



CHANGING LIVES ONE AT A TIME

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Parent and Student Handbook 2020

QLD – January 2020

ABOUT ALTA-1 COLLEGE

Alta-1 College is a child safe school committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people, and expects all staff and volunteers to share this commitment.

The College is a multi-campus Christian school that provides an alternative education program designed to engage community resources and groups to train, support and equip students who are marginalized by mainstream education. By addressing their socio-emotional and spiritual needs in a supportive community setting, participants receive educational services and workplace learning options that can assist them achieve high school graduation as well as receive training from a vast number of sources, opening opportunities for employment and further education.

While most of our classes operate from church or community buildings, our home-based ConnectEd program serves students who have a diagnosed reason that makes class attendance impossible. Using the internet, phone and face to face contact, ConnectEd provides assistance to young people in working through social and emotional issues, as well as providing educational support.

The Alta-1 College educational program has a *recovery* as distinct from a *remedial* emphasis. It is designed to lead participants through a socio- emotional developmental process involving the following stages:

Belonging. The student is integrated into a caring community that allows him/her to become connected.

Healing. The units of study facilitate a process whereby the student needs to face the issues that are impeding his/her personal development.

Restoration. The student has the opportunity to re-build his/her life and become a better person.

Identity Formation. The student develops a new understanding of his/her self-worth and relationship to family, church and the wider community.

Purpose-Driven. The adoption of a beliefs and values system and the development of identity provide reasons and motivation to engage in life.

While students are never forced to adopt a particular belief and value system, the Alta-1 program is delivered from a predominantly Christian perspective. Consequently, all Alta-1 staff members are committed Christians, living lives consistent with their faith, having a passion for and commitment to seeing broken young lives transformed through the vehicle of education.

Alta-1 College is a member school of Christian Schools Australia (CSA) and the Independent Schools of Queensland (ISQ).

We are pleased to extend a welcome to you as part of our learning community.

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ALTA-1 STATEMENT OF FAITH

- a) We are committed to a journey that will practise Jesus' priority to demonstrate God's Kingdom here on earth through both practical and supernatural means. (Acts 10:38)
- b) We are committed to a journey that will practise the value that people matter to God. (John 3:16)
- c) We are committed to a journey that will practise a Gospel that is seen and proven by showing justice and kindness towards 'the least of these', 'the poor & broken', through practical means. (Mat 25:35-40)
- d) We are committed to a journey that will practise the restoration of all things, the reconciliation of humanity through Jesus Christ and the redemption of the earth. (Acts 3:21; Rev 21:5)
- e) We are committed to a journey that will practise the value of Jesus' church, the gathering of disciples, the sharing of our lives. (Heb 10:25)
- f) We are committed to a journey that will practise the equipping of the saints, the making of disciples, the teaching and preaching of the Word of God in our communities of faith. (Eph 4:8-16)
- g) We are committed to a life's practice that bears witness of God's plan to Redeem, Transform, Empower and Influence people in every area of life through the power and work of the Holy Spirit. (Acts 1:8)

ALTA-1 PRINCIPLES OF TEACHING AND LEARNING

- Alta-1 implements a recovery based social/emotional model of teaching in which students are challenged and supported to confront the need for personal change. The majority of the curriculum that the students are engaged with and the methods by which staff interact with students are based on the therapeutic model developed by the Alta-1 Senior Psychologist.
- Alta-1 endorses a firm but friendly style of discipline. This ensures that relationships are built, successes are celebrated and boundaries are clear. Students are confronted with the reality that choices have consequences.
- Alta-1 encourages a relational teaching style, whereby teachers are not just actively involved with the academic progress of students but also with their social/emotional well being.
- Alta-1 promotes a supportive environment that values student centred teaching where the needs, backgrounds, perspectives and interests of students are reflected in the learning program. We believe that this approach to teaching eliminates frustration for both the teacher and the student and in turn fosters a culture of achievement and success.
- Alta-1 requires teachers to model through their deportment in the classroom the biblical Christian values, positive attitudes and ethical behaviours which we challenge our students to embrace.

TERM DATES 2020

Some dates/events may be subject to change.

| Term 1 | | |
|-------------------------------------|-----------|------------|
| Administration opens | Monday | 6 January |
| Students commence | Tuesday | 28 January |
| Transition One | Wednesday | 29 January |
| Transition Two | Wednesday | 4 March |
| StudentLed Interviews/PupilFree Day | Wednesday | 25 March |
| Students finish | Friday | 3 April |

| Term 2 | | |
|------------------------------------|-----------|----------|
| Staff Development (pupil free day) | Monday | 20 April |
| Students commence | Tuesday | 21 April |
| Transition Three | Wednesday | 22 April |
| Public holiday – Labour Day | Monday | 4 May |
| Transition Four | Wednesday | 27 May |
| Students finish | Friday | 26 June |

| Term 3 | | |
|-------------------------------------|-----------|--------------|
| Staff Development (pupil free day) | Monday | 13 July |
| Students commence | Tuesday | 14 July |
| Transition Five | Wednesday | 15 July |
| Public holiday – EKKA | Monday | 10 August |
| Transition Six | Wednesday | 19 August |
| Staff Development (pupil free day) | Friday | 4 September |
| StudentLed Interviews/PupilFree Day | Wednesday | 9 September |
| Students finish | Friday | 18 September |

| Term 4 | | |
|------------------------------------|-----------|-------------|
| Public holiday – Queen's Birthday | Monday | 5 October |
| Staff Development (pupil free day) | Tuesday | 6 October |
| Students commence | Wednesday | 7 October |
| Transition Seven | Wednesday | 7 October |
| End of year whole school excursion | Wednesday | 25 November |
| End of year Celebration Event | Thursday | 26 November |
| Students finish | Thursday | 26 November |
| Administration closes | Friday | 11 December |

ATTENDANCE

For most young people, attendance at school is a legal requirement. Likewise, schools are obliged to keep accurate records of student attendance and absences.

Consequently, if a student is going to be absent on any occasion the school needs to be advised by telephone, text message or email by 9:30am on the day. Contact can be made either with the relevant campus or central administration. Alternatively a note from parent/guardian explaining the absence can be presented to the teacher on the day that attendance is resumed.

CURRICULUM

As a school specializing in recovery education, not educational remediation, Alta-1 College does not focus on offering particular assistance to students who have diagnosed learning disorders. Further, the Alta-1 program is designed to be effective only when individual students desire personal change and choose to positively engage with the activities.

For students who fit within these parameters, the Alta-1 senior school curriculum is structured to meet three broad goals:

1. To enable students to achieve access to mainstream education through to school graduation, with entry to TAFE or other tertiary institutions, so that they can live productive lives as contributors to Australian society.
2. To assist students to address personal issues that hinder emotional, social, behavioural and educational development.
3. To provide the opportunity for students to evaluate various belief and value systems, making decisions that give them purpose and direction for their lives.

Whilst the curriculum is delivered in an alternative way, there are still two distinct stages comprised of Years 11 and 12.

Stage 1: Year 11

There is no specific time limit on completion of this phase of the course, but there is an expectation that it would be completed inside two years. The course includes:

- English (Foundation or General level units 1 & 2)
- Mathematics (Foundation or General level units 1 & 2)
- Religion and Life (General level units 1 & 2)
- Option to include a unit of Applied Information Technology (Foundation level)
- Option to include a unit of Food Science and Technology (General level)
- Personal Recovery and Community Building
- Workplace Learning
- VET Certificate II (or higher)

Stage 2: Year 12

When participants are ready and capable, they are able to complete (ideally in one calendar year), leading to further training or a bridging course to a number of universities. They are placed on a program that is comprised of:

- English (Foundation or General level units 3 & 4)
- Mathematics (Foundation or General level units 3 & 4)
- Religion and Life (General level units 3 & 4)
- Workplace Learning

While middle school students follow Documented (Individual Education) Plans, the middle school curriculum is organized around thematic integrated learning projects that emphasise literacy and numeracy development whilst incorporating cross-curricular learning activities designed to meet requirements of state and national curricula. Recent themes taught include:

- Ancient China
- Careers and Life Skills
- Inventions
- Survival Skills
- Red Pyramid
- World Travel and Sports

COLLEGE RULES

Alta-1 College is in essence a relationship-based school. As such, rules are intentionally kept to a minimum. The following, however, are those considered necessary to facilitate the care of one another and achieve Alta-1 goals.

- Bullying, including cyber bullying, will not be tolerated.
- Illegal and recreational drugs, including alcohol, may never be brought onto school premises.
- Clothing is to be modest and non-revealing. Items of clothing displaying offensive language and/or symbols such as profanity, blasphemy, drug references, sexual connotations and racist slurs are not to be worn.
- Music may be allowed if deemed appropriate by the teacher at the time but students must have head phones. (This is to prevent too much extra noise.)
- The use of personal mobile electronic devices at school is a privilege. Students bringing such devices to school do so at their own risk. Mobile phones must be switched to silent mode during class times, placed out of sight or given to the teacher, and used only with specific teacher permission. They may not be used for calls, texts or social media during class time.
- Use of offensive language will incur a consequence.
- No student is permitted to leave the school grounds without staff member consent.
- Students who have their driver's licence are not permitted to have other students in their vehicle unless written permission is given by parents/guardians of both parties.
- Students who drive vehicles to school must submit the ignition keys to their teacher on arrival. The keys will be returned at the conclusion of the school day.
- Computers, including those with internet access, are provided for school-based educational purposes only. Misuse of this privilege will result in access being withdrawn.

The most important requirements, however, are these:

- An expressed desire and willingness for change.
- Commitment to regular attendance.
- A preparedness to undergo medically supervised testing for illegal substances if and/or when required by an Alta-1 teacher or the Principal.

ENCLOSED FOOTWEAR POLICY

Alta-1 College through its Work Health and Safety Policy, is committed to providing a Safe working and teaching environment for all staff, students and visitors.

Appropriate footwear is essential to the protection of feet against health and safety hazards encountered every day such as slips, trips and falls, falling objects and chemical spillages; and injuries to the feet and ankles like sprains and strains, crush injuries, cuts, abrasions and burns. This policy sets out requirements about footwear that must be worn when engaging in certain types of activity and provides guidance for all staff about footwear that is or is not suitable for general activities on a school site.

Schools that may already have risk management controls in place in relation to footwear should refer to this policy when reviewing and evaluating those controls.

General requirements

While some tasks require protective footwear due to the inherent risks of the activity, all staff and students should consider the tasks and activities they will undertake during the day including where they will be performing those activities and whether their footwear is appropriate, to protect the feet and minimise risk of injury. Activities may include:

- traversing uneven ground and loose surfaces (e.g. playground duty);
- sport participation or supervision;
- Cooking or gardening activities;
- manual tasks e.g. cleaning, moving teaching resources; and
- carrying items up and down stairs.

School staff should consider wearing footwear that is suitable for walking on a number of different surfaces during the working day e.g. stairs, playgrounds, grass, sports fields and concrete.

Staff should set a positive example for students through their choice of footwear. For example, staff should model equivalent footwear in classes where students have been instructed to wear specific footwear. Principals and staff should discuss the following:

- the importance of setting an example for the students;
- promotion of the safety aspects of shoe choice in the school environment;
- mandating particular types of footwear for high risk activities and environments based on a risk assessment.

Students Footwear

Footwear which is suitable for the general school environment means enclosed shoes, which are flat with a minimal heel, that have a good grip and fit well. Shoes with slippery soles, poorly secured shoes (e.g. thongs or ill-fitting sandals/scuffs), loose soles / laces or worn / high or thin heels, are not permitted to be worn.

Specific activities requiring particular footwear

For all staff, students and visitors, wearing enclosed footwear throughout the working day is important.

Areas where enclosed leather footwear (or other material confirmed by the manufacturer to be suitable, refer to Australian / NZ Standard 2210: *Safety Protective and Occupational Footwear*) is required are:

- Industrial Arts and trades workshops
- Garden areas
- Science laboratories
- Canteen or Food Technology (Kitchen) areas

Sandals, open footwear or high heeled shoes are not permitted in these areas. If students present for a class or activity with inappropriate footwear, the student should be offered alternative educational activities until they are wearing appropriate footwear.

Appropriate safe footwear may also be identified as a requirement in relation to other areas or activities such as classrooms, playgrounds and sporting fields and where floors cannot always be kept dry or clean, so a slip resistant shoe may be required.

Non Alta-1 sites

In addition, other sites on which a school from time to time conduct activities may have specific requirements which should be adhered to, for example some excursion locations and camps. Please liaise with the provider to identify appropriate footwear recommendations.

Principals' responsibility

School principals as workplace managers, are responsible for ensuring procedures are in place to maintain a safe work environment in accordance with the Alta-1, Work Health and Safety Policy.

In accordance with current WHS legislation, Principals have the authority to require that staff and students wear shoes that are appropriate to ensure work health and safety for the planned activity and to determine types of footwear that meet that test. This includes identified school activities and excursions.

STUDENT CODE OF BEHAVIOUR

The following Code will be expected to be signed at enrolment by both student and parent/guardian:

This code provides a framework within which Alta-1 College students can develop, as part of their journey of personal recovery, behaviours that will prepare them for life and employment within the wider community. This code outlines the behavioural expectations of students at school, travelling to and from school and when attending school events and excursions.

Students are expected to:

- Demonstrate a commitment and willingness to change
- Commit to regular school attendance
- Engage with all aspects of the Alta-1 program and curriculum
- Obey all campus and classroom rules
- Follow the directions and instructions of all college staff
- Show courtesy and respect to all members of the college community
- Consider the safety and welfare of themselves and others
- Act and work co-operatively with others
- Resolve conflict respectfully, calmly and fairly
- Not bully, harass, intimidate, put down or discriminate against anyone at school
- Respect the property of the college and others
- Never bring weapons, illegal recreational drugs or alcohol to school
- Refrain from using offensive language
- Wear modest clothing that does not display offensive symbols or language

BEHAVIOUR MANAGEMENT

Rationale

The purpose of this Behaviour Management Policy is to facilitate practices that help create and maintain an orderly and respectful learning environment. Alta-1 staff members will use their own methods to deal with minor breaches within the program. If minor breaches continue, or there is deliberate defiance or disobedience, the staff member will initiate the Behaviour Management System.

Principles

1. The underlying values of the Alta-1 Behaviour Management System are that classroom management must be:
 - Fair
 - Firm
 - Friendly
2. There must be appropriate consequences for non-compliance with a reasonable request from an Alta-1 College staff member.
3. Alta-1 College specifically prohibits the use by its staff members of any form of child abuse, corporal punishment or other form of punishment likely to degrade when enacting such consequences.

Process for initial misbehavior:

| | |
|---|--|
| 1. Student behaviour unacceptable | 1 st verbal warning given |
| 2. Student misbehaviour continues | Student withdrawn from public place and behaviour discussed and 2 nd and final verbal warning given |
| 3. If student does not respond to 2 nd verbal warning, or sabotages efforts to assist change | Student placed in isolation and parent contacted to remove student |
| 4. Teacher completes a SEQTA report or unacceptable behaviour form | Upon receipt of SEQTA report student enters the Alta-1 Discipline System |

Who is responsible:

1. Teacher has duty of care and must administer Step 1- 4 of Discipline System below
2. Chaplain and EA's entitled to administer initial misbehaviour process above

Process of Alta-1 Discipline System

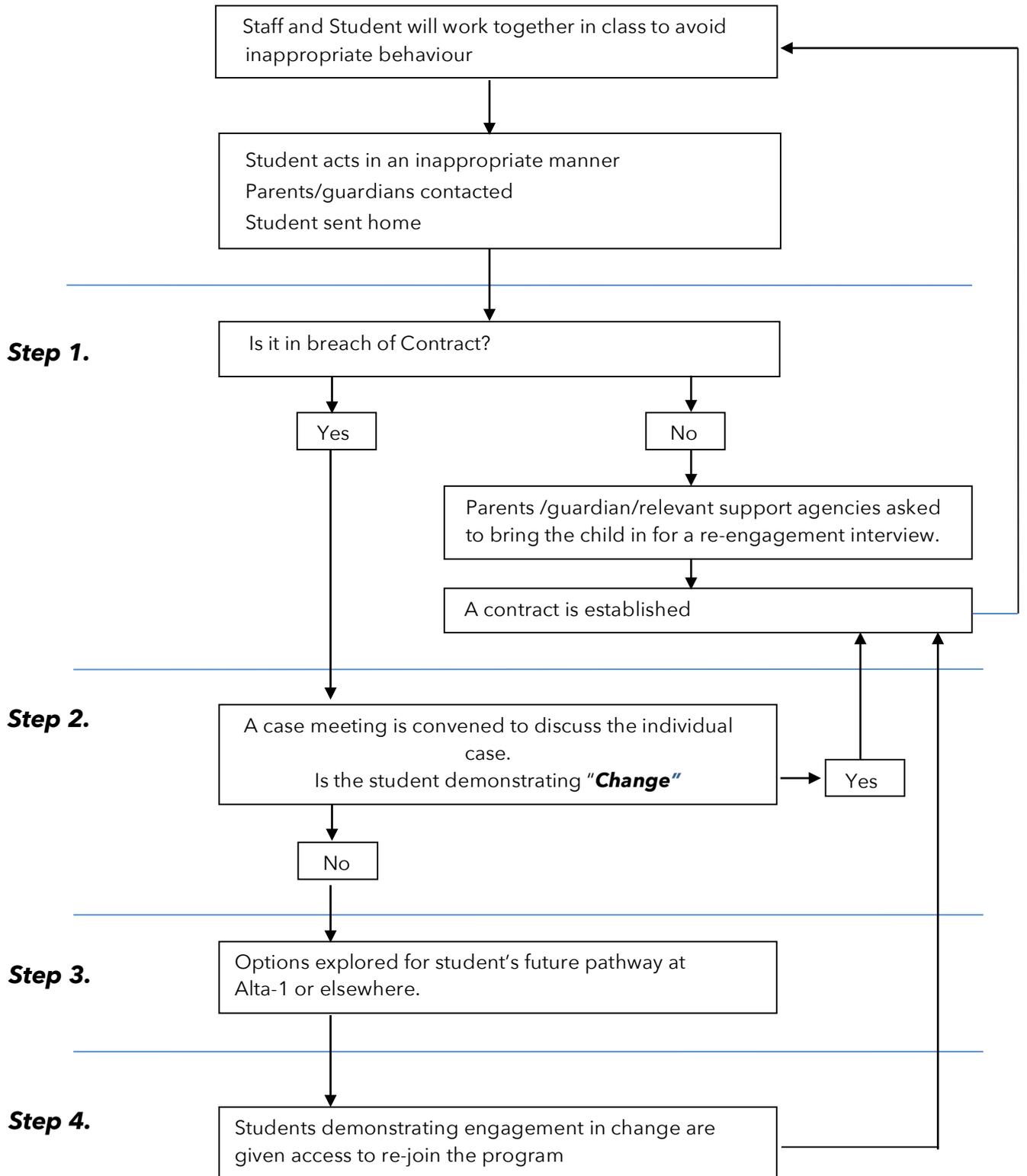
| | |
|--------|---|
| Step 1 | <p>Student receives 1 day school suspension.</p> <p>Parent and relevant agencies contacted and informed of situation.</p> <p>Asked to bring child in for re-engagement interview.</p> <p>Student not to return until re-engagement interview takes place.</p> <p>Behaviour Contract is issued at re-engagement interview. Behaviour Contract sent to Principal prior to issuing to student Contract includes – nature of infringement, targets to be addressed, and review timeframe.</p> |
| | <p>If Behaviour Contract is breached and student continues upon entry into the classroom to misbehave they move to Step 2</p> |
| Step 2 | <p>Case meeting called with all staff – teacher, chaplain, EA, Principal if needed.</p> |
| Step 3 | <p>Following the above case meeting a decision is made if the student re-enters the cycle at Step 1 and repeats.</p> <p>If student is not engaging in 'change' options are explored that will assist this for the student eg changing sites, re- entering transition, different education providers.</p> <p>If student is unwilling to change, they have then made the decision not to engage with our program and could be asked to seek an alternative education provider</p> |
| Step 4 | <p>When a student has reached Step 4 and demonstrates a willingness to take ownership for change, then they may be given access to the program again.</p> |

Support information

Suggested case meeting discussion points for Step 2 may include:

- Is student making change outlined in contract, personal life, studies?
- Is student presence in program impacting on the class, positively or negatively?
- How many times has the above cycle been repeated?
- Are there any steps that will help the student?

Behaviour Management Flow Chart



BULLYING POLICY

Rationale

Bullying is a learned behaviour which is unacceptable. However, we believe that bullying behaviours can be changed. The underlying belief of Alta-1 College, and therefore the basis for this policy, is that the rights of individuals in the Alta-1 community must be protected. Students, staff, parents and visitors have the right to feel safe all of the time and hence bullying will not be tolerated at school.

Alta-1 is committed to providing a safe and supporting school community for our student to grow in harmony. We are all responsible for creating an environment which is safe and inclusive.

Principles

1. Students and staff are entitled to be protected from bullying while at school.
2. The College should be proactive in implementing strategies to minimise the likelihood of bullying occurring.
3. Sanctions for bully-related actions should reflect a lack of tolerance for such behaviour.

Definition

Bullying is an ongoing misuse of power in relationships through repeated verbal, cyber, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious or hidden.

Procedures

Bullying Prevention

Alta-1 will embed bullying prevention strategies through the following elements of the program:

- The sense of belonging created through the caring community context in which the program is conducted.
- The small group context of curriculum delivery.
- The values-based curriculum including the Religion and Life course.
- The Personal Recovery and Community Building course.
- Rules and behaviour management practises.
- Positive staff role modelling
- Staff training in areas of change such as cyber bullying
- Providing a safe and user-friendly complaints procedure

Bullying Sanctions

Reports and/or incidents of student bullying will be recorded and investigated under the Behaviour Management Policy.

Reports and/or incidents of staff, parents or visitors bullying, following initial investigation, will be referred to a Principal.

A student found to have bullied will be dealt with in accordance with the behaviour management system which may result in suspension or exclusion from Alta-1.

A staff member who is found to have bullied will be referred to the Board, via a Principal, for a sanction which may include having his/her involvement with Alta-1 terminated.

A parent or visitor who is found to have bullied may be excluded from Alta-1 College sites.

Additional Clarifications

Types of Bullying

Bullying takes many forms and can include:

Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes, for example: using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Social/Relational Bullying: Involves repeatedly excluding others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.

Physical Bullying: Includes actions towards another person which involve hitting, kicking, pinching, biting, pushing, pulling, tripping, "ganging up", "dacking", unwanted physical or sexual touching, and damage to personal property.

Cyber Bullying: Involves the use of technologies to bully an individual or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts, emails, hurtful messages, images or videos, imitating, excluding or humiliating other online, nasty online gossip and chat.

Bystanders to Bullying: Bystanders are those who are aware of, or witnesses to the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them all members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

If you are bullied, you can deal with the problem in the following ways:

- Leave the area;
- Talk about it with an older friend or family member;
- Make an anonymous report that will advise of the situation, the name of a bully or a victim;
- Report the incident to a staff member. The staff member will discuss possible courses of action and will not confront the bully without your permission;
- Lodge a formal complaint through our complaints process.

Whole-school Community Rights and Responsibilities in Relation to Bullying

| Rights and Responsibilities of School Community Members | | |
|---|---|---|
| Students, staff, parents, caregivers and the wider community have the right to a safe. For this to occur all school community members have a responsibility to prevent and respond to reports and observations of bullying. | | |
| | Rights | Responsibilities |
| Whole community | <ul style="list-style-type: none"> • Are safe and supported in the school environment; are treated with respect. | <ul style="list-style-type: none"> • Establish positive relationships; • respect and accept individual differences. |
| Administrators | <ul style="list-style-type: none"> • Are supported in developing and implementing the school's plan to prevent and effectively manage bullying. | <ul style="list-style-type: none"> • Provide leadership in resourcing the school's prevention and effective management of bullying; • implement the school plan; • ensure parents are informed of the school plan; • support staff to implement the school's plan. |
| Staff | <ul style="list-style-type: none"> • Feel safe and supported in the workplace; • access to resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention; • are informed of the school's plan on bullying; • are treated with respect in the workplace; • access to professional learning in preventing and effectively managing bullying. | <ul style="list-style-type: none"> • Promote and model positive relationships; • participate in implementing the school plan to counter bullying; • identify and respond to bullying incidents; • teach students how to treat others with care and respect; • teach students how to respond effectively to bullying; • promote problem solving with students; • respect and accept individual differences. |
| Students | <ul style="list-style-type: none"> • Access to curriculum that supports resiliency and problem-solving strategies; • are informed of the school's plan on bullying; • if involved, are provided with support to stop bullying. | <ul style="list-style-type: none"> • Treat others with care and respect; • identify and respond effectively to bullying. |
| Parents | <ul style="list-style-type: none"> • Expect children to be safe, treated with respect and provided with a supportive school environment; • are provided with access to information on the prevention and response strategies related to bullying; • support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying. | <ul style="list-style-type: none"> • encourage children to report bullying incidents; • are aware of school plans and support school in effectively managing bullying. |
| Wider community: including other professionals | <ul style="list-style-type: none"> • Strategic inclusion in prevention and bullying incident management. | <ul style="list-style-type: none"> • Provide support and input into the school's approach to preventing and managing bullying. |

SUBSTANCE ABUSE POLICY

Rationale

Within the context of a school that enrolls students who may have a history of substance abuse, the purpose of this policy is to address drug use at Alta-1 College with fairness and in accordance with the law.

Principles

1. The underlying belief of Alta-1 College and the basis for this policy is an attitude of minimal tolerance towards drugs as defined below, based on the attitude of protecting the student body.
2. Because Alta-1 College believes in procedural fairness, each case will be reviewed on its merits.
3. Alta-1 is committed to educating students of the dangers of drugs and creating a drug-free culture.

Definitions

For the purpose of this policy, the term, "drugs" will refer to physiological and/or mind-altering substances that are available over the counter, by prescription, as well as substances available deemed illegal by the criminal code of Western Australia. It also includes any substance that is misused from its original/intended purpose to induce a physiological/mind altering state. It specifically includes alcohol.

Procedures

If a student comes to school under the apparent influence of drugs, a parent will be contacted and arrangements made for the child to be returned home. Should a parent be un-contactable, then the student must be supervised in isolation from the main class.

If at school a student is found to be in possession of drugs, or using drugs, or supplying drugs to others, they will immediately have the drugs removed, a parent will be contacted to collect the student and the Police called on 131 444, who will come to seize and destroy the drugs. If staff know the identity of the student in possession, they are obliged by law to inform the Police, after which the matter is in their hands. If staff found the drugs lying around or hidden, Police still need to be informed. An enrolment review will be initiated by the Principal or his/her delegate. In determining the outcome of the review, each situation will be considered on its merits.

If students are found to be selling or distributing drugs to Alta-1 students (either at school or off campus), their enrolment will be cancelled.

Note:

Previous Violation of this policy. No matter what the previous level of violation of this policy any student who violates this policy in terms of possession twice will be permanently expelled from Alta-1 with no option of appeal.

SEXUAL HARASSMENT, ACTIVITY and GROOMING POLICY

Alta-1 supports the right of all students and staff to study and work in an environment free from sexual harassment and inappropriate sexual activity.

Sexual Harassment

Sexual harassment is any form of sexual attention that is uninvited, unwelcome or unreciprocated and which makes a person feel humiliated, intimidated or offended. It can be a single incident or a persistent pattern of behaviour. It may be intentional or unintentional and is not confined to gender.

Examples of sexual harassment include, but are not restricted to:

- uninvited touching;
- uninvited kisses or embraces;
- smutty jokes or comments;
- making promises or threats in return for sexual favours;
- displays of sexually graphic material including posters, pin-ups, cartoons, graffiti or messages left on notice boards, desks or lockers;
- repeated invitations to go out, especially after prior refusal;
- 'flashing' or sexual gestures;
- sex based insults, taunts, teasing or name-calling;
- staring or leering at a person or at parts of their body;
- unwelcome physical contact such as massaging a person without invitation or deliberately brushing up against them;
- touching or fiddling with a person's clothing e.g. lifting up skirts, flicking bra straps, 'dakking', 'wedgieing';
- requests for sex;
- sexually explicit conversation;
- persistent questions or insinuations about a person's private life;
- offensive phone calls or letters;
- stalking;
- sexual insults or taunting;
- offensive e-mail messages or computer screen savers;
- suggestive comments or innuendoes about a person's physical appearance

A person (student or staff member) can be sexually harassed by a:

- staff member
- student
- contractor
- visitor to the school
- service provider
- parent

Sexual harassment can occur in any school activity, on or off the campus.

The aim of dealing with sexual harassment is to acknowledge what has happened, to work towards conciliation between the parties where possible, and to bring about change in behaviour.

Depending on the severity of the case, consequences could include:

- counselling;
- disciplinary action against the harasser (e.g. formal warnings placed on file, demotion, detention, suspension, probation or dismissal/expulsion);
- disciplinary action against the complainant if there is strong evidence that the complaint was vexatious or malicious;
- a written apology;
- conciliation/mediation conducted by an impartial third party where parties agree on a mutually acceptable resolution;

Retaliation or reprisals will not be tolerated, and disciplinary action will be taken against anyone who victimises a person for complaining of sexual harassment.

Student Sexual Activity

No form of sexual activity between students will be tolerated on school property and at school events, including camps, excursions and extended trips.

Sexual activity includes, but is not restricted to, consensual:

- sexual kissing
- touching genitals
- sexual intercourse

Students found to be acting in breach of this policy will enter the behaviour management system, leading to parental contact and disciplinary consequences.

GROOMING OF CHILDREN FOR SEXUAL ACTIVITY BY ADULTS

Both staff and students of Alta-1 College should be aware of how to detect grooming behaviours of adults towards children and how to report such grooming behaviours.

Defining Grooming:

The term 'grooming' refers to actions deliberately undertaken with the aim of befriending and influencing a child, and in some circumstances members of the child's family, for the purpose of sexual activity with the child. These actions are designed to establish an emotional connection in order to lower the child's inhibitions and gain access to the intended victim. In this respect grooming involves psychological manipulation that is usually very subtle, drawn out, calculated, controlling and premeditated' (Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non- Government Organisations, 2013).

*"Grooming involves a clever process of manipulation, typically initiated through a nonsexual approach, which is designed to entice a victim into a sexual encounter."
(Brown, 2001)*

"The inhibitions of a child are lowered through active engagement, desensitization, power and control. It is often characterized as a seduction, involving a slow and gradual process of learning about a child and building trust. This also contributes to the difficulty in detecting the activity. Predators are skilled at gaining the trust of a child before luring them into interactions. The process of grooming through the formation of a close bond creates a victim who is more likely to comply with sexual advances." (Berson, 2003)

"The process by which sex offenders carefully initiate and maintain sexually abusive relationships with children. Grooming is a conscious, deliberate and carefully orchestrated approach used by the offender. The goal of grooming is to permit a sexual encounter and keep it a secret." (Knoll, 2010)

Grooming Techniques

Some techniques used to groom and entrap children and young people include:

- gaining trust and being a friend (e.g. sometimes favouritism);
- gaining trust of family and other members of the child's community;
- giving gifts (e.g. often as bribes);
- giving attention (e.g. to help build the idea of an exclusive relationship);
- isolation (e.g. finding opportunities to be alone with the child);
- coercion through flattery;
- shaming and blackmail;
- sexual desensitization (e.g. inappropriate sexual talk);
- invading personal space (e.g. inappropriate touch which is sometimes 'accidental'); and
- threats.

The more these techniques are present, the higher likelihood the behaviour represents grooming or entrapment.

Reference: Bennett, N. and O'Donohue, W. (2014). The Construct of Grooming in Child Sexual Abuse: Conceptual and Measurement Issues. *Journal of Child Sexual Abuse*. 23, (8). Pages 957-976.)

Identifying Grooming:

| Grooming Stages | Grooming behaviours |
|------------------------------|--|
| Identifying potential victim | Offenders identify a vulnerable child. They look for a child who is easy to manipulate, that will go along with what the offender says (Conte et al, 1989). Offenders in a teaching role select victims who will be compliant and keep a secret. They look to victimize students who they have control over (Shakeshaft, 2004). |
| Grooming the environment | Offenders can spend years gaining the trust of members in the community before actually sexually abusing any children (Van Dam 2001). |

| | |
|-----------------------------------|--|
| The use of attention and coercion | <p>Giving attention can include:</p> <p>“the offender sharing private information with the victim” (Berliner and Conte, 1990) .</p> <p>Offenders can give attention by acting like the child’s friend (Budin and Hohnson, 1989).</p> <p>The offender may give special attention to the child and get the child to feel safe talking with them (Conte, 1989).</p> |
| Sexual Desensitization | <p>Study by Knoll (2010) found that once offending teachers had gained the trust of the student conversation about sexual matters with the student started to emerge.</p> |
| Boundary violations | <p>Offenders will violate boundaries in a number of ways during the grooming process including sexually explicit conversations (Christiansen and Blake 1990).</p> |
| Secrecy | <p>The goal of grooming is to permit a sexual encounter and keep it a secret (Knoll, 2010).</p> <p>The offender maintains the child’s secrecy to avoid disclosure. (Caven, Brown and Gilchrist, 2006).</p> |

Reporting Grooming Behaviours:

If you observe or are the recipient of what you interpret to be grooming behaviours:

Alta-1 College will take you seriously, so talk to someone in the school you trust

- If you are a student, then talk to a staff member or, if you prefer, directly to the Principal
- If you are a staff member, talk directly to the Principal or another senior staff member.

If you are not satisfied with the response, you can talk to the chairman of the college board.

CHILD PROTECTION POLICY

The purpose of this policy is to provide written processes about the health and safety of Alta-1 College staff and students and about the appropriate conduct of College staff and students to comply with accreditation requirements.

This policy applies to students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Alta-1 College and covers information about the reporting of harm and abuse.

Definitions

- **Section 9 of the *Child Protection Act 1999* - "Harm"**, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
 1. It is immaterial how the harm is caused.
 2. Harm can be caused by—
 - a) physical, psychological or emotional abuse or neglect; or
 - b) sexual abuse or exploitation.
 3. Harm can be caused by—
 - a) a single act, omission or circumstance; or
 - b) a series or combination of acts, omissions or circumstances.

- **Section 10 of the *Child Protection Act 1999* - A "child in need of protection"** is a student who—
 - a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
 - b) does not have a parent able and willing to protect the child from the harm.

- **Section 364 of the *Education (General Provisions) Act 2006* - "Sexual abuse"**, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances –
 - (a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
 - (b) the relevant person has less power than the other person;
 - (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

Health and Safety

The school has written policies in place about the health and safety of its staff and students in accordance with relevant workplace health and safety legislation¹.

Responding to Reports of Harm

When the school receives any information alleging 'harm'² to a student (other than harm arising from physical or sexual abuse) it will deal with the situation compassionately and fairly so as to minimise

¹ *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(1)*

² *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(8)*: the definition of 'harm' for this regulation is the same as in section 9 of the *Child Protection Act 1999 (Qld)*

any likely harm to the extent it reasonably can. This is set out in the College's *Responding to Disclosures or Suspicions of Harm*. Information relating to physical or sexual abuse is handled under obligations to report set out in this policy³.

Conduct of Staff and Students

All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers also must not cause harm to students⁴.

Reporting Inappropriate Behaviour

If a student considers the behaviour of a staff member to be inappropriate, the student should report the behaviour to:-

- (a) a Teacher; or
- (b) the Principal⁵.

Inappropriate behaviour also includes 'grooming' children or young people. The term 'grooming' refers to actions deliberately undertaken with the aim of befriending and influencing a child, and in some circumstances members of the child's family, for the purpose of sexual activity with the child. These actions are designed to establish an emotional connection in order to lower the child's inhibitions and gain access to the intended victim. In this respect grooming involves psychological manipulation that is usually very subtle, drawn out, calculated, controlling and premeditated' (Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, 2013).

Some techniques used to groom and entrap children and young people include:

- gaining trust and being a friend (e.g. sometimes favouritism);
- gaining trust of family and other members of the child's community;
- giving gifts (e.g. often as bribes);
- giving attention (e.g. to help build the idea of an exclusive relationship);
- isolation (e.g. finding opportunities to be alone with the child);
- coercion through flattery;
- shaming and blackmail;
- sexual desensitization (e.g. inappropriate sexual talk);
- invading personal space (e.g. inappropriate touch which is sometimes 'accidental'); and
- threats.

The more these techniques are present, the higher likelihood the behaviour represents grooming or entrapment.

Reference: Bennett, N. and O'Donohue, W. (2014). The Construct of Grooming in Child Sexual Abuse: Conceptual and Measurement Issues. *Journal of Child Sexual Abuse*. 23, (8). Pages 957-976.)

Dealing with a Report of Inappropriate Behaviour

A staff member who receives a report of inappropriate behaviour must report it to the Principal. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must

³ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)

⁴ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)

⁵ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(3) and s.10(4)

inform a member of the College Board⁶. The College Board must advise the board of Alta-1 Australia in writing if a report of inappropriate behaviour of a worker has been received.

Reporting Sexual Abuse⁷

Section 366 of the *Education (General Provisions) Act 2006* states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following has been **sexually abused** by another person:

- a) a student under 18 years attending the school;
- b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
- c) a person with a disability who:-
 - i. under section 420(2) of the *Education (General Provisions) Act 2006* is being provided with special education at the school; and
 - ii. is not enrolled in the preparatory year at the school

then the staff member must give a **written report** about the abuse or suspected abuse **to the Principal or to a director of the College board** immediately.

If the staff member who becomes aware or reasonably suspects sexual abuse is the College Principal, the Principal must give a written report about the abuse, or suspected abuse to Police immediately and must also give a copy of the report to a director of the school's governing body.

A report under this section must include the following particulars:-

- a) the name of the person giving the report (the **first person**);
- b) the student's name and gender;
- c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- d) details of the abuse or suspected abuse;
- e) any of the following information of which the first person is aware:-
 - i. the student's age;
 - ii. the identity of the person who has abused, or is suspected to have abused, the student;
 - iii. the identity of anyone else who may have information about the abuse or suspected abuse⁸.

Reporting Likely Sexual Abuse⁹

Section 366A of the *Education (General Provisions) Act 2006* states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following is likely to be sexually abused by another person:-

- a) a student under 18 years attending the school;
- b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
- c) a person with a disability who:-
 - i. under section 420(2) of the *Education (General Provisions) Act 2006* is being provided with special education at the school; and
 - ii. is not enrolled in the preparatory year at the school

⁶ *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(3)*

⁷ *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(5)(a)*

⁸ *Education (General Provisions) Regulation 2006 (Qld) s.68*

⁹ *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(5)(a)*

then the staff member must give a written report about the suspicion to the Principal or to a director of the College board immediately.

If the staff member who becomes aware or reasonably suspects likely sexual abuse is the school's Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to a director of the school's governing body.

A report under this section must include the following particulars:-

- a) the name of the person giving the report (the **first person**);
- b) the student's name and sex;
- c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
- d) any of the following information of which the first person is aware:-
 - i. the student's age;
 - ii. the identity of the person who has abused, or is suspected to be likely to abuse, the student;
 - iii. the identity of anyone else who may have information about suspected likelihood of abuse¹⁰.

Reporting Physical and Sexual Abuse

Under Section 13E (3) of the *Child Protection Act 1999*, if a doctor, a registered nurse or a teacher forms a 'reportable suspicion' about a child in the course of their engagement in their profession, they must make a written report.

A **reportable suspicion** about a child is a reasonable suspicion that the child: -

- a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
- b) may not have a parent able and willing to protect the child from the harm.

The doctor, nurse or teacher must give a **written report to the Chief Executive of the Department of Communities, Child Safety and Disability Services** (or other department administering the *Child Protection Act 1999*). The doctor, nurse or teacher should give a copy of the report to the Principal.

A report under this section must include the following particulars:-

- a) state the basis on which the person has formed the reportable suspicion; and
- b) include the information prescribed by regulation, to the extent of the person's knowledge¹¹.

Awareness

The school will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website¹².

Training

The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training every two years¹³ or earlier if deemed necessary by staff or the Board.

¹⁰ *Education (General Provisions) Regulation 2006 (Qld) s.68A*

¹¹ *Child Protection Act 1999 (Qld) s.13G (2)*. There is no such regulation at 12 December 2014.

¹² *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)*

¹³ *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)*

Implementing the Processes

The school will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually¹⁴.

Accessibility of Processes

Processes relating to the health, safety and conduct of staff and students are accessible on the College website and will be available on request from College administration¹⁵.

Complaints Procedure

Suggestions of non-compliance with the College's processes may be submitted as a complaint under Alta-1 College's *Breaches of the Child and Youth Risk Management Strategy or Complaints Policy and Procedures*¹⁶

Delegation of board directors' functions

Under section 366B of the Education (General Provisions) Act 2006, the directors of a school's governing body may delegate the directors' function under section 366A to an appropriately qualified individual (this cannot be the Principal or any other staff member of the school). Directors should ensure they are well briefed about the requirements of section 366B before delegating this function.

¹⁴ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)

¹⁵ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)

¹⁶ Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(7) and s.10(7A)

MEDICATION AND COMMUNICABLE DISEASES

Staff cannot administer medication without express parental request and permission, and will never take responsibility for the administration of any medication by injection. If students are on antibiotics or other medication they should remain at home until the course of medication is finished. The best place for students who are unwell is at home. Students should not have medication of any kind in their bags.

At the time of enrolment, through the enrolment form, the College is to be informed of any medical issues or particular needs of each student.

When a need is identified (eg asthma, allergy), the parent/guardian is to present the school with a specific management plan, usually developed in consultation with a medical practitioner. The plan will be communicated to all relevant staff and a copy displayed at the relevant campus.

Parents of students who are on any other regular preventative medicine need to discuss the management of their child's needs with the campus teacher.

Administration of Medication Policy

Alta-1 College Qld is committed to ensuring that students have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

In order to ensure that students have this access to a reasonable standard of support, a request for school staff to administer medication during school hours will be considered when there is either no alternative in relation to the treatment of specific medical conditions, or when a prescribing health practitioner has determined that the administration of medication at school is necessary.

Alta-1 College Qld is committed to ensuring that reasonable care is taken to minimise potential harm to students when administering medications at school.

Documentation

In the case of all routine and emergency medication, both prescription and non-prescription, Alta-1 College Qld requires parents to provide documentation of the medication required to be administered at the school from the prescribing medical practitioner.

For all non-routine medication, both prescription and non-prescription, Alta-1 College Qld also requires documentation from parents requesting the school to administer the medication. In all cases, the medication must be provided to the school in its original packaging, within its expiry date, and with the doctor's and/or pharmacist's label providing instructions for usage, including dosage, timing and route of administration.

Alta-1 College Qld requires the process above for non-prescription non-routine medication to be followed for the administration of paracetamol.

Alta-1 College Qld will keep the following records as outlined in the Alta-1 College Qld Administration of Medication Procedure:

- Requests from medical practitioners and/or parents to administer medication
- Logs of medication in and out of the school
- Documentation of the administration of the medication

- Individual student health, action or emergency plans, as required¹⁷

Alta-1 College Qld will store student medical information in an accessible yet secure space close to where the medication will be stored and administered, taking into account the *Australian Privacy Principles*.

Administering medication

Alta-1 College Qld follows the “Five Rights” of medication administration as outlined in the Alta-1 College Qld Administration of Medication Procedure:

- Right person
- Right drug
- Right dose
- Right time
- Right route

Storing medication

All non-emergency medication will be kept in a non-portable, secure storage space reserved for medications only, with authorised access only, as outlined in the Alta-1 College Qld Administration of Medication Procedure.

All emergency medication will be kept in a safe, unlocked location where it is easily accessible to the authorised student and staff, as outlined in the Alta-1 College Qld Administration of Medication Procedure.

Expired medication

It is the parents’ responsibility to ensure that the medication provided to the school to administer to the student is within its expiry date.

Staff must check that a medication is within its expiry date when administering it. When a medication is approaching its expiry date, the parents should be notified. Expired medication must not be administered.

Staff training

Alta-1 College Qld will ensure that appropriate levels of training are provided for relevant staff in administering medication or according to individual health plans.

Self-administration of medication by students

Self-administration may apply to students who are assessed by their parents and medical practitioner as capable and as approved by the Principal as appropriate.

Definitions

- **Prescription medication** – prescribed by a medical practitioner
- **Non-prescription medication** – over-the-counter medications available without a prescription
- **Routine medication** - long-term medication administered on a regular basis
- **Non-routine medication** – medication administered on a short-term basis only

¹⁷ As of 1 March 2017 individual student health plans are required for administering Medicinal Cannabis using the Queensland Health [Medicinal Cannabis Management Plan](#) template. You are also required to notify Queensland Health via a [Notification of Medicinal Cannabis Management Plan](#).

- **Emergency** medication – administered in the case of an emergency only

Examples may include:

- Prescription/routine: insulin
- Prescription /non-routine: antibiotics
- Prescription/emergency: EpiPen
- Non-prescription/routine: anti-inflammatories
- Non-prescription/non-routine: laxative
- Non-prescription/emergency: antihistamine

Responsibilities

School Responsibilities

Alta-1 College Qld acknowledges its responsibility to:

- Administer medication to students in line with this Policy (and the related Procedures) to help ensure that students have access to a reasonable standard of support for their health needs whilst attending school or school-based activities
- Support students to self-administer medication when appropriate and approved
- Keep appropriate records
- Store student medical information appropriately
- Store all medication securely
- Provide a safe means of disposing of any sharps and unused, unclaimed or expired medication
- Ensure that appropriate levels of training are provided for relevant staff in administering medication or according to individual health plan

Staff Responsibilities

At Alta-1 College Qld employees have a responsibility when administering medication to:

- Attend any training required by Alta-1 College to enable them to safely administer medication
- Administer medication in line with this Policy and any other related Procedures.

Parent Responsibilities

At Alta-1 College Qld parents have a responsibility to:

- Act in line with this Policy and any other related Procedures
- Submit the appropriate documentation when requesting the school to administer medication to their child
- Submit any other medical information or records required by the school to administer medication to their child
- Ensure that the medication provided to the school to administer to their child is within its expiry date

Students Responsibilities

At Alta-1 College Qld students have a responsibility to:

- Act in line with this Policy and any other related Procedures

- Allow employees to safely administer medication to them, including swallowing any oral medication

Compliance and Monitoring

Alta-1 College Qld endeavours to keep and store the following records:

- Requests from medical practitioners and/or parents to administer medication
- Logs of medication in and out of the school
- Documentation of the administration of the medication should be kept for at least two years, including:
 - The name of the person the medication was administered to
 - The name of the person who administered the dose
 - The date of administration
 - The time of administration
 - The dose of administered
- Individual student health, action or emergency plans, as required

The following is some useful information relating to common ailments:

CHICKEN POX

Transmission: Airborne or droplet infection; direct contact with the fluid from a vesicle of an infected person. Once the scabs are dry they are no longer infectious.

Incubation Period: 13 to 17 days.

Period of communicability: From 2 days before rash until all blisters have crusted.

Exclusion: Exclude until at least 5 days after the eruption first appears. Some remaining scabs do not justify exclusion.

Contacts: Any student with an immune deficiency (e.g. leukemia); or receiving chemotherapy, should be excluded for their own protection.

CONJUNCTIVITIS

Transmission: Direct or indirect contact with secretion from infected eyes.

Incubation Period: 1 to 3 days.

Period of communicability: While eye discharge is present.

Exclusion: Exclude until discharge from eyes has ceased. **Contacts:** Not excluded.

DIARRHOEA, e.g. *Campylobacter*, *Giardia*, *Rotavirus*, *Salmonella*, *Shigella*

Transmission: Many modes of transmission, depending on causative organism, usually through contaminated hands, food or drink.

Incubation Period: Hours to days.

Period of Communicability: Days to weeks.

Exclusion: Exclude until diarrhoea has ceased. **Contacts:** Not excluded.

HEAD LICE

Head lice are extremely contagious. If a student is found to have head lice or nits, a parent or guardian will be contacted to pick the student up from school.

Transmission: Close contact with an infected person

Incubation Period: The eggs usually hatch in 7 to 10 days. Once hatched the lice are capable of

laying eggs in 10 days.

Period of Communicability: Until lice and nits (eggs) are destroyed. **Exclusion:** Exclude until treatment has commenced. **Contacts:** Not excluded.

IMPETIGO (SCHOOL SORES)

Transmission: Direct contact with an infected person.

Incubation Period: 1 to 3 days.

Period of Communicability: Until sores are healed.

Exclusion: Exclude until treatment has commenced. Sores on exposed surfaces may be covered with a dressing. **Contacts:** Not excluded.

INFLUENZA

Transmission: Airborne or droplet infection or direct contact with contaminated nose or throat secretions.

Incubation Period: Usually 1 to 3 days.

Period of Communicability: Usually 3 to 7 days.

Exclusion: Exclude until well. **Contacts:** Not excluded.

MEASLES

Transmission: Airborne or droplet infection, or direct contact with contaminated nose or throat secretions.

Incubation: 7 to 18 days.

Period of Communicability: About 4 to 5 days before rash begins until 4th day after rash appears.

Exclusion: Exclude for at least 4 days after onset of rash. **Contacts:** Immunised contacts should be excluded until 14 days after the first appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.

Immunisation: Measles/mumps/rubella vaccine is recommended at 12 months and 4 years.

MENINGOCOCCAL MENINGITIS INFECTION

Transmission: Direct contact with contaminated nose and throat secretions.

Incubation Period: 3 to 4 days.

Period of Communicability: Until *N. meningitis* is no longer present in nasal and throat secretions.

Exclusion: Exclude until well. **Contacts:** Not excluded. Public health authorities may arrange for close contacts to be given a course of antibiotics.

MUMPS

Transmission: Airborne or droplet infection, or direct contact with saliva of an infected person.

Incubation Period: 12 to 21 days. Usually 18 days.

Period Communicability: From 5 days before to 9 days after the onset of swelling.

Exclusion: Exclude for at least 9 days after onset of symptoms. **Contacts:**

Do not exclude. Recommend immunisations if not vaccinated. **Immunisation:**

Measles/mumps/rubella vaccine is recommended at 12 months and after the 4th birthday.

RINGWORM, e.g. Tinea

Transmission: Direct contact with infected person, contaminated articles or animals.

Incubation Period: 4 to 14 days.

Period Communicability: As long as lesions are present and viable spores persist on contaminated materials. **Exclusion:** Exclude until the day after treatment has commenced.

RUBELLA, GERMAN MEASLES

Transmission: Airborne or droplet infection, or direct contact with contaminated nose or throat secretions.

Incubation Period: 14 to 23 day. Usually 16 to 18 days.

Period of Communicability: From 7 days before to at least 4 days after the onset of the rash.

Exclusion: Exclude until at least 4 days after the onset of the rash.

Contacts: Not excluded.

Immunisation: Measles/mumps/rubella vaccine is recommended at 12 months and again at the 4th birthday.

SCABIES (ITCH MITE)

Transmission: Skin contact with infected person or contact with infected clothing, towels or bedding.

Incubation Period: 2 to 6 weeks before onset of itching in individuals not previously infected. Those individuals who have been previously infected develop itch 1 – 4 days after re-exposure

Period of Communicability: Until mites and eggs are destroyed **Exclusion:** Exclude until the day after treatment has commenced. **Contacts:** Not excluded. Family contacts will probably be infested and should be treated.

FOR THE MEDICAL SAFETY OF ALL STUDENTS, PLEASE NOTIFY THE SCHOOL IMMEDIATELY IF YOUR CHILD HAS A CONTAGIOUS DISEASE.

THERAPEUTIC SUPPORT SERVICES FOR STUDENTS

Information for Parents

During the period of his or her enrolment at Alta-1 College, your child may be referred by his/her teacher or chaplain, or he/she may request, to speak to a psychologist, social worker or counsellor. This document outlines the services that will be provided to your child, as agreed to by you upon his/her enrolment.

Procedures

Alta-1 College will provide therapy that will address your child's social, emotional and educational well-being. The therapists providing the service have specialized in either psychology or counselling. These therapists are also supported and supervised by experienced psychologists/counsellors. Therapy will ordinarily be conducted every fortnight during school hours for approximately 45 minutes, depending on your child's willingness to engage. This will be an opportunity for your child to talk about issues that might be concerning him/her in a confidential and supportive environment. As part of the therapy your child may be invited to complete questionnaires and engage in role plays. The length of treatment will vary according to the nature of the problem and the student's individual needs.

In addition to this, if deemed necessary, we may request that a diagnostic assessment be completed by a service provider that we deem appropriate. Further, if deemed necessary, your child may have access to a social worker employed by Alta-1 College.

If your child is enrolled with the ConnectEd program, he/she will have access to online counselling and psycho-education, provided by a registered psychologist employed by Alta-1 College.

Please note that our services are provided to your child as an individual and his/her emotional health and wellbeing are our priority. Also note that as a service we are unable to provide crisis/emergency services (a list of relevant agencies is provided).

Confidentiality

Generally we will keep the information shared with us in strict confidence. There are some limitations to this confidentiality and it is important that you understand these.

- Therapists will share information with their professional supervisors to ensure that the student is getting the most appropriate support. The supervisor will keep this information confidential.
- In some situations we may request your consent and your child's consent to exchange information with a third party e.g. teacher, doctor or other professionals.
- In other situations, we may be required to disclose information by law, or by the guidelines of our profession; whether or not we have your permission or your child's permission. We have listed these situations below.

Confidentiality cannot be maintained when:

1. There is suspected abuse (physical, sexual or neglect)
2. There is a potentially high risk of suicide or self harm
3. There is a potentially high risk of harm to another
4. There is a court order and we are requested to release records

Every effort will be made to discuss the situation with you before any disclosure of information occurs.

Records

Information will be collected, recorded and stored so as to maintain confidentiality. The therapist and his/her supervisor will have access to this information. The information will be kept for a minimum of 7 years or until the student reaches the age of 25.

Participation

Please note that participation is voluntary and therefore you can withdraw your permission at any time, in writing, through the office. Refusal to participate will not result in any prejudice or discrimination. If necessary, you may be requested to support the therapeutic process by providing additional information. In the event that this occurs you will be provided sufficient notice to schedule an appropriate time.

Questions or Concerns

If you have any questions or concerns about any of these procedures and wish to discuss them with a staff member, please call or email the office.

Cost

If required, your child may be referred to an external agency/agencies for additional support. In the event that this occurs we will discuss all options with you and provide you with information about the agency, their services and/or possible costs.

PRIVACY POLICY

Rationale

The College is bound by the Australian Privacy Principles contained in the Commonwealth Privacy Act. This policy sets out how the College manages personal information provided to or collected by it.

Collecting Information

The College collects and holds personal information about pupils, parent/guardians, job applicants, staff members, volunteers, contractors and other people who come into contact with the College.

This information is collected by:

- Personal information you provide through filling out forms, face to face meetings, interviews, emails and phone calls.
- Personal information provided by others such as former school records and medical professionals.

Using Information

The purposes for which the College uses personal information include: Pupils and parent/guardians

- Informing through correspondence, newsletters and reports
- Administering the day to day functions of the College
- Caring for pupils' educational, social and medical wellbeing
- Discharging the College's duty of care

Job applicants, staff members and contractors

- Administering individual employment contracts
- Providing insurance cover
- Discharging the College's legal obligations

Disclosing Information

The College may disclose personal information held about an individual to:

- Another school
- Government departments
- Medical practitioners
- People providing services to the school such as counsellors
- Recipients of school publications
- Parents/guardians
- Anyone you authorise the College to disclose information to
- Anyone to whom the College is required to disclose information by law

Treating Sensitive Information

Sensitive information will be used and disclosed only for the purpose for which it was provided, unless you agree otherwise, or the use or disclosure is required by law.

Management and Security of Personal Information

The College's staff members are required to respect the confidentiality of pupils' and parent/guardians' personal information and privacy. They are required to use locked storage of paper records and password access rights to computerised records.

Access to Personal Information

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information held by the College about them and to advise the College of any perceived inaccuracy. To access this information, please apply to the Principal in writing.

Consent and Rights of Access to the Personal Information of Pupils

Generally, the College will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's parent/guardians. The College will treat consent given by parent/guardians as consent given on behalf of the pupil, and notice to parent/guardians as notice given to the pupil.

As noted above, parent/guardians may seek access to personal information held by the College about them or their child. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where release may result in a breach of the College's duty of care to the pupil.

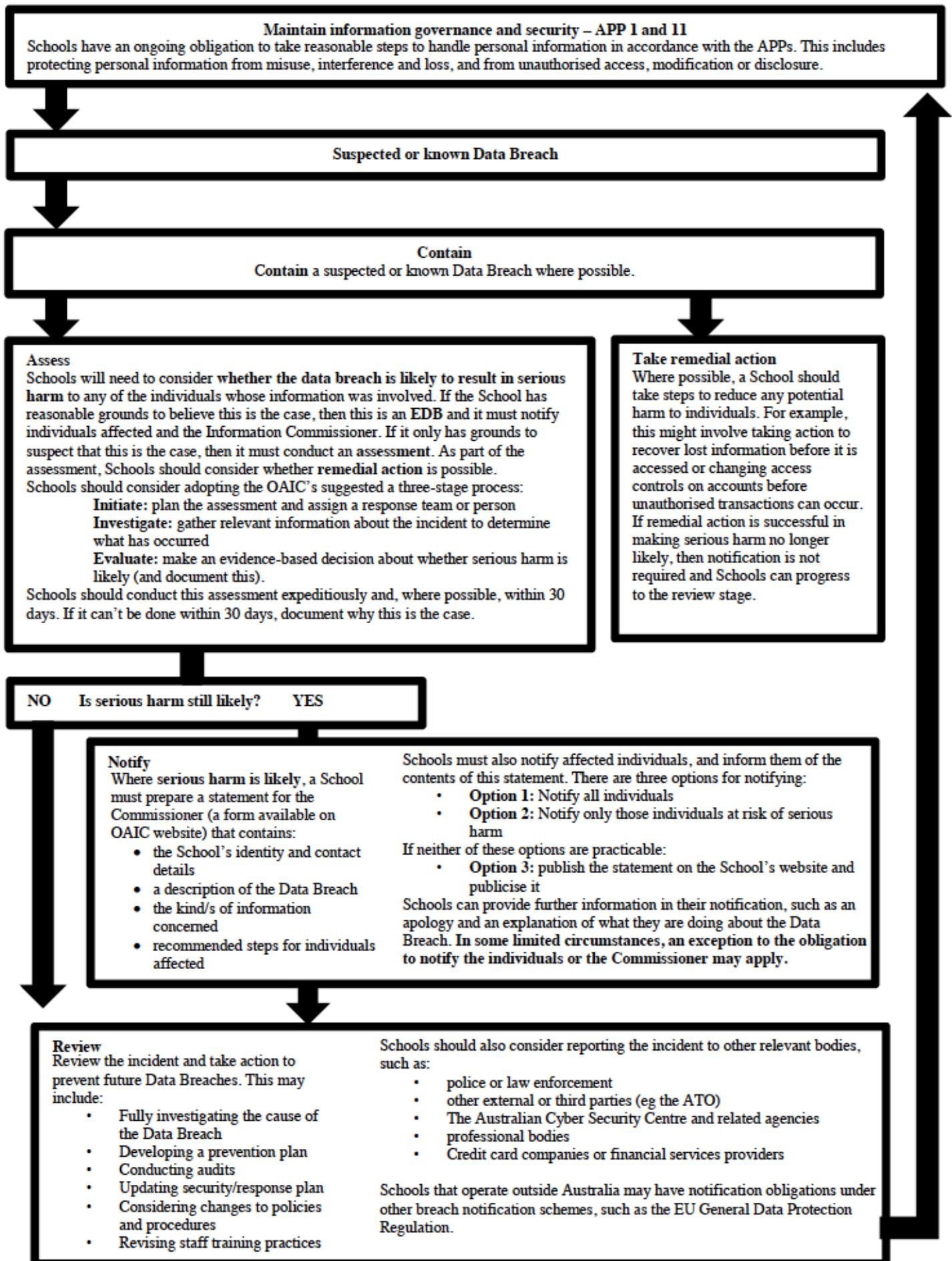
The College may, at its discretion, on the request of a pupil grant that pupil access to information held by the College about him/her, or allow a pupil to give or withhold consent to the use of their personal information, independently of his/her parents. This would be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

Complaints

The College will investigate any complaint and notify the complainant of a decision as soon as practical after it has been made.

Data Breach

In the case of a data breach or suspected data breach, the actions in the following flow chart are to be undertaken.



**This summary is a modified version of the OAIC Data Breach response summary available at www.oaic.gov.au/privacy-law/privacy-act/notifiable-data-breaches-scheme
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COMPLAINTS GUIDELINES AND PROCEDURES FOR PARENTS/GUARDIANS OF STUDENTS ENROLLED AT ALTA-1

Alta-1 College welcomes suggestions and comments from parents/guardians and takes seriously complaints and concerns that may be raised.

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

A complaint may be made if a parent/guardian thinks that the College has:

- Done something wrong
- Failed to do something it should have done, or
- Acted unfairly, unjustly or improperly

A complaint may be made about the College as a whole, about a specific campus or about an individual staff member.

It is Alta-1's intent that complaints made by parents will be treated with respect and confidentiality.

"How should I complain?"

Try to resolve any problems yourself with those directly involved. If it is impossible to resolve the conflict, then seek assistance. Take the initiative in talking to those involved. Don't wait for them to come to you.

Members of staff will endeavour to help. They may be able to sort things out quickly with a minimum of fuss. When you contact the College, ask to speak with the person most closely concerned with the issue e.g. campus teacher. Be as clear as possible about what is troubling you. If not satisfied you can take the matter to a more senior member of staff or the Principal.

"I don't want to complain as such, but something is bothering me"

The College is here for you and your child and we want to hear your views and ideas. Contact a member of staff as described above.

"I am not sure whether to complain or not"

If as a parent/guardian you have concerns, you are entitled to raise them. If in doubt you should contact Alta-1 as we are here to help.

"What will happen next?"

If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you have made a complaint or suggestion in writing, we will contact you within five working days to respond to your concerns and explain how we propose to proceed.

In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time you will receive a response. If a detailed exploration of the issue is needed, a letter or report will be sent to you as quickly as possible. This will tell you of the outcome of your complaint. It will explain the conclusion, the reasons for it, and any action taken or proposed.

“What happens about confidentiality?”

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Alta-1 College Board may also need to be informed. It is the College’s intent that complaints made by parents should not rebound adversely on their children.

We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk, mandatory reporting is required or it becomes necessary to refer matters to the police.

While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints may not be pursued.

Action, which needed to be taken under staff disciplinary procedures as a result of complaints, would be handled confidentially within the College.

“What if I am not satisfied with the outcome?”

We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Alta-1 College Board. Alternatively, you may wish to write directly to the Board. The Board will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a positive solution, but if it does not, the Board will invite you to a meeting. You may wish to be supported by a friend.

The Board will look at the issues in an impartial and confidential manner. If you are still unhappy you can request a meeting with an independent mediator.

Alta-1 recognizes and acknowledges your entitlement to complain and we hope to work with you in the best interests of the young people in our care.

GUIDELINES FOR STUDENT COMPLAINTS AND FEEDBACK

If you are attending Alta-1 College and you are unhappy about something, then you have the right to complain about it. To do that you need to contact us so that we can try to put things right as soon as possible.

Here are some steps to follow if you'd like to make a complaint:

1. Talk to someone

The first step in sorting out a problem is to tell someone you know. Most of your problems can be sorted out once they have been shared.

You can talk to any staff member at Alta-1 or if you'd prefer you can speak directly to the Principal, Mr Matthew Vandeppeer. He can help with your issue. His number is 0431 416 488 or email matt.vandeppeer@alta-1.qld.edu.au or you can see him in person.

We will take your complaint seriously. You may contact us in any way you choose. You have a right to complain in the best way for you: by phone or face to face, text or by email. Remember that at any time you can have someone you trust to help you make the complaint.

Alta-1 College expects staff at all times to conduct themselves in a way that creates an environment of respect, safety and care. If you feel a staff member is not behaving in this way, please share this with another staff member.

Once you share your complaint with a staff member, s/he is required to talk with you about the best way to resolve the issue. The staff member will then make sure something happens to resolve the problem. That might mean talking with other staff or the Principal.

If you are worried about confidentiality talk it over with the staff member so s/he can let you know exactly who will need to know about the complaint.

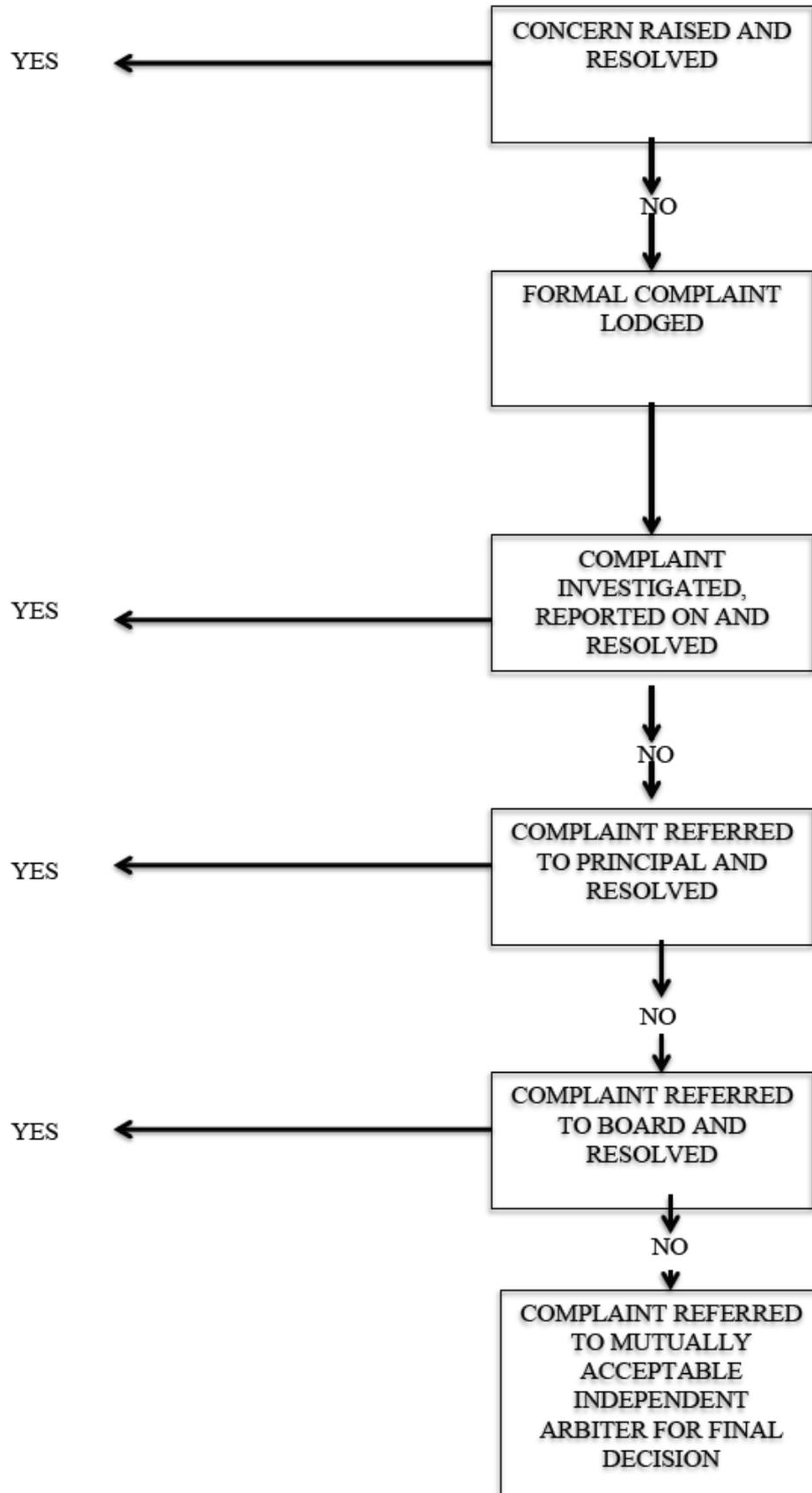
If you feel the staff member has not resolved the issue to your satisfaction, you can contact the Principal.

2. Tell the Board Chairperson

If you're not happy about the way your complaint has been dealt with or if you feel you can't speak with a staff member or Principal, you have the right to tell the Alta-1 College Board Chairperson. His name is Mr Glenn Bergsma and he can be contacted via email: chairman@alta-1.qld.edu.au. Glenn will talk with you about your complaint and then discuss how the matter can be resolved to your satisfaction.

YOUR FEEDBACK MATTERS! IF YOU'RE NOT HAPPY, LET US KNOW.

COMPLAINTS FLOW CHART





INFORMATION FOR PARENTS AND CARERS

What is the National Data Collection?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

What is the Benefit for my Child?

The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

Why is this Data Being Collected?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

What are Schools Required to do for Students With Disability?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

What is a Reasonable Adjustment?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

What Information will be Collected?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

Who will be Included in the National Data Collection?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

Who will Collect Information for the National Data Collection?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

How will my Child's Privacy be Protected?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

Is the National Data Collection Compulsory?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>

National Parents/Carers Fact Sheet Version No. 4 as at March 2016