McAuley Catholic College

Grafton

HANDBOOK OF
SCHOOL POLICIES
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APPENDICES in hardcopy in Principal’s Office & on network (common/teacher/policies/Appendices to MCC Policy Handbook)

- Occupational Health & Safety
  - Visitor Safety Guidelines
  - Canteen Procedures
  - Electricity and Electrical Goods
  - Paracetamol and Medication
  - Risk Management
  - Recruitment Policy
  - Staff Induction Checklist
  - Hazardous Substances
  - Manual Handling

- Student Welfare
  - Child Protection Code of Professional Standards
  - Pastoral Care Policy Handbook

- Assessment
  - Higher School Certificate Assessment Information Handbook
  - Higher School Certificate Assessment Policy
  - Handbook for Junior Students: School Certificate Information
McAuley Catholic College

STAFF PROFESSIONAL DEVELOPMENT

PURPOSE
The provision of a quality education for all students is an important part of the mission of McAuley Catholic College. This policy should support staff in their personal development, in their endeavours to care for all students and in their efforts to achieve excellence in teaching practices. It will emphasise skills, which cater for the development of the whole person.

This policy aims to
- provide on-going pastoral care of staff;
- increase teacher confidence;
- keep staff up-to-date with current education initiatives and curriculum change;
- up-date teaching skills and practices;
- promote interaction and cooperation among staff;
- encourage participation in professional development;
- provide equal access for all staff to professional development opportunities;
- provide feedback on the outcomes of inservices;
- evaluate the effectiveness of inservice programmes.

PROCEDURE
- Establish a staff professional development committee which will oversee the policy, and which will establish effective liaison between staff, coordinators and executive in the provision of professional development opportunities.
- Investigate the needs of staff in the area of professional development.
- Make recommendations for staff professional development.
- Respond to individual recommendations for professional development.
- Advertise professional development opportunities on the white board and weekly memos.
- Access existing local/diocesan networks or form new ones.
- Maintain, encourage and support informal professional development activities, for example, Mentor System, KLA meetings.

RELATED LEGISLATION
WORK HEALTH AND SAFETY

PURPOSE
McAuley Catholic College accepts that it has a duty of care for the health, safety and welfare of its employees, students, contractors and others, and will use all due diligence to protect them from work-related injury and illness. It will provide the necessary resources to enable the school to comply with the NSW Work Health and Safety Act 2011 and the Work Health and Safety Regulations 2011.

All of the school’s employees are required to take care for the health and safety of themselves and others and to cooperate with the Principal to enable employer’s requirements to be complied with.

PROCEDURE
Associated with this policy is a program for the management of WH&S in the school and it is there to:
- Provide WH&S training and supervision of employees
- Assist employees, through ongoing consultation, to meet their duty of care for others
- Enable employees to participate in WH&S management around the school.

A full breakdown of this Policy into the main areas that affect this school is found in the Appendices to the Policy Handbook.
This policy is reviewed regularly to ensure that it remains current.

RELATED LEGISLATION
Work Health and Safety Act 2011
Work Health and Safety Regulation 2011

A full breakdown of WH&S Policies across all areas is contained in the Appendices of this Handbook
McAuley Catholic College

ENROLMENT

PURPOSE
McAuley Catholic College exists as part of the evangelising mission of St Mary’s Parish, Grafton, within the Diocese of Lismore, New South Wales. In a spirit of total commitment to the person and gospel of Jesus Christ, McAuley Catholic College seeks to provide excellence in education for the whole person, providing a synthesis between culture and faith. Enrolling a student in the College involves a commitment to joining a faith community which is inextricably linked to the mission of the parish community.

McAuley Catholic College recognises the irreplaceable educational role of parents and, as such, works in partnership with them in providing quality Catholic education of boys and girls from Year 7 to Year 12. The College offers wide-ranging courses of study approved by the New South Wales Board of Studies, including full preparation for School Certificate and Higher School Certificate qualifications.

Eligibility:
- Enrolment at McAuley Catholic College is non-selective and is open to students from all parishes in the area.
- Enrolment at McAuley Catholic College is dependent on the student’s willingness to take part in religious co-curricular activities that are considered essential in a Catholic school. This includes liturgies and retreats.
- Should the situation warrant a distinction in enrolment, the order of preference will be as follows:
  o Children of families of the associated feeder parish schools who are known, practising and involved members of those parishes, and who are currently enrolled in these feeder parish schools
  o Children of families of the parish who are known, practising and involved members of a Catholic parish but who do not attend parish school
  o Children whose siblings already attend the College.
  o Children of families of the parish who irregularly participate in the life and worship of the parish.
  o Children of families who are Catholic but do not participate in parish life
  o Children of families committed to or who nominally belong to a Christian denomination and are open to the nature and mission of the Catholic school.
  o Children of families who have no religious affiliation but who are open to the nature and mission of the Catholic school.
- Notwithstanding the above, a limited number of non-Catholic students is accepted provided that:
  o Their enrolment is not to the exclusion of Catholic students.
  o Reasonable class sizes are maintained in keeping with Government recommendations without detriment to the enrolment of Catholic students
  o Parents/Guardians of such students agree to support and uphold the Christian ethos and values of the College, including participation in all related activities such as Religious Education classes, liturgies and prayer.
  o Proportionally, the numbers enrolled do not jeopardise the Catholic character of the school community
  o Families of such students are able to discuss openly the reasons why they are seeking enrolment of their child.
- Unwillingness of a Catholic family or student to accept the above provisions will limit that student’s enrolment.
- For students with special needs, applications for enrolment are subject to referral and consultation to the Catholic Education Office Special Education Adviser. Consultation with the Principal, parents and other involved parties follows after which a decision is made. The College makes every reasonable effort to accommodate the particular learning and access needs of every student.
PROCEDURE

Enrolment Procedures:

1. All applications for enrolment at McAuley Catholic College are to made using the Application for Enrolment form available from the College Office. This is an application only and its submission does not constitute automatic enrolment in the College (see below). All applications for enrolment are made directly to the Principal.

2. Following receipt of the Application for Enrolment form by the College, a formal interview involving the Principal (or nominated representative), the prospective student and his/her family is arranged.

3. Confirmation of enrolment is subject to:
   - A successful interview with the Principal
   - The preparedness of parents/guardians to accept responsibility for the payment of fees as determined by the Parish. Any need for a fee reduction or other special arrangements is at the discretion of the Parish Priest in consultation with the Principal.
   - The prospective student agreeing to and signing the Student Code of Conduct.

4. Successful applications will be confirmed in writing at the latest during Term III of the year prior to the year of the student’s enrolment.

5. All students who have been enrolled for Year 7 for the succeeding year attend an Orientation Day at the College which is held in Term IV of the previous year. Parents also attend a special meeting as part of the Orientation process. Students with special needs may attend additional days prior to the Orientation Day or following it as arranged by the Special Education Dept of the College in order to assist them in their inclusion process at the College.

RELATED LEGISLATION

Privacy and Personal Information Protection Act 1998 (NSW)
Commonwealth Privacy Act 2001
Disability Discrimination Act 1992
Disability Standards for Education Act 2003
Mental Health Act 1990

CSO enrolment procedures can be found at http://intranet.lism.catholic.edu.au/pages/resources-services/enrolment.php
McAuley Catholic College

HARRASSMENT

PURPOSE
Harassment is incompatible with the values, beliefs and practices of Catholic Education at McAuley Catholic College and within The Diocese of Lismore. The aim of this policy is to provide everyone in the McAuley Catholic College community with the opportunity to work in an atmosphere based on mutual respect and the dignity of each individual.

What is Harassment?
Harassment is any form of behaviour that is not wanted and not asked for which humiliates, offends or intimidates a person and which focuses on the person’s race, gender, pregnancy, disability, sexuality, marital status or age.

For behaviour to constitute harassment it must be unwanted and uninvited. It may be just one incident or a series of incidents. The behaviour may be intentional or unintentional. To prove harassment, the complainant does not need to demonstrate disadvantage. It is sufficient to have felt offended, humiliated or intimidated by the behaviour and for it to be reasonable to have felt that way.

The Equal Opportunity Tribunal has stated that a person is sexually harassed if he or she is subjected to unsolicited and unwelcome sexual conduct.

Harassment can include:
- public display or circulation through electronic mail of material which is racist, sexist, ageist or anti-homosexual;
- verbal abuse or humiliating and disrespectful comments aimed at a person or group because of their race, sex, pregnancy, age, marital status, homosexuality or disability;
- offensive gestures;
- jokes which humiliate on grounds of race, sex, religion or age.

PROCEDURE
- The Principal should ensure that staff and students are aware of the nature of Harassment.
- Staff and students should be made aware of Legislation Requirements relating to Harassment.
- The issue of harassment needs to be discussed within the PDHPE/Religion Programmes.
- Students should be encouraged to confide in a teacher they trust. This teacher would then be able to support the student through the investigation process.
- All members of the school community can assist in the creation of an environment that is free of harassment by:
  - Raising the awareness of the problem among colleagues and immediately discouraging its occurrence;
  - Avoiding intentional behaviours which could be regarded as harassment;
  - Offering support to all victims;
  - Giving serious consideration to the person’s problem;
  - Reassuring, encouraging and assisting the person to indicate clearly to the harasser, that such behaviour is unwelcome and unacceptable;
  - Offering assistance in making a formal complaint;
  - Dealing appropriately with sexual harassment complaints.

Complaints about harassment may be dealt with by one of three levels of investigation:
- **Informal Investigation:**
  If the complainant attempts to resolve the dispute with the harasser verbally, the date should be noted along with the nature of the unacceptable behaviour and a request for it to cease should be made. The complainant may wish to have a colleague, Union Representative, Coordinator, Assistant Principal or Principal present at the time to verify an
approach has been made. The complainant may wish to put this information in writing rather than confront the harasser. In this instance the complainant should keep a copy of the written information.

- **Formal Investigation:**
  If the verbal/written approach to the harasser is unsuccessful, a complaint should be made in writing to the School Principal or, where the school has appointed one, the Harassment Officer. Relevant documentation indicating details of the time, date, location, what happened and what was said should support this. All of this information should be provided to the person against whom the complaint is being made. The Principal or Harassment Officer will open a confidential ‘restricted access’ file in which all notes and material will be kept. These files are to be kept locked in a secure place. All action taken, including follow up action to ensure the harassment has ceased, needs to be documented and kept in the restricted access file.

- **Diocesan Level:**
  In the first instance it is expected that all grievances would be handled at school level by the Principal or appointed Harassment Officer. The aim is to resolve the conflict at local level. After these procedures have been followed, either party remains free to apply to the Catholic Education Office Harassment Officer for further mediation and discussion.

**RELATED LEGISLATION**

- Mental Health Act 1990
- Occupational Health and Safety Act 2000 (NSW)
- Anti-Discrimination Act 1977 (NSW)
- Commonwealth Sex Discrimination Act 1984
- Children and Young Persons (Care and Protection) Act 1998

**ADDENDUM to HARASSMENT POLICY**

**DEFINITIONS:**

- **What Is Sexual Harassment?**
  *The Equal Opportunity Tribunal* has stated that a person is sexually harassed if he or she is subjected to unsolicited and unwelcome sexual conduct.

- **Sexual Harassment Can Be:**
  - between co-workers;
  - between student and student;
  - between teacher and student;
  - between teacher and teacher;
  - verbal or physical;
  - implicit or explicit.

- **Sexual Harassment Can Include:**
  - unnecessary familiarity such as deliberately brushing against, patting, touching or grabbing a person;
  - crude and unwelcome telephone calls, notes, drawings or faxes;
  - comments about a person’s sex life;
  - sexual or smutty jokes;
  - suggestive comments about a person’s body or appearance;
  - personally offensive verbal comments;
  - sexually explicit or offensive material about individuals, or others of their sex, that is displayed in a public place or put in their work area or belongings.

- **What Sexual Harassment Is Not!**
  It is NOT sexual harassment to develop friendships (sexual or otherwise) where both persons consent to the relationship.
STUDENTS WITH DISABILITIES

PURPOSE
Some students experience difficulties which can affect their ability to acquire, process and communicate knowledge and skills. McAuley Catholic College aims to cater for the individual needs of each student by providing opportunities to enrich their learning and enhance their self-esteem. The College commits itself to
- identify students requiring special education needs through
t  - diagnostic testing
  - recommendations of classroom teachers;
  - previous reports;
  - parents/guardians input/request;
  - degree of physical disability;
  - medical, counsellor, psychologists’ reports;
- place students, identified as having special education needs, in appropriate classes.

PROCEDURE
- Some students may be withdrawn from classes for extra reading in a one-to-one situation with support teachers.
- Special Education teachers should liaise with Health Professionals concerning student welfare.
- Special physical needs are catered for in room allocation and timetabling.
- The provision of physical aids is considered for certain students.
- Appropriate and accessible computer facilities are readily available.
- Placement in classes are determined by a number of factors, which may include:
  - a deficit of more than two years of standardised reading tests;
  - consultation with parents/guardians and previous teachers;
  - the placement of students in graded classes, so that they are working at a level appropriate to them.

RELATED LEGISLATION
Disability Discrimination Act 1992
Children and Young Persons (Care and Protection) Act 1998
Disability Standards for Education Act 2005
Human Rights and Equal Opportunity Act 1986

McAuley Catholic College

GENDER EQUITY

PURPOSE
Gender equity exists when provision is made for equitable opportunities for both females and males to pursue a broad range of interests, subjects, careers and lifestyles and when the specific needs of particular students are catered for.

This policy aims to
- provide equal opportunity for all students both inside and outside of the classroom;
- challenge sex-role stereotypes and discriminatory language across the curriculum.

PROCEDURE
- The school tries to have a curriculum which is gender inclusive and which involves practices, processes, content, structures, organisations and relationships, which do not differentiate between students on a gender basis.
- The school has a Pastoral Care and Personal Development structure that encourages care and development of high self-esteem, based upon a sense of personal dignity and the worth of both sexes. It will promote respect for all, equal sharing of responsibility, equal opportunities for students to develop their spiritual self and equal treatment and expectations for boys and girls.
- The school has structures and organisations which reflect gender equity by having a balance of male and female staff who share all duties, by having girls and boys represented in leadership positions and by providing both sexes with equal access to playground space, school resources and equipment.
- The school, through prayer and liturgy, endeavours to shape positive perceptions of gender roles in society and the Church by providing equal opportunity for all to participate.
- The teachers aim to be effective role models for gender equity by:
  - valuing each student for his/her particular talents, interest and needs;
  - demonstrating a commitment to personal excellence for all students;
  - using teaching strategies which encourage the development of the full range of interests, skills and abilities for all students;
  - using gender inclusive language.
- The school identifies areas of gender inequity at school level and investigates ways of addressing these.

RELATED LEGISLATION

- Anti-Discrimination Act 1997
- Commonwealth Sex Discrimination Act 1984
ENGLISH AS A SECOND LANGUAGE

PURPOSE

"The Catholic school values and celebrates the richness of the diverse cultures and backgrounds of its students."

(The Catholic School: A Statement of Understanding and Vision – Parramatta Diocesan School Board 1990.)

McAuley Catholic College acknowledges the responsibility of the school to meet the needs of ESL students. This policy aims to:

- assess, address and meet the needs (linguistic, physical, cultural) of those students defined as ESL/NESB in order to assist in their transition to a new environment;
- provide opportunities for whole-staff development on ESL educational issues which will enable teachers to address the needs of ESL students;
- give students the opportunity to develop their English language competence, so that they are able to:
  i) meet their physical needs in the school environment;
  ii) participate in mainstream education activities;
  iii) increase involvement in social activities;
  iv) use and understand classroom teaching language.

PROCEDURE

- Allocate responsibility for ESL students to a suitable teacher who monitors the progress of each student.
- Implement a Government sponsored intensive language programme with the new ESL enrolments.
- Develop individual programmes for each student according to subject needs.
- Provide a combination of integration and withdrawal for the student with increasing integration wherever possible.
- Increase the awareness and values of other cultures by the school community.

RELATED LEGISLATION

*Human Rights and Equal Opportunity Act 1986*
MITIGATION OF DISADVANTAGE CAUSED BY ISOLATED EDUCATION SETTING

PURPOSE
McAuley Catholic College is located in Grafton at a considerable distance from major cities. As a consequence, our students have a limited experience of the cultural diversity evident in cities and have either limited or no access to the resources and facilities commonly found in major centres. Some of our students have a particular need because they reside at considerable distance from the school. This policy aims to

- identify specific problems caused by isolation;
- identify those students who are disadvantaged most by living far from the school and to identify their particular needs;
- identify available resources and services which are provided by Government agencies or others and which may assist students to overcome the problems caused by isolation;
- develop and maintain a collegial network between teachers in schools in our region to specifically address problems related to isolation;
- liaise with community groups including other schools in the Valley to investigate the possibility of sharing resources as a means of reducing some of the cost of addressing problems of isolation.

PROCEDURE
- Gather information through a variety of means, including:
  - surveys;
  - student, staff and parent/guardian meetings.
- Use Equity Funding to provide increased opportunities for our students, for example, bringing HSC exam supervisors to the area to address senior students and staff.
- Organise excursions to major centres.
- Enter students in State-wide competitions in all subject areas, as well as sporting activities.
- Encourage staff to belong to, or initiate, inter-school collegial networks within their KLAS to address problems of isolation.
- Appoint a member of staff to investigate (and thereafter inservice other staff on) the availability of relevant information from the Internet.
- Access some details of assistance available in the Commonwealth Grants Booklet.
- Contact the CEO and Government agencies to determine the availability of financial and other resources to address problems of isolation.

RELATED LEGISLATION
Human Rights and Equal Opportunity Act 1986
Children and Young Persons (Care and Protection) Act 1998
McAuley Catholic College

GIFTED AND TALENTED [GTAL]

PURPOSE
McAuley Catholic College recognises the importance of nurturing and reinforcing each student’s self-esteem through the promotion of independent inquiry and cooperative learning. Our GTAL policy encourages teachers to provide stimulating experiences across the curriculum, which will enable students to develop their potential and satisfy their needs.

This policy aims to
- identify GTAL students;
- provide GTAL experiences for all students in all KLAs;
- provide inservice programmes designed to allow teachers to identify, understand and meet the needs of GTAL students;
- optimise the development of the potential of GTAL students;
- provide the resources required supporting enrichment activities.

PROCEDURE
- Broaden the student’s learning programme through opportunities for greater depth in enquiry and divergent independent study.
- Expand the normal curriculum by providing learning activities of an abstract, complex, varied, open-ended or problematic nature.
- Refer to “Accelerated Progression Policy”.

RELATED LEGISLATION
Human Rights and Equal Opportunity Act 1986
Children and Young Persons (Care and Protection) Act 1998
ACCELERATED PROGRESSION

PURPOSE
As indicated in the BOS document ‘Guidelines for Accelerated Progression (Revised 2000)’ "The great majority of students will progress with their enrolment cohort in the usual way." Acceleration is a strategy appropriate for truly exceptional students. This policy aims to
- recognise and accommodate truly gifted and talented students capable of achieving the Outcomes of a Curriculum Stage in advance of their cohort, in one or more subjects.

PROCEDURE
Implementation must comply with the aforementioned BOS Document. Consequently, any prospective accelerants will be considered on an individual basis, in the light of the following:
- the student’s age;
- the student’s emotional and social readiness;
- the student’s school performance;
- the student’s extra-curricular and out-of-school activities;
- future patterns of study;
- issues centred on school staffing and resources;
- consultation with parents/guardians and staff.
Potential Year 7 accelerants must be monitored for a period of time to ascertain their readiness.

In all cases, the Principal will have the final decision regarding acceleration. The Principal must be certain that acceleration is in the best interests of the student.

RELATED LEGISLATION
Human Rights and Equal Opportunity Act 1986

ABORIGINAL AND TORRES STRAIT ISLANDERS

PURPOSE
McAuley Catholic College recognises that: “Australian history has usually been presented from a non-Aboriginal point of view. In the light of our heightened awareness and through the voices of Aboriginal Australia, it is vital that we, as educators, acknowledge the true history of this country. As professional Catholic educators we must seek the truth and communicate that truth, in order to correct the imbalance and inaccuracies that have influenced our attitudes and our teaching in the past”. (Educational Services Directorate of the Catholic Education Office, Sydney, 1990.)

As a school community with a very small number of Aboriginal and Torres Strait Islander students, we recognise the need to ensure that all students acquire knowledge, understanding and appreciation of Aboriginal civilisations and recognise the uniqueness of Aborigines, their identity and culture. This will assist the reconciliation process both within the school community and wider community and promote the principles of partnership, inclusion, equity and justice.

This policy aims to
• promote the educational achievements of all Aboriginal and Torres Strait Islander students at McAuley Catholic College in a supportive learning environment;
• educate all students at McAuley Catholic College about Aboriginal Australia.

PROCEDURE
♦ Identify culturally appropriate curriculum from The DSE Aboriginal Education Policy Document.
♦ Ensure that Aboriginal perspectives and resources are accurate and do not reinforce stereotypes and ethnocentrism. The best resources and activities will be those which have a local perspective and are supported by the local Aboriginal community.
♦ Encourage Aboriginal community members with expertise to participate in school and classroom activities.
♦ Establish a learning environment that is sensitive to, and supportive of, Aboriginal culture and heritage.
♦ Support the Aboriginal students’ need to achieve while respecting Aboriginal non-competitive attitudes.
♦ Emphasise the skills of listening, observing, imitating and sharing, which are Important to Aboriginal students.
♦ Provide opportunities for students to demonstrate knowledge and skills through non-verbal activities.
♦ Be aware that many Aboriginal people regard direct questioning as threatening and that some Aboriginal students may not ask direct questions of the teacher.
♦ Allow Aboriginal students time to respond to questions.
♦ Be sensitive to the fact that many Aboriginal students come to school with a background in Aboriginal English.

RELATED LEGISLATION
Anti-Discrimination Act 1977
Human Rights and Equal Opportunity Act 1986
McAuley Catholic College

MULTICULTURALISM

PURPOSE
Australia is a multicultural society. “School life should reflect an awareness of international society”. (The Religious Dimension of Education in a Catholic School; 46:1988.) McAuley Catholic College encourages, supports and promotes the exposure of our students to the multicultural experiences available to us, this being consistent with the aims of Christian Education.
This policy aims to
- increase the exposure of our students to multiculturalism;
- promote an understanding of different cultures;
- encourage greater acceptance of different cultures in Australia;
- improve resources for the study of multicultural issues.

PROCEDURE
- Whenever possible, provide a variety of multicultural material and experiences in all KLAs and in the school as a whole, for example celebrations of various national days, programmes for supporting missionary endeavours.
- Within the constraints of staffing and resourcing, seek to expand opportunities for the study of a language.
- Welcome overseas students and support students who wish to participate in exchange programmes and who have the opportunity to tour overseas.

RELATED LEGISLATION
Anti-Discrimination Act 1977
Human Rights and Equal Opportunity Act 1986
CARE OF THE ENVIRONMENT

PURPOSE

THE POPE’S ENVIRONMENTAL MESSAGE

“There is an integrity and inter-connectedness of all creation. Humanity is part of God’s creation and we are called to share in the unfolding of God’s plan of creation. Thus there is a relationship between human activity and the whole of creation. We are charged with cultivating and caring for the garden. All peoples have an urgent moral need for a new solidarity for the promotion and management of the natural and social environment.” (‘Peace With God The Creator, Peace With All Of Creation’, Pope John Paul II, 1990.)

“The earth has a common heritage, the fruits of which are for the benefit of all.” (‘Guadium et Spes, Pastoral Constitution On The Church In The Modern World’, Vatican II, 1965 #69.)

“Therefore, it is sinful to degrade creation through the desecration of the earth.”

“In 1979, I proclaimed Saint Francis of Assisi as the Heavenly Patron of those who promote ecology. He offers Christians an example of genuine and deep respect for the integrity of creation. As a friend of the poor who was loved by God’s creatures, Saint Francis invited all of creation - animals, plants, natural forces, even Brother Sun and Sister Moon - to give honour and praise to the Lord.” (from the Vatican [8 December 1989] for the celebration of the World Day Of Peace [1 January 1990].)

The College community is dedicated to caring for and maintaining this environment.

This policy aims to:

- Raise environmental awareness;
- Help to raise funds for environmental organisations such as The Wilderness Society;
- Encourage active participation in changing the MCC environment for the better.

PROCEDURE

- reduce waste, especially by limiting paper handouts and conserve energy, in particular, electricity and water;
- recycle and reuse classroom materials;
- use environmentally safe and environmentally sustainable products, materials and chemicals;
- teach our College community to be more environmentally conscious in line with the Church’s social teachings and emphasise solutions to wider environmental problems;
- undertake specific environmental projects and/or proposed activities such as:
  - Student-Sponsored Litter Reduction Campaign;
  - Compost, Worm Farm;
  - Enviro-Teaching/Learning Room;
  - Greenhouse
  - Bush Tucker Garden;
  - Recycling Campaign (paper);
  - Tree Planting

RELATED LEGISLATION

Environmental Planning and Assessment Act 1979
Protected Estates Act 1978
MOBILE PHONES

PURPOSE
To prevent the misuse/abuse of mobile phones, huge and unnecessary phone bills, disruption to lessons and to allow parents and students peace of mind regarding students’ safety while travelling to and from the College, the following Policy has been formulated.

PROCEDURE
The bringing of mobile phones to the College by students and their subsequent use during school hours is discouraged. Parents/guardians who wish their children to carry a phone for safety and/or emergency purposes should abide by, and ask their children to abide by the following guidelines:

- Mobile phones, if brought to the College, will be switched off on arrival at school in the morning and may be switched on again for the journey home.
- If it is necessary for home or parent contact to be made during school hours it can be done in the usual manner i.e. by a call from the parent to the school Office, or a phone permission granted to the student by a House Team Leader, Year Co-ordinator or the Assistant Principal.
- Students will not lend their mobile phones to other students during school hours, i.e. no student will use a mobile phone belonging to another student while at school.
- Students found using mobile phones, including video phones, during school time, either to make or receive calls or messages, or for any other purpose will have their phones confiscated. Parents/Guardians may contact the College Office to make arrangements for the return of the phone.

Mobile phones are valuable items and the responsibility for them rests with the owner. They should be kept in a secure place during school hours. No responsibility will be accepted by the College for the loss or theft of a mobile phone or for non-compliance with these guidelines.

RELATED LEGISLATION
McAuley Catholic College

PASTORAL CARE

“The Catholic School must begin from the principle that the educational program is intentionally directed to the growth of the whole person.”
(The Catholic School #29)

The Pastoral Care Policy must be seen in terms of the objectives it is trying to achieve. These are self-discipline, respect for others and their rights and the development of Christian values of justice and forgiveness. Such a policy requires a conscious effort by teachers to embrace a philosophy and practice of teaching and discipline based upon the example of Christ.

The policy emphasises due rights, responsibilities and rules. It requires that hostility and embarrassment in teacher-student interactions be minimised. It seeks to develop a climate of informed choice and supports the due right of reply to all within the school community.

Our Pastoral Care Policy is not merely directed at the behaviour of students and their discipline. It recognises the importance of providing satisfying learning experiences for our students. It recognises the need to provide training for teachers in conflict resolution and classroom management skills. It recognises the role of parents/guardians as the prime educators of their children and provides for their contribution to the welfare of their child. It also recognises the responsibility to identify the needs of individual students and to provide a climate which will encourage their development.

EQUITY STATEMENT

The College Curriculum Statement expresses as part of its philosophical basis that “the educational policy of McAuley Catholic College is to provide the atmosphere in which every person can achieve his/her potential and so grow to be a confident, integrated and productive member of society” (P1).

One of the stated aims of the College is that “it strives for excellence and equality in the academic, personal, social and spiritual development of its students”. Considering this, then, our Equity program aims to identify and focus attention on students whose educational experience may be less rich, less rewarding or less effective than that of their counterparts.

It is based on a belief that each student has his/her own particular capacity to learn irrespective of gender, culture, linguistic background, race, location, socio-economic background or disability. The elements of the program seek to address the emotional, physical, intellectual, behavioural and cultural needs of the students identified in order to assist them to achieve outcomes commensurate with their ability.
PRIORITY
Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. All bullying is aggression, either physical, verbal or psychological. It may take the form of threats of violence, actual physical intimidation, physical assault, verbal malice, exclusion, etc. Bullying occurs at times when students are either at school or travelling to or from school and steps must be taken to deal with it in the interests of students’ safety and their sense of wellbeing.

McAuley Catholic College, in its Mission Statement, commits itself “to be a distinctive Catholic community of faith and action, supporting the role of parents/guardians in fostering gospel values; to be pastoral, providing a caring, nurturing Christian environment, reinforcing the self-esteem and dignity of all; to encourage students to accept responsibility for their learning and behaviour”. With this commitment in mind the community of this College will take all possible steps towards the prevention of bullying and towards dealing with bullying when it occurs. In keeping with the philosophical basis of the College’s Pastoral Care Policy, this Policy on Bullying emphasises “self-discipline, respect for others and their rights and the development of Christian values of justice and forgiveness. It emphasises due rights and responsibilities and requires that hostility and embarrassment in teacher-student interactions be minimised.” In dealing with bullying every possible action will be taken to aim to ensure that:

- bullies learn to control their aggression and to be more empathetic
- victims are supported with strategies which assist them to recognise bullying, to deal with bullying and to report incidents to a staff member where their own strategies are unsuccessful.

TYPES OF BULLYING
Bullying is an abuse of power and may be exhibited in various ways. Some examples are:

1. Physical Aggression: Pushing, shoving, hitting, punching, invading personal space, making threats of physical abuse, doing damage to a person’s property.

2. Verbal Aggression: Teasing, name-calling, malicious gossip, swearing, making accusations, making racially discriminatory comments, making abusive phone calls / text messages.

3. Sexual Harassment: Name-calling, making sexist comments, performing actions that have sexual connotations.

4. Humiliation: Deliberately excluding others from activities, making unwelcome gestures and looks, spreading rumours, doing offensive drawings and graffiti, extorting money from others, using the internet for abusive purposes.

Harassment and bullying can occur in a variety of ways and in different places:

1. outside school
2. on the way to and from school
3. in the playground
4. in classrooms
5. at sport
6. on excursions
7. at other places related to school life

PROCEDURE
- Raising awareness through the curriculum:
  - all staff will contribute to welfare programs which publicise the school’s Policy on Bullying. These programs will aim to educate students in “What is bullying” and “What can be done to stop bullying”. These programs may be curriculum centred or be delivered through other programs which operate in the school (e.g. Peer Support Program, RE Reflection Days, PDHPE Programs, Year Assemblies etc).
  - students will be encouraged to talk about bullying in general within student forums.
  - students will also be encouraged to speak out when they are victims of bullies or when they witness the bullying of others.
- **Supervision of key areas of the school:**
  - staff will be alerted to key areas of the school where bullying may take place.

- **Procedures for teachers dealing with bullying incidents:**
  - take action as quickly as possible.
  - reassure the victim(s).
  - offer concrete help, advice and support to the victim(s).
  - punish the bully where necessary.
  - explain clearly the punishment and why it is being given.
  - inform the Year Coordinator of serious bullying incidents. He/she will, where necessary, inform parents via a formal letter or a Detention Notification Form.
  - Keep copies of such communications on the student’s central file.
  - expect “bullies” to participate in a mediation session with the person who has been a victim of their bullying. This would be done, with the consent of the victim, under the supervision of either the Year Coordinator or the Assistant Principal.

**RELATED LEGISLATION**

*Children and Young Persons Act (Care and Protection) 1998*

*Occupational Health and Safety Act 2000 (NSW)*

*Disability Discrimination Act 1992*
POLICY ON BULLYING

STUDENT AGREEMENT

Student Name _________________________        Year ____        Homeroom __________

Date _______________

(A)  I, ______________________________ accept that I have demonstrated bullying behaviour involving: (indicate specific actions / comments / other)

Physical Abuse ____________________________________________

Verbal Abuse ____________________________________________

Sexual Harassment _______________________________________

Humiliation _____________________________________________

Other ___________________________________________________

(B)  I agree to:

1. treat others with respect and not to bully
2. not encourage others to bully
3. rectify the bullying described above by:

________________________________________________________________________

________________________________________________________________________

(C)  I understand that the consequences of breaking this agreement may be:

1. Interview with the House Leader about ways of changing my behaviour
2. Interview with the Principal involving my parents
3. Completion of an anti-bullying program
4. Suspension from school
5. Re-entry to school subject to an agreement

I understand that if I have a problem in resolving conflict, I ask a teacher for help in order to learn better ways to deal with my problem.

Student Signature ______________________        House Leader Signature ______________________

Parent/Guardian Signature _______________________________
POLICY ON BULLYING - FLOW CHART

INCIDENT

PARENT/CARER

STUDENT (VICTIM)

Informs

Informs

Informs

Informs

Informs

Informs

Informs

Informs

Informs

Referes

HOUSE LEADER OR CAMPUS COORDINATOR

STAFF MEMBER

RESOLVED

PASTORAL CARE COMMITTEE

STAFF ALERT

RESOLUTION OR INTERVENTION OF PRINCIPAL / ASSISTANT PRINCIPAL
(in conjunction with parents)

Student names placed on daily memos if necessary

Communicates to staff resolutions or punishments

Updated March 2013.  Next update: March 2015
# BEHAVIOUR MANAGEMENT

## STAGES OF BEHAVIOUR MANAGEMENT

### INITIAL MANAGEMENT

**Management by Teacher:**
Behaviours may include minor infringements in the following areas:

- Poor application and / or progress in classwork
- Failure to wear College uniform correctly
- Low level bullying
- Harassment of other students
- Fighting
- Coarse language
- Disruption of lesson
- Rudeness
- Disobedience
- Lateness
- Unauthorized movement around the room
- Using other students’ property without permission
- Defacing desks and other school property and the property of others.
- Dangerous behaviour
- Use of Mobile Phone contrary to College Policy

The Supervising Teacher will employ less intrusive strategies to deal with these. This initial management will emphasise the importance of students taking responsibility for their actions and for their education.

**When:**
- a. strategies are effective then no further consequences will take place.
- b. strategies are unsuccessful then the student will be referred to the Homeroom Teacher/Studies Coordinator via an *Orange Slip*. The decision to place the student on Stage 1 will be at the discretion of the Homeroom Teacher / Studies Coordinator.

### STAGE 1

**Involvement of the Homeroom Teacher / Studies Coordinator:**
Student is referred from the Teacher when initial management has been unsuccessful or when more serious misbehaviour occurs. The referral may be made verbally but will be supported by a written report (*Orange Slip*).

Behaviours may include more serious infringements in the following areas:

- Poor application and / or progress in classwork
- Bullying
- Harassment of other students
- Fighting
- Coarse language
- Disruption of lesson
- Rudeness
- Disobedience
- Lateness
- Truancy
- Unauthorized movement around the room
- Using other students’ property without permission
- Defacing desks and other school property and the property of others.
- Use of Cars contrary to College Policy
- Use of Mobile Phone contrary to College Policy
- Repeated failure to wear College uniform correctly

One or more of the following actions will be taken:

- Interview
- Community Service
- After-school Detention
- Withdrawal of privilege of recreational computer use for a time
- Interview with Parents
- Arrangement of Staff Mentor for the student

### STAGE 2

**Involvement of the House Leader**
This Stage is provided for guidance by the House Leader. The House Leader may be able to support the student in making decisions that assist them to deal more effectively with the behaviour issues at hand. Options could include placement of the student on a Progress Report for Guidance.

### STAGE 3

**Involvement of the Assistant Principal:**
The *House Leader* refers students who have failed to respond to guidance OR
A *bottom-line offence* has been committed:

- Gross insubordination
- Smoking
- Drug and alcohol related offences
- Swearing, abuse of another student
- Abuse of a teacher
- Violence
- Truancy
- Other serious offences

Updated March 2013. Next update: March 2015
Actions to be taken may include:

- **Interview with student**
- **Interview with Parent/Carer or letter sent home**
- **Detention**
- **Withdrawal of privileges, eg. Suspension from a School Social**
- **Progress Report**
- **Withdrawal of rights to represent the College in external activities for a period of time**
- **In-school suspension**
- **Recommendation to the Principal for short-term suspension from school**

The decision to place the student on Stage 3 will be at the discretion of the Campus Coordinator / Assistant Principal.

### STAGE 4

**Involvement of the Principal:**

**Long-term Suspension:** For repeated infringements of College policy, procedures or regulations where earlier intervention measures have failed. Such action will be taken after consultation with the Assistant Principal and in association with the student’s parents. The timing of the suspension is at the discretion of the Principal.

**Termination of Enrolment:** Where a student’s demonstrated behaviours are totally contrary to the ethos of this College. Such serious action is taken only after consultation with the Parish Priest, the Director of Schools (CEO Lismore) and the College Leadership Team.

The decision to place the student on Stage 4 will be at the discretion of the Principal.

**NOTE:**

- At the **Initial Management** stage the Teacher involved may be the Homeroom Teacher, Classroom Teacher, Playground Supervisor, Sport Supervisor, in fact, a Teacher in any supervisory role.
- The seriousness of the infringement will determine the Stage on which the student is initially placed.
- Discretionary powers at all times remain with the Assistant Principal and Principal.
- This Policy intends to cater for the just treatment of all students.
**RIGHTS AND RESPONSIBILITIES**

At McAuley Catholic College we believe that the school and the home share a common responsibility for our students and believe that the school and the home must work together towards the development of the potential of each student. We also believe that the protection of individual rights is an important aspect of this development.

The following Rights and Responsibilities developed by the students, staff and parents/guardians indicate a willingness to uphold this ideal:

<table>
<thead>
<tr>
<th>STUDENT RIGHTS</th>
<th>STUDENT RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this school consider they have the RIGHT to:</td>
<td>Students at this school also consider they have the RESPONSIBILITY to:</td>
</tr>
<tr>
<td>- Feel safe at school</td>
<td>- Be conscious of safety at all times</td>
</tr>
<tr>
<td>- Be free from hitting or teasing</td>
<td>- Refrain from hitting or teasing</td>
</tr>
<tr>
<td>- Work without interruptions</td>
<td>- Allow others to work without interruption</td>
</tr>
<tr>
<td>- Get help when needed</td>
<td>- Ask for help</td>
</tr>
<tr>
<td>- Go to canteen without others asking for money</td>
<td>- Not ask others for money</td>
</tr>
<tr>
<td>- Have friends and feel accepted</td>
<td>- Accept people for what they are</td>
</tr>
<tr>
<td>- Be treated equally</td>
<td>- Treat others fairly</td>
</tr>
<tr>
<td>- Receive a good education</td>
<td>- Work and study hard</td>
</tr>
<tr>
<td>- Be respected by teachers and students</td>
<td>- Give respect back</td>
</tr>
<tr>
<td>- Have involvement in school decisions and policy</td>
<td>- Follow the decisions made</td>
</tr>
<tr>
<td>- Be individual</td>
<td>- Be part of the school community</td>
</tr>
<tr>
<td>- Take part in school activities</td>
<td>- Help organise and pay for activities</td>
</tr>
<tr>
<td>- Have property respected</td>
<td>- Look after their own things and those of others</td>
</tr>
<tr>
<td>- Have the right to discuss and question</td>
<td>- Listen to other people</td>
</tr>
<tr>
<td>- Enjoy themselves</td>
<td>- Let others enjoy themselves</td>
</tr>
<tr>
<td>- Fair treatment when in trouble</td>
<td>- Be honest with and respectful to teachers</td>
</tr>
<tr>
<td>- Be listened to</td>
<td>- Listen to others</td>
</tr>
<tr>
<td>- Have their own opinion</td>
<td>- Express opinions respectfully</td>
</tr>
<tr>
<td>- Have their privacy respected</td>
<td>- Respect others’ privacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF RIGHTS</th>
<th>STAFF RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff at this school consider they have the RIGHT to:</td>
<td>Staff at this school also consider they have the RESPONSIBILITY to:</td>
</tr>
<tr>
<td>- Be respected and supported by students and staff</td>
<td>- Show respect and support to students and staff</td>
</tr>
<tr>
<td>- Have students punctual and prepared to work to the best of their ability</td>
<td>- Be punctual, provide an effective and safe learning environment and teach in a professional manner</td>
</tr>
<tr>
<td>- Be given opportunities for professional development</td>
<td>- Seek professional development programmes both in and out of school</td>
</tr>
<tr>
<td>- Participate as part of a team</td>
<td>- Contribute to the team effort</td>
</tr>
<tr>
<td>- Be accepted as an individual with unique talents and needs</td>
<td>- Be a role model and accept staff and students as having unique talents and needs</td>
</tr>
<tr>
<td>- Work in a Christian environment which, through the application of gospel values, encourages the holistic development of the whole College community</td>
<td>- Provide that Christian environment</td>
</tr>
</tbody>
</table>
**PARENT/GUARDIAN RIGHTS**

Parents/Guardians of students at this school consider they have the RIGHT to:

- Be informed of discipline objectives in the development of their children's character at school
- Be confident that their children are being treated with respect
- Be informed of their children's progress and of any adverse happenings at school
- Expect continual development of a safe school and educational environment
- Have their children taught in a Christian, caring environment, balancing views reflected in modern society
- Expect that school resources and teacher professionalism are maintained

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**PARENT/GUARDIAN RESPONSIBILITIES**

Parents/Guardians of students at this school also consider they have the RESPONSIBILITY to:

- Have an active role in promotion of these discipline objectives both at home and at school
- Treat their children with respect outside school and teach them to respect others
- Endeavour to follow-up any reported incidences both with the student and with the school, recognising situations and school policies
- Ensure their children are aware of their responsibilities to the school and that they take an active role in assisting safety
- Maintain the same Christian, caring environment at home
- Pay school and subject fees and establish sound working relationships between the home and school staffs

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**POSITIVE AWARDS SCHEME**

**AIM:** The Positive Awards Scheme (PAS) at McAuley Catholic College is designed to reward consistent positive student behaviour both in and out of the classroom, participation in and contributions to College programs and involvement in community service programs.

Information about commendable activities could come from any source including staff, parents/guardians and the broader community. Forms of acknowledgement and reward could include:

- timely comments by the teacher
- written or verbal comments by the Homeroom teacher
- comments in books or on assignments
- congratulatory letters to parents/guardians
- acknowledgement in the College Year Book, Newsletter or School Notes in the local newspaper
- presentations and acknowledgements at College Assembly
- awards at prizegiving events at the end of the school year
- Student Achievement Slips
- Bronze/Silver/Gold Awards
- McAuley Medal.

**HOW THE POSITIVE AWARDS SCHEME OPERATES**

1. Students achieve nomination in the Positive Awards Scheme by gaining a number of Achievement Slips and/or Merit Awards which will be presented at Tuesday’s Assembly.
2. One Merit Award = 5 Achievement Slips
3. Some positive behaviour areas include consistent effort in the following:
   - Liturgy / Prayer
   - Leadership
   - Classwork
   - Sport (including participation in College Sport Teams and College Sport Carnivals)
   - Community Service
   - College Service
   - Homeroom
   - Playground behaviour
   - Cultural and Co-curricular Activities e.g. Mock Trial, Debates, Musical
**Flowchart**

<table>
<thead>
<tr>
<th>McAULEY MEDAL</th>
<th>Students apply in writing to the House Leader and Principal. Outstanding participation in all areas or a major contribution to McAuley Catholic College would be expected. Only Year 12 students are eligible for this Award.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD AWARD</td>
<td>25 more Achievement Slips or 5 Merit Awards in at least 5 areas. Students must present their Achievement Slips to their House Leader. The House Leader will review these, confirm that the student’s conduct and participation have been exemplary and arrange for the presentation of the Award if appropriate.</td>
</tr>
<tr>
<td>SILVER AWARD</td>
<td>20 more Achievement Slips or 4 Merit Awards in 4 areas. Students must present their Achievement Slips to their House Leader. The House Leader will review these, confirm that the student’s conduct and participation have been very good and arrange for the presentation of the Award if appropriate.</td>
</tr>
<tr>
<td>BRONZE AWARD</td>
<td>15 Achievement Slips or 3 Merit Awards in 3 areas. Students must present their Achievement Slips to their House Leader. The House Leader will review these, confirm that the student’s conduct and participation have been satisfactory and arrange for the presentation of the Award if appropriate.</td>
</tr>
</tbody>
</table>

- Students will retain their positive awards from one year to the next.
- House Leaders will consult with appropriate staff and the College Executive before confirming a Bronze, Silver or Gold Award.
- House Leaders will stamp each Achievement Slip or Merit Certificate with the College stamp once these have been counted and return them to the student.
- House Leaders will keep a record of awards presented.
McAuley Catholic College

ACCEPTABLE USE OF COLLEGE NETWORK

PURPOSE
Network access is available to students, teachers and members of the College community. We are pleased to provide this access to McAuley Catholic College and believe it offers vast, diverse and unique resources to the school community.

The school Network also gives users access to the Internet. The Internet is an electronic network connecting thousands of computers all over the world and millions of individual subscribers. It provides students and staff with access to electronic mail communication, information and news.

On a global network it is impossible to control all materials and a persistent user may discover controversial information. The school believes that the benefits of Internet access to educators and students, in the form of information resources and opportunities for collaboration, far exceed any disadvantages.

The continued availability of the Internet in the school relies upon the proper conduct of the users. Guidelines are provided here so that students and their parents or guardians are aware of the responsibilities that accompany the privilege of using the school’s Network.

PROCEDURE
Guidelines for Acceptable Use of the Network

Privileges
Use of the McAuley Catholic College Network is a privilege not a right, and inappropriate use can result in a cancellation of those privileges. Based upon the Acceptable Use Guidelines below, the System Administrators will deem what is inappropriate use of the Network and take action accordingly. The System Administrators or the Principal may suspend or close an account at any time, as required.

The Administration and Staff of McAuley Catholic College may also request the System Administrator or the Principal to deny, revoke or suspend specific user accounts. This suspension will be notified in writing and a copy sent home to the student’s parent/guardian.

Inappropriate Material
Students’ use of their accounts must be in support of education and academic research and consistent with the educational objectives of the College. Accessing or transmitting materials that are inappropriate (e.g. obscene, sexually explicit or violent material) is prohibited. Hate mail, harassment, discriminatory remarks and other anti-social behaviour are unacceptable.

Transmission of any material in violation of any Federal or State Regulations is prohibited. This includes, but is not limited to, copyrighted material as well as threatening or obscene material.

Network Security
Security on any computer system is a high priority, especially when the system involves many users. If a student feels that he/she can identify a security problem on the MCC Network, the student must notify the System Administrator. The problem must not be demonstrated to other users.

Student files or email on the McAuley Catholic College Network are not guaranteed to be private. The System Administrators have access to all files and e-mail, and although not accessed regularly, they can be accessed if a user is suspected of violating the Student Agreement. Messages relating to or in support of illegal activities will be reported to the proper authorities.
Attempts to gain unauthorized access to system programs or computer equipment is prohibited. All activities are monitored and any violations will be dealt with severely.

Any malicious attempt to harm, modify or destroy data on the Network is prohibited. This includes data of other students or staff.

If a student gives another student his/her password, both students will have their Network privileges suspended until further notice.

At no time may programs in any form be installed on the College’s Network by any user other than the System Administrators. This includes all executable files.

At no time may storage media of any form from home (such as floppy disks, CD’s, DVD’s, memory sticks, or USB storage devices) be used with the school’s computers unless approved by the System Administrators. All media approved must be virus scanned at school before opening any files.

Deliberate vandalism will result in cancellation of all Network privileges. Vandalism is defined as an attempt to obtain, harm or destroy hardware, software or data on the MCC Network. This includes, but is not limited to, the up-loading or creation of computer viruses.

**Email & Other Communication**

Students may only email using the email account provided to them by the school. They are not permitted to use Webmail programs such as Hotmail, Yahoo Mail or similar.

Unless directed by a teacher, McAuley Catholic College students will not participate in any Internet Relay Chat (eg. MSN Messenger, ICQ), On-line Chat Rooms or online games.

**Publication of materials**

Students’ private web pages will not be linked to School Home Pages and students are responsible for the contents of their pages. No home addresses, telephone numbers or other personal information, including identifiable photographs of students of McAuley Catholic College, will appear on Web Pages.

Publication of students’ school work on the MCC Web Site may only be undertaken by the Staff of McAuley Catholic College and only then with the permission of the student concerned.

**Copyright**

All communications and information accessible via the Network should be assumed to be private property and subject to copyright protection. Use of these sources needs to be credited appropriately as with the use of any copyrighted material. In some cases, an author’s permission may need to be obtained before materials may be used.

**Network Etiquette**

Users shall abide by the rules of network etiquette. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the Network by other users.

**Personal Safety**

For their own safety, users should not reveal any personal home addresses or telephone numbers at any time while using the Network.

**Printing**

No printing is permitted without prior permission of the teacher or System Administrator. Charges may apply for unauthorised printing.

**Reliability**

The McAuley Catholic College Network makes no warranties of any kind, whether expressed or implied, for the service it is providing. McAuley Catholic College will not be responsible for any damages which may occur.

This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or students’ errors or omissions. Use of any information obtained via the McAuley Catholic College Network is at students’ own risk.
While every endeavour is made to present accurate and up-to-date information, the McAuley Catholic College Network specifically denies any responsibility for the accuracy or quality of information obtained through its services.

*Staff members have the authority to determine what constitutes inappropriate use of the Network and their decision is final.*

*Users who have any questions or doubts about whether a specific activity is permissible should consult a teacher or the System Administrator.*

**RELATED LEGISLATION**
McAuley Catholic College

PRIVACY

PURPOSE
This policy aims to protect all members of the McAuley Catholic College community in relation to privacy and the use and collection of personal and sensitive information.

PROCEDURE

Collection Notice

1. McAuley Catholic College collects personal information, including sensitive information about students and parents or guardians before and during the course of a pupil’s enrolment at the College. The primary purpose of collecting this information is to enable the College to provide schooling for your son/daughter.

2. Some of the information we collect is to satisfy the College’s legal obligations, particularly to enable the College to discharge its duty of care.

3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.

4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.

5. The College from time to time may disclose personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, Catholic Education Office, the Catholic Education Commission, your local Diocese and the parish, medical practitioners, and people providing services to the College, including specialist visiting teachers, coaches and volunteers.

6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.

7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, pupil activities and other news is published in College newsletters, magazines and on our website.

8. Parents may seek access to personal information collected about them and their son/daughter by contacting the College. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College’s duty of care to the pupil, or where students have provided information in confidence.

9. As you may know the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the College’s fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

10. We may include your contact details in a class list and College directory. If you do not agree to this you must advise us now.

11. If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish and that the College does not usually disclose the information to third parties.

12. The College often uses photographs of students for school, parish and diocesan magazines and also for school promotional material. Please advise us if you do not wish this to happen in respect to your son or daughter.
Employment Collection Notice

1. In applying for this position you will be providing McAuley Catholic College with personal information. We can be contacted at the above address.

2. If you provide us with personal information, for example your name and address or information contained on your resume, we will collect the information in order to assess your application.

3. You agree that we may store this information for 5 years.

4. You may seek access to your personal information that we hold about you if you are unsuccessful for the position. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others.

5. We will not disclose this information to a third party without your consent. However we usually disclose this kind of information to the following types of organisations eg Catholic Education Office and other Diocesan schools.

6. We are required to conduct a criminal record check collect information regarding whether you are or have been the subject of an Apprehended Violence Order and certain criminal offences under the Child Protection law.

7. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish, that the School does not usually disclose the information to third parties and that we may store their information for 5 years.

Contractor/Volunteer Collection Notice

1. In applying to provide your services you will be providing McAuley Catholic College with personal information. We can be contacted at the above address.

2. If you provide us with personal information, for example your name and address or information contained on your resume, we will collect the information in order to assess your application. We may also make notes and prepare a confidential report in respect of your application.

3. You agree that we may store this information for five years.

4. Access to this information may be available to you if you ask the School for it.

5. We will not disclose this information to a third party without your consent. We usually disclose this kind of information to organisations such as the Diocese of Lismore Catholic Education Office. We will not disclose this information to another third party without your consent.

6. We are required to conduct a criminal record check and collect information regarding whether you are or have been the subject of an Apprehended Violence Order and certain criminal offences under Child Protection laws.

7. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

**RELATED LEGISLATION**

*Commonwealth Privacy Act 2001*

*Privacy and Personal Information Protection Act 1998*
McAuley Catholic College

SUN PROTECTION

PURPOSE

Australia has the highest incidence of skin cancer in the world, with two out of three people contracting skin cancer at some stage during their lives. This is particularly worrying for McAuley Catholic College when it is remembered that the North Coast has the highest incidence of skin cancer in NSW.

The major cause of the common skin cancers is cumulative unprotected exposure to the sun. Research shows that most skin damage occurs during childhood and adolescence. As such, there is need to raise awareness within the whole school community about precautions needed to maximise protection from the sun. Whilst there will be a focus on protective behaviours within school hours, skin care is important at all times. Students should also be decreasing exposure to the sun in out-of-school hours.

PROCEDURE

We have an obligation towards the welfare of all members of our College Community. The core of the policy is modelling. College members should witness appropriate behaviours by staff members and students for protection from the sun.

These behaviours will include:

* Students wearing hats to and from school as part of school uniform. Type of hat to be determined by consultation with students, parents/guardians and staff members.
* Staff members wearing hats/caps when walking between sites and when on duty in the playground.
* Students wearing hats when walking between sites.
* Students wearing College hat/cap to PE classes throughout the whole year - NO HAT-NO PLAY.
* Extension of the NO HAT-NO PLAY policy to Recess and Lunch.
* Applying 15+ broad-spectrum sunscreen to exposed skin before going outside. Students will have the opportunity to use sunscreen supplied by the College P&F.
* Provision for sunscreen to accompany all camps, retreats and day trips from the College.
* Incorporating skin care and cancer protection education in PDHPE classes. Resources to include: “Skin Safe” and “Cancer Education”.
* Increasing shade provision by increasing shelters and by planting extra trees within the College grounds.
* At College Assemblies, continue to have students facing away from the sun with active encouragement and staff members modelling for them to wear hats/caps.
* At College Sporting Carnivals provision, where possible, will be made for shade areas. Use to be made of outside facilities, eg. Hospitality Tent. This will be combined with an emphasis on wearing hats/caps and provision of sunscreen.
* Possible provision of a change in Sport time in Terms 1 and 4 to an earlier part of the day.
* Possible alteration of Recess/Lunch times to give a longer period earlier in the day, instead of having the long break in the heat of the day.
* Possible provision of the College Swimming Carnival to be a twilight meet.

It is important that these measures are seen as protection issues, rather than discipline or uniform issues, as we strive to encourage students to adopt effective skin protection behaviours. Having stated this, it must be noted that Physical Education also has a ‘Uniform Policy’ to which students need to adhere. It is hoped that the discipline developed in those classes will flow into other classes and leisure time.

RELATED LEGISLATION

Work Health and Safety Act 2011 (NSW)
McAuley Catholic College

SCHOOL SOCIALS

PURPOSE
In its Mission Statement, McAuley Catholic College commits itself to be pastoral, to strive for excellence and equality in the social development of its students and to value and promote the acceptance by all students of responsibility for their behaviour. The College therefore supports the importance of providing, wherever possible, opportunities for students to participate in social events outside of the classroom.

Staff will provide supervision for such functions dependent upon the acceptance of particular responsibilities by all students.

PROCEDURE
Students of McAuley Catholic College appreciate the opportunities provided by College staff to participate in student socials. As a group we support the following guidelines:

- Students must arrive on time and remain at all times under the supervision of staff.
- Students will not be permitted to leave the Social until the advertised finish time unless collected by a parent.
- Students are to ensure that arrangements have been made to be collected at the advertised finish time of the Social.
- Appropriate standards of dress must be maintained at all times.
- Appropriate standards of behaviour must be maintained at all times.
- Students suspected of being under the influence of alcohol and/or drugs will not be admitted and parents will be informed.
- Students may not attend if their behaviour has been deemed unacceptable in the period leading up to the Social. Indicators of this could include repeated misbehaviour. In particular, students on Stages Three and Four, as defined in the College Pastoral Care Policy, will not be permitted to attend.

RELATED LEGISLATION
Children and Young Persons (Care and Protection) Act 1998
STUDENT USE OF CARS

PURPOSE
McAuley Catholic College aims to provide an environment in which all students are safe. A number of students in Years 11 and 12 drive vehicles to school. The College must fulfil its duty of care in relation to student safety. The policy aims to:

- clarify specific guidelines relating to student use of cars
- ensure safety and duty of care for all students who drive motor vehicles

PROCEDURE
Students will:

- provide the College with a “Permission to Drive to School” form which has been signed by their parent/caregiver (a copy of this can be provided by the Assistant Principal). A copy of the student’s Driver’s Licence must be attached to this form
- not drive their vehicle during school hours
- not drive their vehicle to or from official College activities, sporting competitions, excursions etc., unless specific permission is gained from the Principal for exceptional circumstances.
- not carry other students in their vehicle, unless the College has been notified in writing by the parents of all parties. It should be noted that, in any case, the College does not support nor condone the practice of students travelling in other students’ cars

Where an exemption to any term in this policy is sought it may only be granted by the College Principal. At all times, though, the regulation forbidding the transport of other students remains.

RELATED LEGISLATION
Children and Young Persons (Care and Protection) Act 1998
Road Transport (Safety and Traffic Management) Act 1999
McAuley Catholic College

CANTEEN

PURPOSE
McAuley Catholic College's Canteen is established to benefit the students at the College
• By making it possible for students to buy nutritious and healthy food at competitive prices during the school day
• Through providing experiences of a variety of food and dishes
• So that the students support the skills and knowledge learnt in the classroom about food and nutrition

The MCC Canteen operates to benefit the school by
• Providing a service to the school community
• Maintaining high standards of hygiene in handling, preparing, serving and storage of food in line with the Food Safety Act, 1998.
• Charging prices which will allow moderate profits
• Providing food which is attractive, nutritious and wholesome
• Using volunteer labour wherever possible, to provide an avenue for parental involvement in the school

PROCEDURE
The MCC Canteen operates under the following management structure:
• The canteen Manager organises rosters from among parents, purchases food and is responsible for the development of menus and other offerings provided by the canteen.
• The Canteen Manager is employed by the College.
• Profits from the Canteen contribute towards resources for students in music, physical education and drama.

Volunteers contribute to the College through involvement in the Canteen by:
• Volunteering their time on a monthly basis for Recess and Lunch time duties
• Encouraging others to take an active part in the College community
• Ensuring that students have access to quality food at prices that are accessible for all families.

The MCC Canteen operates according to the NSW Healthy School Canteen Strategy 2004 guidelines.
• The canteen provides healthier food choices in line with the Australian Dietary Guidelines and The Australian Guide to Healthy Eating.
• Fair prices operate for freshly made-up items such as sandwiches, bread rolls, open sandwiches, focaccia, pita rolls, etc, taking into consideration cost of ingredients, time for making up, etc.
• General mark-up is between 20% - 40% depending on the item: less mark-up for fresh foods, more for manufactured goods.
• Announcements about Canteen ‘daily specials’ are made prior to Recess and Lunchtime on the school PA system. The ‘specials’ are all in accordance with the guidelines and include soups, sushi, pita, low-fat muffins, tacos, etc.
• Drinks high in food additives are not sold at the Canteen
• Fruit is marketed extensively. The Canteen has an apple peeler that encourages students to bring their own fruit, have it peeled, cored and sliced.
• Advertising and displays function to advertise prices, specials and new products on sale.
• Breakfasts are available from 8.15am when the first buses arrive. Food includes: raisin toast, fruit yoghurts, fruit, milk, cereals.
• Volunteers assist in maintaining the efficiency and running of the MCC Canteen by preparing and selling food and by assisting in cleaning and maintaining the cleanliness of the Canteen.

RELATED LEGISLATION
NSW Food Act 2003
McAuley Catholic College

ROAD SAFETY AND MANAGEMENT

PURPOSE

LOCATION

McAuley Catholic College is situated on a busy section of the Pacific Highway on the northern outskirts of Grafton, NSW, adjacent to a Shell Roadhouse which services heavy vehicles – semi-trailers, roadtrains, etc – throughout the course of the day and evening. The majority of its 500+ students travel to school by bus. Bus companies, both independent operators and contracted operators, work under the direction of the NSW Dept of Transport with whom all students are registered for bus passes for specific travel to and from school. A minority of students travel to/from school by car – driven by parent/guardian/sibling/self.

ACCESS

Access to the College from the Pacific Highway is by purpose-built exit lanes for both northbound and southbound traffic. The speed limit currently at the point of exit is 100km/hr. The main access road from the Pacific Highway is Duncan’s Rd. From Duncan’s Rd, a cul-de-sac with bus-turning zone is accessed outside the front entrance to the College. Approaching the College, along Duncan’s Rd, the speed limit is 40km/hr.

Private motor vehicles enter a roundabout through the College main gate. This is the pick-up and drop-off zone for students using private transport. Private vehicles are not permitted to discharge students in the bus zones.

There is limited parking on the College property. Parking currently is available only for staff of the College. Access roads to the rear of the College through the property have a 20km/hr speed limit.

Road Safety Management aims to
• Ensure the safety of all members of the College community in particular students.
• Educate young people in the correct use of road safety protocol, bus behaviour, self-driving responsibilities, etc.

PROCEDURE

• IT IS EXPECTED THAT PARENTS/GUARDIANS/STAFF/FAMILY MEMBERS SUPPORT THE SCHOOL THROUGH ROLE-MODELLING SAFE ROAD-USE BEHAVIOURS, INCLUDING:
  • Using designated footpaths or walking areas alongside roadways
  • Parking correctly in designated areas
  • Getting students in and out of cars on the footpath side
  • Using seatbelts
  • Approaching the school-zone at the designated speed of 40km/hr

• BUS PROTOCOLS:
  • At all times, students are expected to show their valid bus pass to the driver upon entering the bus
  • Students are to abide by the bus regulations are laid down by the NSW Dept of Transport
  • Students are to obey instructions from the bus driver and observe all bus protocols at all times

• Arrival
  ➢ Students arriving by bus alight from the bus outside the main pedestrian gate outside the front entrance to the College and walk up the pathway. Running in this zone is not permitted. Students must use the pathway at all times without walking on the grass.

• Departure
  ➢ Students leave the entrance threshold of the College and assemble on the lawn within the College grounds.
  ➢ As each bus arrives, students are lined up at the front pedestrian gate by the teacher-on-duty who then directs the students on to the bus.
  ➢ The teacher-on-duty remains so until the last child has departed. If a student has apparently missed his/her bus, the teacher-on-duty reports the matter immediately to the College Office and arranges
for the student to be escorted there. Arrangements will then be made for the student to be collected by a parent/guardian. The student concerned remains under supervision until the parent/guardian arrives.

- **PRIVATE TRANSPORT**
  - Students arriving by car alight from the car in the designated set-down/pick-up zone within the College grounds and walk up the pathway to the front entrance.
  - Students travelling home by car wait at the end of the pathway to the designated set-down/pick-up zone.

- **PEDESTRIAN CROSSINGS**
  - No pedestrian crossings are available on or near the College property. All members of the College community need to be familiar with the appropriate methods for crossing a road: Stop-Look-Listen.

**RELATED LEGISLATION**

*Road Transport (Safety and Traffic Management) Act 1999*
USE OF ELECTRONIC ENTERTAINMENT UNITS

PURPOSE
The aim of this policy is to promote effective use of class time by individual students; to limit disruptions to classes due to noise and the inappropriate use of Walkman/Discman/MP3/iPod sets; to promote the security of these sets.

The bringing to school of such units sets by students and their subsequent use during school hours is discouraged. However, it is acknowledged that some students travel long distances on school buses and benefit from the opportunity to listen to music at these times.

PROCEDURE
Where a Walkman/Discman/MP3/iPOD is brought to school the following guidelines apply:

 Students are not permitted to use these in any class except in senior Study classes and, only then, with the permission of the supervising teacher.
 If used on the playground, the volume must be at a level that does not disturb or can be heard by others nearby.
 If a Walkman/Discman/MP3/iPOD is used inappropriately, the student responsible may be required to hand the set in to a teacher. It would be kept secure in the College Office and may be collected at the end of the day.
 Walkman/Discman sets are valuable items and the responsibility for them rests with the owner. They should be kept in a secure place during school hours. No responsibility will be accepted by the College for their loss or theft or for non-compliance with this policy.

A separate set of guidelines for the use of Walkman/Discman/MP3/iPOD sets by Years 11/12 students in private study groups has been developed and should be read in conjunction with this Policy.

USE OF VIDEOS AND DVDs
Videos and DVDs are used extensively in all areas of the curriculum. All commercially-produced videos and DVDs that are shown in school are to have the approval of the Subject Coordinator and be immediately relevant to course work being studied. Videos/DVDs rated ‘M’ may only be shown after gaining the approval of the Principal and even then only to the appropriate age-group governed by the ‘M’ rating. Videos/DVDs rated ‘MA’ or ‘R’ are not to be shown in class, at any school function, excursion or co-curricular activity at any time.

RELATED LEGISLATION
CRITICAL INCIDENT MANAGEMENT

PURPOSE

Part 1: Major Critical Incident Management
There are times when the whole school is affected by a sudden, unexpected critical event. When this occurs there is very little time to plan for or contain the effects of that event. Thus it is necessary to pre-plan for these events by having a set of procedures to implement at the time of the critical event. These procedures are designed to:

⇒ Allay panic through the provision of a calm, coordinated, speedy response that demonstrates a sense of ‘being in control’
⇒ Ensure a supportive response which considers the mental health and needs of all members of the College community, including students, staff and parents.
⇒ Support staff and students in achieving a healthy resolution of issues
⇒ Minimise the adverse effects of the event on the school community
⇒ Liaise with and facilitate access to external community resources as appropriate
⇒ Assist the College community to return to normal as soon as possible

DEFINITIONS
Critical Incident: any situation faced by members of the College community that causes them to experience unusually strong emotional reactions which may have the potential to interfere with their ability to function at the time the situation arises or later. The nature of the incident is generally outside the usual realm of experience of the individual.

Examples:
• Death: accidental, murder, suicide of a student or teacher
• Serious injury
• Major vandalism
• Students lost/injured on a school excursion/camp
• Sexual assault
• Major criminal charges against a prominent member of the College community
• Natural disaster (eg flood)
• Major acts of local or international terrorism
• Major traumatic incident near the school (eg bad road accident)

CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)
Principal (Convenor), Assistant Principal, Leader of Curriculum, Leaders of Evangelisation and Catechesis, Bursar, Parish Priest, nominated Year Coordinator, other co-opted staff as required (eg, House Team Leader, Aboriginal Liaison Officer)

PROCEDURE

IMMEDIATE INTERVENTION
There are two types of circumstances that characterise an event which affects the school community:
⇒ Where the critical incident occurs at school or on a school-authorised activity
⇒ Where the incident occurs independently of the school

The procedures outlined on the chart below need to be adapted according to the nature of the incident and its immediate relevance to the school. The Critical Incident Management Team (CIMT) is responsible for the immediate intervention and overall management of the event and its aftermath.

POST-INTERVENTION PERIOD
After there has been closure of the incident, it is important that on-going procedures are maintained as appropriate. This has two perspectives:
Dear Parents,

As we approach the end of the school year, I wanted to take a moment to reflect on the past year and share some thoughts on the future. The last school year presented many challenges and opportunities for growth and learning. It was a year of adaptation and resilience, and I am proud of the ways in which our students and staff rose to the occasion.

Looking ahead, I am excited about the possibilities of the upcoming academic year. With the implementation of our new curriculum and the continued development of our school community, I am confident that we will continue to make strides in education and personal growth.

Thank you for your continued support and encouragement. Together, we can make a difference in the lives of our students.

Sincerely,
[Your Name]
STAFF MEETING
END OF DAY

- Debriefing by Principal
- Support procedures discussed
- Planning for Day Two and on-going

CRITICAL INCIDENT MANAGEMENT

Contact Personnel

School Contacts

School 6643 1434, 6643 1158
Principal
Assistant Principal
Bursar
Parish Office (Priest) 6643 9017
CEO 6622 0422

Emergency Services

Fire 000
Police 000 or 6642 0222 (Grafton)
Ambulance 000 or 13 1233 (College Ref No: UBS 0659)
State Emergency Service 13 2500
Hospital (Grafton Base) 6640 2222
DOCS

COUNSELLORS

Mrs Jo Kelly, School Counsellor,

LOCAL CATHOLIC SCHOOLS

St Mary's Grafton 6642 2262 Principal: Yvonne Rincheval
St Joseph’s South Grafton 6642 2899 Principal: Frank Jones
St Joseph’s Maclean 6645 2340 Principal: Bernadette Gilholm
St James Yamba 6646 3266 Principal: Ann Dawson
Part 2: Family/Student/Staff Support Plan

There are times when a family from the school is affected by a sudden, unexpected event. When this occurs the College should offer support and compassion for the family in the most appropriate ways possible. Thus it is necessary to pre-plan for these events by having a set of procedures to implement at the time of the event and for some time afterward. These procedures are designed to:

⇒ Show the College's immediate support for the student and the family
⇒ Ensure a supportive response which considers the mental health and needs of all members of the College community
⇒ Support staff and students in achieving a healthy resolution of issues
⇒ Minimise the adverse effects of the event on the school community

DEFINITIONS

Incident/Event: any situation faced by a member of the College community that causes them to experience unusually strong emotional reactions which may have the potential to interfere with their ability to function at the time the situation arises or later.

Examples:

- Death: accidental, result of illness, murder, suicide of a family member
- Serious injury of a student or family member
- Natural disaster (eg flood) affecting a family or group of families
- Illness: student or family member
- Parent separation
- Any other significant family event

IMMEDIATE INTERVENTION

The procedures outlined on the chart below need to be adapted according to the nature of the incident and its immediate relevance to the school. The Critical Incident Management Team (CIMT) is responsible for the delegation of the immediate intervention and overall management of the event and its aftermath.

POST-INTERVENTION PERIOD

After there has been closure of the incident, it is important that on-going procedures are maintained as appropriate. This has two perspectives:

⇒ Monitoring on-going grieving: the aftermath of a critical incident may be long-lasting and individuals differ considerably in how they deal with their feelings and experiences. Sensitivity and assistance by way of counselling and appropriate programs such as Seasons are essential in this process. Anniversaries, sporting events, birthdays, etc, can re-awaken the experience.
⇒ Evaluation of the Support Plan: This should take place once normality has been re-established.

IMMEDIATE INTERVENTION

The following are examples of immediate intervention that may be put into place depending on the incident/event:

- Identify the incident/event: information sought and verified from a range of sources – HR teacher, Year Coordinator, House Leader, friend, family, etc.
- Message to student/parent: Card, flowers as appropriate
- Physical presence or representation eg funeral
- Counselling sessions: as appropriate
- HR Prayer as appropriate in association with Leader of School Evangelisation
- Assembly Prayer: petition prayer, special assembly as appropriate in association with Principal, AP, Leader of School Evangelisation/Catechesis, HR teacher.
- Staff Prayer: College Leadership Team
- Newsletter: as appropriate
- Home visit: as appropriate
PROTOCOLS
The following protocols should be put into place immediately
1. **Collecting and verifying information:**
   Information collated by Office Staff.
   Information collected from following sources and verified [Permission must be sought from family, etc, to
circulate by way of Newsletter, assembly/staff briefings or prayer, etc, any information received]:
   - HR teacher
   - Family
   - Friends
   - Staff members
   - Outside sources: newspaper, Convent, etc.

2. **Initial Response:**
   - Card (and flowers as appropriate) sent by Office, signed by Principal on behalf of school
   - HR teacher or Year Coordinator makes contact with student or family as appropriate, informally
   - Principal makes contact with family, as appropriate.

3. **Secondary Response:**
   - HR Prayer: HR teacher, Leader of School Evangelisation
   - Physical presence: at funeral, or contact with family as appropriate:  selected personnel (staff, students,
etc) for this as appropriate
   - Assembly prayer: Leader of School Evangelisation, Principal
   - Staff prayer: Leader of School Evangelisation, Principal
   - Newsletter: this should be organised in association with Office Staff and Principal [Permission must be
   sought from family, etc, to circulate by way of Newsletter, assembly/staff prayer, etc, any information
received]

WHO DOES WHAT?

1. **Office Staff:**
   - Stock a range of sympathy / ‘thinking of you’ cards
   - Collate information and verify information regarding incident [Permission must be sought from family,
etc, to circulate by way of Newsletter, assembly/staff prayer, etc, any information received]:
   - Inform College Leadership Team

2. **Homeroom Teacher:**
   - Pass on information to College Office
   - Speak informally to the student involved
   - Attend funeral as appropriate
   - Run HR prayer sessions as appropriate
   - Schoolyard support: be aware of student in the playground
   - Help to organise a support group among students as appropriate

3. **College Leadership Team:**
   - **Principal**
     - Offer school’s support through card, flowers, etc.
     - Presence at funeral, etc.
     - Informal contact with student/family
     - Ensure protocols are carried out
   - **Leader of School Evangelisation**
     - Organise prayer sources to give to HR teacher
     - Assist in Assembly prayer or whole-school liturgy
     - Assist in Staff prayer
   - **School Evangelisation Assistant**
     - Assist Leader of School Evangelisation in organising liturgies
     - Support staff/family/student throughout crisis through home visit, informal contact, etc.
• **Assistant Principal / Leader of Catechesis**
  o Assist Office staff in collating and verifying information
  o Ensure cards are on hand and flowers have been sent
  o Physical presence at funeral, etc.
  o Organise counsellors as appropriate
  o Ensure on-going monitoring of student well-being with the assistance of the HR teacher and Year Coordinator.
McAuley Catholic College

CHILD PROTECTION

PURPOSE
Each person is *created in the image and likeness of God*, and, as a child of God, each person should expect compassion, mercy, justice and love from all. The Gospel is unyielding in its upholding of these basic values. Therefore, the dignity and self-esteem of each child at McAuley Catholic College is our paramount concern. No form of child abuse is acceptable, whether reportable or non-reportable. This document should be read in conjunction with the *CSO Diocese of Lismore Child Protection and Procedure.*


PROCEDURE

DEFINITIONS:

- **Allegation:** An allegation against an employee might involve behaviour that is reportable conduct or behaviour that is exempt from notification to the Ombudsman but is required to be investigated by the College and/or the Catholic Education Office.
- **Employee:** Any person who is employed by the College whether or not they are employed to work directly with children, as well as anyone from outside the College who is engaged to provide services to children such as canteen volunteers, contractors, visitors, students on placement, etc.
- **Exempt behaviours:**
  - Conduct that is reasonable for the purposes of the discipline, management or care of children, having regard for age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards
  - The use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under the nominated procedures
  - Conduct of a class or kind exempted from being reportable conduct by the Ombudsman under Section 25CA of the Act.
- **Reportable Conduct:**
  - Any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence)
  - Any assault, ill-treatment or neglect of a child
  - Any behaviour that causes psychological harm to a child. whether or not, in any case, with the consent of the child.

PROTOCOLS TO BE FOLLOWED WHEN AN ALLEGATION IS RECEIVED

- The Principal receives the allegation
- The Principal collects initial details only – ie who did what to whom and when.
- The Principal contacts the Catholic Education Office
- The CEO determines if the allegation involves child abuse and if so informs the staff member of the allegation.
- The CEO arranges for an investigation team to interview the person making the complaint and the child if appropriate
- The investigation team interviews the staff member (with a support person present).
- Any witnesses (staff and/or student) are interviewed.
- A further response from the staff member might be required to clarify the situation.
- The allegation is found to be either sustained or not sustained. A preliminary finding is provided to the staff member and a response is invited prior to the final determination
- A final finding is made and the matter is referred to the Ombudsman’s Office through CCER.
IMPLICATIONS FOR STAFF MEMBERS

- Support for Staff member: The Principal is not part of any investigation process. The role of the Principal is to give support. Each staff member is treated as an individual and in all cases the staff member is encouraged to have a support person present in any meeting or interview. Staff members may want to seek the support of their union and they can also take professional advice. In all cases, counselling is available and offered.

- There is no presumption that an allegation is true and there is no presumption of guilt. The aim of the process is to gather all relevant information and to find out the facts to work out what (if anything) happened.

- All teachers need to be aware of the legislation and to reassess teaching practices in the light of the legislation.

- All teachers need to be very clear about appropriate and inappropriate professional behaviours around children.

- When faced with difficult or demanding children either in a group or individually, all must be aware of personal reactions and maintain an appropriate professional response at all times.

- The privacy and dignity of all involved is to be respected at all times. Each person subject to an investigation is entitled to confidentiality. Confidentiality preserves the reputation of everyone involved and is required by law. The staff member does not break confidentiality when they discuss the matter with their union representative.

RELATED LEGISLATION

Child Protection Legislation Amendment Act 2003
Ombudsman Act 1974
Children and Young Persons (Care and Protection) Act 1998
Commission for Children and Young People Act 1998

More information is available on the CSO policy website

LITERACY/NUMERACY

PURPOSE

Literacy and Numeracy is fundamental to students at all stages of their education, and is in all areas of the curriculum – not just English and Mathematics. Literacy and numeracy are integral parts of a balanced education and are highly valued by parents and the community. For this reason parents and schools share the responsibility for helping students to become literate and numerate. The intention of this policy is to outline strategies in which improved students learned outcomes can be expected and achieved.

The aim of this policy is to ensure that all students have access to literacy and numeracy strategies (programs) that enable them to achieve literacy and numeracy outcomes appropriate to their level of school and cognitive development.

DEFINITIONS

- Literacy encompasses the ability to use spoken and written language for a range of purposes and in different contexts. It involves the integration of speaking, listening and critical thinking with reading, viewing and writing across all KLA’s.

- Numeracy encompasses the ability to use appropriate mathematical knowledge, understanding, skills and experience whenever they are needed in everyday life.

PROCEDURE

1. TEACHING

- Teachers will familiarise themselves with the literacy/numeracy development relevant to their KLA/subject.
- Teachers will familiarise themselves with appropriate teaching and learning strategies that meet the literacy/numeracy requirements of their KLA and literacy/numeracy needs of their students.
- Teachers will be explicit about the literacy/numeracy outcomes in their teaching and learning programs.
- Teachers will provide opportunities for students to develop their literacy/numeracy skills through:
  - Clear explanation, modelling and demonstration by the teacher.
  - Provision for regular practice and application of new knowledge and skills by the student.
  - Assessing students’ needs and taking appropriate action in response to their needs
  - Monitoring students’ progress and performance

2. ENVIRONMENT

- McAuley Catholic College will commit itself to providing a learning environment which promotes the value of literacy/numeracy across all KLA’s. This includes providing appropriate timetabling, organisational structures, technologies, resources, stimulus material and displays.

3. ASSESSMENT, MONITORING AND REPORTING

- Teachers will assess student achievement of literacy/numeracy outcomes.
- McAuley Catholic College will provide the opportunity for students to sit the ELLA and SNAP test in Stage 4. The College will provide parents with a report of student achievement.
- Results of the ELLA and SNAP test will be reported to Staff. Students with poor or high literacy/numeracy skills will be identified.
- Results from ELLA and SNAP will be used to inform further teaching and learning programs.

4. COORDINATION

- A Literacy and Numeracy Coordinator will be appointed to manage and coordinate the implementation of this policy across all KLA’s.

RELATED LEGISLATION
McAuley Catholic College

DRUGS AND ALCOHOL

PURPOSE
This Policy has been developed in association with the National Framework for Protocols for Managing the Possession, Use and/or Distribution of Illicit and Other Unsanctioned Drugs in Schools (Commonwealth Department of Education, Training and Youth Affairs, June 2000) and guidelines from the Catholic Education Office, Lismore.

♦ McAuley Catholic College aims to provide a healthy, safe and supportive environment that complements the classroom health learning experiences.
♦ The College believes that drug education is best taught in the context of the school’s PDHPE curriculum and Pastoral Care structures. Hence, this Drug Policy has been developed to assist parents, students and staff to deal with the problems of drug abuse that confront every school in some way and at some stage.

DEFINITION OF ‘DRUG’
A drug is defined as any substance, which when taken into the body, alters its function physically and/or psychologically, causing a psychoactive effect.

The term ‘drug’ includes alcohol, tobacco and herbal cigarettes, illicit drugs, image and performance enhancing drugs, inhalants and kava, pharmaceutical drugs.

The possession and use of prescribed medication – that is, medication which has been prescribed by a doctor for a particular individual – lies outside these guidelines.

This Drug Policy has the following aims in mind:
- to publish guidelines for the prevention of and intervention in the possession, use and distribution of drugs;
- to outline the consequences for students found possessing, using and/or distributing illicit drugs;
- to outline the educational approach to be taken with regard to the prevention, the intervention and the consequences of drug abuse;
- to maintain the dignity of the individual at all times.

PROCEDURE

PREVENTION
The objective of preventative drug education programs is to reduce or delay the likelihood of experimentation with drugs by providing information about the dangers of illicit and unsanctioned drug use.

The school has a health education programme which includes drug education as an important component of the Personal Development, Health and Physical Education curriculum. It is supported by a healthy school environment. For example,
- comprehensive PE programme catering to the needs of students
- personal development opportunities offered as part of the Community Service program in the school, sport and other co-curricular activities.
- school and community health initiatives which focus on drug education
- [a yet-to-be-developed canteen policy focusing on recommendations in regards to healthy foods/drinks and procedures to be put in place from the commencement of 2004.]

All members of staff have a direct involvement in the pastoral care of students and personal development opportunities for students are supported by the College.
The College aims to promote positive relationships built on a sense of belonging to the school community and a culture of care, respect, compassion, justice and mercy as exemplified in the Gospel.

The College’s Pastoral Care Policy provides clear guidelines on the steps used to address personal issues in respect to student care and discipline and indicates particular procedures and strategies for staff to follow in their daily pastoral care of students.

From time to time, staff engage in appropriate professional development with regard to drug issues so that they are aware of constructive measures to take and the legal and regulatory frameworks they must work within.

The prevention program includes regular review and updates.

**INTERVENTION**

Despite the best prevention approaches taken by the College, some students will use illicit and other unsanctioned drugs. It is recognised that drug use, possession or distribution can often be associated with a range of other problems in a young person’s life and hence the school response aims always to maintain and enhance the dignity of the individual in relation to his/her environment, family and school community.

- An intervention is seen as a positive action once the College community member has been identified as misusing drugs.
- The community at large expects our school to convey by its teaching and actions that it does not in any way condone any form of drug use that is prohibited by this policy.
- Whatever individuals may think or feel, the law regarding the sale, possession and use of drugs is clear, and penalties are provided for the punishment of offenders. Members of the College community are subject to these laws and have the same responsibility as all other citizens to uphold the law.

- In respect to prescribed medication, McAuley Catholic College adopts the following proactive approach:
  - Students on prescribed medication are encouraged, where possible, to take their medication at home. They are asked to provide information in writing to the Principal if and how such prescribed medication need to be taken during the school day. No member of staff will be put in a position to have to administer any form of prescribed medication to a student.
  - Should a situation arise where a student needs to be administered with an analgesic, parents will be contacted directly and medical records held by the school will be consulted. Only after permission has been granted by the student’s parent/guardian will such medication be administered and only then by a member of the front Office who has First Aid training. Normally, no teacher should administer an analgesic to a student.

**RESTRICTIONS**

McAuley Catholic College does not permit students, while on College premises or at a whole-school College function* to:

- smoke tobacco or smoke herbal products
- consume alcoholic beverages
- deliberately inhale solvents
- possess or use illicit or unsanctioned drugs including performance-enhancing drugs
- possess drug-related equipment such as syringes, bongs, pipes, etc. The only exception to this involves cases where a syringe is required for lawful medical use. However it may only then be used with a written notification from a doctor which must be produced on demand.
- administer illicit or unsanctioned drugs including performance-enhancing drugs to another person.
- sell or supply (trafficking) illicit or unsanctioned drugs including performance-enhancing drugs
- be under the influence of illicit or unsanctioned drugs.

*The phase "on College premises or at a whole-school College function " includes any time a student is in uniform, and also includes travelling to and from school, or any school camp, retreat, excursion, or organised educational, social or sporting function. In respect to the consumption of alcohol, students over the legal age of 18 and in the care of their parents may consume alcohol at the Graduation Dinner at the conclusion of Year 12. This is the ONLY exception to this definition.
CONSEQUENCES
In making decisions on the appropriate sanctions for students discovered infringing the College's Drug Policy, the needs of both the individual and the school community will be taken into account. Each instance will be considered individually and independently according to the set of circumstances existing at the time.

The following procedures have as their focus the emotional and physical health and welfare of the student and the needs of the whole College community.

**Smoking cigarettes (tobacco/herbal)**

*1st offence:* students smoking or in possession of cigarettes will be suspended from classes and work under supervision for one day. Parents/guardians will be informed.

*2nd offence:* parents/guardians and the student will be required to discuss the situation with the Principal. A suspension period of up to one week may be enforced.

*3rd offence:* this will be taken as an indication that the College Code of Conduct and the student are incompatible and appropriate action will be taken which may include exclusion from the College.

**Medications**

- Prescription medications should only be taken by the person for whom they were prescribed. Parents will be informed immediately if an individual is found to have abused medication, such as analgesics and will be required to take the student home. The student will not be allowed to return to the College until the parent/guardian and the student have attended an interview with the Principal.

- Where deemed necessary arrangements will be made for the student to participate in counselling or other appropriate drug management programme.

- Suspension or full exclusion is a possibility.

**Alcohol**

- Parents and the individual will be required to discuss the situation with the Principal. Because the consumption of alcohol by under-age students is not in keeping with the philosophy of the College, suspension or exclusion is a possibility.

- Where deemed necessary arrangements will be made for the student to participate in counselling or other appropriate drug management programme.

**Inhalants**

- Volatile solvents include glue, paint, petrol etc.

- When solvent abuse is suspected the item will be confiscated. Parents and the individual will be required to discuss the situation with the Principal: suspension or exclusion is a possibility.

- Where deemed necessary arrangements will be made for the student to participate in counselling or other appropriate drug management programme.

**Illicit / Psychoactive Drugs**

- Psychoactive drugs: those used to alter the mood, thinking and/or behaviour. There are three broad categories:
  - stimulants eg amphetamines, cocaine, crack, ecstasy
  - depressants eg opiates, tranquilisers, marijuana
  - hallucinogens, eg LSD, psilocybin (‘magic mushrooms’), etc

- If an individual is in possession of illicit drugs or supplies illicit drugs to others, the police will be immediately notified. Cautioning or charging of the individual will be at police discretion. The student will be suspended for a period at the discretion of the Principal. Full exclusion from the College is a possibility.

- if individuals are found using illicit or unsanctioned drugs on the College premises or at any College function, the material will be confiscated and the police and the student’s parents will be immediately notified. Any confiscated material will be handed over to the police. The student will be suspended for a period at the discretion of the Principal. Full exclusion from the College is a possibility.

- Appropriate counselling will be made available to the students, parents/guardian. Outside counselling agencies may be contacted.
- Students who return to school after a period of suspension will be subject to follow-up procedures to evaluate the effectiveness of the counselling and to develop strategies for the student’s re-entry to class.

<table>
<thead>
<tr>
<th>IMPORTANT NOTES:</th>
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<tbody>
<tr>
<td>♦ Students are personally required to catch up on any school work missed due to sanctions which have been imposed by the College;</td>
</tr>
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<td>♦ Relevant information will be documented and kept on file by the Principal in consultation with the student’s Coordinator.</td>
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<tr>
<td>♦ Confidentiality will be respected. However, it may be necessary to notify particular staff members of the nature of the event to ensure the safety of the individual and others.</td>
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<tr>
<th>CONCLUSION</th>
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<tr>
<td>♦ In developing and implementing this Drug Policy, the College reinforces its role in the prevention of drug abuse problems and demonstrates its responsiveness to an issue of community concern.</td>
</tr>
<tr>
<td>♦ This Drug Policy is designed to protect the welfare of students and staff by ensuring that incidents involving drug use are addressed rationally and in a manner that reflects the values and ethos of the College.</td>
</tr>
<tr>
<td>♦ This Drug Policy ensures confidentiality and access to counselling where necessary.</td>
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<tr>
<td>♦ This Drug Policy provides a consistent approach while ensuring each incident is dealt with according to the nature of the infringement as well as maintaining the dignity of all those involved.</td>
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<thead>
<tr>
<th>RELATED LEGISLATION</th>
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<tbody>
<tr>
<td><em>Children and Young Persons (Care and Protection) Act 1998</em></td>
</tr>
<tr>
<td><em>Mental Health Act 1990</em></td>
</tr>
<tr>
<td><em>Drug Misuse and Trafficking Act 1990</em></td>
</tr>
<tr>
<td><em>National Framework for Protocols for Managing the Possession, Use and/or Distribution of Illicit and Other Unsanctioned Drugs in Schools</em> (Commonwealth Department of Education, Training and Youth Affairs, June 2000)</td>
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</tbody>
</table>
EXCURSIONS

PURPOSE
Excursions are recognised as an integral part of the curriculum and a valuable aid to learning. A package has been put together for use in planning excursions, sporting competitions or any activities which require travel away from the school.

Sample copies are contained in the blue folder on the magazine rack in the Common Room. Included are Sample Excursion Letters, Medical Forms and Proposal for Excursion/Sporting Event Forms (pink colour). Please note, in particular, the detail required for the Permission Slip.

• Excursions/Activities should not be organised with the students before the Principal gives final authorisation in writing.
• Provisional approval does not constitute final approval. After provisional approval the proposal form must be resubmitted for final authorisation.
• It is the responsibility of the organising teacher to ensure that all permission notes and payments are lodged at the College Office before the excursion/activity departs the school.

PROCEDURE
GUIDELINES FOR PLANNING AN EXCURSION/ACTIVITY/EVENT
1. INITIAL CONSIDERATIONS AND PLANS
   • plan them well in advance (dates are to be set by the end of the second week of each term);
   • place notice of the excursion on the Assessment Calendar in the staff room;
   • consider the workload of other teachers and of students;
   • seek permission from the Principal on the Proposal for Excursion/Sporting Event Form and then present the form to the Assistant Principal;
   • detail the excursion and costs in a letter to parents/guardians and obtain parental permission for students to attend the excursion; letters should bear the teacher’s full signature (initials are not sufficient), be counter-signed by the Principal and sent home no less than one week before the excursion is scheduled;
   • consider cost to parents/guardians and plan to ensure that the school is not ‘out-of-pocket’ over the excursion. All costs should be collected before the day of the excursion;
   • ensure that a copy of this letter to parents/guardians has been glued in the Minutes Book (which is kept in the College Office) when the letters are distributed; envelopes to be used when payment is made for the excursion should go home with the letter. Please ensure that the letter indicates a cut-off date for payment;
   • seek information, by way of a medical form signed by parents/guardians, of any special medical or health needs of the students (especially in the case of overnight excursions);
   • make sure that the College Bursar is informed of all costs and sign off on the form:
   • inform the Canteen Supervisor of the number of students attending the excursion:
   • avoid scheduling excursions for the last week in any Term and in the week prior to exams:
• if an excursion is returning later than the ordinary end-of-school time, those students who travel on the later bus to Yamba and Maclean will need a note to give to the bus driver explaining why they need to travel on the later bus. This means that the students do not have to pay an extra bus fare. Notes are available for students on request from the College Office:

• be reminded that for excursions, retreats, etc., all supervising staff members should accompany students on the full return trip. Staff members should not arrange to meet the group at the venue unless specific permission is granted by the Principal:

• make sure that students who are on approved excursions are marked present on the Roll:

• ensure that if a cheque is needed for the excursion, the office is given 24 hours’ notice so that the cheque can be prepared in time.

• see that students are well prepared, use their time effectively and submit work.

2. PARENTS/GUARDIANS’ INFORMATION AND CONSENT FORM

It is essential that parents/guardians be provided with adequate details of excursions, especially those involving swimming/water activities, before such excursions are undertaken. Additionally, a parent/guardian must complete a detailed Consent Form before a child is allowed to participate in the planned excursion.

• Details about any swimming/water activities planned for the excursion,
• including information about the facilities to be used, must be specified.
• There must be provision for a parent/guardian to indicate whether –
  ▪ his/her child is permitted to participate in the swimming/water activities;
  ▪ his/her child is a “strong”, “average”, “poor” or “non-swimmer” (responses in this regard should not lessen the quality or quantity of supervision provided);
  ▪ Special requirements are necessary for his/her child to participate in swimming/water activities, ie need to use flotation devices;
• They will provide flotation devices.

3. REQUIREMENTS OF TEACHERS ACCOMPANYING STUDENTS ON EXCURSIONS

• Every excursion must be accompanied by at least one teacher with knowledge of Basic First Aid and Emergency Care Procedures.

• A teacher who has qualifications in resuscitation, (eg. Cardio Pulmonary Resuscitation - CPR) must accompany all overnight and/or water excursions.

• As indicated in Section 2 above, the provision of adequate details to parents/guardians and completion of appropriate consent forms by parents/guardians are essential parts of the responsibility of teachers taking students on excursions.

4. CONDUCTING THE EXCURSION

The teachers responsible for organising and conducting the Excursion must ensure that:

• the collection and set-down points and times for the buses have been left with the Assistant Principal and the Office Staff members;

• a First-Aid Kit (including a suitable sunscreen) has been prepared and collected from the office staff members prior to the excursion; the First-Aid Kit must then be returned to the office at the conclusion of the excursion;

• the mobile phone is taken on the excursion - the phone is kept in the College Office:
  ▪ the batteries should be checked and charged, if necessary, on the day prior to the excursion;
  ▪ the Mobile Phone Number is 0418 493 619
  ▪ the phone is to be used for communication with the school by staff members - it may not be used for personal calls;
  ▪ for excursions in the local area, please ensure that the mobile phone is left switched on, in the event of the College Office needing to make contact;
  ▪ the phone should be returned to the Office at the end of the excursion.
5. OTHER POINTS TO NOTE

- The College in association with the Parish has purchased a 19 seater School Bus. This will be made available to all parish schools with preference being given to the College. Please adhere to the following procedures when using the mini-bus:
  - The booking for the school bus must be made with Mr Eris Hackett in the Parish Office - phone 6643 9017.
  - John Davies will ensure the bus is full of fuel, if the booking has been made at the Parish Office beforehand. Bookings must be made two (2) days in advance.
  - To help cover costs for running the bus, the following charges apply -
    - within the city limits - total cost of $20 must be covered;
    - for trips outside the city limits, up to 100km from Grafton - total cost of $75 must be covered;
    - for long trips - negotiate a charge with the Principal.
  - Make arrangements to collect the keys for the bus and the shed from the Principal.
  - At the completion of the trip -
    - Any out-of-pocket expenses for fuel can be recovered from the College Bursar on receipt of docket/s;
    - If the bus needs cleaning, please make sure it is cleaned out, either on the day of use or the next day.

- No student is to be excluded from an excursion without the written permission of the Principal. If a student is excluded with the Principal’s permission, then the student’s parents/guardians must be informed of this action by letter outlining the reasons, prior to the excursion. The Principal should approve any letter to parents/guardians. These steps are the responsibility of the organising teacher. Names of students not attending any excursion must be supplied to the Assistant Principal on the day prior to the excursion.

- No class is to be taken off the premises without the approval of the Assistant Principal. Single Period Excursions must be entered in the Diary which is kept in the Assistant Principal’s Office. Staff members are reminded that the Principal's approval must be gained for all Excursions and Sporting Events. Approval must be sought on the pink 'Proposal For Excursion/Sporting Event' (which are kept in the Common Room). The Assistant Principal must be advised in time for details to be placed on Memos for the week concerned, (ie by lunchtime on Thursday of the week prior to the event). A copy of the Parent Letter and, in the case of Sporting Events, a list of students involved, must accompany applications. All town excursions, which require transport, must be applied for in this manner.

RELATED LEGISLATION

Occupational Health and Safety Act 2000
Disability Discrimination Act 1992
Disability Standards for Education 2003
PROPOSAL FOR EXCURSION / SPORTING EVENT

SUBJECT / TEAM: ...................................................................................... YEAR LEVEL: .............

No. of Students Attending: .................... Organising Teacher: .......... ...........................................................

Date of Proposed Excursion or Sporting Event: ........................................................................................................


Travel Arrangements: ...........................................................................................................................................

Cost per Student: .................... Student Dress: ......................................................................................................

Provisions have been made for students with disabilities □ Yes □ No □ N/A See over →

AIMS OF THE EXCURSION: ...................................................................................................................................

EXPECTED OUTCOMES: ............................................................................................................................................

TEACHERS ACCOMPANYING STUDENTS:

(Female) .............................................................................................................................................................

(Male) ...............................................................................................................................................................

Organising Teacher's Signature

Subject / Sport Coordinator's Signature

BEFORE PROVISIONAL APPROVAL:

□ 'Excursion Date' has been checked against "Assessment Calendar for Years 10, 11, 12".

□ 'Policy for Excursions/Activities/Events' in the "Staff Handbook" has been checked.

□ Costings for Excursion has been submitted to the College Bursar.

□ Copy of 'Proposed Letter' advising Parents of the Excursion is attached.

□ Copy of 'Student List' is attached.

□ Risk Assessment section on the back of this sheet has been completed in full.

* 'First Aid Qualifications' of Attending Staff: ....................................................................................................

PROVISIONAL APPROVAL PENDING

COMPLETION OF DETAILS: (Principal / Assistant Principal)

AFTER PROVISIONAL APPROVAL:

□ This excursion has been entered on the Assessment Calendar White Board in the Staff Common Room.

□ 'MCC Payment Envelopes' have been distributed to Students.

□ Copy of 'Excursion Letter' has been pasted in the "Correspondence Book" in the Office.

□ Copy of 'Student List' has been lodged at the Office.

□ Canteen has been advised.

PLEASE RETURN THE COMPLETED FORM TO THE ASSISTANT PRINCIPAL

Updated March 2013. Next update: March 2015
RISK ASSESSMENT

1. Description of the Risk involved and related factors:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. List the strategies have been put in place to address this risk?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Please complete the following risk matrix for your excursion by inserting a number (1 – 6 on a scale of increasing seriousness) in the box (or boxes) below:

<table>
<thead>
<tr>
<th>How severely could the activity injure the participants or how ill could it make them?</th>
<th>Very likely (Could happen at any time)</th>
<th>Likely (Could happen sometime)</th>
<th>Unlikely (But could happen)</th>
<th>Very unlikely (Probably never happen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kill or cause permanent disability or ill health</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Long term illness or serious injury</td>
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<tr>
<td>Medical attention and several days off school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Aid needed</td>
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</table>

Signature of the Excursion Organiser: _______________________________________________

Date: ____________________