brought from home. Where possible the classroom teacher will liaise with parents regarding classroom parties, excursions, and activities. Antihistamines and Epipens are able to be stored in the classroom upon completion of a Medical Form. The College requires a new AAP each academic year. Parents are required to ensure that Epipens and Antihistamines are kept in date and to notify the College if their child’s medical condition changes (See Medication).

**Head lice**
When a student presents with suspected head lice they will be discreetly sent to the Sick Bay for confirmation. Once confirmed parents will be expected to collect their child due to the infectious nature of head lice. Teachers periodically issue Head Lice Notifications if a significant number of students in their class have presented with head lice. The notifications seek treatment and must be completed and returned to school the following day. It is recommended a complete cycle of treatment is undertaken in order to break the life cycle of head lice. Failure to indicate treatment may require your child to be collected from
the College. In all cases the College manages these matters sensitively and discreetly and in the best interest of all of the students.

Contagious conditions/Exclusions
The College values a safe and healthy environment for students and staff, we request students are collected by parents if they present with a contagious condition. These conditions may include but are not limited to; conjunctivitis, chickenpox, cough and cold viruses, diarrhoea, measles, mumps, nausea and vomiting, ringworm, school sores, head lice and whooping cough. The College adheres to the exclusion requirements of the Department of Health, as set out in Time Out. In all cases the College manages these matters sensitively and with discretion. If a student presents with a potential contagious condition they will be sent to the Sick Bay for further confirmation by our First Aid Officers. Parents will be expected to collect their child if they present with these conditions.

MORNING/DAILY DRILLS
For the first 15 minutes of each morning starting at 8:30am the students participate in Daily Drills. This involves the practice of foundational literacy and numeracy skills. Each year level has different routines and practices in place that support this. We strongly encourage that all students are on time, so they are ready to participate and do not miss this important part of the morning.

PLAYGROUND
The Primary College encourages responsibility to be demonstrated in the playground so that all students are safe, respectful, learners and most of all, have fun. We utilise six different zones that our students are allowed to socialise, relax and play in so they enjoy their time outside of the classroom learning environment. Each zone is allocated to specific year levels and our students rotate through their zones throughout a normal school week. Please see the map for further clarification.

Prep – Year 3
Prep to Year 3 rotate through four of our designated zones with each year level playing only with peers from their grades. By doing this, it allows our students to demonstrate generosity towards each other and to be kind at an age appropriate level. It also allows our students to be safe by not having older students accidently hurting younger students simply because of their physical size.

The four zones that our Prep – 3 students rotate through are:

- Lower Primary Playground (Orange Zone)
- Primary Oval (Blue Zone)
- Spider Web Play Area (Purple Zone)
- PACA Nature Zone (Green Zone)

Year 4 – 6
Year 4 – 6 rotate through two of our designated zones. Students in these year levels often play together as their physical/social emotional development is often similar.

The two zones that our Year 4 – 6 students rotate through are:

- Upper Primary Undercover Area (Pink Zone)
- Secondary Oval (Yellow Zone). (*NB: Primary and Secondary students have different Break Times and do not interact when the Primary College is utilising this zone)*

Playground Supervision
Each zone has an allocated Duty Teacher who is clearly seen through the wearing of a High Visual Vest. The Duty Teacher’s role is to supervise and ensure that our students are being safe, respectful, learners. The Duty Teacher is assisted in their role by our Primary College Student Leaders. Our Student
Leaders volunteer their time to help our students to be kind, fair, honest, friendly, cooperative, responsible and accepting of others. Some of the zones require higher levels of supervision than others.

**Out of Bounds**
Out of Bounds areas are places that usually are not supervised by a College staff member. Students are not permitted to play or enter these areas unless prior permission has been given by College staff. The following areas are out of bounds for primary students:

- Secondary College
- Creek between the Primary and Secondary College
- Grassed area between the creek and Hunter Block (Area 56 Classrooms)
- Grassed area between College Reception’s Sick Bay and the Tuckshop
- Car park
- Church auditorium
- Cartledge Block (Verandah outside Primary College Administration Office)
- Staff room

All playgrounds are out of bounds before 8:00am and after 3:00pm unless the student is being supervised by a staff member or an approved Visitor.
PROTECTION POLICY

Every student is entitled to protection from all forms of harm. We expect you to respect your teachers, all staff members and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust. The basis for the Calvary Christian College Protection Policy is founded in the Golden Rule:

“Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.” Matthew 7:12 NLT

Harm refers to:
• Physical abuse – self and others
• Emotional abuse
• Emotional deprivation
• Physical neglect and/or inadequate supervision
• Sexual abuse or exploitation

Who should I tell if I am not feeling safe at school or at home?
Any forms of harm are unacceptable and will not be tolerated. If you are experiencing harm or if you believe you are likely to experience any form of harm (this includes any behaviour by a staff member, which is inappropriate), then you should report the matter to either:

• A trusted classroom teacher or staff member.
• An Area/Year Level Coordinator.
• The Pastoral Care Team – Chaplain, Student Welfare Officer and Defence Aide.
• The Director of College.

Reporting will include you writing an Incident Report of the concern.

What will happen if I report what is happening, to a member of staff?
If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Student Welfare Officer, Director of School and/or Principal.

What if I don’t want the member of staff to tell the Principal?
The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Principal and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to someone else he or she will explain to you exactly what will happen next.

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.

What if I suspect that another student is not feeling safe at school or home?
If you know or if you suspect that another student is being harmed or is likely to be harmed, then you should report your suspicion to one of the persons listed above.

Bullying and Harassment
Calvary Christian College considers all forms of bullying and harassment to be unacceptable. Because our community is caring and responsible, we are concerned about the well-being of all our members and we will not accept that any member of our community suffers physically or emotionally at the hands of any other member, or members.
Our College is committed to the philosophy of mutual respect and mutual responsibility. Therefore, all members need to understand that the following behaviours are unacceptable:

- **Physical bullying** – pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone.
- **Verbal bullying** – insults, putdowns, teasing, intimidation, threats, derogatory names or inappropriate personal comments, etc.
- **Gesture bullying** – any gestures, “the look” and other non-verbal signals or body language used to intimidate and silence a victim.
- **Extortion bullying** – physically stronger and more powerful students force weaker students to hand over lunches or money, do their homework, etc.
- **Exclusion bullying** – being “left out” of games, etc deliberately spreading rumours etc.
- **Cyber Bullying** – any use of Information Communication Technology (ICT), particularly mobile phones, social networking, emails and the internet, to deliberately upset or hurt someone.
- **Sexual harassment, racist or discriminatory comments or behaviour** – including sexual/inappropriate gestures.

These behaviours are considered unacceptable and if these behaviours do occur, it follows that the College will need to take action to stop the behaviour from continuing.

If you are experiencing bullying or harassment of any form, you need to report this promptly to a teacher, the Area/Year Level Coordinator or the Director of College. These people care for you and will want to help you.

**What to do if you are being bullied…**

- Tell one of the following: a teacher, your Area/Year Level Coordinator, the Chaplain or the Director of College via an Incident Report Form.
- Explain what happened, how often, who did it, where and whether anyone else saw it.
- If you are scared to tell an adult on your own, ask a friend to go with you.
- Keep speaking up until someone listens.
- Don’t suffer in silence.

It is important that any of these behaviours are reported promptly. Remember that you are responsible for your own actions, not the actions of others.

**Cyber Bullying**

It is important to note often when social media outside of school has been used inappropriately to put down or bully another student it invariably has negative repercussions on school relationships. As a result, the College takes the position student use of social media or other digital platforms online external to the College to put down or bully another student (or staff member) will be followed up as per our Calvary Way processes. In the case a student or parents makes a report of this nature digital proof will be required for example screen shot. The outcome of the College’s follow up will consider the digital proof provided, history of the students involved, for example has there been other reports or if there has been similar incidents between the students or with other students.

Parents with any major concerns regarding Cyber Bullying are encouraged to keep evidence of problems and report this to Police. Parents are advised to access the Australian Communications and Media Authority website ([www.acma.gov.au](http://www.acma.gov.au)) for advice as to how to help keep children safe at home on the Internet. Throughout any given year the College will also provide various Guest Speakers to speak both to students and parents regarding cyber safety.
What to do (and not to do) to be cyber smart...

1. Ask your parents before you give anyone on the Internet your name or address or any other personal details. This includes the name of your school, your photo or any personal information about your friends or family.

2. Meeting people online might be fun, but remember the people you meet online may not be who they say they are. Someone claiming to be a 12 year old girl may be a 40 year old man.

3. If you want to meet someone you have so far only met online, ask a parent or another adult to go with you and always meet in a popular public place, preferably during the day.

4. Keep your password a secret; never give it to anyone (even your best friend).

5. If someone writes something obscene or something that makes you feel uncomfortable in chat or email, leave the chat room and don’t respond to email.

6. Tell your parent or another adult you trust if you see upsetting language, nasty pictures or something scary on the Internet.

7. Always ask a parent or adult before you fill out any forms, or give out money or credit card details.

8. Remember to be cyber smart - protect your privacy.

9. Keep documented evidence of any bullying that occurs and report this to your parents.

Bystanders

A bystander is a person, who does not become actively involved in a situation where someone else requires help. A bystander is regarded as a passive observer, an onlooker, who watches something happen, but stays on the sidelines and doesn’t intervene or get help, even if someone needs it.

Bystanding is not passive. “Doing nothing” does have a real impact on events and may cause harm. If you see or hear of another student being bullied or harassed, but are not otherwise involved, you still need to report this.

All of us need to work together to stop these types of behaviours. You can report to or get help from your teachers, your Area/Year Level Coordinator, the Chaplain or the Director of College.
SPORT PARTICIPATION

Sport plays an important role in daily school life, whether that is participating in an organized team event on or offsite or simply participating in a group activity during lunch breaks. All our P to 12 students are provided with some additional guidelines to ensure they are meeting the expectations required of them, these are in keeping with our Code of Conduct.

Players’ Behaviour Expectations
1. Play by the rules.
2. Remove watches and jewellery for the safety of other players.
3. Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition.
4. Control your temper. Verbal abuse of officials and sledging other players, deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any sport.
5. Work equally hard for yourself and/or your team. Your team’s performance will benefit, so will you.
6. Be a good sport. Applaud all good plays whether they are made by your team or the opposition.
7. Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor.
8. Co-operate with your coach, team mates and opponents. Without them there would be no competition.
9. Participate for your own enjoyment and benefit, not just to please parents and coaches.
10. Respect the rights, dignity and worth of all participants regardless of their gender, ability, cultural background or religion.
11. Attend all training sessions and matches.

Spectators’ Behaviour Expectations
1. Remember that young people participate in sport for their enjoyment and benefit, not yours.
2. Applaud good performance and efforts from all individuals and teams. Congratulate all participants on their performance regardless of the game’s outcome.
3. Respect the decisions of officials and teach young people to do the same.
4. Never ridicule or scold a younger player for making a mistake. Positive comments are motivational.
5. Condemn the use of violence in any form, whether it is by spectators, coaches, officials or players.
6. Show respect for your team’s opponents. Without them there would be no game.
7. Encourage players to follow the rules and the official’s decisions.
8. Do not use foul language, sledge or harass players, coaches or officials.
9. Respect the rights, dignity and worth of every young person regardless of their gender, ability, cultural background or religion.
PASTORAL CARE

Classroom Teachers
Classroom Teachers are the first port of call should your child or family be experiencing circumstances that require extra support. We strongly encourage parents and students to connect with teachers first, so they can direct concerns accordingly. In addition to this we also offer the assistance of Chaplains and a Child Welfare Officer as part of the pastoral care team. Students are referred by the College to Chaplains and the Child Welfare Officer if extra support is required. All students referred to the Chaplains and Child Welfare Officer for pastoral care support are at the discretion of Administration. Should parents wish to access these services a request can be made by contacting the Primary Office primary@calvary.qld.edu.au or PastoralCare@calvary.qld.edu.au All requests are treated as confidential.

Child Welfare Officer
The Child Welfare Officer provides one on one sessions with referred students. These sessions provide the opportunity for students to freely discuss (if they choose) their circumstances in order to gain an understanding of themselves and their experiences. It is important to note the Child Welfare Officer is not a Guidance Officer or a Counsellor. When deemed necessary the Child Welfare Officer in consultation with Primary Administration will refer students to external agencies for additional support by experts or therapists. In most cases Parents will be updated on the sessions via email or phone unless mandatory reporting obligations state otherwise. The College is bound by duty of care requirements and the Children and Young Persons Act (1998). This means the College has mandatory reporting obligations to disclose information when there are reasonable grounds to believe that; a student is at risk of harm to themselves, a student is at risk of harm from others (ie verbal or physical abuse, neglect, sexual assault, domestic violence), a student is at risk of harming another individual or a serious crime has been committed.

Chaplaincy
The Chaplains are seen as an adult friend or role model who offer further support through reassurance and acceptance. They do not operate in a Child Welfare Officer capacity. They report back to classroom teachers and Primary Administration should anything significant present. Often Classroom Teachers will request the assistance of the Chaplains should there be a student who requires extra support socially or emotionally. The pastoral care support of Chaplains aims to complement other support services at the College. Separate to pastoral care our Chaplains often participate in planned activities such as camps, or student leadership programs. They will also spend time with students during lunch times or participate in activities set by Teachers.

Defence Families
The College provides support to students who have parents in the Australian Defence Forces. We recognise the challenges encountered by Defence families with postings, deployments and associated issues involved with re-location to a new/unfamiliar environment. The College supports defence students and their families with the assistance of a designated Defence Transition Aide. The role of the Defence Aide involves a strong emphasis on pastoral care, they offer understanding around the pressures associated with postings, deployment and exercises. They also ensure each defence student's needs are monitored and met where possible. Our Chaplaincy team work with the Defence Aide to do regular check ins with these students and to organise fun activities specifically for defence students throughout each term. Families can contact our Defence Aide via PastoralCare@calvary.qld.edu.au

Student Leaders
Our Year 6 student leaders also provide a level of support to the younger students in the College. This is offered through supervised activities that create a sense of belonging for the participating students. Some of these activities include but are not limited to are; new student transition, playground support, sporting skill development, interest based clubs like chess, drawing, music and lego. These are often promoted within the student body and the younger students are invited to attend. Our classroom teachers will also encourage nominated students to participate for additional social support where needed.
TRAVEL ON COLLEGE BUSES

The College operates its own private bus service for travelling to and from school. Applications are available on the website it outlines the terms and conditions of using this service. Each bus run has a mobile number which allows parents and bus drivers to remain in contact where necessary and practical. It is important parents advise the College of any changes to their regular bookings. The bus department can be contacted via email Bus@calvary.qld.edu.au or by phoning 47229201 or 0408 732 771. It is the responsibility of parents to ensure bookings have been clearly communicated to both the students and the bus department. Students are responsible for knowing their bus run each afternoon for dismissal.

The College bus service is also utilized to transport students to and from College activities. A permission form is not required to travel on the bus as this is assumed upon enrolment. All of our buses have a visual reference for the students that displays the do’s and don’ts when travelling on the bus. They serve as a reminder of the correct behaviour choices and what is expected whenever a student is on the bus. The do’s and don’t of travel on College buses is based on the student information below.

Respect other people and property…
- Treat other people and their possessions with respect.
- Follow the bus driver's directions without argument.
- Do not cause damage to the bus in any way.

Wait for the Bus in an orderly manner…
- Wait well back from the bus until it stops and allow passengers to leave the bus first.
- Stand quietly without calling out or shouting.
- Do no push other people in the line.

Whilst on the bus, conduct yourself in a consistently appropriate manner…

Students should…
- Wear full College uniform correctly
- Go to the bathroom and get a drink before boarding the bus.
- Enter and exit the bus in a safe manner.
- Speak respectfully to the driver and all students.
- Follow the bus driver's instructions.
- Wear a seatbelt where provided.
- Store bag underneath the seat or at your feet.
- Sit quietly and sensibly. Keep all body parts inside the vehicle.
- Use personal devices sensibly with headphones.
- Report inappropriate behaviour or damage caused to the bus.
- Use designated stops only.

Students should not…
- Move around on the bus.
- Open windows without permission.
- Eat or drink on the bus (water bottles accepted).
- Use inappropriate language.
- Litter, damage or graffiti the bus.
- Put feet on the seat.
- Throw things around the bus.
- Yell or make loud noises.
- Spray deodorant on the bus.
- Remove shoes.

When getting off the bus, do so in an orderly manner…
- Wait until the bus stops before standing to get off.
- Get off the bus in a quiet and orderly fashion.
- When you get off the bus, take two (2) big steps away from the bus.
- Never cross the road in front of the bus; wait until the bus has moved away and it is safe to cross the road.
- Use crossings or traffic lights if available.
In case of an emergency or a breakdown, follow the driver’s directions...

- Wait until the bus stops before standing to get off.
- Leave the bus in a quiet and orderly fashion.
- Wait in the area indicated by the driver.

**DANGER!!!**

If you can touch the bus, the driver cannot see you!!

Any student failing to comply with these expectations, or not behaving in a manner in line with the College Code of Conduct will be reported. Please see the Calvary Way for further information regarding correction for bus misconduct. All of our buses have a visual reference for the students that displays the do’s and don’ts when travelling on the bus (see Policies and Procedures at Calvary - Travel on College Buses). They serve as a reminder of the correct behaviour choices and what is expected whenever a student is on the bus. Our student expectations for bus behaviour is also included in our Code of Conduct. Should students choose to make poor choices on the bus they will be corrected (see The Calvary Way).
UNIFORM POLICY

Students are expected to wear full and correct uniform during the school day and when travelling to and from the College – their Uniform should always be neatly presented. This includes visits to shopping centres or other places which students frequent out of school hours. It should be remembered that the community often (whether rightly or wrongly) judges a school by the public appearance and behaviour of its students.

Students unable to comply by the uniform guidelines will be withdrawn from normal classes until this can be fixed. If students are unable to wear the full, correct Academic Uniform at any time, then they should wear the full, correct Sport Uniform and vice versa.

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| ACADEMIC UNIFORM | • Girls in Prep do not wear an academic uniform. They wear the sports uniform only.  
• Girls in Year 1 to 6 must wear the formal academic dress on the three set days specified by classroom teachers.  
• Girls in Year 4 to 6 must wear the formal tie with the academic dress. | • Boys in Prep do not wear an academic uniform. They wear the sports uniform only.  
• Boys in Year 1 to 6 must wear the formal grey elastic shorts and the formal blue shirt. The shirt is not tucked in. |
| ACADEMIC SHOES/SOCKS | • Students in Year 1 to 6 must wear a plain black (including the sole and any stitching) cross trainer with their academic uniform.  
• Girls must wear the white logo socks with the black cross trainer.  
• Boys must wear the grey stripe socks with the black cross trainer. |                                                                   |
| SPORT UNIFORM | • Students in Prep to Year 6 must wear the Calvary sports polo shirt and sports shorts.  
• Students in Year 1 to 6 may only wear their sport uniform on the two set days specified by classroom teachers.  
• Prep students wear the sports uniform five days a week.  
• Students may only wear their house polo shirt for Inter-House Carnivals and Activities. This is optional. |                                                                   |
| SPORT SHOES/SOCKS | • Prep students must wear a plain black (including the sole and any stitching) cross trainer with their uniform.  
• Students in Year 1 to 6 may wear a coloured/white sports shoe with the sports uniform. It must not be above the ankle or novel in appearance e.g. pictures or flashing lights (please see the College website for approved foot wear).  
• All students must wear the white logo socks with their sports shoes and sport uniform. |                                                                   |
| HAT | • Students in Year 1 to 6 must wear the Calvary broadbrim academic hat with the academic uniform only.  
• Students in Year 1 to 6 must wear the Calvary house sports hat with the sports uniform only.  
• Prep students must wear the Calvary house sports hat with the sports uniform only.  
• All hats must be worn at all times when outside the classroom. |                                                                   |
| BAGS | • Students in Prep to Year 6 must have a Calvary backpack. There is a smaller size available for Prep students.  
• Students in Prep to Year 6 must have a Calvary library bag. |                                                                   |
| JUMPER/JACKET | • Students must only wear a Calvary jumper or jacket during cooler months. |                                                                   |
Hair
Hair must be natural, one colour, clean and well groomed. The style of hair should be conservative and must not be fully or partially shaved, have undercuts, rats’ tails or any out of the ordinary styles. This means fad or extreme cuts are not acceptable, including excessive styling with products such as gel. Girls aiming at the highest standards with short hair will have it well-groomed and longer hair tied back. We allow plain (without coloured embellishments) black, navy or school coloured hair accessories. A selection of approved hair accessories for girls can be purchased from The School Locker. Boys aiming at the highest standards will have their hair short, trimmed gradually and well clear of collar, ears and eyebrows. If parents are contemplating a new style which could be considered fad or extreme, we recommend parents consult with classroom teachers before proceeding. It is too late after the event as ignorance of our hair expectations will be not be an acceptable reason to avoid follow up. These standards apply to all free dress and sports carnival days.

Jewellery
Conservative watches and medic-alert discs are permitted. Girls may wear one pair of plain gold or silver studs or sleepers – maximum of one per ear, in the lower lobe only. No other piercing is permitted. Students are not permitted to wear clear studs in other piercings or use band-aids to cover them. Signet rings, necklaces, make up or coloured nail polish and acrylic/artificial nails are not permitted. Boys are not permitted to wear jewellery or have any piercings. Any inappropriate jewellery may be confiscated.

Make-Up/Nail Polish
Make-Up including mascara, concealer, foundation and tinted moisturisers are not permitted. Nail varnish and glitter is not permitted. Students are not permitted to wear acrylic/artificial nails. Students will be asked to remove make up, nail varnish and artificial nails if worn to College.
WORK HEALTH AND SAFETY

Each student must:
1. Not willfully act in a manner which endangers others or themselves.
2. Carry out any safety instruction given by College staff.
3. Not interfere with or damage anything provided in the interest of health and safety.

Accidents/Serious Injury
If a major accident occurs you should stay with the victim and send someone else for help to the nearest staff member, or the Main Office. Be sure to pass on your observations and any information you have regarding the situation to those who come to aid the situation.

Electrical Equipment
Students are NOT to tamper with any electrical equipment no matter how minor the problem might be. Any electrical faults are to be immediately reported to the Primary Office. Unqualified personnel must not attempt any repairs whatsoever.

Manual Handling
Careless lifting and carrying can cause serious injury. Think before you lift and observe the precautions listed below. Whenever practicable, heavy lifts are to be made by mechanical means. If manual handling is unavoidable:

- Size up the load and seek help or use a lifting aid if necessary.
- Position the feet correctly, as close as possible to the object to be lifted.
- Bend the knees and get a good secure grip.
- Maintain a straight back and ensure you are comfortable.
- Take a deep breath, keep your head erect and lift by straightening your legs.
- Keep your back straight, your arms in and your elbows and knees slightly bent.
- When lowering the load, follow the procedure in reverse keeping the back straight.

Personal Protective Equipment
Many areas within the College stipulate types of personal protective equipment. Examples would include uniform and sports hats, goggles and safety glasses and aprons just to name a few. If you are directed to wear protective equipment you must do so and also wear it in the proper manner.

Posture
Be alert in maintaining good posture. While this may sound somewhat unusual, consider the fact that a student spends a great deal of time sitting in the one position and this happens through the formative physical years. Be careful to sit properly and attend to keeping your posture good.

Reporting Accidents
All accidents that occur on the campuses at Calvary Christian College should be reported and recorded on an accident form. If you have an accident regardless of how minor, you should report it to the Primary Office so they in turn might organise an accident report.

Important information to include when reporting an accident includes: exactly where the accident happened, what were the circumstances leading up to the accident and were there any witnesses to the accident.

Reporting Hazards
All hazards should be reported even if you think someone may already have done so. Quite often serious situations are left to continue because everyone thinks that someone else has reported the problem. If you have discovered a hazard you should report it to your supervising or class teacher and explain to them why you think it is a hazard. Remember that not all hazards are self-evident and your explanation may provide important information in fixing the problem.

If the hazard is potentially very serious or even life threatening, you should send someone else for help to the nearest staff member or Secondary Office. Without causing any danger to yourself, stay at the
scene to warn others of the danger. DO NOT ENDANGER YOURSELF BY BEING TOO CLOSE TO
THE HAZARD OR TRYING TO FIX THE PROBLEM. Remain at the scene until help arrives or the
situation becomes too dangerous to remain.

Safety Equipment
The safety equipment most visible to students are fire extinguishers and hose reels. Unauthorised use of
this equipment could mean the difference between a minor problem and a major life threatening disaster.
While students are advised to familiarise themselves with the placement and method of operation of such
equipment by reading the instructions attached, they should under no circumstances tamper with or abuse
this equipment. Misusing safety equipment is seen as a very serious misdemeanour and will be dealt with
accordingly. The cost of repairing equipment ready for use will be charged to the offender. More invisible
but yet important types of safety equipment are the fire and smoke detectors and security sensors installed
in many of the buildings throughout campus. Again these should never be tampered with and any misuse
will be dealt with as a very serious matter.

Signs and Directions
There are many signs which have been placed in and around the College which give direction to
appropriate behaviours and responses. Examples of these signs include traffic signs, signs on construction
areas and signs to stop entry to areas when they are being cleaned. Quite often these signs have been
placed there so as to restrict access because there is an inherent hazard involved, so obey the signs. Do
not tamper with them in any way or shift them as their position as visibility is paramount to the function
they serve.

Visitors
Students are expected to greet visitors to the College, enquire whether they can be of assistance, and
accompany them to the place or people they are looking for. As well as providing a warm welcome to the
College it allows the visitor find their destination quickly and without the anxiety of getting lost. If a person
looks suspicious or is acting in an unusual manner report the matter and the person’s description to the
nearest staff member.

Work Health and Safety Coordinator
This person is an employee of the College who has been nominated and trained by the College to assist
in making Calvary Christian College a safe and healthy place in which to be. The Coordinator conducts
inspections of the campus and gives direction and information in attempting to solve safety issues.
GENERAL PRIMARY INFORMATION

ABV CARE (AFTER, BEFORE SCHOOL & VACATION CARE)

ABV Care is located on the Calvary Christian College campus next to the Early Learning Centre. It runs a before and after-school, as well as a vacation care program. Bookings are open to all children in the Townsville area from Prep to Year 7. It offers great facilities and committed staff who will support the busy lifestyles of our school families. Please visit our website for further details.

ANIMALS ONSITE

In the interests of child safety and for all who use the school family pets are not permitted onto College grounds at any time. If your child is wanting to bring them to the College for show and share it must be prearranged with the classroom teacher in advanced.

BOOK CLUBS AND FAIRS

The library provides many programs to encourage a love of reading and to create the opportunity for exposure to literature. One way we do this is through the Scholastic Book Club and Book Fairs.

Book Club

The College receives two separate catalogues per term. Parents are invited to order online via Scholastic, their website provides links to the most recent catalogue. Subsequently, students may bring in their book club order form (found on the last page of the catalogue) along with their money and the College will place the order for you. The benefits of this are that we will follow up dispatch and order information. If you chose to complete a loop order (which is paying with your credit card) you will be responsible for any follow up required regarding your order. Once the orders arrive at the school the library will process and package them and deliver them to the classroom unless otherwise specified by parents on the order form. Orders may be handed in to the primary office or directly into the library.

Book Fair

The College enjoys book fairs twice a year, traditionally these are held during term one and three. This is an opportunity for families to purchase children’s book at the wholesale price whilst also having the opportunity to peruse books prior to purchase. It also generates momentum with regards to encouraging a love of reading. In addition to this, book fairs provide numerous prizes and incentive programs for the primary school. Book fairs are held in the library general area and are open for one week from 8-8:30am and 3:00-4:00pm.

BRAIN SNACK & WATER

In addition to packing healthy lunch options we ask an additional snack is packed for all of the primary students along with a water bottle every day. The snack will be offered before the first break at 10:40am. Students will be encouraged to drink water periodically throughout the day. The intended purpose of this is to ensure our students remain hydrated and that their growing bodies and brains receive the necessary nourishment required to concentrate throughout the morning session. We ask the brain snack is in a separate container and includes whole foods such as, fresh peeled & sliced fruit and vegetables, dried fruit, plain or unsalted popcorn. We request it is not highly processed sugary, fatty and salty foods. Our tuckshop has a range of cost affective prepacked options for your convenience.

CONTACT DETAILS

It is vitally important the College is made aware of changes to your family circumstances and or contact details. This includes address, place of employment, telephone numbers and email address. Should this occur please advise the College in writing via email as soon as these changes apply.
CLASS LISTS

No Parent Requests
Calvary Christian College students are purposefully and deliberately placed within a class where all aspects of their schooling has been considered. This includes but is not subject to, academics, special learning needs, behaviour and known social dynamics between students. In the case of a new student, placements consider the information provided at the time of enrolment. All student placements consider class size at the time and best fit regarding the Teacher. Due to the overall complexity and total student numbers in the Primary College, we do not accept parent requests for a specific teacher and/or peers. If there are significant educational reasons unknown to the College, we invite parents to submit requests in writing. Whilst we cannot guarantee these requests will be met, they will be considered during our student placement process.

Published to Parents
In the week prior to school commencing College staff finalise the class lists. This final step in our process caters for changes or new enrolments over the holiday period. The finalised lists are then emailed to primary families, it gives an indication of the student’s teacher, classmates and room. After the email has been sent the lists are displayed at the Primary Office and on the first day of school. Please note all class lists are final at this point, should you wish to raise a concern please do so in writing.

Composite Classes
From time to time the College is required to include composite classes, this generally becomes a necessity due to the final student numbers (confirmed new enrolments and student exits). A composite (split, multi-age) class is when two or more-year levels are grouped together in one class. They are common across schools due to the final enrolment numbers. Some schools introduce a composite by choice, as the structure and learning stages of the Australian Curriculum lends itself to having students of varying abilities in the one class.

In our experience the success of a composite class is highly dependent upon the Pastoral Care Classroom Teacher assigned to it. They must be organised and implement strong and predictable routines, they need to be creative in the way they cater for the varying abilities of the students, and finally, they need to be effective communicators with both students and parents. Essentially this is our expectation of all of our Educators not just composite teachers.

The students that have been placed in a composite class have been selected based on their social and emotional maturity (age appropriate), independent work habits and their willingness to follow instructions (of course this is not to say those who are in the straight classes do not exhibit these qualities). In addition to this we also carefully consider the overall social dynamic of the entire year level.

CRUTCHES AND WHEELCHAIRS
When the need arises for students to temporarily use crutches or a wheelchair we request parents contact the Primary Office. This is to ensure all aspects of mobility and safety have been considered and the appropriate arrangements can be made.
EVENTS AND ACTIVITIES

The Primary College offers a range of special events and activities throughout the academic year. Some are annual while others are one offs. In the lead up to these the College issues emails, flyers or letters that serve as a reminder and provide further details. Outlined below are some of our most popular events and activities. Should you require the dates and details in advance please don’t hesitate to contact the College.

Assemblies and Chapels
Assemblies and Chapels generally run on alternate weeks each Tuesday afternoon. They are held in the Church auditorium. These are noted on the Term Overview released at the beginning of each term. Parents and family members are always welcome to attend.

Awards/Grade 6 Graduation
At the end of each academic year we hold Year Level Awards Celebrations. The awards celebrations are generally held in the second last week of term 4 and are conducted over a two day period. All the classes in the same year level combine, the first day includes the Prep to Year 2 classes. The second day includes all the Year 3 to 6 classes. Each student is individually recognized for their efforts and achievements over the course of the year and they present an item for the families who have joined them. In the following week we conduct a Prep to Year 6 Awards Ceremony, generally held in the last week of term 4. It recognizes only selected students who have excelled in their Christian walk, sporting achievements, academic performance and their commitment to performing arts. It is also an opportunity to farewell our graduating Year 6 students as they transition into high school the following year. The student leaders for the following year are officially announced at the ceremony. Parents are informed in advance if their child is receiving an award, or if they have been successful in obtaining a student leadership position. We encourage all our families to make attendance at these events a priority even though they occur at a busy time of the year. All our awards events are held during school hours at the Church Auditorium.

Cultural Expo
The Primary College holds an annual Cultural Expo to celebrate the diverse cultures of our community. It is a night event held on the undercover basketball court, it offers a variety of food and beverages and entertainment. Our students are the stars of the night, as they present performances filled with colour and fun. At the heart of the event is the celebration of our diverse cultural backgrounds, where together we promote mutual respect and understanding of our differences and similarities. This is what makes our Calvary Community unique and colourful.

Grandparent Day Celebrations
Each year we invite all of our wonderful Grandparents to join us for an afternoon get together. The students welcome their Grandparents into their classrooms, and spend time showing them their world at the College. The afternoon allows us to recognize the significant contribution Grandparents make to their families and the community. We welcome one and all to come along and be a part of the celebration.

Primary Team Talk
At the beginning of each academic year we provide an opportunity for parents to meet our entire Primary Team. It is an evening event held at the Church auditorium. The intention is to establish and develop the relationship between home and school, as well as provide some important information for the year. Our Pastoral Care team (Chaplains, Defence Transition Aide & Child Welfare Officer) supervise the students while parents attend the evening, they conduct engaging activities and intentionally connect with the students. We encourage all of our families to attend, further information is released the first week of school.
Spring Fair
Perhaps the most anticipated annual College event is our Spring Fair it is a whole school night event held on the Secondary site. The College partners with Pop Up Food Trucks to provide a wide array of food and beverages. There is live entertainment along with fun rides for the children. It also offers various other vendors who provide crafts and items of interest. The finale of the night cannot be missed as we enjoy an amazing display of fireworks to celebrate the end of the event. In the lead up to the event students can pre-purchase ride & show bag tickets on line or on the night. We encourage all our families and the community to join the fun!

FORGOTTEN ITEMS
Forgotten items e.g. lunch boxes, hats may be delivered to the Primary Administration Office. These will be passed onto your child. In order to avoid disruption to routine or student learning activities we discourage parents presenting directly to the classrooms, thank you.

LEAVING THE SITE
Students are not permitted to leave the College grounds during school hours unless parent permission has been given or if it is for an approved activity or event. Primary students are not permitted to sign themselves out if they are leaving early this must be completed by a parent or those nominated by parents as authorised to collect.

LOST PROPERTY
We request every item of clothing and equipment is clearly named for ease of identifying and returning it to its owner. Items of clothing which are found within College grounds are placed in the Lost Property box which is located near the Sick Bay window. It is the responsibility of the student to check the Lost Property area for their belongings before reporting the loss to staff. All lost property items not collected by the end of each term will be disposed of appropriately.

MONEY COLLECTION
In the event money collection is required it must be placed in a sealed envelope clearly named. In most cases it can be handed directly to the Primary Office or the Classroom Teacher.

NUT ALLERGIES
The Primary College operates as a nut aware, school we are not a nut-free school. This means we rely on parental cooperation to ensure students with life threatening allergies or sensitivities to food have a safe environment. We request parents consider this when providing school lunches on a daily basis, as well as food for special occasions such as birthdays and end of year parties. We recommend parents consult with the class teacher to seek further information around all food matters.

PARENT CLASSROOM HELPERS
Some classroom teachers offer opportunities for parents to assist with set activities or with making classroom resources. This is at the discretion of our teachers as the decision to involve parents is dependent on the student and the needs of each individual class. If as a parent you would like to assist in the classroom please speak directly with your child’s classroom teacher. All parent helpers are required to complete an induction program with Paul Miller paul.miller@calvary.qld.edu.au prior to assisting. Please note this is not credited towards the PiP levy. All parent classroom helpers are required to sign in and out at the College Reception when on site.
PARENT VOLUNTEERS – PiP LEVY

The College has a compulsory PiP levy that is charged to all families once a year. The levy goes towards projects such as mission initiatives, ancillary items e.g. fridges for classrooms, sports equipment, classroom furniture. In lieu of paying the PiP levy families may elect to participate in our What’s the Buzz volunteering program. This allows families to volunteer for a minimum of 5 hours towards crediting the levy in full towards their school account. The intention is to also encourage families to become involved in the whole school events where ever possible.

In addition to whole school events the College offers an extensive list of volunteer opportunities throughout the year such as, working in the tuckshop, Year P-2 Fun Run, Year 3-12 Cross Country, Year 5-12 Obstacle Course, Primary Cultural Expo, Spring Fair and Saturday morning working bee’s. It is important to note the volunteering opportunities are limited to large scale College events and do not include classroom based events or activities please see Parent Helpers for further information. All parent volunteers and classroom helpers are required to sign in and out when on site. All parents are required to participate in an induction program prior to volunteering. If you are interested in participating in our What’s the Buzz program please contact our Operations Manager Paul Miller paul.miller@calvary.qld.edu.au

PERSONAL DEVICES

Primary students may bring a mobile phone to school at the discretion of their parents. In the case it has been lost, damaged or stolen the College will not accept responsibility however, it may be followed up as deemed appropriate. Primary students with mobile phones should not have them on their person, they must be kept secure in bags or with a classroom teacher if prearranged. Students are not to use their mobile phones (or other personal devices) during College hours and are not permitted at any time to photograph or film any area of the College grounds or other students and staff. Any exceptions to this must have the permission of College Management/Staff. Students who travel on the College buses to and from school in the AM or PM bus runs only, are permitted the use of personal devices while on the bus. They may be used to listen to appropriate music and to play appropriate games. Appropriate means in keeping with our College culture. Please note all students are not permitted to use personal devices when they are travelling on College buses for a school related event or activity.

PROFESSIONAL REPUTATION OF STAFF

The professional reputation of teachers is directly linked to their livelihood and ongoing employment opportunity. Whilst teachers are responsible for maintaining professional standards, they are also subject to the same rights as any citizen in respect of a personal attack on their professional reputation. Such attacks constitute defamation. Where a teacher’s professional standards are the subject of serious concern, the matter may be referred to the Queensland College of Teachers, this is an independent representative professional body established to recognise, promote and regulate the profession of teaching. Where there is evidence of defamatory statements made against any members of Calvary Christian College staff, the College will refer the matter to be fully investigated by the College Barrister. Our intent and hope is that all matters can be resolved in a timely and respectful manner wherever possible.

PROHIBITED ITEMS

Over the course of an academic year there are items that become a trend or fad that students often want to bring to school e.g. fidget spinners. When these become problematic the College will inform parents they are not permitted. There are set items regardless of whether they are a trend or not that students are not permitted to bring to school such as laser pointers as the unknown strength of lasers makes them an unacceptable risk. Permanent Markers are not allowed to be used by students at any time unless instructed by a teacher to do so. Steel rulers cannot be brought to school as well. Students are not to
consume Energy Drinks during College hours/activities. This is not an exhaustive list but provides a reference. All prohibited items are confiscated and parents are informed where deemed necessary.

# ROOM ALLOCATIONS AND MAP

## Cartledge Block – C Block

<table>
<thead>
<tr>
<th>Room</th>
<th>Allocation</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>The Arts</td>
<td>Rebekah Bigalla (4 days a week) Robyn Tipping (1 day a week)</td>
</tr>
<tr>
<td>C3</td>
<td>1/2.3</td>
<td>Louise Ingram (Area 12 Coordinator)</td>
</tr>
<tr>
<td>C4</td>
<td>2.2</td>
<td>Linda Lewis</td>
</tr>
<tr>
<td>C5</td>
<td>2.1</td>
<td>Katina Blanchard</td>
</tr>
<tr>
<td>C6</td>
<td>3.1</td>
<td>Caitlin Ancell</td>
</tr>
<tr>
<td>C7</td>
<td>3.2</td>
<td>Camden Foster</td>
</tr>
<tr>
<td>C8</td>
<td></td>
<td>Sharon Elvins - Learning Support Hub</td>
</tr>
<tr>
<td>C9</td>
<td>1.1</td>
<td>Sonya McDonald</td>
</tr>
<tr>
<td>C10</td>
<td>1.2</td>
<td>Karl Williams</td>
</tr>
</tbody>
</table>

## Hunter Block – H Block

<table>
<thead>
<tr>
<th>Room</th>
<th>Allocation</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>5.1</td>
<td>Eve Cheslin</td>
</tr>
<tr>
<td>H2</td>
<td>5.2</td>
<td>Adam Vale</td>
</tr>
<tr>
<td>H3</td>
<td>6.1</td>
<td>Hilkka Hughes</td>
</tr>
<tr>
<td>H4</td>
<td>6.2</td>
<td>William Doble (Area 56 Coordinator)</td>
</tr>
</tbody>
</table>

## McClennan Block – M Block

<table>
<thead>
<tr>
<th>Room</th>
<th>Allocation</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>3/4.3</td>
<td>Leonie Gage (Area 34 &amp; Numeracy Curriculum Coordinator)</td>
</tr>
<tr>
<td>M2</td>
<td>4.1</td>
<td>Ashtyn Taylor</td>
</tr>
<tr>
<td>M3</td>
<td>4.2</td>
<td>Domingue Barr</td>
</tr>
<tr>
<td>M4</td>
<td>6.3</td>
<td>Jessica Wynn (ICT Curriculum Coordinator)</td>
</tr>
</tbody>
</table>

## Eaton Block – E Block

<table>
<thead>
<tr>
<th>Room</th>
<th>Allocation</th>
<th>Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Prep 1</td>
<td>Kirstyne Wylie (Prep Area &amp; Literacy Curriculum Coordinator)</td>
</tr>
<tr>
<td>E2</td>
<td>Prep 2</td>
<td>Sandra Davies</td>
</tr>
<tr>
<td>E3</td>
<td>Prep 3</td>
<td>Angela Barrett</td>
</tr>
<tr>
<td>E4</td>
<td>STEM</td>
<td>Shane Swinburn - STEM</td>
</tr>
</tbody>
</table>

## Specialists

<table>
<thead>
<tr>
<th>Location</th>
<th>Role</th>
<th>Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Sports Centre</td>
<td>HPE &amp; Sport</td>
<td>Martin Vucetic – K to 6 HPE &amp; Sport Coordinator</td>
</tr>
<tr>
<td>Library</td>
<td>Library</td>
<td>Penny Compton – Library Manager</td>
</tr>
<tr>
<td>Library</td>
<td>Teaching and Learning</td>
<td>Robyn Hair – Director of Teaching and Learning</td>
</tr>
<tr>
<td>PACA</td>
<td>Creative Arts</td>
<td>Robyn Tipping - P to 12 Creative Arts Coordinator</td>
</tr>
</tbody>
</table>

Please see the map, note that C2 is now an extension of the Staff Room. Updated maps will be provided soon.
SCHOOL HOURS
The day commences at 8:25am and concludes at 3:00pm. The students take their first break at 10:40am where they eat for 10 minutes followed by 30 minutes of play time. The first break concludes at 11:20am. The second break commences at 1:20pm where the students eat for 10 minutes, followed by 30 minutes of play time. The second break concludes at 2:00pm. Classroom doors are opened at 3:00pm for parent collection. The Primary Office is open until 3:30pm and the College Reception until 4:00pm (except Mondays). During out of College hours and holiday periods there may be staff on site, however should contact be required this is not a guarantee. In any case contact can be made via phone where the option to leave a message is made available or email.

SCHOOL READINESS

Punctuality
Students are expected to be consistently on time each day. The first bell is at 8:25am this is a signal to students to individually prepare their personal resources (lunch boxes & water bottles etc) and to line up outside the classroom. This preparation time is a valuable routine, as it allows the teachers and students to collectively settle prior to entering the classroom. Being on time and participating in the first routine of the day (Daily Drills), is vital to a good start. We appreciate the busyness of family life can prove to be a challenge, however, we recommend late arrivals are not frequent. Should late arrivals become frequent classroom teachers will follow up with parents to see if support can be offered by the College.

Preparedness
Students who are consistently well equipped, have what is required for the day see Student Daily Expectations. Who have eaten breakfast, are well rested (had goodnights sleep) and are on time, will engage in learning at a quicker rate than those who are not. We encourage all our students to be independent and responsible for participating in ‘the getting ready for school routine’. If your child consistently struggles with these routines, please do not hesitate to contact their classroom teacher who will partner with you in these matters.

STATIONERY & BOOK SUPPLIES
Student workbooks and stationery are supplied for each student by the Primary College. The appropriate and required equipment for each level is ordered prior to the school year commencing. College fees include the cost of the student’s stationery and consumables for the academic year. There are selected items that are not included in the fees, these are generally at the discretion of parents, as most students will have them from previous years such as the College issued library bags, calculators (Year level specific) and kent sets (Year specific). These are considered compulsory and can be purchased separately at an additional cost. The College manages the ordering and distribution of student resources which means parents do not need to purchase items prior to school commencing. Classroom teachers will communicate the process of naming and covering student items within the first week.

STUDENTS ON SITE
The College provides supervision from 8:00am we do not accept responsibility for students who arrive before this time. We encourage parents to remain with their children until supervision commences. If this is not possible parents are to direct their child to wait seated in the undercover basketball until such time that supervision commences. We do not encourage early drop offs, rather we recommend the support of the ABV Care service if drop off is significantly prior to 8:00am. In the case we have students who frequently arrive well before this time parents may be contacted to discuss this matter further. Please note even when accompanied by parents students are not permitted to be on the playground before 8:00am unless it is an approved event or activity such as Athletics Training. Students must be wearing enclosed shoes when onsite even outside school hours. Please note that even when accompanied by parents students are not permitted to be on the playground after 3:00pm unless it is an approved event/activity.
SUN SMART

The College seeks to implement sun smart practices, this means we actively encourage students to wear their hats every day. If they do not have a hat they will be required to sit in a designated area when outdoors. Students who frequently do not present with a hat will seek further follow up (see Student Daily Expectations). The College also offers sunscreen for student use as each primary classroom is issued with sunscreen where students are encouraged to use it as needed. Please note, staff do not force students to do so, nor do they apply it for the students. In terms of outdoor sporting events students in the lead up to the event are reminded in HPE lessons and Assembly to bring their hats, shirt and sunscreen. In the morning of the event time is set aside for students to apply it. Additional bottles of sunscreen are placed in known locations for the students to access. Throughout the day a reminder to reapply is announced frequently over our sound system. We also have designated teachers who intentionally remind students in person to reapply as well as to put their hats back on after competing (or as is the case with swimming to put their shirts back on). During swimming lessons all students are required to wear a white or navy sun safe shirt.

TRANSPORT

Bus

The College operates its own private bus service for travelling to and from the College. Applications are available on the website it outlines the terms and conditions of using this service. Each bus run has a mobile number which allows parents and bus drivers to remain in contact where necessary and practical. It is important parents advise the College of any changes to their regular bookings. The bus department can be contacted via email Bus@calvary.qld.edu.au or by phoning 47229201 or 0408 732 771. It is the responsibility of parents to ensure bookings have been clearly communicated to both the students and the bus department. Students are responsible for knowing their bus run each afternoon.

The College bus service is also utilized to transport students to and from College activities. A permission form is not required to travel on the bus as this is assumed upon enrolment. All primary students participate in a bus training sessions at the beginning of the academic year. The sessions provide information regarding bus behaviour expectations, being safe and emergency and evacuation procedures. The students are accompanied by the classroom teachers and the training sessions are facilitated by both the teachers and bus staff. All of our buses have a visual reference for the students that displays the do’s and don’ts when travelling on the bus (see Policies and Procedures at Calvary - Travel on College Buses). They serve as a reminder of the correct behaviour choices and what is expected whenever a student is on the bus. Our student expectations for bus behaviour is also included in our Code of Conduct. Should students choose to make poor choices on the bus they will be corrected (see The Calvary Way).

Bicycles/Scooters/Skateboards/Walking

With parental permission students may ride their bicycles, scooters or skateboards to the College. Their conduct must be considered safe at all times while in transit. They are expected to abide by all the requirements by law. Should the College become aware their behaviour during transit was unsafe the College will inform parents. In the case students are using their transport inappropriately while onsite our regular consequences will apply. Upon arriving at the College all students are required to use the supervised crossing to gain access to the pathways. When on site all transport must be dismounted and walked to and from the drop off and collection points. The storage racks for these is located near the lower primary toilets, we recommend the use of locks. These racks are out of bounds unless depositing or retrieving items. Please be aware the College will not be liable for any loss or damage to bikes, scooters and or skateboards.
Two Minute Drop & Go
The College provides parents with the option of a drop off or pick up zone. It runs the length of the front entrance and is clearly marked by road lines and signage. This is a drop and pick up zone only, where you are able to pull in up to two minutes to drop or collect your child. This zone is not for parking therefore we request parents refrain from using it as such.

Pedestrian Crossings
Situated out the front of the College grounds is a public pedestrian crossing. Students are expected to use the crossing to gain entrance to the College when crossing Bayswater Road. During peak times official crossing supervisors are in attendance. Students must obey their directives at all times. An additional crossing is located in the main College car park. All students walking either to or from their cars must use the crossing. During the afternoon a College staff member provides guidance for its safe use. In the interests of everyone’s safety all Calvary Community members must follow the instructions of the College staff member supervising the crossing.

Pedestrian Traffic
Our site is predominantly a pedestrian precinct. Pedestrians do have right of way but there are some situations that need to have some guidelines for the benefit of all:

- On roadways keep as much as possible to the side of the roadway or if there is a footpath keep to that.
- Be mindful of dirt roads across the campus.
- While cars may give right of way do not assume a driver has necessarily seen you.
- Do not dawdle in front of cars that are making their way along roadways.
- On stairs, pathways and passageways keep to the left to allow maximum freedom of movement.
- Do not run in confined space pedestrian areas.
- Do not leave bags or other personal belongings in areas where there is pedestrian traffic.
- Bikes, scooters and skateboards are not to be ridden anywhere on school property. Students must disembark as they enter the College grounds.

Car Park - Road Safety
As a College we strive to provide a safe environment for all our students and staff. The safe use of the car park and adherence to general road safety by all will assist the College in attaining our goals around safe work practices. An area to bring to your attention is the daily drop off and pick up zone specifically during peak times (mornings and afternoons). During peak times we have an increased volume of vehicle and foot traffic, both on and around the College grounds. For this reason, we ask all parents to be particularly vigilant with road safety, to be patient, and to show respect for all people exiting or entering the College grounds.

Car Park – Wheelchair Accessible Bays
The College offers a number of parking options for parents to utilize. We also provide clearly marked disabled parking bays in various spots, these allow easy access to the front entrance of the College and Church Auditorium. The College has students and parents for whom these bays are a necessity. It is important all disable parking permit stickers are displayed as per public parking requirements. We request if you are not in need of a disabled parking bay please use the regular bays. Thank you for doing your part to ensure the College is a safe environment for students, staff and other individuals.

VALUABLES
Students are advised not to bring sums of money, bank cards or valuables to College. Students who do need to bring something of value on a particular day should make their classroom teacher aware so the safe keeping of the item can be discussed and agreed upon.
WEATHER

Being situated in tropical North Queensland we are often faced with weather extremes e.g. excessive heat, flooding and cyclones. If we are presented with these circumstances please assume school is on unless you hear otherwise. Where necessary the College will broadcast information of this nature on Live FM and 4TO and where practical we will also communicate via social media. In all cases the College follows the advice of authorities such as Police.