TABLE OF CONTENTS

Introduction to your Primary Parent Handbook .......................................................... 2
Mission Statement ........................................................................................................... 3
Code of Behaviour ........................................................................................................ 3
Contractual Agreement .................................................................................................. 4
Head of Primary Address .............................................................................................. 5
First Day Summary ........................................................................................................ 6
Primary Staff .................................................................................................................. 7
Absences ....................................................................................................................... 9
Assemblies .................................................................................................................... 9
Awards ........................................................................................................................... 9
Before School ............................................................................................................... 9
Behaviour Choices ...................................................................................................... 10
Business Office ........................................................................................................... 12
Calendar 2017 .............................................................................................................. 12
Class Placement Requests .......................................................................................... 13
College Houses ........................................................................................................... 13
College Publications ................................................................................................... 14
Communication ........................................................................................................... 14
Conflict / Bullying ....................................................................................................... 14
Curriculum Unit Overview .......................................................................................... 22
Discipline Guidelines ................................................................................................. 24
Educational Excursions ............................................................................................... 24
Evacuation and Lockdown Procedures ........................................................................ 25
Health Bay .................................................................................................................... 25
Homework ................................................................................................................... 26
Independent Reading Program (Accelerated Reader) .................................................. 26
Learning Extension ...................................................................................................... 27
Leaving the College Grounds ...................................................................................... 28
Library .......................................................................................................................... 28
Lost Property .............................................................................................................. 29
Outside School Hours Care .......................................................................................... 29
Parent Connect ............................................................................................................ 29
Parent Helpers / Volunteers ....................................................................................... 30
Parent / Teacher Interviews ....................................................................................... 31
Parental Issues ............................................................................................................ 31
Punctuality .................................................................................................................... 32
Reading Program – CCC’S Learn to Read Program .................................................... 32
Respect ......................................................................................................................... 32
Road Safety ................................................................................................................ 33
Sport ............................................................................................................................... 34
Exemption ..................................................................................................................... 34
Swimming ...................................................................................................................... 34
Stationery Requirements ............................................................................................. 34
Student Accident Protection Plan ............................................................................... 34
Student Leadership ...................................................................................................... 34
Student Protection ....................................................................................................... 35
Student Support Department ...................................................................................... 36
Technology Use .......................................................................................................... 36
Tuckshop ....................................................................................................................... 38
Uniform Regulations ................................................................................................... 39
Year Retention Information ....................................................................................... 41
Introduction to your Primary Parent Handbook

The Primary Parent Handbook brings into one convenient document much of the information normally provided on single sheets at various times during the school year.

The Handbook is available on the website for access to information that might be required during the year. Class and year level information is also available on Blackboard.

Please read the preamble in your Student’s Diary as well. Information on school regulations and procedures is provided there.

Yours sincerely

Pr R C WOOLLEY
HEADMASTER
Mission Statement

Our mission:
- to develop the student as a Christian disciple
- to develop the student for life in its various dimensions - work, leisure, learning, citizenship and living within the framework of a Biblical world-view and by a commitment to service, quality and innovation.

Our Vision

Our vision is for Citipointe to be a truly great Christian school, encouraging its students to achieve their personal best, to contribute to the common good and to human flourishing.

Our Focus

Our focus is to nurture a Christian educational community: people of faith, learning, integrity and influence.

Our Core Values and Intents

Uncompromisingly Christian values – We find our essential values in the Bible and the teachings of Jesus. Our intent: Citipointe is distinctively and unreservedly a Christian school.

High quality education – We take every opportunity to do everything very well. Our intent: Citipointe is a distinctively holistic educational environment with what we believe is an excellent standard of teaching, learning and communication.

Academic rigour – We set high goals and work hard to achieve to the level of our ability. Our intent: Citipointe is committed to seeing our students achieve their personal best in their academic studies.

College pride – We honour Jesus when we respect the values of our College. Our intent: Citipointe fosters respect, identity and pride in the Citipointe community.

Caring environment – We reflect Christ's love for people and the world. Our intent: Citipointe cultivates an attitude of Christian service within the College community.

Our Distinctive

Quality education + Academic rigour + College pride + Pastoral care + Christian worldview =

The Citipointe Distinctive

Code of Behaviour

1. Personal Life:

Since Citipointe Christian College is first and foremost a Christian school, students are expected to seek to honour God in every aspect of their lives and should act in a way that is pleasing to Him. Students should strive to do everything to the best of their ability, at all times.

2. School Life:

Students should:
- show courtesy and respect towards those in authority over them;
- be courteous, kind and fair to others, and treat others with respect;
- seek to co-operate with each other, and be tolerant of each other’s point of view;
- respect and care for their own property and that of others;
- follow the College rules.
3. Public Life:

   All students are expected to behave like Christians in and out of school. This is especially so when wearing the College uniform, since that uniform identifies you as a student of the College.

   The College requires that students and their parents accept the Code of Behaviour. In matters which are not covered by the Code of Behaviour or College Rules, students are requested to follow the guidelines outlined above.

**Contractual Agreement**

CCC and the families who attend our College have entered into a contractual agreement which is a binding document. It has been included in the Business Handbook for your perusal.

In summary this document creates an expectation that families and the College will work in concert for the mutual benefit of both and particularly so that the education of the child is able to be most productive. It is within this atmosphere of shared responsibility and suffused with grace that the needs of the child will be attended to most effectively.

As a Christian educational institution we take this responsibility seriously and ask that parents play their part to ensure that the student experiences the maximum benefit of this partnership.
Head of Primary Address

Our CCC community comprises three important groups of people – our students, our parents and our staff. Each is vital to the educational process as it takes a community to educate a child.

What does a CCC student look like? C: Caring, C: Confident, C: Christian

In the Primary school we see our role as being part of this journey to enable and equip our students to become well educated, caring, confident Christians who will take their God ordained place in our community well prepared to meet the demands of adult life.

Caring for others above ourselves is truly the cornerstone of our Christian faith. It is in direct contrast to the message we receive through the media – ‘It is all about me’. Socialisation skills, emotional intelligence and an understanding that we are all created in the image of God lay the foundation for encouraging our students to hold appropriate attitudes and display positive behaviours in their interactions with others.

In order to be confident our students need to be resilient, well able to handle success and failure. Risk taking is required to attempt new things or continue to try when faced with difficulties or challenges. Developing critical thinking faculties is an imperative when problem solving skills are valued by employers but also necessary to be able to discern the value systems and worldviews that prevail in our culture.

Becoming and growing as Christians is a distinctive of our college and permeates all that we seek to do. We believe that there is a plan and a purpose for each precious life that is a part of our college community and that the Christian education they receive at CCC will stand them in good stead in every sphere of their future.

We also want to be committed to being outstanding and this can only occur through diligence and a commitment to excellence regardless of the arena ie academics, the arts, sport and relationships. In our society today our students sometimes require support to be motivated and to persist until a higher standard is achieved. As the adults in their lives we are vital in helping them to appreciate the long term benefits of building good habits and the importance of delayed gratification.

What does a CCC parent look like? Research has shown that children whose parents are involved in their child’s education achieve at a higher standard more consistently. We are thankful for so many volunteers who participate in the life of our school. We appreciate the difficulties families face at times and the sacrifices many have made in order to have their children in a Christian educational institution. We appreciate the many who work in partnership with us in the educational process by ensuring their children are well equipped, well fed, well rested and ready for their school day.

Parenting continues to be a challenge for all of us as we attempt to see our children without ‘rose coloured’ glasses and indeed bear the pain of allowing them to suffer the consequences of their choices. It is a blessing to remember they (and we) are a work in progress and that things will not always be this way. Grace to grow is a gift that we all value.

Maintaining clear and appropriate communication is a prerequisite to a successful partnership and we value your expertise on your child as we at times hold up a mirror to show other aspects in their interactions within the school context. Home and school hold the same goals – success and joy in as many areas as possible for each child.

What does a CCC teacher look like? Each staff member has been prayerfully considered and is a member of our school community because we believe God has them here for a time and season, for what they will contribute but also for their own growth and development.

We share a commitment to excellence, an understanding that we are involved in ministry and a desire to see every individual flourish. Our programs are designed to provide as many as possible with a variety of opportunities to explore and develop. We want to be characterised by our diligence, our caring, our innovation and to truly disciple the precious lives in our care knowing that we are but fallible human beings. We thank God for His equipping and enabling of us as we seek to do this work to the best of our ability.

Shine as a light so that all may see your good work and praise your Father in heaven is a scripture we hope provides the direction for all of us this year. Looking forward to a successful and enjoyable year together.

Every blessing, Mrs Ruth Gravestein, Head of Primary.
First Day Summary

Years 1 - 6 students
An email is sent advising students of their class and teacher in the week prior to the commencement of school with class lists placed in Blackboard on the Friday. Students in Years P to 6 are to proceed directly to their classroom. Staff will be available in the quadrangle to assist new students and other enquiries.

On Wednesday January 25, Parents are most welcome to join us at the full College Assembly commencing at approximately 9.15 a.m. It will be chaired by the Headmaster Pastor Ron Woolley and the Citipointe Senior Pastor Mark Ramsey or his representative.

Preparatory orientation morning
On January 23 there will be a Preparatory Orientation morning in Prep World from 8.40am to 12.40p.m. Your child’s name will be on a list attached to the door of his / her classroom. Parents are asked to drop their Preparatory child at their classroom. Students should arrive in full dress uniform and bring all their school requirements (books etc). Students are asked to bring morning tea and a drink. Parents are requested to return and collect their child at 12:40p.m. at which time they are most welcome to stay and join us for a Pizza lunch.

Hours of School: Preparatory - Year 6
Attendance is compulsory.
Lessons commence 8.40 a.m. and finish at 3.20 p.m.
Students are required to be at school well before 8.30 a.m to ensure that they have sufficient time to prepare for their first class.

Parents are requested to ensure students arrive at school between 8:15 – 8:30 when there are staff on duty. Students arriving before 8:15 must be taken to the Library or be in the Quadrangle where they will be supervised till 8:15 when they can then go to play and get organised for the day. We request that parents ensure their child does not wander the school unsupervised.

Parents are asked to be prompt in picking up their children up. Students not picked up by 3.30pm will be taken to Grace House to be supervised as there are no staff on duty at playgrounds after school.

Punctuality
- Students are expected to be on time for each lesson/activity.
- The first bell is at 8.35 a.m.
- Primary students arriving late should sign in at College Student Reception in Grace House.
- It is often detrimental for students and the school program if children are regularly late to school. We appreciate the busyness of family life and ensuing Brisbane traffic but ask that punctuality be made a priority.

Stationery drop off
In an attempt to assist parents and decrease the congestion in the carparks, parents can drop off their Stationery boxes to the classroom on Friday 20 January 3.00 – 3.30 and then join staff and parents in the Quadrangle for coffee from 3.00 – 4.30.
<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>DUTIES</th>
<th>CLASS</th>
<th>YR LEVEL LEADER</th>
<th>ROOM NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelli Wahry</td>
<td>Teach/Learn/Innovate</td>
<td>P Blue</td>
<td>Rachael</td>
<td>P3</td>
</tr>
<tr>
<td>Melissa Canaris</td>
<td>Projects</td>
<td>P Green</td>
<td>P1</td>
<td>P2</td>
</tr>
<tr>
<td>Chris Shield</td>
<td>Tech Systems</td>
<td>P Orange</td>
<td>Rachael</td>
<td>P4</td>
</tr>
<tr>
<td>Kelsie Bain / Rachael Carlisle</td>
<td>Academic Dev</td>
<td>P Red (Rach F)</td>
<td>Rachael</td>
<td>P4</td>
</tr>
<tr>
<td>Joie Burrell</td>
<td>Admin</td>
<td>P Yellow</td>
<td>A3</td>
<td></td>
</tr>
<tr>
<td>Amanda Morton</td>
<td>Academic Dev</td>
<td>1 Blue</td>
<td>Georgie</td>
<td>G4</td>
</tr>
<tr>
<td>Greg Heffernan</td>
<td>Tech Systems</td>
<td>1 Green</td>
<td>G2</td>
<td></td>
</tr>
<tr>
<td>Debbie Poole/Catherine Stewart</td>
<td>Admin</td>
<td>1 Orange (Deb M Tu W) (Catherine ThF)</td>
<td>G3</td>
<td></td>
</tr>
<tr>
<td>Andrea Baxter</td>
<td>Teach/Learn/Innovate</td>
<td>1 Yellow</td>
<td>B20</td>
<td>B20</td>
</tr>
<tr>
<td>Wayne Vincent</td>
<td>Teach/Learn/Innovate</td>
<td>2 Blue</td>
<td>Toni</td>
<td>B19</td>
</tr>
<tr>
<td>Daniel Ospyiv</td>
<td>Tech Systems</td>
<td>2 Green</td>
<td>O'Sullivan</td>
<td>B17</td>
</tr>
<tr>
<td>Angela Paten</td>
<td>Academic Dev</td>
<td>2 Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bernadette Smith</td>
<td>Admin</td>
<td>2 Yellow</td>
<td>B5</td>
<td></td>
</tr>
<tr>
<td>Daniella Ballhause</td>
<td>Tech Systems</td>
<td>3 Blue</td>
<td>Paul</td>
<td>B14</td>
</tr>
<tr>
<td>Lynelle Owens</td>
<td>SSD Referrals</td>
<td>3 Green</td>
<td>Staines</td>
<td>B15</td>
</tr>
<tr>
<td>Brad Smith</td>
<td>Teach/Learn/Innovate</td>
<td>3 Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Henry</td>
<td>Academic Dev</td>
<td>3 Red</td>
<td>B16</td>
<td></td>
</tr>
<tr>
<td>Julie Carlisle</td>
<td>Admin</td>
<td>3 Yellow</td>
<td>B12</td>
<td></td>
</tr>
<tr>
<td>Sue Speaight</td>
<td>Academic Dev</td>
<td>4 Blue</td>
<td>Daniel</td>
<td>B315</td>
</tr>
<tr>
<td>Dean Hendricks</td>
<td>Tech Systems</td>
<td>4 Green</td>
<td>B314</td>
<td></td>
</tr>
<tr>
<td>Eileen Smith</td>
<td>Admin</td>
<td>4 Orange</td>
<td>B312</td>
<td></td>
</tr>
<tr>
<td>Henk ten Cate</td>
<td>Teach/Learn/Innovate</td>
<td>4 Red</td>
<td>B313</td>
<td></td>
</tr>
<tr>
<td>Justin Curtis</td>
<td>Academic Dev</td>
<td>5 Blue</td>
<td>Kirsty</td>
<td>B214</td>
</tr>
<tr>
<td>Liesle Hendricks</td>
<td>Tech Systems</td>
<td>5 Green</td>
<td>Clements</td>
<td>B213</td>
</tr>
<tr>
<td>Chris George</td>
<td>Teach/Learn/Innovate</td>
<td>5 Orange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristy Dinale</td>
<td>(Teach/Learn/Innovate)</td>
<td>5 Red</td>
<td>B216</td>
<td></td>
</tr>
<tr>
<td>Ian Tang / Felecity Pesonen</td>
<td>Admin</td>
<td>5 Yellow (Ian M Tu F) (Felecity W Th)</td>
<td>B215</td>
<td></td>
</tr>
<tr>
<td>Mormay Harvey</td>
<td>Teach/Learn/Innovate</td>
<td>6 Blue</td>
<td>Jodi</td>
<td>B7</td>
</tr>
<tr>
<td>Cameron Osborne</td>
<td>Tech Systems</td>
<td>6 Green</td>
<td>Blackwell</td>
<td>B8</td>
</tr>
<tr>
<td>Nicola Hunt</td>
<td>Academic Dev</td>
<td>6 Orange</td>
<td>B9</td>
<td></td>
</tr>
<tr>
<td>Jason Peng</td>
<td>(Academic Dev)</td>
<td>6 Red</td>
<td>B6</td>
<td></td>
</tr>
<tr>
<td>Leonie Morris</td>
<td>Admin</td>
<td>6 Yellow</td>
<td>B10</td>
<td></td>
</tr>
<tr>
<td>Judy Harris</td>
<td>Director of Primary Administration, Maths Consultant, Yr 5 Maths</td>
<td></td>
<td>B107</td>
<td></td>
</tr>
<tr>
<td>Jodi Blackwell</td>
<td>Director of Teaching, Learning &amp; Innovation, Yr 4 Maths</td>
<td></td>
<td>G6</td>
<td></td>
</tr>
<tr>
<td>Paul Staines</td>
<td>Director of Operations, Student Care Boys, Student Support Teacher, Student Protection Officer</td>
<td></td>
<td>G7</td>
<td></td>
</tr>
<tr>
<td>Daniel Smith</td>
<td>Director of Technology Systems (Primary), STEM Teacher</td>
<td></td>
<td>B106</td>
<td></td>
</tr>
<tr>
<td>Rachael Carlisle</td>
<td>Director of Academic Development, Prep (F)</td>
<td></td>
<td>B217</td>
<td></td>
</tr>
<tr>
<td>Kirsty Clements</td>
<td>Director of Pastoral Care, Student Protection Officer, Student Care Girls, Yr 3 Green Maths</td>
<td></td>
<td>B218</td>
<td></td>
</tr>
<tr>
<td>Jay Pearson</td>
<td>Head of Sport and HPE</td>
<td></td>
<td></td>
<td>CH203</td>
</tr>
<tr>
<td>Annette Hayward</td>
<td>Projects Officer, Yr 3 Maths</td>
<td></td>
<td></td>
<td>B108</td>
</tr>
<tr>
<td>Paola Coffey</td>
<td>Languages Coordinator</td>
<td></td>
<td></td>
<td>B109</td>
</tr>
<tr>
<td>Nadine Missenden</td>
<td>Student Services Coordinator 3 days (</td>
<td></td>
<td></td>
<td>Grace House</td>
</tr>
<tr>
<td>Rita Rosehr</td>
<td>Student Support Coordinator (Yr 5, 6)</td>
<td></td>
<td></td>
<td>A7c</td>
</tr>
<tr>
<td>Julie-Anne Staines</td>
<td>Student Support Coordinator (Yr P, 1, 2) (M-Th)</td>
<td></td>
<td>A7b</td>
<td></td>
</tr>
<tr>
<td>Michelle Jones</td>
<td>Student Support Coordinator (Yr 3, 4) (M, T, Th)</td>
<td></td>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>Dale Allen</td>
<td>EAL Coordinator</td>
<td></td>
<td>A5</td>
<td></td>
</tr>
<tr>
<td>Zita Horton</td>
<td>Aspire Coordinator</td>
<td></td>
<td>N202</td>
<td></td>
</tr>
<tr>
<td>Georige Moriarty</td>
<td>Learning Extension Coordinator, Instructional Coach</td>
<td></td>
<td>A8b</td>
<td></td>
</tr>
<tr>
<td>Toni O'Sullivan</td>
<td>Instructional Coach</td>
<td></td>
<td>G9</td>
<td></td>
</tr>
<tr>
<td>Jenny Huntington</td>
<td>Academic Development and Teach and Learn Assistant, Instructional Coach, STEAM Coordinator</td>
<td></td>
<td>G8</td>
<td></td>
</tr>
<tr>
<td>Noella Leigh</td>
<td>Library Coordinator</td>
<td></td>
<td>B109</td>
<td></td>
</tr>
<tr>
<td>Matthew Dodd</td>
<td>Technology Teacher (Yr 2-6), Year 6 Maths</td>
<td></td>
<td>B109/Blab</td>
<td></td>
</tr>
<tr>
<td>Kirsten van der Walt</td>
<td>Prep &amp; Yr 1 Tech teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natasha Fitzgerald</td>
<td>Art Teacher (M, T, Th, F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dale Allen</td>
<td>EAL Teacher</td>
<td></td>
<td>A5</td>
<td></td>
</tr>
<tr>
<td>Linda Toms</td>
<td>EAL Teacher (M, Th)</td>
<td></td>
<td>A8a</td>
<td></td>
</tr>
<tr>
<td>Georige Moriarty</td>
<td>EAL Teacher (M, Th)</td>
<td></td>
<td>A8b</td>
<td></td>
</tr>
<tr>
<td>Zena Richards</td>
<td>EAL Teacher (Intensive)</td>
<td></td>
<td>A5</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jay Pearson</td>
<td>HPE Teacher</td>
<td>CH203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean Le Petit</td>
<td>HPE Teacher, Pastoral Care Assistant p-6 Boys</td>
<td>CH203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael O'Sullivan</td>
<td>HPE Teacher</td>
<td>CH203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kylie Hicks</td>
<td>Sports Assistant Pri p/t (which days?)</td>
<td>CH203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberto Campbell-Staines</td>
<td>Teacher Aide HPE / Pri Aide (Tu, W, Th)</td>
<td>CH203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marianna Betia</td>
<td>Classroom Music Coord, Music Teacher (M-Th), Tiny Trebles &amp; Concert Coord</td>
<td>B101/B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Impey</td>
<td>Music Teacher, (T, Th &amp; F) Vivace Voices Coord</td>
<td>B101/B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Lee</td>
<td>Language Education (Chinese) (M, Th)</td>
<td>B109/A4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Echo Chen</td>
<td>Language Education (Chinese) (M, Th)</td>
<td>B101/B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paola Coffey</td>
<td>Language Education (French) (M, Th)</td>
<td>B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Grace</td>
<td>Language Education (Spanish) (M, Th)</td>
<td>B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nadine Missenden</td>
<td>Student Services Coordinator /Student Protection Officer (Mon - Wed)</td>
<td>Grace House A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Smith</td>
<td>Guidance Consultant p/t (T,W,Th)</td>
<td>Grace House A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rita Rosehr</td>
<td>Student Support Coordinator (Yr 5, 6)</td>
<td>A7b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie-Anne Staines</td>
<td>Student Support Coordinator (Yr P,1.2) ( M – Th)</td>
<td>A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Jones</td>
<td>Student Support Coordinator (Yr 3, 4) (M, T, Th)</td>
<td>A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynelle Owens</td>
<td>Student Support. Referrals p/t (T-F)</td>
<td>B109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noella Leigh</td>
<td>Student Support Teacher (M,Th)</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrina Rijken</td>
<td>External Consultant - Speech Pathologist</td>
<td>Staff Annex A7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marguerite Malan</td>
<td>External Consultant - Occupational Therapist – Optimum Movement</td>
<td>A7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Lane</td>
<td>Learning Extension Teacher (T &amp; F)</td>
<td>A8b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenny Huntington</td>
<td>Learning Extension Teacher / Aspire Class Year 4 (T &amp; W). Instructional Coach</td>
<td>N201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zita Horton</td>
<td>Learning Extension Teacher / Aspire Class Yr 5 (T &amp; W) Aspire Coordinator</td>
<td>N202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marika Brown</td>
<td>Learning Extension Teacher / Aspire Class Yr 6 (T &amp; W)</td>
<td>N205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Brayley</td>
<td>Prep Aide P Blue</td>
<td>P3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yoshiko Egan</td>
<td>Prep Aide P Green</td>
<td>P1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penelope Leyden</td>
<td>Prep Aide P Orange</td>
<td>P2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronwyn Harrison-Burns</td>
<td>Prep Aide P Red</td>
<td>P4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebecca Sullivan</td>
<td>Prep Aide P Yellow</td>
<td>A3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda Baigent</td>
<td>Library Technician (M, W-F)</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kay Gagliardi</td>
<td>Library Aide (not Th) Prep Library Teacher</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evonne Yamazaki</td>
<td>Library Aide (T,Th), Art Aide (F), Before School Care</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viv Mulheran</td>
<td>Class Resources Officer</td>
<td>B1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rachelle Crowe</td>
<td>Literacy Resource Aide / Pri Admin</td>
<td>B1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine Rice</td>
<td>Teacher Aide Literacy &amp; Prep Reading &amp; EAL Admin</td>
<td>Prep/A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathy Govan</td>
<td>Teacher Aide Literacy Aide p/t / SOTW (Tu &amp; Th)</td>
<td>G10b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Hatton</td>
<td>Teacher Aide Literacy Aide</td>
<td>G10c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nao Heffernan</td>
<td>Teacher Aide Literacy Aide</td>
<td>G8/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janine Smith</td>
<td>Teacher Aide Literacy Aide / Before School Care</td>
<td>G10a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pam Lohr</td>
<td>Admin Assistant</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jo Kiner</td>
<td>Year 1 Teacher Aide</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bev Kelso</td>
<td>Teacher Aide (Student support)</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlene Russell</td>
<td>Teacher Aide (Student support)</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samantha Sim</td>
<td>Teacher Aide (Student support)</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronwyn Spies</td>
<td>Teacher Aide (Student support)</td>
<td>A6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynette Meddings (Lyn)</td>
<td>PA to Head of Primary, Primary Secretary</td>
<td>Grace House A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judy Alder</td>
<td>Print Room / General Aide</td>
<td>Millis Building A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine van den Berg</td>
<td>Primary Tuckshop</td>
<td>Sec Sci Bdg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Kelly</td>
<td>Equipment Manager, Receiving &amp; Despatch</td>
<td>College Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louise Cant-Niesler</td>
<td>Catering (via Development Office)</td>
<td>College Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desley Herschell</td>
<td>Instrumental Coordinator</td>
<td>Sec Staff Rm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kendre Bent</td>
<td>Instrumental Coordinator</td>
<td>Sec Staff Rm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bianca Dinkleman</td>
<td>Speech and Drama Tutor</td>
<td>College Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brittany Dale (Term 2 - 4)</td>
<td>Speech and Drama Tutor</td>
<td>College Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimberley Ulyarevic</td>
<td>Speech and Drama Tutor</td>
<td>College Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Van Manen</td>
<td>Uniform Store Manager</td>
<td>N6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chan Mei Lac</td>
<td>Uniform Store Assistant</td>
<td>N6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Absences
- If a student is absent from school for the day, parents / guardians must phone the College, before 9.30 a.m. on 3347 5907. It is not satisfactory for the student to notify the College. If the College is not contacted by a parent, the absence will be recorded as ‘Unapproved Leave’.
- If a student is to be away for an extended period of time, parents are requested to contact the College Assistant Registrar.

Assemblies
A weekly assembly is held on Monday afternoons in College Hall at 2.40-3.20pm.
Special Assemblies are held from time to time, usually in the church auditorium at a prearranged date.
Parents are welcome to attend all assemblies.

Awards
Regularly throughout the year, awards are presented for excellence in a variety of areas. These are usually awarded at Assemblies in College Hall and parents are most welcome to join us for these events.

At the end of the year during Awards Day and Awards Night, presentations are made to recognise and encourage student effort and achievement. We ask that families make attendance at these events a priority even though they occur at a busy time of year.

Encouraging our students to attend and applaud their peers even if not receiving an award themselves is an excellent opportunity for our children to develop College pride as well as personal resilience. This then helps them to continue learning the important lesson that life is not all about them. Generosity of spirit is a wonderful character trait that we would wish to see demonstrated in all our College community members.

As well, in trying to cater for our younger students we endeavour to keep the time frame tight and limit these events to as close to 2 hours as possible. Therefore we would ask that families please remain in the auditorium for the duration of the events and not leave early so that the majority of the community are in attendance to applaud all the Awardees who are so deserving of our accolades.

To ensure the safety of all our students, during the evening please actively supervise the children and their siblings while they are sitting with you and do not allow them to wander around the auditorium. Thank you for assisting us in this so that all our students are accounted for and being adequately supervised.

It would also be appreciated if the dress code of Smart or Business wear could be adhered to, as befits the importance of this occasion.

Class Awards (1st and 2nd) are presented for Most Improved, Outstanding Effort and Christian Character.
Year level awards (1st and 2nd) are presented for each Learning Area.

The results across the Learning Areas are collated for each student and Academic Achievement Awards (1st and 2nd) are presented. Elite Academic Achievement Awards are also presented to the next few students in this list who represent the top 5 – 10 students across the year level.

Distinction and High Distinctions in Competitions, Gold Behaviour Band Certificates and Perpetual Awards are also awarded during these presentations.

Parents are informed if their students are to receive Awards at these Day and Night ceremonies.

Before School
In order to provide a safe space for our students, the Primary Library will be open and staffed by CCC staff from 7.00 – 8.15. From 7.30 – 8.15 a staff member will supervise students playing in the Quadrangle and on the Year 2/3 playground. At 8.15 students can takes their bags up to their classroom bag racks so as to be organised for the day. Prep and Year 1 students are dropped by the before school staff to their classroom. Teachers are on duty from 8.15 – 8.35.

We request that parents ensure their child goes to the Library and does not wander the school unsupervised.
Behaviour Choices

BEHAVIOUR
It is the philosophy of our school to engender a culture of encouragement. We recognise that our students are young and are learning how to make wise choices in their behaviour. ‘Foolishness is bound up in the heart of a child’ so education, grace and consequences are necessary elements when encouraging students to choose wisely.

Each class/specialist teacher implements their own in-class behaviour recognition system that may involve stickers, stamps, certificates etc.

STUDENT RECOGNITION
• Each class teacher and specialist conducts their own in-class recognition program.
• Specific recognition for participation and achievement in Sport, Choir, Instrumental, National and International Competitions, Academic results and Reading effort occurs on Assembly, Awards day or Awards night.

STUDENT OF THE WEEK
• Positive recognition is an effective means of fostering a spirit of excellence and building student self-esteem. One formal procedure in the Primary school is that of Student of the Week.
• The purpose of this award is to publicly acknowledge, every week, students from each class who have demonstrated a spirit of excellence, demonstrated effort or made progress in some area.
• Selection criteria includes: academic performance, sport, creative arts, thinking skills, significant improvement in performance, effort, Christian character and good behaviour.
• Although it is to be hoped that every child receives SOTW, this award needs to be earned. The award loses credibility if teachers simply go through their class list and give each student a turn.

GOLD BEHAVIOUR CERTIFICATES
• At Awards Night, 2 students from each class will be awarded with a Gold Behaviour certificate by their class teacher.

CITIZENSHIP PROGRAM
In 2017 we want to shift our focus from just a recognition of good behaviour to acknowledging students’ active contribution in building our school culture. Due to this change in direction, Recognition letters as well as Bronze and Silver Behaviour certificates will no longer be issued as part of a whole school program. Some year levels may award their own behaviour certificates at Year level Chapels.

We seek to increase students’ awareness of their ability to positively contribute to the school community through their actions, whether it be in their peer group, classroom or year level cohort.
This will be through the introduction of a Citizenship program which has been instituted to educate the students and enable public acknowledgment of wise choices and helpful actions that build our Christian culture.

During weekly Assembly, Mrs Clements will be regularly educating the students about the different aspects of what it means to fulfill the 4Cs of being a Citipointe student – caring, confident, Christian citizen.
Participation in Friendship Stop, Community Outreach and as Year 6 Leaders are some of the practical opportunities for our students to actively serve our community. Our younger students are also given opportunities to serve within their classroom setting.
At Assembly a Citizenship Award will be presented to 2 students from every class mid-term by their class teacher and end of term by Specialist teachers.

Our P.L.U.M.S program provides a school wide common language and clear expectations about the values we endeavour to inculcate. The basis for receiving this recognition will be a consistent display of Outstanding Citizenship reflective of but not limited to PLUMS:
• P: Consistently punctual to lessons, arrives on time and packs up in an orderly manner. Hands homework and other tasks in on time.
• L: Keeps personal areas tidy and contributes to classroom cleanliness.
• U: Presents self in a tidy manner, consistently wearing the correct uniform.
• M: Consistently displays appropriate manners to adults and peers.
• S: Displays Christlike care and concern for others in actions and words.
A photo of these students will also be displayed on the notice board in the Quad outlining the reason for their selection.
DISCIPLINE PROCESS

For inappropriate choices, students receive warnings and opportunities to make wiser choices. If punishments e.g detentions are issued these are so students understand that choices elicit consequences. The goal of discipline is repentance and restitution.

Teachers have been encouraged to establish a system of warnings and minor consequences for infractions, with detentions being issued for more severe incidents or repeated offences.

The following more severe actions result in the issuing of an instant detention and or an in-school or external suspension.

- Bullying (persistent anti-social behaviour)
- Any violent behaviour
- Criminal actions
- Sexual harassment
- Wilful disobedience

At the beginning of each term, students are given the opportunity to begin afresh. We hope a new start each term and this experience of Grace (freely given, unmerited favour) will increase students’ determination to make wiser choices.

<table>
<thead>
<tr>
<th>Years P-3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After 3 detentions (Yr 2,3) /meetings (P,1) with Director of Pastoral Care and or Student Care Coordinators.</td>
<td>Teacher/Parent Interview</td>
</tr>
<tr>
<td>After 6 detentions (Yr 2,3) / meetings (P,1) with Head of Pastoral Care and or Student Care Coordinators</td>
<td>School Leadership/Parent Interview</td>
</tr>
<tr>
<td>After 9 detentions (Yr 2,3) / meetings (P,1) with Head of Pastoral Care and or Student Care Coordinators</td>
<td>School Leadership/Parent Interview</td>
</tr>
<tr>
<td>Continuation of negative choices</td>
<td>Interview with Head of Primary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years 4 - 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>After 3 Letters of Detention in a term</td>
<td>Out of School hours detention on a Friday afternoon</td>
</tr>
<tr>
<td>After 6 Letters of Detention in a term</td>
<td>In School suspension and parent/school interview</td>
</tr>
<tr>
<td>After 9 Letters of Detention in a term</td>
<td>Out of School suspension and parent/school interview</td>
</tr>
<tr>
<td>Continuation of negative choices</td>
<td>Interview with Head of Primary</td>
</tr>
</tbody>
</table>

There is also an emphasis on Pastoral Care in order to support our students with every teacher committed to the wellbeing of our students. We also have for further assistance Mr Paul Staines Student Care Coordinator Prep – Year 6 boys, Mrs Kirsty Clements Student Care Coordinator Prep – Year 6 girls and Mr Dean Le Petit, Pastoral Care Assistant. A number of students are being followed up regularly with parents kept informed and much time is given to clarifying the details of incidents that occur. In any incident the classroom teacher should always be the first port of call.

SUPERVISED ROOM

Every lunchtime A4 will be designated as a supervised room. This room will be supervised by a teacher for the duration of the 40 minutes for teachers and students to use for a variety of reasons.

Detention

- Students who have received a detention are placed in a quiet uninterrupted section of the room to complete the punitive task they have been set by the staff member who issued the detention. They eat their lunch, spend the time completing a set task and are encouraged to reflect upon their actions and choices with the supervising teacher. The goal of detentions is as a tool to help students understand that unwise actions and decisions have unfortunate and unpleasant consequences. Accumulating detentions have far reaching and serious consequences.
- 10 minutes eating
- 20 minutes completing detention task
- 10 minutes to have a drink and go to the toilet
Special Needs
- A small number of students require some supervision to enable them to eat their lunch. This is not meant to be a punitive situation. These students may eat their lunch with one or two friends in the supervised room and then go and play.

Set tasks
- In order to develop responsibility and an understanding that there are expectations on students to complete set tasks, the supervised room may be used in a non-punitive manner to give students a quiet place to complete unfinished class activities or homework. It is also appropriate as required for students who do not complete class work to be asked to complete this at home through a note in the Diary communicating to parents the reason.
- 10 minutes eating
- 20 minutes completing task
- 10 minutes to have a drink and go to the toilet

PRIMARY OUT OF BOUNDS AREAS
- Creek area when wet
- Secondary school (without teacher supervision)
- All car parks (unsupervised)
- Drop-off zone (unsupervised)
- Administration building “Grace House” (without teacher supervision)
- Beyond fence on Wecker Road
- Park areas across Wecker Road (without teacher supervision)
- Classrooms during breaks, before and after school (without teacher supervision)
- Verandas during breaks (exception – returning lunch box to bag)
- Prep/Year 1 play area for Year 2-6 students
- Year 2-6 play areas for Prep/Year 1 students
- Staff room
- Soccer fields and area beyond
- Church auditorium, Rivers Cafe and Bookshop

All playgrounds are out of bounds before 8.15 and after 3.20 unless students are supervised by parents or a teacher.

Business Office
The following information is sent out in the CCC Business Office Handbook:

- Contract of Enrolment
- Standard Collection Notice
- Credit Policy
- College’s Schedule of Fees
- Overseas Students Course Fees
- Citipointe Christian College International Course Fees
- Customer DDR Service Agreement
- Direct Debit Request
- Credit Card Request
- Voluntary Building Fund
- Development Office
- College Uniform Store Hours
- Uniform Price List
- Selling Second Hand Uniforms through the College Store
- Bus Regulations
- Bus User’s Policy
- Bus – Request for School Bus Transport

Calendar 2017
Please refer to the College website.

http://www.brisbane.coc.edu.au/Site/Calendar.asp

Classroom Rules
- Line up quietly outside rooms and wait for the teacher.
- Enter and leave classrooms in an orderly fashion.
- When an adult enters a classroom for the first time, upon the instructions of the teacher, stand and politely greet him or her.
- Sit on chairs properly and keep desks, bag racks and tidy trays neat and tidy.
- Be a good listener.
- Do not disrupt others or talk unnecessarily in class.
- Be courteous at all times.
- Keep the classroom clean and tidy.
- Students should not be in classrooms without teacher permission.

Class Placement Requests
As you can appreciate, taking into account the academic, behavioural, social and emotional needs of all our students in order to place each one appropriately, is a challenging task. Due to this complexity and the large number of students in our school, it is not our common practice to accept parental requests for a specific teacher and/or peers.

If however, there are significant educational reasons that we need to be made aware of, parents are most welcome to submit these in writing. Whilst we cannot guarantee all requests being met these will be seriously considered during the class selection process.

Thank you for praying with us during this process.

College Houses
For the purposes of developing College Pride through House competitions, the College is divided into four houses. Houses are the units of cultural and sporting competition in the College and points will be awarded to each house for a variety of activities. These points will be tallied at the end of the year and a House Trophy awarded.

School House Honour is a program organised by Mrs Kirsty Clements, the Head of Pastoral Care. Using the acronym PLUMS students are reminded, encouraged and appreciated for their efforts through the awarding of House points to focus on these areas.
P: Punctuality  
L: Litter  
U: Uniform  
M: Manners  
S: Spiritual

**HOUSE**  
**COLOUR**

- ASHER  
- RED  
- EPHRAIM  
- YELLOW  
- JUDAH  
- GREEN  
- LEVI  
- BLUE

**College Publications**

- Enews: is produced each month and emailed out to staff and parents.  
- “Our Citipointe” is a College magazine produced 3 times per year. This is posted to parents of Citipointe Christian College. “Our Citipointe” will also available on our web page at [www.brisbane.coc.edu.au](http://www.brisbane.coc.edu.au).  
- REVIEW is a full colour magazine published by the Development Office of Citipointe Christian College, and posted to families, alumni, and other supporters of the College. It reports the success of students, or some aspect of the development of the College.  
- THE COLLEGE ANNUAL is the major magazine published at the beginning of each academic year, containing full reports and photographs on all College activities and groups for the previous calendar year.  
- [www.brisbane.coc.edu.au](http://www.brisbane.coc.edu.au): Information will be regularly placed in the Primary pages of the website.

**Communication**

The College seeks to communicate with parents via text and email. In order to do so it is necessary for parents to supply up to date mobile numbers and email addresses. Thank you for assisting us to communicate with you more efficiently and effectively. Please advise any change of details via Grace House reception.

Blackboard is the main area parents can access information about curriculum, class and year level. Student feedback form and class reports will be placed in the parent portal.

**Conflict / Bullying**

**Conflict Definition:**  
Most of the situations students experience in school are conflict / problems caused by:  
- Misunderstandings  
- Selfishness  
- Ignorance  
- Accidents  
- Deliberate choices

If a student, who is involved in a negative social incident is able to calm down, articulate their feelings and change their behaviour, then conflicts can be resolved positively.

**Bullying Definition:**  
- Bullying refers to deliberate and repeated negative behaviour towards others.  
- The intent is to hurt, injure, embarrass, upset or cause discomfort to others thus affecting their security, happiness and self-worth.  
- It is often unprovoked and can be expressed physically, verbally and psychologically.

**FORMS OF BULLYING**

1. **Physical Bullying**  
   e.g. pushing, fighting, punching, kicking, damaging property

2. **Verbal Bullying**  
   *e.g. comments about appearance, race, cultural beliefs, disability, weaknesses and family etc.* through:  
   put-downs, teasing and taunting, rude comments, joking, mocking, mimicking, threats and shouting
3. **Non-Verbal Bullying**  
e.g. ignoring, rude gestures, hiding possessions, writing notes, looks and body language used to intimidate others

4. **Extortion Bullying**  
e.g. forcing students to hand over lunches/ money/ or to do homework etc.

5. **Exclusion Bullying**  
e.g. deliberately and unnecessarily excluding others from social activities (such as playground games), starting or spreading rumours etc.

At Citipointe Christian College any form of bullying is unacceptable.

**GUIDELINES FOR STUDENTS WHO HAVE BEEN BULLIED**
- If they know bullying is going on or are being bullied SEEK HELP or REPORT IT.  
- Bullying can be reported to any teacher on playground duty or to the classroom teacher.

**COLLEGE PROCEDURES FOR DEALING WITH BULLYING**
- **Step 1** Students found to be bullying will be interviewed by a member of staff. They may be placed on detention and this will be noted in College diary for the parents to sign.
- **Step 2** Further bullying will result in parents being contacted. The student/s will be interviewed by a Director of Student Care (Boys) and (Girls). They may be placed on detention.
- **Step 3** Continued bullying may result in an in-school suspension and a meeting of the student/s, parent/s with the Director of Student Care (Boys) and (Girls) or Head of Primary.
- **Step 4** Withdrawal from the College, at the discretion of the Head of Primary and Headmaster, will be considered when there is no positive response from the student/s to the discipline process (Steps 1-3) and the bullying continues.

**PARENT GUIDELINES FOR DEALING WITH BULLYING**
Ask your child if s/he has reported the incident to a member of staff.  
If necessary, make an appointment, via the office, to see the member of staff concerned.  
If bullying continues, please make an appointment with the Director of Prep – Year 2 or Director of Student Care.

**Curriculum Overview**
Through 2017 extensive work will continue to occur to ensure our curriculum is robust, appropriate and meeting the Australian Curriculum requirements.

Curriculum information pertaining to individual classes as well as Year Levels is available on Blackboard.

**ENGLISH**
**Reading:**
Preparatory – Year 2 focus on Phonics to teach Reading. The Home Reading Program supports the work done in class.
Years 3 – 6 use an Independent Reading Program, Guided Reading groups and whole class Shared Reading in Years 4 - 6 to maintain a high standard in Oral Reading. Comprehension Skills are taught whole class and utilized in Learning Centres.

**Genre Writing:**
Genres covered include Recount, Narrative, Information Report, Biographical Profile, Persuasive letter, Discussion and Explanation.
Writing Skills focus on Punctuation, Grammar, Vocabulary, Sentence Structure and Handwriting.
A variety of Spelling strategies are taught whole class and utilised in Learning Centres.

**Speaking:**
The focus in Preparatory – Year 2 is on confidence when speaking publicly.  
Years 3 – 6 participate in a variety of speaking activities including Oral Talks, Information Reports, and the Oratory Competition.

**Listening:**
Listening and following directions are important skills that are developed.
MATHEMATICS
As part of a whole school approach the Targeting Mathematics Program is used from Preparatory to Year 6. Year levels may also have the added benefit of an extra Maths teacher which creates smaller class sizes. The content is taught by teacher directed activities, class discussions and group work with an emphasis on hands on activities. Students identified as requiring acceleration of their Maths learning are accommodated through inclusion within classes at more advanced year levels.

To cater for varying levels of Maths ability, the more mathematically capable students are placed in a class together with those requiring greater individual attention also separated.

INTEGRATED STUDIES
- In Preparatory and Year One History, Geography and Science based units are taught in four and half week blocks.
- In Years 2-6 History, Geography and Science based units are taught in nine week blocks.
- In all year levels these units also integrate English, Christian Studies, Technology and Thinking skills where appropriate. This enables focus to be maintained on the content of a particular Key Learning Area eg. Science. This content is taught through whole class discussion and consolidated through small group activities. Excursions and on-campus activities may be utilised to extend the learning that occurs in the classroom.

CHRISTIAN STUDIES
A Christian focus is integrated into all units of work with separate weekly Christian Studies lessons as well. Other activities include daily classroom devotions and weekly Chapels.

INFORMATION TECHNOLOGY
While technology has become integrated throughout the curriculum at Citipointe Christian College it also remains a dedicated specialist subject. From Preparatory to Year 6 students computing skills are enhanced through a program that provides opportunities to develop proficiency in many areas.

Some of the key focus areas include:
Preparatory – Year 1: Computer awareness, proficiency with educational programs and an introduction to Microsoft programs.
Years 2 – 6: Increasing proficiency in Microsoft programs Paint, Photo Story 3, Word, Power Point, Publisher, Window Movie Maker as well as Adobe Dream Weaver.
Years 3 - 6: Develop Keyboarding skills
Years 4 – 6: Introduction to coding and basic computer programming as well as multimedia presentations through the use of basic video editing software and audio design including manipulation of sound files.

In conjunction with these focus areas a digital citizenship program has been instituted and will be taught as part of the Technology and Health program.

Each classroom has an interactive white board and dedicated teacher computer as well as 6 student computers for group or individual work. The school is also equipped with 2 Computer labs each containing 30 student computers and an interactive whiteboard.

In Prep – Year 3, each class has access to 15 - 30 Student iPads to use in group activities, but can also be used as a full class set as determined by the task requirements.

With the implementation of the iPad initiative students in Year 4-6 will have their own iPad.

HPE (HEALTH and PHYSICAL EDUCATION)
Health and Physical Education lessons are an integral part of the school curriculum at Citipointe Christian College for students in Years Prep-6.

Physical Education: Years Prep-3
The Years Prep – 3 Physical Education Program aims to challenge our students to grow and develop through a wide range of activities that includes: fundamental gross motor skills, body management/movement exploration, athletics, ball handling, striking activities and game play. The Terms 1 and 4 swimming program also enriches the curriculum by providing opportunities to learn survival skills and practise stroke development. Many of these skills are showcased and celebrated at the House Swimming Carnival (Term 1) and Athletics Carnival (Term 3).
Physical Education: Years 4-6
A greater emphasis on game play, athletic performance and swimming stroke development highlights the changing focus of the Physical Education Program during the middle and upper years. Students are led to develop the skills of team work and tactical play through the Games (Basketball and Football) Program and Athletic Performance (High Jump, Shot Put, Discus, Long Jump, Sprints and Distance Running) through the Track and Field Program. Swimming stroke development and survival skills are also further developed from the foundational skills fostered during the lower primary swimming program. Students also participate in House and Interschool sports competitions which present opportunities to compete in a wide range of sports and through a variety of contexts. The Cross Country, Athletics and Swimming House Carnivals are held in Term 1, Term 2, and Term 4 respectively. These competitions also provide an avenue for our students to discover their God-given talents in specialised fields and earn representative honours at School, District, Regional and State level.

Health Education: Years Prep-6
Following the release of the draft framing documents of the National Curriculum, Citipointe took strides towards the implementation of the health curriculum and its introduction has been earmarked by thought provoking and engaging lessons. Health lessons provide our Primary School students with lessons and activities that focus on learning valuable life skills related to health and how it influences and is influenced by personal, social, and community factors.

Our students enthusiastically investigate the challenges that are raised through these lessons which address pertinent health issues of sun safety, personal (physical, emotional, spiritual, cognitive, social) development, water awareness and lifesaving.

Primary Sports Program
Sport is an integral part of life at Citipointe Christian College and our students are provided with an extensive range of opportunities to cater for their interests and abilities.

Wednesday Morning Sport: Years Prep – 3
The Prep-3 Wednesday morning sport program compliments what is taught in class Physical Education lessons and expands the opportunities available for skill development. Sessions take place on the college oval in year level slots of 40 minutes and include tabloid games, minor games and skill drills that are conducted on a rotational basis. The program also infuses the expertise of development officers from national sporting bodies during this time with cricket skills taught through the In2Cricket program (Cricket Australia), rugby league skills through the Backyard League Program (Australian Rugby League Foundation), AFL skills through the Auskick program (AFL Qld), and football (soccer) skills through the Total Football Academy and Zova programs.

Friday Afternoon Sport – Years 4-7
The Friday afternoon sports program is comprised of two models of activity, the District Interschool Fixtures Competitions and the Campus Sports Program.

The Interschool Fixtures Competitions are divided into winter and summer seasons. Winter fixtures are conducted in Semester 1 and include Rugby League (boys), Netball (girls), Touch Football (girls) and Soccer (mixed). Summer fixtures are conducted in Semester 2 and include Basketball (boys and girls), Cricket (mixed), Touch Football (boys), AFL (boys and girls), and Volleyball (boys and girls).

Our interschool teams consist of talented students who are eager to represent our college in a competitive context and pit their best skills and teamwork against other schools in our surrounding area which form what is known as the Mount Gravatt District. CCC has a tradition of fielding competitive teams in the District Interschool Fixtures Competitions with the majority of our teams competing in the finals of their respective fixtures competitions.

The Campus Sports Program encompasses a range of alternative physical activities that provide our students with exposure to alternative forms of physical activity (table tennis, badminton, tennis, water sports, dance, indoor hockey, ten pin bowling, gym work, traditional and modified sports) that go beyond what can be offered through the Interschool Sports Program. Its primary purpose is to provide fun, engaging activities that are non-competitive in nature and expand their Sports I.Q.

Core Sports – Cross Country, Track & Field, Swimming
Cross Country, Track & Field and Swimming are the core sports at Citipointe Christian College. Development programs for our core sports are conducted on a seasonal basis to complement the representative trials conducted by the District (Mount Gravatt), Regional (Metropolitan East), State (Queensland) and National Sporting Associations. In addition to these opportunities to earn individual representative honours at District, Regional, and State level, Citipointe students also compete in the Christian Schools Sporting Association Championships (Cross Country, Track & Field and Swimming). Primary School students who show ability in a core sport are invited to the Synergy – Athlete Development Program.
Synergy – Athlete Development Program
The Synergy Athlete Development Program was established to increase the opportunities available to our students to access the highest quality coaching that the state has to offer – right here on the college grounds. Synergy is structured to develop all fitness components with an emphasis on speed, strength, endurance and power. Our vision is to see our students participate in a fun and enjoyable program designed to direct, support, and assist them to train and hone their skills towards improving their personal bests and optimising their athletic potential so as to enable the realisation of their God-given gifts in the sporting arena.

Synergy – Cross Country and Track & Field squads
In 2012, an alliance with the professional athlete development company, Acceleration, was established within the primary school with the aim of bolstering our Athlete Development program.

“Acceleration is passionate about: helping young people achieve their sporting goals, educating them to include sport and exercise throughout their lives and giving kids the confidence to perform at his or her best.”

Through the Primary Cross Country and Athletics Squads Years 4-7 students have had the privilege of working with Acceleration and made significant strides towards achieving their sporting goals. Acceleration’s sessions form a large part of the Athlete Development program and are conducted within the Primary School through Terms 1-3. Afternoon sessions are open to all interested students and take place on Mondays and Wednesdays at the college oval. Morning sessions (7:10am-8:00am) take place on Tuesdays and Thursdays and commence in College Hall. Morning session places are by invitation only by the Primary Head of HPE and Sport.

Synergy – Swim squad
Citipointe’s Head Swim Coaches Mrs Gayle Dibble and Ms Ann Marie Chng direct the Synergy squad program in the weeks leading up to the District (February) and CSSA (November) representative meets.

Quality technique development is the focus of the Synergy coaching sessions. Morning and afternoon squad session places are by invitation only by the Primary Head of HPE and Sport.

The sports field is a wonderful testing ground where characters are forged and memories are created. It’s the place where dreams are realized and life-long friendships are made.

Set no limits (Philippians 4:13)

VISUAL ART
Students from Years 2 – 6 have one art lesson per week with the Primary Art Teacher. Prep and Year 1 participate in art with their own class teacher.

In years 2 – 6 students study a different artist each term as well as build upon knowledge of the art elements and principles from previous years. Parallels between what the students are focusing on in art and what the students are learning about in class are developed as much as possible.

Different art media is used each term to complete drawings, paintings, sculpture and printmaking.

Visual Arts Objective:
- To give students the opportunity to grow, develop and express themselves through visual art.
- To deepen their relationship with their Creator by using their creative abilities as an act of worship, as a form of witness and as an exploration of their faith.
- To develop versatile, creative thinkers who can interpret visual symbols in our visual society.
- To create flexible students who have the capacity to problem solve through exploring, experimenting and discovering.
- To be given the opportunity to communicate non-verbally through the use of 2D and 3D media while developing a repertoire of skills and a deeper understanding of visual art through which to create a solid creative foundation.

LANGUAGES EDUCATION (Languages Other Than English)
Languages education is introduced to CCC students from Preparatory. The learning outcomes encourage students:

- to have a desire to learn another language, which in turn can help improve their English;
- to learn about the culture;
- to have a sensitivity and tolerance of other races.
- to develop a facility for learning other languages.

French, Spanish and Chinese are offered from Prep to Year 6.
In Prep, students experience each of the three languages via a 12 week rotation program. Year 1 – 6 students select one of the three languages and commit to learning this for the year, for 2 periods a week. **EAL and Learning Support students will undertake EAL and Learning Support Lessons during their Languages education times wherever possible.

**MUSIC**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Classroom Music Program</th>
<th>Instrumental Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Sem 1 and 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sem 1 and 2</td>
<td>Introductory Music Program Sem 2</td>
</tr>
<tr>
<td>2</td>
<td>Sem 1 and 2</td>
<td>Can continue with learning an instrument</td>
</tr>
<tr>
<td>3</td>
<td>For 1 semester</td>
<td>For 1 semester – Strings Program</td>
</tr>
<tr>
<td>4</td>
<td>Sem 1 and 2</td>
<td>Can continue with learning an instrument</td>
</tr>
<tr>
<td>5</td>
<td>For 1 semester</td>
<td>For 1 semester – Band Program</td>
</tr>
<tr>
<td>6</td>
<td>Sem 1 and 2</td>
<td>Can continue with learning an instrument</td>
</tr>
</tbody>
</table>

**Choral Program**
The Choral Program involves over 200 students divided through three choirs with a year-round commitment. Students may be offered by audition a place in the Tiny Trebles (Prep & Year 1), Vivace Voices (Years 2 & 3) and the Concert Choir (Years 4, 5 & 6). Limited places are available for each choir and due to popularity waiting lists are compiled. These choirs represent the College at various events and competitions throughout the year.

**Aspects covered:**
Musical Elements
Aural Training
Listening: Appreciating, Discriminating, Aural Training, Musical Memory
Vocal training Melody – solfege (Kodaly)
Rounds/Canons
Instrumental Development: Various percussion instruments- Orff Schulwerk
Written Work: composing simple melodies, songs
Musical Terms and Conventions
Motor Skills/Coordination: dance, movement, part work.
Musical Appreciation
Biblical Perspectives/Values: Praise and Worship

**EXTRA CURRICULAR ACTIVITIES**
Students have the opportunity to be involved in these other activities:

**Academic Competitions:** Students nominated by the school (and requested by parents as suitable) participate in International/National Competitions in English, Mathematics, Computing, Science, Spelling and Writing.

**Speech and Drama:** Specialist teachers offer private tuition. For further details please see the “Academy of the Arts Instrumental, Voice, Speech & Drama” brochure at Grace House reception.

**Citipointe Swim Club / Swimming Squad:** The school provides an introductory swimming program, using professional coaches. Students are encouraged to join Citipointe Swimming Club to further their skills.

**Soccer:** Saturday Soccer through the Carindale Eagles.

**Year 3 String Program**
This program provides all Year 3 students with the opportunity to learn the violin, viola or cello for one semester. Students are placed on the violin, viola and cello through a listening test process. In the Year 3 String Program students attend a weekly music lesson where they are taught the necessary skills to perform and play on their instrument. Students are provided with an instrument and music book free of charge for the semester they are learning. The program concludes with a finale concert at the end of the semester.
Year 5 Band Program
Each Year 5 class takes part in the Year 5 Band Program for one semester. For the first 3 weeks of this program, students are given the opportunity to trial the flute, clarinet, saxophone, trumpet, French horn, trombone, euphonium and drums.

Through a multi-stranded testing process students are placed on the instrument they are most suited for and for the remainder of the semester focus on developing their skills on that instrument. Each student is given an instrument and music book to use free of charge for the remainder of the semester and attend weekly lessons. The program concludes with a finale concert at the end of the semester.

Instrumental Music Lessons
All students in the Primary School from Years 1 to 6 are able to learn a musical instrument through the Academy of the Arts Program. The instruments available are:

- Piano/Keyboard
- Cello
- Clarinet
- Trumpet
- Trombone
- Tuba
- Voice (Year 4-12 students only)
- Violin
- Double Bass
- Bass Clarinet
- Cornet
- Baritone
- Drummkit
- Guitar
- Viola
- Flute
- Saxophone
- French Horn
- Euphonium
- Orchestral Percussion
- Bass Guitar
- (Year 4-12 students only)

Lessons are held weekly during class time on a 4 week rotational basis with highly qualified Instrumental Music Tutors. Year 1 students are recommended to either commence lessons on the piano or the violin. For more information regarding the Academy of the Arts Program see http://brisbane.coc.edu.au/curricular/academy-of-the-arts/

Primary Instrumental Ensembles
There are a number of outstanding ensemble opportunities available for students learning a musical instrument. Students who are learning an instrument through the Academy of the Arts Program are required to join a College ensemble as a condition of their learning however, students learning privately are also able to take part in the ensemble program.

Students involved in Instrumental Ensembles take part in a weekly rehearsal held during morning tea time and are given multiple performance opportunities throughout the school year.

For any questions regarding the Instrumental Music Program at Citipointe please contact academyofthearts@brisbane.coc.edu.au

EAL (English as an Additional Language)
Approximately 1 in 4 students in years P to 6 at Citipointe have a language other than English as a foundational language or are consistently exposed to another language at home.

The role of the four EAL teachers includes the following:
- Development of an EAL program in the macro skills of English Listening, Speaking, Reading and Writing for each year level 1 to 6, with the EAL program reflecting consideration of the year level, academic objectives.
- Provision of a withdrawal program, for small groups of ESL students for up to 4 lessons per week. This program is for students whose English language use has been assessed according to the NLLIA ESL Bandscales, as being at an intermediate level.
- Provision of a withdrawal program, for small groups of ESL students for up to 10 hours per week. This intensive program is for students whose English language use has been assessed according to the NLLIA ESL Bandscales, as being at a beginner level.
- Provision of additional phonogram practice and/or reading with a teacher aide where this need is indicated.
- Assessment of new EAL enrolments in up to 4 English language areas- Listening, Speaking, Reading and Writing- according to the national standards, the NLLIA ESL Band scales.
- Assessment of EAL enrolments at the end of Semester 2 in Prep, in up to 3 English language areas - Listening, Speaking and Reading - according to the national standards, the NLLIA ESL Band scales.
- Twice yearly, Semester assessment and progress reporting to parents of ongoing EAL student's progress, according to Levels 1 to 7 of the NLLIA ESL Band scales.
- Making recommendations regarding academic support for EAL students.
- Regular liaising with Student Support and Extension staff and reporting back to class teachers regarding EAL individual students.
- Providing an academic bridge for student transition long-term to the mainstream class program without the need for any additional English support.

After assessment by an EAL teacher, parents are advised as to their child's EAL needs, number of lessons/hours per week and the specific skills (Reading, Writing, Listening, Speaking) being targeted. As the child improves to the required level EAL lessons may be reduced or discontinued.

Students involved in EAL lessons will participate in these classes during Language Education times and may forgo learning a second language until their English skills improve. If students are involved in 4 EAL lessons a week or in the 10 hr/wk Intensive program, they may also miss out on other Specialist lessons e.g. Art and music etc. Therefore they will not be assessed or reported on in these areas. Parents will be communicated with individually as regards this information.
## Curriculum Unit Overview

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNIT 1 (9wks)</td>
<td>UNIT 2 (9wks)</td>
</tr>
<tr>
<td><strong>Preparatory</strong></td>
<td>SCIENCE- Weather</td>
<td>SCIENCE- Things that Move</td>
</tr>
<tr>
<td></td>
<td>HISTORY- God’s Family Tree</td>
<td>GEOGRAPHY- The Best Place in the World</td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES - Friendship</td>
<td>CHRISTIAN STUDIES – Bible Heroes</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>SCIENCE- Changing Materials</td>
<td>SCIENCE- Beach, Bush &amp; Backyard</td>
</tr>
<tr>
<td></td>
<td>GEOGRAPHY- Local Places and Spaces</td>
<td>HISTORY- Past, Present &amp; Future</td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES – The Fruit of the Spirit</td>
<td>CHRISTIAN STUDIES - Creation</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>SCIENCE- Life Stages</td>
<td>SCIENCE – Water for Life</td>
</tr>
<tr>
<td></td>
<td>GEOGRAPHY- Where am I?</td>
<td>HISTORY- The Past in the Present</td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES – All Life is Reliant on God</td>
<td>CHRISTIAN STUDIES – God Provides for our Needs</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>SCIENCE- Solids &amp; Liquids</td>
<td>SCIENCE- Is it Alive?</td>
</tr>
<tr>
<td></td>
<td>HISTORY- The Times are Changing</td>
<td>GEOGRAPHY- The Land Down Under</td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES – Christian Character Traits</td>
<td>CHRISTIAN STUDIES – God’s Communities</td>
</tr>
<tr>
<td>Year</td>
<td>SEMESTER 1</td>
<td>SEMESTER 2</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Year 4</td>
<td>SCIENCE- Changes in the Earth’s Surface</td>
<td>SCIENCE- Properties of Materials</td>
</tr>
<tr>
<td></td>
<td>GEOGRAPHY- Exploring Environments and Places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES – Caring For God’s Land</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEOGRAPHY- Local Communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES – Overview of the Bible</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>SCIENCE- Electricity &amp; Energy Sources</td>
<td>SCIENCE- Changing Things</td>
</tr>
<tr>
<td></td>
<td>HISTORY- Australia as a Nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHRISTIAN STUDIES - Stewardship</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discipline Guidelines

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform</td>
<td>• Note home and prohibited from sport</td>
</tr>
<tr>
<td>• Failure to wear sports uniform</td>
<td>• Repeated occurrence – possible detention</td>
</tr>
<tr>
<td>• No hat</td>
<td>• Child not permitted to play in the sun</td>
</tr>
<tr>
<td>• Repeated occurrence</td>
<td>• Repeated occurrence – possible detention</td>
</tr>
<tr>
<td>• Incorrect uniform etc.</td>
<td>• Warning / uniform infringement / detention</td>
</tr>
<tr>
<td>Homework</td>
<td>• Class behaviour program</td>
</tr>
<tr>
<td>• Incomplete</td>
<td>• Lunchtime supervision until task is completed</td>
</tr>
<tr>
<td>• Repeated occurrence</td>
<td>• Parents advised</td>
</tr>
<tr>
<td>• Continued pattern</td>
<td>• Possible detention until task completed</td>
</tr>
<tr>
<td>Minor Offences</td>
<td>• Parents advised</td>
</tr>
<tr>
<td>• e.g. littering, disruptive behaviour &amp; no-cooperative behaviour in class activities</td>
<td>• Possible detention issued</td>
</tr>
<tr>
<td>• Repeated occurrences</td>
<td>• Possible referral to Kirsty Clements / Paul Staines</td>
</tr>
<tr>
<td>Foolishness or Rebellious Behaviour</td>
<td>• Parents advised</td>
</tr>
<tr>
<td>• e.g. insolence, cheating, fighting, stealing, graffiti, lying, swearing, crudeness, dangerous play, truancy, wilful destruction of property</td>
<td>• Possible referral to Kirsty Clements / Paul Staines</td>
</tr>
<tr>
<td>• Head of Primary notified</td>
<td>• Behaviour Recognition Program – Friday detention, in school suspension, out of school suspension</td>
</tr>
<tr>
<td>Continued Pattern of Misbehaviour</td>
<td>• Parents advised</td>
</tr>
<tr>
<td></td>
<td>• Referral to Kirsty Clements / Paul Staines</td>
</tr>
<tr>
<td>Continued Misbehaviour Despite Monitoring</td>
<td>• Behaviour monitoring</td>
</tr>
<tr>
<td></td>
<td>• Head of Primary and Guidance Coordinator informed</td>
</tr>
<tr>
<td></td>
<td>• Behaviour Recognition Program – Friday detention, in school suspension, out of school suspension</td>
</tr>
<tr>
<td></td>
<td>• Referral to Head of Primary</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
</tr>
<tr>
<td></td>
<td>• Exclusion from College</td>
</tr>
</tbody>
</table>

Educational Excursions

During the school year your child, on a number of occasions, leaves the school grounds or participates in activities that are different to the normal school routine. It is necessary that you are aware of this and give your child permission.

School educational on-campus and external excursions, are linked to the curriculum and designed to enhance student understanding of the concepts being covered. Every year level is different in regards to the number and type of excursions and on-campus activities they may be involved in.

Specific parental permission is required for students to attend each excursion. A consent form will be sent home and must be signed and returned before the student can attend the excursion / incursion. If no signed consent form is returned, unfortunately the student will be unable to attend the excursion and will be supervised in another classroom. This procedure needs to be followed to fulfil our Duty of Care legal requirements.

The College includes these costs within the inclusive fees. This amount covers all costs including bus fares and entrance fees to all educational excursions.

We request that parents attend excursions only in a prearranged official supervisory capacity. Therefore, parents will need to make alternative arrangements for siblings, so parents can fulfil their supervisory roles.
Evacuation and Lockdown Procedures

**EVACUATION**

In the event of an emergency evacuation, an alarm is sounded by a prolonged ringing of bells or if power fails, by the sounding of a hand held siren. The assembly point for all primary students is on the main oval, in specially signed class areas.

**LOCKDOWN**

In the event of a lock down, the specific lock down siren will sound. The College will be placed under “lockdown” when an extraordinary event occurs which is an immediate threat to the lives or safety of College Staff, Students and visitors. Such events might include:

- A dangerous, unauthorized person on campus (with or without a weapon);
- Gunshots fired, or the potential for gunshots to be fired in or near the College;
- An emergency situation occurring in the vicinity of the College.

During the lockdown, all College doors and windows are locked. Students, Staff and visitors remain in classrooms or offices. No one is permitted to leave and campus entries will be barricaded by available civil authorities if necessary. The civil authorities (police, fire, ambulance) will provide assistance as needed.

These procedures are practiced and reviewed in regular drills.

Health Bay

Health Bay is the provider of immediate first aid for sick or injured students throughout the entire school, and is staffed by certified First Aid Officers. Health Bay has the facilities to cater for sick or injured students on a SHORT TERM BASIS only: we do not have the facilities for students to spend long periods of time at Health Bay. Changes in a student's health status and/or medication should be reported to Health Bay. The First Aid Officer is a great ally for parents and students, but only if they are informed. The best decisions for your child are made with a maximum amount of information.

**PLEASE NOTE:** School Policy now requires students with very high risk medical conditions (Anaphylaxis, Heart Conditions, Diabetes, etc) to wear a Medic alert bracelet. These can be ordered and purchased through Health Bay.

In the case of any student who presents to Health Bay with vomiting, diarrhoea or a temperature above 37.9c, the student’s parents or relatives will be contacted immediately and asked to make arrangements to collect the student from school as soon as possible. Therefore it is important that the school is kept up to date with at least two current contact numbers, and two emergency contact numbers, one of whom can take your child home if you are unable to.

If your child does not seem well or has a temperature, please do not send them to school. Giving your child Panadol or Nurofen to keep their temperature down may make them feel better for a short time, but will not make them well. A child who is unwell in the classroom will not only struggle to complete the day's work, but may pass on their illness to their classmates as well. Your cooperation is therefore sought to ensure that, to the best of your ability, your child is sent to school well enough to participate in the entire day’s activities.

In order for our medical records and emergency contact details for each student to be current, a student medical information form should be completed at the beginning of each year for each child. These can be collected from Health Bay or downloaded from the College website Parent Portal.

**MEDICATION:**

In keeping with school policy, the only medication students may keep with them is Epipens and asthma medication; All other medication to Health Bay at the start of the day. This should be labeled with the student’s name. An “Authority to Administer Medication” form can be collected from Health Bay and should be presented to the First Aid Officer with the relevant medication.

Please note, the school can only administer paracetamol to your child if you have given permission. If your child requires Ibuprofen or antihistamine, the First Aid Officer will only administer this to your child if you have supplied the medication, enclosed a signed and dated “Authority to Administer Medication” form, and labeled the box clearly with your child’s name and year level. You will also be contacted by phone before this medication is given to your
child. Should your daughter require naprogesic or a similar medication, the same procedure is applied. The school will have a small supply of antihistamine for those students with life-threatening allergies.

**INFECTIOUS DISEASES POLICY:**

In the case of infectious diseases, school policy is that students should be kept home until the symptoms have cleared. This includes (but is not limited to): conjunctivitis, chickenpox, cough and cold viruses, diarrhea, mumps, measles, German measles, nausea and vomiting, ringworm, school sores, whooping cough and untreated head lice. Not only are these ailments highly contagious, but sending students back to school prematurely could hamper the healing process.

By adhering to these guidelines, you are helping us keep the College a healthy, happy place for all our students.

---

**Homework**

Homework is seen as a vital part of the overall training process for students. It can assist the development of disciplined study habits and be an effective way of revising and practising what has been learnt in the classroom.

As a general guide, students should be doing homework a minimum of four nights a week. Time will also need to be allocated for projects and preparation for tests or exams, particularly in upper primary and may require time to be spent on weekends.

Further information as regards Homework is available on Blackboard.

Success with homework and study depends on establishing a routine that includes:

- a place to study;
- a set time to study;
- a good routine.

**TIME**

As a general guide for students and parents, the following times are suggested for each Year level:

- Preparatory – 10 minutes, per night
- Year 1 - 20 minutes, per night
- Year 2 - 20 minutes, per night
- Year 3 - 25 minutes, per night
- Year 4 - 30 minutes, per night
- Year 5 - 40 minutes, per night
- Year 6 - 45 minutes, per night

This will vary for each student depending on their ability to concentrate as well as the nature of the work being completed and the speed with which the student works. If there are any difficulties occurring with completing Homework requirements please communicate with the classroom teacher.

**SCRIPTURE MEMORISATION**

The memorisation of scripture is seen as an important part of the spiritual life of the College. 2 Timothy 3:16 states that, “All Scripture is given by inspiration of God and is profitable for correction, and for instruction in righteousness”. Each week, students are encouraged to learn a verse of Scripture.

This Scripture is selected by teachers at each year level, as appropriate to the students’ age and needs or relevant to current units of work being covered. It is recommended that each verse is taught in relation to its context.

**Independent Reading Program (Accelerated Reader)**

Confident reading and comprehension skills are the lynchpin of academic success. The Accelerated Reader Program for all students in Years 2-3 above a level 28 reader and all Years 4 – 6 students aims to achieve these goals:

- Regular sessions of reading
- Reading at an appropriate level, without compromising the critical component of understanding what they are reading
- Maximising reading success for as many as possible
- Catering for the busyness of family life
Keeping the system as simple as possible for students, staff and parents

After completing a STAR reading test during school hours, students select a book within their allocated ZPD range, from either the school library, their home collection or their local library (the www.arbookfind.com.au website can support students in the appropriate book selection).

Once the student has completed reading their book, they will need to advise their classroom teacher (through their specific class procedure) and undertake a comprehension quiz in order to be able to receive points towards their target.

Teachers will regularly monitor student progress and achievement towards their term target, however, it is important that students record their reading sessions (using the weekly independent reading logs in the student diary) so that they can be recognised for their diligence.

Parents are asked to assist their child and the Accelerated Reader Program by supervising 3 aspects.

- The degree of difficulty of reading material the child chooses, to ensure it is within their child’s allocated ZPD range.
- Regular 15 min sessions of reading are completed daily, as part of the College homework
- Reminding students to ensure they complete their comprehension quiz, within 2 – 3 days of completing their book, during school hours.

Learning Extension

Students who have been highlighted as requiring extension may undergo further assessment. Conversations will be held with parents and class teachers to decide program or curriculum modifications, withdrawal or in class activities.

The components within this Department include:
- Aspire Classes
- Maths Extension
- Maths Acceleration
- Explorers Club – Science/Tech/Engineering
- Individual Extension Programs

Learning Extension – Aspire (Mrs Zita Horton, Mrs Marika Brown and Mrs Jenny Huntington)

- Aspire class is designed to meet the special needs of academically gifted students
- These extension classes run two days per week, for students from Year 4, 5 and Year 6.
- students are invited to join the Aspire class based on demonstrated talents in the learning areas of English, History, Geography and Science.
- additional student selection criteria includes very high class results, teacher recommendations, top results in external competitions such as ICAS, the ability to work quickly and independently, and the results of external objective testing.
- Aspire students learn all their English, History, Geography and Science curriculum in a compacted format at a faster rate, and also study selected areas in more breadth or depth
- Aspire students also participate in extension learning activities unique to the class

Learning Extension – Maths (Mrs Janet Lane)

- In class Mathematics extension for the top Maths class Year 3-6
- Content is mostly problem solving tasks and investigations that involve the use of a number of problem solving strategies

Learning Extension – Maths Acceleration (Miss Judy Harris)

To facilitate the effective teaching of Maths, a top Maths class is created and an extra teacher and class is included to keep class sizes small for the lower maths classes who require the core concepts to be delivered at a slower pace and with much greater 1 to 1 attention.

Students who demonstrate an outstanding ability in Maths, are identified by the class teacher. In consultation with the class teacher, the Math Consultant (Ms Judy Harris) and the parents, individual students may then be given the opportunity to be accelerated to the top math class of the next year level. E.g. Year 3 student completing the Year 4 maths program. These students are monitored to ensure the program is beneficial for them.
Individual Extension Program (IXP) (Mrs Georgie Moriarty)

Students who demonstrate very high achievements in their learning but are not attending Aspire classes are catered for with the opportunity to participate in a variety of on campus and external Extension activities.

Leaving the College Grounds
No student is allowed to leave the College grounds during school hours except:
- if a signed letter of permission from a parent has been handed to the class teacher;
- if under the supervision of a teacher on an approved school excursion;
- if given permission by the Headmaster / Head of Primary.

Students leaving the College during school hours must sign out at Student Reception in Grace House. Primary students must be collected from student reception when leaving early. They will not be permitted to sign themselves out and wait outside the school buildings as there is no staff on duty during class times.

Parents wishing to collect their child early from class must first obtain a “Student Collection Authorisation” from Grace House before going to the classroom to collect the child.

Library
A very good collection of a variety of resources is available in the College libraries. Audio-visual and computer based resources may be used by students in the libraries. Books, and magazines may be borrowed for designated time periods and the students are accountable for the return and care of any materials borrowed by them.

Notices are forwarded to students with overdue books and penalties will be imposed on the infringing student. If there is no satisfactory response, the replacement cost of the item plus an administration charge will be added to the monthly statement to parents. Recompense must also be paid for damaged items.

The following are some specific rules and information pertaining to the libraries.

- All children from Preparatory to Year 6 must have a waterproof bag for borrowing books. Bags are available at the Uniform Store for $9.00 each in a variety of colours.
- Books may be borrowed for a period of 1 week for Preparatory to Year 2 and 2 weeks for Years 3 - 6, except for reference material and books in high demand due to set assignments.
- The following borrowing limits apply to students: Year 4-6: 3 resources, Year 3: 2 books, Preparatory to Year 2: 1 book.
- Students visit the Library on a regular basis for 40 minutes.
- On most occasions students are given numerous reminders and provided with opportunities to return their book before their library lesson prior to receiving a detention. Thus, if a student receives a detention it is regarded as a serious step.

Involvement of parents for the purpose of reviewing reading materials and the covering of books is always welcomed. Please contact the school office if you would like to assist in the library or the Primary Teacher’s Resource Room.

Internet Access
Information about the College Libraries can be viewed on the College Web Site.
www.brisbane.coc.edu.au

Vision of the Library
- To introduce the students to our school library in such a way that they love to come, they love to borrow, they believe there are books in our library that suit them and that they will like
- To encourage a love for reading (and being read to)
- To establish good reading, borrowing and management skills and habits.
- To develop in our students an appreciation of a variety of literature in such a way that they are aware of a wide range of genres and know which ones they like and how to find them.
- To develop research skills to be able to use the library effectively.

Focus for school and Home
- Enjoyment of reading
- Place to read
• Warmth of relationship
• Relaxed – pleasure for adult and child
• View as fun/ warm rather than serious/ educational

Screening
We pre-read the books to make sure the books match our philosophy. If you have a problem with a book please see us, but understand that what is acceptable / unacceptable to one family may / may not be so for another. All reading material is carefully selected.

Helpful Hints
• Store library books in a waterproof bag for transporting to and from the library. If a child comes without a bag they will unfortunately be unable to borrow.
• Locate the book in the same place at home each week so you always know where to find it.
• Have a schedule for specialist lessons on the wall and pack your bag each night immediately after homework is done.
• If a child borrows every week for the year they will be rewarded at the end of the year for their diligence.
• Detention procedures - Borrowing week: grace. Following week: a note in diary signifying book is overdue. Overdue third week: there will be a detention notice issued. This is to quickly establish good habits that will make life easier for everyone.

Lost Property
Boxes have been placed outside the Primary Staffroom for students and staff to place lost items. Students and parents are to check in this box for misplaced property. If the item cannot be found, students and parents are required to check at the College Uniform Store.

If the item is found it will be placed with a form and be available for collection at set times from the College Uniform Store, or placed in the class teacher’s pigeon hole.
Please assist us to decrease the significant amount of lost property that accrues daily by clearly naming every item belonging to your child.

Outside School Hours Care
Our three year arrangement with Camp Australia finishes at the end of the Christmas School holidays and as part of the review undertaken we were offered an opportunity to attach the service to the existing childcare services already operating on the property. The decision was reached to take up this option and we have advised Camp Australia of our decision to bring the service under the Citipointe operations.

It will still operate from the same building on the school campus and will utilise the same College facilities as usual plus the swimming pool in the program of activities.

The accreditation of the service will be through the Citipointe Childcare and operated through a management team specifically dedicated to the Outside School Care activities.

The on-line registration, booking and account management system is currently being set up and will be operational within a few weeks. In the meantime you can email any expressions of interest or inquiries to a dedicated email address: afterschoolcare@citipointechurch.com

Parent Connect
Parent Connect represents College parents and assists the College in raising valuable funds for various areas around our campus as well as connecting families within the Citipointe community. Parent Connect has been actively involved in supporting many projects around the College. The areas we have supported is listed below.

The “Cool the School” fundraising appeal brought about many changes over the last decade with a focus on the wellbeing of our students, to ensure their maximum learning potential within the classroom and enjoyment and comfort outdoors. All classrooms are now air-conditioned thanks to community effort.

Between 2004 and 2016 the committee has donated funds to the College in excess of $233,000 for the benefit of your children. We thank you, the parents and students, for your commitment in supporting us in so many ways.

Funds were gifted towards:
• Extra seating in the Primary and Secondary areas
Our fundraising efforts are many and varied and include:

- An Annual major fundraising event
- Mother’s and Father’s day stalls
- Family portraits, School banking, Uniform Store sales items

Your support at any of these events is very much appreciated.

Parent Connect is a great way to meet other parents from various year levels throughout the whole school whilst benefitting your student’s education in assisting the school to provide extra resources.

We hope you will join the great volunteer team we have at the College and thank you in advance for your support – see you around the campus.

Parent Connect
email: parentconnect@brisbane.coc.edu.au

“Y
ou make a world of Difference”

T
hank you

Parent Helpers / Volunteers

Our College recognises the joint role of the parent and the College in the important responsibility in educating their child. Parents are invited to attend assemblies and to assist in the classroom and co-curricular events as appropriate. Please communicate these offers of assistance to the classroom teachers.

To assist the College in administering and coordinating these efforts, please complete and submit an “Expression of Interest in Volunteering” form to the respective class teachers or drop them off at College Reception in Grace House.

The College intends to ensure that all volunteers participate in College activities within a safe and healthy environment. For purposes of identification and security, parent helpers and volunteers must register at College Reception and receive a “Visitors” badge. For security purposes they are required to wear their badge, during their time at the College. Before leaving, parents are required to return to the College Reception to “sign-off” and to return their “Visitors” badge.

As an on-going improvement to Workplace Health and Safety matters and communication, all volunteers will receive a Volunteer Induction Handbook. The objectives are to keep our volunteers informed of important policies and procedure operating in the College and to keep abreast with the current OHS requirements. Do ensure that you receive a copy of this Handbook.
The College seeks to obtain a copy of a current “Blue Card” from all volunteers. Please provide a copy at the start of the year.

It is understood that parent and volunteer attitude, speech and behaviour will be of the highest standard as role models for our college community members. If situations become detrimental to staff, other parents and or students then volunteers will be asked to relinquish their volunteer role until such time as there is school confidence that the volunteer is able to be a positive influence and effective assistant in the activities of the school.

**Parent / Teacher Interviews**

Parents are encouraged to meet with the teacher at any time throughout the year to discuss their child’s progress. To facilitate effective communication, the College has created 3 specific opportunities for Parents and Teachers to meet to discuss student progress.

In Term 1, an Introductory Meeting is arranged to enable the parent to share with the class teacher any pertinent information they feel would be beneficial. Prior to this meeting parents are asked to complete a ‘Tell me about your Child Form’ so that the teacher has this information in writing for future use.

During Term 2 and 4, Student Progress meetings can be arranged through our on line booking system. In the week prior to this evening, teachers will place Student Feedback Forms in the Parent Portal outlining areas of success and or opportunities for growth for the student. Teachers and or Parents can request an interview once the Student Feedback Form has been perused. If Parents feel sufficient communication as regards their student progress has occurred, they do not have to make a meeting time with the teacher. Parents who may want the teacher to expand on the comments on the Student Feedback Form are most welcome to utilise this time that has been aside to have an interview with the teacher.

In Term 3 a 10 minute Parent Teacher Interview is held so that the Semester 1 report can be discussed. Further information on the booking process for Student Progress and Parent/Teacher Interviews will be communicated closer to the time. We do ask parents to adhere to the 10 minute time limit so that the evening runs efficiently.

Specialists will be available for general discussion during these evenings. Please feel free to arrange to speak to class/Maths teachers/specialists at any time of the year. Please do not feel there is a need to wait for these official opportunities.

**Parental Issues**

Occasionally issues arise for parents regarding incidents or situations their children may be involved in. Communication is vital particularly during these times. The first port of call is always the classroom teacher who should know about the incident or will find out further details once the situation is communicated by the parent.

We attempt to deal with parental concerns or issues as expeditiously as possible but primary teachers have very limited non contact time (i.e. without students in the classroom) and this does not always occur on a daily basis. Hence it may take a day or two for phone calls to be returned, emails answered or notes in the Diary to be attended to.

It is expected that staff will communicate to parents either in verbal or written format politely and with grace. We request that parents also adhere to this etiquette so that positive communication can be maintained. If parents feel that they have spoken to the classroom teacher and the situation has not been resolved they are encouraged to speak to, Mrs Kirsty Clements who is Student Care Coordinator for P – 6 girls or Mr Paul Staines Student Care Coordinator for P – 6 boys.

Though a situation may initially be communicated in verbal form, it is recommended that this be transferred by the parent to a written format as soon as possible. This allows time for reflection and for issues to be further clarified.

The classroom teacher, or Student Care Coordinator, will investigate the situation and report back to the parent their findings. This often takes time as “he says”, “she says” are common responses from primary school children and getting to the heart or truth of the matter is not always easy. We have every child’s best interest to consider and attempt to do so objectively and prayerfully.

Parents must refrain from personally correcting another person’s child when incidents occur during school time. It is also recommended that parents do not speak to another person’s child concerning any current or past behavioural issues. Situations are best handled by school personnel who are able to objectively investigate what has occurred.
If after consultation with the classroom teacher, or the Student Care Coordinators, parents wish to communicate their concerns to the Head of Primary they are most welcome to do so in writing. It is our hope that if there are any issues these could be resolved amicably and effectively as we want every child’s time at school to be positive and beneficial.

**Parental Queries**

As a first point of contact, parents are asked to please communicate with their classroom teacher on all issues. After discussion with the classroom teacher parents are most welcome to contact the following staff for further assistance.

- Each Specialist teacher for their specific subject area
  - Class Music – Mrs Marianna Betia
  - Instrumental Music – Mrs Kendre Bent
  - Art – Mrs Natasha Fitzgerald
  - Languages – Mrs Paola Coffey
  - Library – Mrs Noella Leigh
  - Technology – Mr Matthew Dodd
  - PE/Sport – Mr Jay Pearson
  - EAL – Ms Dale Allen
  - Student Support – Mrs Julie-Anne Staines (Yr Prep, 1, 2)
  - Student Support – Mrs Michelle Jones (Yr 3, 4)
  - Student Support – Mrs Rita Rosehr (Yr 5, 6)
  - Learning Extension – Mrs Georgia Moriarty
  - P-3 Reading – Mrs Rachael Carlisle

- Pastoral or Behaviour Issues
  1st – Class teacher
  2nd – Mrs Kirsty Clements Student Care Coordinator for P – 6 girls or Mr Paul Staines Student Care Coordinator for P – 6 boys

- Parents are most welcome to speak to the Head of Primary at any time on any issue.

**Punctuality**

- Students are expected to be on time for each lesson/activity.
- The first bell is at 8.35 a.m.
- Primary students arriving late should sign in at College Student Reception in Grace House.
- It is often detrimental for students and the school program if children are regularly late to school. We appreciate the busyness of family life and ensuing Brisbane traffic but ask that punctuality be made a priority.

**Reading Program – CCC’S Learn to Read Program**

The College has produced 3 Charts (available from the Uniform Store) to assist students with their Reading and Spelling in class. It is recommended that parents also keep a set of charts at home for use during reading, spelling and homework activities. Two CDs may also be purchased so that the phonic sounds may be revised at home.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Alphabet Chart</th>
<th>Married Phonogram Chart A and B</th>
<th>Spelling Helper Charts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 and 3</td>
<td>Alphabet Chart</td>
<td>Married Phonogram Chart A and B</td>
<td>Vowels Chart A and B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consonants Chart A and B</td>
</tr>
<tr>
<td>Year 4, 5 &amp; 6</td>
<td></td>
<td></td>
<td>Spelling Helper Charts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vowels Chart A and B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consonants Chart A and B</td>
</tr>
</tbody>
</table>

**Respect**

While in College Uniform and / or travelling to and from College students are requested to:

1. **While Travelling**
   - On College buses students are under the control of the bus driver, who may be assisted by a bus prefect.
   - On College buses students should always be seated, well-behaved and sufficiently quiet so as not to
distract the driver.
- No eating, drinking or gum. (Chewing gum is forbidden at school.)
- On public transport students are always expected to be courteous; i.e. give up a seat for adults, move in a quiet and orderly manner, refrain from loud and offensive behaviour.
- For further information on Bus User Policy please refer to Business Office Handbook.

2. **While at School**
- Students are required to respect teachers, other adults, student ambassadors and other students.
- Students are expected to greet staff and visitors when passing (e.g. Good morning/ Good afternoon) and offer assistance to visitors.
- When an adult enters the classroom, and upon the initiation of the teacher, students are to politely greet the adult.
- Students are to step out of the way of an adult, when passing.
- Unruly or noisy behaviour in class, between lessons or before and after school is not permitted.
- All students are responsible for keeping the grounds and buildings as well as personal property free of litter or graffiti. Generally food is not to be eaten in rooms.

3. **While at Chapel, Assembly, Meetings or in the Library**
- Students are expected to move to and from these venues in straight, orderly and quiet lines.
- While someone is speaking or reading, students are not to talk or be disrespectful in any way.
- When asked to participate, students are expected to do so fully.

**Road Safety**
As a College we strive to provide a safe and healthy environment for our students and staff to attend each day. To assist in attaining our goals we implement policies and guidelines to promote safe work practices for the protection of our staff and students. We thank you for doing your part to make the school a safe environment for students and staff.

One area of great concern to us is the daily morning and afternoon drop off and collection of students across the campus. We provide below a list of College requirements for those bringing vehicles onto the College property.

**DO** be PATIENT, show RESPECT to other drivers and TAKE CARE.

**DO NOT** park on yellow lines.  
This decreases visibility and endangers our students. The yellow lines within the College and on Wecker Road have been designated as particularly hazardous areas requiring extreme caution. Please comply with traffic regulations accordingly.

**DO NOT** park in the drop zone bays. This is a drop zone only, where you are able to pull in for up to 2 minutes to drop or collect your student/s and enable other parents to do the same. Please refrain from using it as a car park.

**DO NOT** double park.  
This causes frustration for parents who are unnecessarily blocked by your vehicle.

**DO NOT** stop or park on the internal crossing.

**DO NOT** park in the disabled parking bays unless this applies to you. 
Our wheelchair dependant and other incapacitated parents and students rely on these parks for easier access unavailable through normal parking bays. Please apply for a permit from the Business Office if you need to park in one of these bays. These may be available for a maximum period of six weeks.

**DO NOT** park in reserved parking bays. 
These are designated spaces for staff and visiting guests who require quick access to and from the College.
Sport

Exemption
Sport is a compulsory part of the school curriculum. If a student is unable to participate in a sporting activity / lesson, advice in writing must be given. The College discourages student involvement in extra curricular activities during compulsory school hours.

Swimming
It is our preference that parents are not present within the pool confines during class swimming lessons. We have found that students can become distracted, are less liable to follow instructions which can then create a safety issue.

If parents wish to observe, as a once off, their child at a swimming lesson we ask that permission be sought in writing via main reception at mail@brisbane.coc.edu.au who will forward the email request to the staff of the HPE department.

Parents who are within the pool confines are asked to please adhere to the following guidelines;
- Please ensure that you remain seated in the Parent Seating area
- Please do not communicate with the swimming instructors during lessons
- Please ensure that your presence does not distract your own or other children during the swimming lesson
- Any accompanying child/ren are to remain seated and with the parent/s at all times. This is a College Health and Safety regulation and must be adhered to
- if you have any concerns please communicate this with the HPE teacher on supervision, after the lesson.

If parents are in breach of these guidelines they will be asked to leave the pool area as we maintain a high commitment to the safety of our students.

Class room teachers appreciate the assistance parents provide for our younger students in getting changed for swimming and so are happy for parents to complete tasks in the classroom while the students are swimming.

Stationery Requirements
Please refer to the College Website or Blackboard.

Please note that in 2017, Primary students in Year 4 - 6 will be required to bring iPads to school. For minimum iPad specifications and purchasing recommendations, please visit our Learn@Citipointe website http://learn.coc.edu.au and click on the links to Technology / Which iPad?

Student Accident Protection Plan
Coverage under the plan is full time, 24 hours 365 days a year to all enrolled students. A Brochure is available from the Health Bay.

Student Leadership
Criteria for Year 6 Student Leadership position
1. Christian
2. Honest
3. Respectful
4. Committed/faithful
5. Hard working
6. Servant hearted
7. Positive Example
8. Responsible
9. Proactive/Initiative

** Does not necessarily have to be academically bright but must understand the need to be proactive in keeping up with school work commitments.
** Not necessarily a quiet, compliant, ‘good’ child. Most leaders have strong qualities that require direction and channelling.
Year 5 and 6 teachers, specialists, Primary Leadership and Head of Primary all consult on the selection of all leadership positions which include:

Student Ambassadors, House captains, Library captains, Choir captains, Band Captains and String Captains. Students may also serve the school as Community Outreach Team Member or Media Team Member.

These students are approached individually by staff to ascertain their willingness to perform this task. Students then complete the Application Process and Parents and applicants are informed if successful and then invited to the Special Leadership Assembly. All Year 6 students are trained a Peer Mediators.

**Student Protection**

The College recognises that protecting students from harm and inappropriate behaviour is fundamental to maximising their potential. For this reason the welfare and best interests of the students within our College will always be a primary consideration. We expect our students to show respect to our staff and volunteers and to comply with safe practices, and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unprofessional or unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

**What does the College mean by harm?**

Recent Queensland legislation defines harm as:

- Any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. Harm can be caused by;
  - Physical, psychological or emotional abuse or neglect;
  - Sexual abuse or exploitation.

**How does the College protect students from harm?**

The College has a comprehensive Student Protection Policy. This covers the actions to be taken if a member of staff or a parent of the school becomes aware of, or reasonably suspects that a student has been harmed by other staff, people outside the school or by other students.

**What to do if you become aware or reasonably suspect that harm has been caused to a student of the school by a member of staff, someone outside of the school or by other students.**

You are encouraged to report your concerns to the Student Protection Contact Officer or Headmaster or to any member of teacher staff.

**What will happen next?**

If you report your concerns to a member of staff other than the Headmaster, the member of staff must report it to the Student Protection Contact Officer who will advise the Headmaster. In the case of harm occurring by a staff member, it must be reported to the Headmaster immediately. Or if the subject of the complaint is the Headmaster then the member of staff must report to the Chairman of the College Board.

**What will the Headmaster or the Chairman of the Board do?**

The Headmaster or Chairman of the Board receives a report of harm or suspected harm to a student of the College; and he/she becomes aware of the harm/sexual abuse having been caused or reasonably suspects the harm to have been caused then it will be reported to the relevant State Authorities handling child protection issues. Or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

**What happens about confidentiality?**

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Headmaster and those directly involved. The chairman of the College Board may also need to be informed. It is the College’s policy that confidentiality between the College and notifiers will be respected as much as possible and any concerns raised will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State Authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.
Any action which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentiality within the College.

**How will the College help my child?**
The Headmaster will ensure that the following things are done to reduce the chance of harm occurring:
- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse;
- Ensure that there are acceptable references for each staff member engaged since the commencement of this protocol, from his or her previous employers;
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People;
- Ensure the students of the College understand the policy is in place and are encouraged to report any inappropriate behaviours;

If the Headmaster receives a report of harm to your child, he/she will support the child by:
- Responding rapidly and diligently to the report;
- Reassuring the student;
- Protecting the child’s confidentiality as much as possible;
- Offering continuous support; and
- Arranging counselling if requested/required.

**What should I do if I require more information?**
The College’s complete Student Protection Policy is available at the school administration. Parents and students may have access to this policy at any time.

**Student Support Department**
Members of the Student Care Team may conduct observations and assessments to gather further information as to what assistance the student may require. Further communication with you the parent will then occur to discuss curriculum adjustments.

This department is coordinated by Mrs Nadine Missenden with Mrs Michelle Jones, Mrs Rita Rosehr and Mrs Julie-Anne Staines as care managers and provides additional support for students who may require:
- Revision and extension of strategies and skills in reading, writing, comprehension, spelling and oral language.
- Students who may require modifications to their curriculum and strategies to assist their learning and or behaviour within the classroom

In some cases students may also attend English as an Additional Language (EAL).

**Student Support withdrawal lessons consist of:**
- In some cases students may attend 1 or more lessons during Language Education classes or they may be withdrawn from class
- Concentrated explicit teaching of language and phonetic approach with revision of phonemic awareness for early years students
- Direct teaching of a variety of language strategies
- Opportunities to support class writing genres and research assignments for Years 5 and 6
- Language based games
- Specific practice of auditory processing skills
- Pastoral care, social skills and behavioural strategies to support

**Technology Use**
Over the past few years schools have faced an increase in the amount of Educational Technology that is employed in providing a quality education. Students are often exposed to a range of social media through peers and cultural references. This has led, in recent years, to a number of problems associated with the improper use of technology by students both at school and more frequently outside of school.

While almost all Social Media sites have a minimum age requirement of 13 years – 17 years or older, the ingenuity shown by students in their wide use of new technologies has on occasion led to a blatant disregard of the terms
and conditions of various sites as well in some cases breaches of law. Such offences commonly include defamations, harassment, privacy and identification of children. Such usage also breaches our College ethos which upholds Biblical principles and Christian values, and the dignity and good name of its students, staff and the school itself.

While after-school use of technology by students is the responsibility of parents, school policy requires that no student attending the school may identify, discuss, photograph or otherwise publish personal information or personal opinions about school staff, fellow students or the school. This covers both in-school use and beyond-school use.

Citipointe’s Digital Technology Policy (which can be found in Blackboard) states very clearly the strong position the school is taking to protect privacy and prevent personal information and opinion being published over technological networks. Students from Preparatory to Year 12 are educated in matters of digital citizenship.

Parents are encouraged at any time to liaise with the school and raise any issues of concern about their student’s education, and technology related incidents with the relevant class teacher, Pastoral Care Coordinator or Head of School on appointment.

Citipointe’s school leadership believes this strong policy and the serious consequences associated with breach of the Appropriate Use of Digital Technology agreement will remedy misuse, protect the privacy of staff and students and most importantly protect students who may have no idea of the legal consequences associated with misuse of technology.

Please impress the following Appropriate Use of Technology Guidelines on your students. This will be revised and referred to in their Year levels.

Parents of younger students are advised to read through both the policy and the Appropriate Use of Technology Guidelines to ensure you agree with the school’s requirements. You may however choose to exercise discretion and disclose the information in a manner you feel appropriate, particularly with regard to explicit inappropriate use definitions.

**APPROPRIATE USE OF DIGITAL TECHNOLOGY**

<table>
<thead>
<tr>
<th><strong>DO’s</strong></th>
<th><strong>DON’Ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO read and subscribe to the appropriate use policy when signing on to the college network.</td>
<td>• The user will be provided with an ID and access password. These are personal to the individual. DO NOT share your passwords with others.</td>
</tr>
<tr>
<td>• DO exercise caution when downloading software or applications or browsing websites from the internet. Indiscreet action may compromise the integrity of the College network.</td>
<td>• DO NOT attempt hacking into and/or compromising the security and/or integrity of the College network. This is a very serious offence which may result in termination from the College.</td>
</tr>
<tr>
<td>• DO take care of the devices and facilities that you have been entrusted with. The individual is responsible for the safekeeping of their devices in the classrooms or lockers provided. The College is not responsible for any loss or damage of devices through any form of negligence.</td>
<td>• DO NOT remove devices belonging to another without prior consent of the owner. Removing without owner’s consent is amounting to stealing and the action will be dealt with in accordance to the College’s behaviour/conduct policy.</td>
</tr>
<tr>
<td>• DO uphold the ethos and Christian values of the school.</td>
<td>• DO NOT access inappropriate and/or offensive contents which are contrary to the College’s ethos and Christian conduct.</td>
</tr>
<tr>
<td>• DO bring to the attention of teachers and school authorities when inappropriate use of the digital devices is seen or suspected so that the person is given</td>
<td>• DO NOT assume the possession of digital devices as having the rights to any form of indiscreet photographing or video recording of students, staff members whilst on campus. Any persons caught</td>
</tr>
</tbody>
</table>
proper advice and counselling to do the right thing.

- **DO** be respectful and choose your words carefully when communicating via email or putting up postings on College websites.

- **DO** take advantage of the digital resources to enhance your learning and working experience.

- **DO** use College approved devices for the College curriculum. The IT department will provide technical support only for the approved devices.

**ANYONE WHO DOES NOT ADHERE TO THE RULES AND REGULATIONS ON APPROPRIATE USE OF DIGITAL TECHNOLOGY CAN HAVE THEIR COLLEGE ACCESS DENIED AND DEVICES CONFISCATED**

**Tuckshop**

- The school Tuckshop operates five days a week from the canteen in Millis building.

- Students in Year 2 – 6 are able to access the tuckshop as soon as the bell rings for lunchtime. They are to remain seated outside the music room to consume their purchases and put their rubbish in the bin. A teacher will be on duty to supervise the students. Students are expected to remain seated while still eating. If they have finished they are to remain seated till the whistle has blown for them to go to play. The tuckshop will close 5 mins before the end of lunch so that students have finished eating before classes recommence.

- In the Primary school an envelope system is used for Tuckshop orders for morning tea. Students should mark their order on the front of a **sealed** envelope, with the correct money enclosed and place in the class tuckshop box.

- The class order for Primary grades should be delivered to the Tuckshop ASAP 8.45am, and are then collected by class monitors at 10.40am.

- Students who inform the teacher that they do not have food for morning tea or lunch will be provided with food from the tuckshop. Parents may be billed for this.
Uniform Regulations

The overall tone of the school is determined by the standard of every individual student. Therefore, it is important that each student co-operates fully in maintaining high standards.

School Uniform (further details can be found on the College website)

a. Students are to attend school clean and tidy.
b. The uniform is to be worn properly; pressed and in good repair. No long sleeved or high neck shirts to be worn under uniform. No socks to be worn on top of stockings.
c. No student is to be seen in a public place wearing only part of the uniform.
d. All items of uniform, including socks and shoes, are to be clearly marked with the student’s name.
e. Students may incur consequences if dress or grooming does not conform.
f. School bags, as supplied by the uniform store, are compulsory.
g. Jewellery is restricted to a watch. Girls only, may wear one small plain round gold/silver (no stones) stud earring per ear.
h. Make-up, coloured nail polish and false nails are not allowed.

<table>
<thead>
<tr>
<th>Uniform</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport uniform is to be</td>
<td>worn for all physical education lessons and sporting events</td>
</tr>
<tr>
<td>• Bucket hat to be worn</td>
<td>with both formal and sport uniform.</td>
</tr>
<tr>
<td>• At lunch times sports</td>
<td>shoes may be worn, but students must change back into school shoes</td>
</tr>
<tr>
<td>• Sports shoes must be</td>
<td>predominantly white, with white laces, (Velcro permitted).</td>
</tr>
<tr>
<td>• Designated uniform</td>
<td>sport socks</td>
</tr>
<tr>
<td>• Sports jacket and track</td>
<td>pant only worn with sport uniform.</td>
</tr>
<tr>
<td>• Girls dress uniform</td>
<td>length must be on the knee</td>
</tr>
<tr>
<td>• All shorts, leg lengths</td>
<td>be just above the knee</td>
</tr>
<tr>
<td>• Girls must wear navy</td>
<td>bike pants under dress uniform</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shoes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• School shoes are to be</td>
<td>black leather lace ups.</td>
</tr>
<tr>
<td>• No sandal, strappy shoes,</td>
<td>party shoes, buckled, suede, black sandshoes or high cut leather</td>
</tr>
<tr>
<td>• Enclosed black leather</td>
<td>school shoes may be worn in Preparatory and Year 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hats are to be worn</td>
<td>before school, morning tea and lunch breaks.</td>
</tr>
<tr>
<td>• Hats are not to be worn</td>
<td>inside classrooms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hair</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>• Hair should be kept tidy</td>
<td></td>
</tr>
<tr>
<td>• Short hair should be</td>
<td>above the collar and not fall over eyes</td>
</tr>
<tr>
<td>• Shoulder length hair</td>
<td>should be tied back</td>
</tr>
<tr>
<td>• Hair ribbons, scrunchies</td>
<td>and hair-bands are to be navy or white</td>
</tr>
<tr>
<td>• Hair combs and clips</td>
<td>can match hair colour</td>
</tr>
<tr>
<td>• Hair is not to be</td>
<td>unnaturally dyed, tinted, coloured or streaked in any manner</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
</tr>
<tr>
<td>• Hair should be kept tidy</td>
<td></td>
</tr>
<tr>
<td>• Hair length is to be</td>
<td>kept above the collar and should not cover the eyes or ears</td>
</tr>
<tr>
<td>• Wedge haircuts (no. 3</td>
<td>blade) are permitted, but without tracks or undercuts</td>
</tr>
<tr>
<td>• Exaggerated styles are</td>
<td>not acceptable</td>
</tr>
<tr>
<td>• Hair is not to be</td>
<td>unnaturally dyed, tinted, coloured or streaked in any manner</td>
</tr>
</tbody>
</table>
The Primary Uniform Procedure is outlined below and explains the process followed if your child does not wear the correct uniform.

<table>
<thead>
<tr>
<th>Step</th>
<th>ACTION BY STUDENT</th>
<th>ACTION BY SCHOOL</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Incorrect Uniform worn without explanation</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td>Step 2</td>
<td>Incorrect Uniform worn without explanation</td>
<td>After 3&lt;sup&gt;rd&lt;/sup&gt; Blue Reminder Notice is sent home an email is sent to parents</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Blue Reminder Notice = 'First Uniform Infringement Notice'</td>
</tr>
<tr>
<td>Step 3</td>
<td>Incorrect Uniform worn without explanation</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;, 5&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;, 5&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td>Step 4</td>
<td>Incorrect Uniform worn without explanation</td>
<td>After 6&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home a second email is sent to parents</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice = 'Second Uniform Infringement Notice' This requires student to participate in Reflection Time.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Incorrect Uniform worn without explanation</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;, 8&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;, 8&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td>Step 6</td>
<td>Incorrect Uniform worn without explanation</td>
<td>After 9&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice sent home a third email is sent to parents informing of Formal Detention</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Blue Reminder Notice = Formal Detention</td>
</tr>
</tbody>
</table>
## Year Retention Information

### Retention Fact Sheet

**Year Retention Information**

Year level retention may appear, on the surface, to provide an opportunity for students to “catch up” socially, emotionally or academically with their peers; however, the research on grade repetition is unequivocal regarding its negative long-term effects.

Citipointe Christian College does not recommend grade repetition at any year level in almost all cases.

---

**Entwisle & Dauber, 2003.**

Grade retention may therefore appear to be an effective educational practice... However, research has shown that such gains are likely to diminish several years after the children have been repeated (Dawson, 1998; Thompson & Cunningham, 2000).” (McGrath, 2006)

---

**International research concludes that retention does nothing to boost academic achievement long-term.**

“When a child’s achievements during their repeated year are compared to their achievements during their first year, the repeated child has often made progress (Alexander, Further, regardless of how retention is explained to a child, there is a social stigma for attending an extra year of school. Significant research demonstrates the deleterious effects of retention on children’s self-esteem and emotional development (Anderson, 2012).”

---

**Research Summary**


- Repeating does not improve academic outcomes
- Repeating contributes to poor mental health outcomes
- Repeating leads to poor long term social outcomes
- Repeating contributes to a negative attitude to school and learning
- Repeating decreases the likelihood that a student will participate in post-secondary schooling
- Repeated students demonstrate higher rates of behavioural problems
- There is no advantage to students in delaying school entry for a year in order to increase ‘school readiness’
Alternatives

“Repeating is a narrow strategy clearly does not address the complex needs of most of the students who are achieving poorly or have social or behavioural difficulties” (McGrath, 2006).

Early identification and targeted support by a variety of in-school and external professionals provides the best learning outcomes for students over the long-term.

For some rare students whose educational journey has been significantly disrupted or who have not had poor learning opportunities, grade retention may be considered. In those cases the school endeavours to provide a quality retention year which requires:

- Clear learning goals and individual learning plans
- Diagnostic assessment of ability and achievement
- External and/or internal interventions

Further Reading and Resources:

- “To Repeat or Not to Repeat?” by Dr. Helen McGrath at Deakin University (available online)