### Student Guide  'What to do when...'  

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're late to school (during PCG):</td>
<td>Go straight to PCG class.</td>
</tr>
<tr>
<td>You're late to school (after PCG):</td>
<td>Please go to Student Reception to sign in. DO NOT GO STRAIGHT TO CLASS. The receptionist will give you a late to class pass which you are to give to your teacher.</td>
</tr>
<tr>
<td>You feel sick:</td>
<td>If it is during class time, please tell your teacher and if they feel it is serious enough, they will send you to Student Reception. If it is at recess or lunch time, go to Student Reception.</td>
</tr>
<tr>
<td>You get injured at school:</td>
<td>If it is before school, at recess or lunch time, go straight to Student Reception. If it occurs in class, please tell your teacher and they will send you to Student Reception with another student. At Student Reception, they will assess the severity of the injury and take appropriate action.</td>
</tr>
<tr>
<td>You need to leave school to go on an appointment:</td>
<td>Go to Student Reception where your parents will be required to sign you out.</td>
</tr>
<tr>
<td>You don't have the correct uniform:</td>
<td>If you have not got the full, correct uniform, please ensure that your parents write a note explaining the reason for this. Please present yourself, along with the note, to your Year Manager as soon as you arrive at school. You will be presented with a uniform pass which will be valid for one day only. If you are not in the correct uniform and have no valid excuse, you may be given a stage.</td>
</tr>
<tr>
<td>You get sent out:</td>
<td>Go straight to Mr Severin's office.</td>
</tr>
<tr>
<td>You have a query about bus services:</td>
<td>Visit our website <a href="http://www.carey.wa.edu.au">www.carey.wa.edu.au</a> and navigate to 'Community' and then 'Bus Information'. For further information, contact the Community Relations Officer on (08) 9394 9138.</td>
</tr>
<tr>
<td>You want to purchase bus tickets:</td>
<td>Go to Student Reception before school or at lunch time to purchase tickets.</td>
</tr>
<tr>
<td>You want to change subjects:</td>
<td>Students may only change subjects in the first 4 weeks of semester. If you wish to change a subject, you will need to get a note from your parents giving you permission to change and then you will need to make an appointment to see Mr Kendell. If the change can be made, Mr Kendell will issue you with a new timetable.</td>
</tr>
<tr>
<td>You are injured or sick and can't do Physical Education:</td>
<td>If you can't participate in physical activities, it is vital that you bring a note from your parent. You should present this note to your PE teacher when the class commences. You will still attend PE class, but will sit out of the activities.</td>
</tr>
<tr>
<td>You haven't been able to purchase something on the booklist:</td>
<td>If you haven't been able to buy an item on the booklist, please ask your parents to write a note explaining the reasons for this. This note will need to be given to the appropriate teacher in your first lesson. All items on the booklist are needed for classes so they will need to be purchased as soon as possible.</td>
</tr>
</tbody>
</table>
Our Vision, the Mission and our Values

Expect Great Things from God
Attempt Great Things for God

Our Vision:
To set a standard of educational excellence in Australia as an institution whose ethos and practice is based upon Christian precepts.

The Mission:
To equip young people to be of Godly character and influence. We do this by challenging and encouraging them to seek personal excellence as lifelong learners in their spiritual, intellectual, emotional, physical and social development.

Our Values:
All members of the Carey Community are expected to behave according to these values:

- **Honesty:** I speak and act according to truth.
- **Respect:** I respect myself, other people and property.
- **Responsibility:** I accept responsibility for my actions or lack of action.
- **Compassion:** I care about the needs of others.
- **Courage:** I face new challenges with courage.
- **Self-Discipline:** I control my behaviour.
- **Perseverance:** I show resilience in dealing with setbacks.
- **Service:** I put the needs of others before my own.
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Contact Information

**School Hours**
Monday, Wednesday, Thursday and Friday: 8.45am - 3.25pm
Tuesday: 8.45am - 3.00pm

**Who do I contact first?**
Office Staff: General enquiries
Class Teacher: Class specific matters
Academic Advisor (Tutor): Any concern

**Curriculum Managers:**
Wider issues related to the provision of tuition related to a subject, curriculum or curriculum-related event.

- English: Mr Tim O'Connor
- Maths: Mrs Lyn Karasavas
- Humanities: Mr Craig Austin
- Health & Technology: Mrs Emily Lockhart
- Phys Ed: Mrs Emily Lockhart
- Beliefs & Values: Mr Graeme Watson

- Science: Mrs Kathleen Lacey
- Languages: Mrs Kerry Bonciani
- Arts: Mr Scott Loveday
- & Enterprise: Mrs Jo de Hoop
- Careers & VET: Ms Anne McIntosh

**Year Managers:**
Wider issues related to a students' year group

- Year 7: Miss Rebecca Bennett
- Year 8: Mrs Amanda Rushby
- Year 9: Mr Michael Scaddan
- Year 10: Mr Mathew Gethin
- Year 11: Mr Brenton Marlow
- Year 12: Dr Carolyn Montgomery

**Other Areas:**

- Chaplaincy: Mr Kim Chidgzey
- School Nurse: Mrs Rhona Middleton
- Dean of Students: Dr Carolyn Montgomery
- Dean of Curriculum: Mr Brenden Gifford
- Pastoral Care: Mr Tony Severin
- Curriculum: Mr Kevin Kendell
- Pastoral Care: Mr Rowan Clark

- Director of Accessing: Mrs Lea Ong
- & Curriculum: Mrs Lea Ong
- Dean of Cross: Mrs Pamela Van Rooyen
- Curric Activities: Mrs Pamela Van Rooyen
- Numeracy Support: Mrs Lyn Karasavas
- Library: Mrs Lyn Fryer
- Dir of Music: Mr Scott Loveday
- Dir of Sport: Mr Jackson Norton
- Dir of Dance: Miss Amy Hutchison

**How do I contact staff?**
Phone: (08) 9394 9111
Facsimile: (08) 9394 9112
Uniform Shop: (08) 9398 1444

Email: info@carey.wa.edu.au
Email: uniformshop@carey.wa.edu.au
We're glad you're part of the Carey Baptist College community

Welcome from the Principal

Expect Great Things

✓ Every staff member is deeply committed to helping your son/daughter experience success.

✓ All staff have been professionally appointed on the basis of their academic success, excellence in teaching, professional experience and personal faith.

✓ We believe every student should experience excellence at Carey. Staff are committed to helping all students further develop their gifts and talents. Excellence is love in action.

Attempt Great Things

✓ Take a moment to reflect on your own impressionable years at High School. Each of us can recall 'significant others' who were able to challenge us, encouraging personal achievements beyond our own comfort zone.

✓ Our commitment of care is to actively challenge all students to optimise their potential, to grow and develop into leaders who will make a positive difference to their community.

Rowan Clark

Mr Rowan Clark

PRINCIPAL - SECONDARY SCHOOL
Professor William Carey

1761 – 1834

Professor William Carey is known in India as Mahatma, 'the one who is great of soul'. He is accredited with having begun social, medical, agricultural and educational reform for the underprivileged within the Caste system of Bengal.

Carey deeply believed his response to God's love in Christ was to care for the minds, bodies, souls and social conditions of those he lived and worked amongst.

Carey began as a gentle English shoemaker, Baptist Pastor and missionary amongst the Bengali people where he emerged as a dedicated student of the local culture and language. As a professor of language he helped to establish adult literacy colleges and developed a deep respect and empathy for those bound by the Caste system.

Through these colleges, Carey educated the Bengali people to consider their social democratic rights and ultimately he was influential in having widow burning and infanticide made illegal.

The abiding passion that underpinned his desire to educate people was the firm belief that God so loved the world that he sent his only Son so that through Christ the world might be saved. Carey knew Christ as the liberator of souls. This led him to translate the Bible into several languages so that those around could know and choose to follow for themselves. He believed that being informed enabled people to make empowered life choices.

By the time of his death, Carey had influenced the social structure of India and left a legacy of colleges and universities. He refocused missionary work throughout the work to help people choose to become liberated from oppression, disease and hunger through education. All of this from a man who simply believed his only talent was perseverance.

Before setting out for India, William Carey preached a sermon titled 'Expect Great things from God, attempt great things for God,' and then went on to live out his faith and vision in God.
Carey Community Baptist Church

In 1994, both Mount Pleasant Baptist Church and Riverton Baptist Church initiated moves towards serving Canning Vale and the soon-to-develop surrounding communities. In May of that year, one of Mount Pleasant Baptist Church Pastoral Staff, Pastor Steve Izett, was commissioned to develop plans and strategies for the new church, which were then subsequently adopted in May 1995. These plans and strategies involved the development of a Christian Community, which included a College and other Community Facilities. At Pentecost 1996, a small group of people from both churches together with Pastor Steve Izett commenced the Carey Community Baptist Church (Carey Community).

In the tradition of William Carey, the Carey Community, with the support of Mount Pleasant Baptist Church, established Carey Baptist College and embraced Professor Carey's call to 'Expect Great Things from God, Attempt Great Things for God'.

Quality education for the whole person is paramount to individuals making empowering life choices and so Carey Community has resourced the College with a strong Council of professionals. The Council in turn appointed Principals and Staff who share Carey's passion for serving God through education.

Carey Community is committed to supporting the College through the ongoing provision to, and sharing of, resources with the College. As part of this commitment, the Church employs Chaplains who support the staff and pastoral care programs of each school. The Chaplains have extensive involvement in the life of the College in a wide variety of ways.

Baptists

The Baptist church is the second largest Christian denomination in the world. Christians in the Baptist congregations hold to the same basic beliefs as other mainstream Christian traditions, their distinctive feature being they value the right and freedom of individual believers to discern God's will for their life and uphold the autonomy of their local congregations to be interdependent.

There have been many well-known and influential Christians who are/were members of Baptist congregations including: Rev. Martin Luther King Jnr, Rev. Billy Graham, President Jimmy Carter, Rev. Tim Costello, Pastor Graham Mabury.

Carey Community Baptist Church, though formally associating with other Baptist Churches, strives to work closely with all other Christian traditions. This is reflected by the staff of the College who are members of various Christian Churches of different traditions.
**College Governance Council**

The College is an Incorporated Not-For-Profit Organisation governed by the Council, which is responsible to the Minister for Education for the educational outcomes of its students. The Council's key responsibilities include: Strategic Planning, Finance, Legal, Policy, Staffing and Review and Convening of Sub Task Teams. Members of the Council are appointed by the Board of the Carey Community Baptist Church.

**Council Members**

**Chair Person - Mr Mark Lilley - BTh, LLB**
Mark is a lawyer and since 2007 has been employed by Lycopodium Limited, an engineering company that provides engineering services to a range of mining companies internationally. As Legal Counsel Mark advises on a range of different legal and commercial issues. Prior to this, Mark practiced law in the areas of construction, energy and general commercial. Before moving into law, Mark completed a Bachelor of Theology. Mark attends the Carey Community Baptist church with his wife Heather and their two daughters.

**Treasurer - Mr Roger Lee - F.C.C.A. (UK), M.I.C.P.A. (Malaysia)**
Mr Lee has wide financial experience and business skills and has been a member of the Council for several years.

**Mr David Kilpatrick - LLB (Hon)**
David was a founding member of the College Council and of Carey Community Baptist Church. As a lawyer for 18 years, David gained extensive experience in commercial litigation and corporate governance. David now serves as the Senior Pastor of Carey Community Baptist Church and as the Executive Director of the Carey Group. David is married to Yvonne and they and their four children all attend Carey Community Baptist Church.

**Mr Ian M Lindsay - M.Ed, Mus B, A. Mus. A T. Cert. MACE**
Prior to retirement Ian held the position of Deputy Head at Scotch College. He is an experienced educator at Primary, Secondary and Tertiary levels and continues to work part time at Scotch College. Ian and his wife Dawn have supported families and students through their work in Scripture Union's Camping Programs of Beach Mission and currently worship at Parkerville Baptist Church.

**Mr Chris White - B.A., Dip.Ed., MA (Public Policy)**
Chris has extensive experience in the WA public sector, has held senior roles in a number of State Government agencies and is currently a Director at WorkCover WA. He has experience in corporate governance, legislation and policy development, research, strategic planning and information technology. Chris is married to Lynn White, Associate Pastor at Carey Community Baptist Church.

**Mr Graeme Cross - B.Ed (Secondary), M.Ed Admin (Dist-Curtin)**
Graeme has considerable experience as a teacher and school leader. After completing his teaching degree, he worked with the Department of Education for 17 years, initially as a classroom teacher and then in a variety of roles including School Development Officer, Deputy Principal and Principal (District High School). In 2003, he moved into the non-government schooling sector and took up the position of Principal, Cornerstone Christian College in Busselton. During his tenure at Cornerstone, Graeme was elected onto the State Council of
Christian Schools Australia (CSA) - WA. He is currently the Chair of this Council, a position he was appointed to in 2009. In 2011, Graeme and his family relocated to Perth so that he could undertake a PhD through Edith Cowan University's School of Education, which he aims to complete by June 2014. He was awarded a scholarship by ECU, which enables him to study full-time. Graeme, his wife Kerry and three children are members/partners of Riverview Church.

Mrs Monica O'Neil MA (Ministry), Cert IV. TAE, Cert Pastoral Couns (PBC)
Monica is the founding Director of VOSE Leadership, a Centre of Excellence at VOSE Seminary which focusses on professional development for the church and not for profit sector. She also directs the VET training section of Vose Seminary. She has been in pastoral ministry as senior, joint senior and associate roles spanning over thirty years. She is married to Michael and they have three married children and a grandson. While seeking to establish a faith community in the East Perth area they currently attend Inglewood Community Church.

Primary School Principal - Mrs Jennifer Argue - Dip. Teach, B.Ed, A.S.D.A
Having graduated from university as a Primary School teacher, Jennifer has worked in both the state and private sectors in a variety of areas, including as a specialist Speech and Drama Teacher. Prior to her appointment to start the Primary School at Carey in 1998, she was lecturing at university in teacher training and working as a consultant with both the education and health departments.

Secondary School Principal - Mr Rowan Clark - Dip. Teach, B Ed.
Early teaching exposure was nine enjoyable years of service with the Education Department, including postings to the country, before returning to the metropolitan area. Rowan draws his private school experience from his position as Assistant Principal (Curriculum) at Carey Baptist College and prior to this, as Head of Department of Health and Physical Education at The Lake Joondalup Baptist College. He built a Department and Sporting program that was a benchmark for results in the classroom and the sporting field. He has been involved over five years as a (CCMO) Curriculum Council Moderator for Health Studies, Outdoor Education and Physical Education Studies. He has also been representative on related TEE assessment panels, Course of Study Reference and previous writing groups, and has been involved in the development of the “Football focus” and related Australian Rules Specialist Football Course Development Committees.

Director of Business - Mr Tim Dorsman
Tim has in excess of 30 years experience in Banking and Finance and specialised in providing a full range of Banking services to medium/large privately owned businesses.

Business Manager - Mr Mark Wagenaar
Mark has been involved in education management and governance for over 15 years. Prior to joining Carey he has worked as an Executive Officer for a private school system and in addition has spent over 20 years in banking and IT project management.

Past Members
Ms Barbara Wadley Prof John de Laeter (deceased) Mr David McArthur
Ms Wendy Devlin Rev John Smith Ms Dianne Smith
Mr Ken Hedley (deceased) Mrs Elaine Olley Dr Ian Warrillow
Mr John Masters Ms Jan Thompson
Secondary School Academic Staff

Principal: Mr Rowan Clark  B.Ed., Dip Teach
Assistant Principal (Curriculum): Mr Kevin Kendell  B.Ed. (Maths), Dip.Teach (Maths & Sci).

Teaching Staff

Mrs Melissa Baines  B.A. (Soc Sci), B.Sc (Envir Bio), G.D.Ed
Miss Rebecca Bennett  B.Ed
Mr Jules Birt  B.Theol, G.D.Ed
Mrs Kerry Bonciani  B.A., Dip.Ed.
Mr Cameron Burns  B.Ed. (D&T), Cert IV Assess. & W/pl Tr., Trade Cert. (Carp & Jnry), Cert IV Tr & Assess.
Mr Kim Chidgsey  Dip Teach, Grad. Dip. Rec.
Miss Ashlyn Chiera  B.Sports Sci., B.Sec.Teach.
Mr Zachary Cottrell  B.Sc.H&PE., B.Ed.
Mrs Lyn Fryer  B.A.(Hons)., G.D.Sc., M.Ed.
Mr Matthew Getchin  B.Ed
Mr Brenden Gifford  G.D.Ed.,B.Min.,M.Ed (Mgmt)
Mr Ben Golding  B.Health & Phys.Ed
Mr Simon Griffiths  B.Ed., B.Min. Cert IV Tr & Assst.
Mr Nicholas Harris  B.A., B.Ed.
Miss Amy Hutchison  B.Health & Phys.Ed
Mrs Lyn Karasavas  B.Sc.(Hons), Dip.Ed., M.Ed.
Mr Andrew Kilminster  B.A. (Hons). B.Mgmt., Cert IV Tr & Assess., G.D.Ed.
Mrs Samantha Kukura  B.PHE., B.Sc.
Mr Justin Limb  B.A., G.D.Ed.
Mrs Emily Lockhart  B.PHE., G.D.Ed., M.Sc.
Mrs Jenna Loney  B.Eng & Creative Arts (Drama), B.Ed.
Mr Scott Loveday  B.Mus.Ed.
Mrs Shaye Macnich  B.A.Hist & Eng., G.D.Ed.
Mrs April McElroy  B.A., G.D.Ed.
Dr Bevan McGuiness  B.Sc., Ph.D., M.Sc., G.D.Ed.
Ms Anne McIntosh  B.Ed., Dip.Teach., Cert IV Tr & Assess.
Mrs Helen Marie  B.Ed (Sc), Dip.Ed (Sc).
Mr Brenton Marlow  B.Sc., B.Ed.
Mr Gary Morgan  B.Sc.Ed
Mrs Ann Moseley  B.Sc., Dip.Ed.
Mrs Haidy Murua  B.Ed., Cert.Comp.
Mr Sergio Murua  B.Sc., Post Grad.Ed.Computing
Mr Minh Nguyen  B.Ed.
Mr Jackson Norton  B.Sc.H&PE
Mr Timothy O’Connor  B.A., G.D.Ed., B.Theol
Mrs Lea Ong  B.A., Dip.Ed
Ms Anna Parker  B.Deg. B.Ed., M.Ed.
Mrs Natalie Prince  B.A., Dip.Ed.
Mrs Windy Ramirez  Dip.Ed., B.Sc.
Mrs Jennifer Roberts  B.Ed.
Mrs Amanda Rushby  B.App.Sc., G.D.Ed.
Mr Michael Scaddan  B.A., G.D.Ed.
Mrs Aimee Seletkovic  B.Com.Arts., G.D.Ed., G.D.(Bible & Min)
Mrs Paulette Shaw  Dip.Teach., Cert I Hosp., Cert IV Assess. & W/pl Tr, Cert IV Tr & Assess.
Mr Peter van Dam  B.Ed.(Sc), Teach.Higher Cert., Cert. Christian Ed. Dip Teach
Mrs Anne van Outdshoorn  B.A., H.D.Ed., G.D.Tr., App.Ling.(Hons.)
Miss Surenre Van Rooyen  B.A.Lit & Writing, B.Ed.
Mr Stephen Walker  B.Ed.(Sc), M.Sc., Cert IV Tr & Assess.
Mr Jonathan Warwick  Cert.Mus., B.Mus (Jazz), Cert IV Asst & W/Place Tr.
Mrs Lara Warwick  B.A,(Comms.), M.Teach., Cert IV Tr & Assess.
Miss Lauren Wheeler  B.Heath & PE. (Hons).
Mr Jack Wilmot  B.Creative Arts (D&T), B.Ed.
Mr See Wong  B.Sc (Hons), Dip.Ed.
<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Director of Business</td>
<td>Mr Tim Dorsman</td>
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<tr>
<td>Business Manager</td>
<td>Mr Mark Wagenaar</td>
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<td>Administration Manager</td>
<td>Mrs Rebekah Bain</td>
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<td>Accountant</td>
<td>Mrs Colleen Webster</td>
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<td>Accounts Staff</td>
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<td></td>
<td>Ms Michelle Wright</td>
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<td>Mrs Serita Hensberg</td>
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<td>Mrs Wendy Engelbrecht</td>
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<td>Mrs Vajira Lakmali</td>
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<td>Ms Adele Aspeling</td>
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<td>Mrs Joanrie Nel</td>
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<td>Administration Staff</td>
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<td>Mrs Michelle Dower</td>
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<td>Mrs Cheryl Emmons</td>
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<td>Mrs Sue Masters</td>
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<td>Mrs Carolyn Overheu</td>
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<td>Mrs Lynne Reeve</td>
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<td>Mrs Erica Rietdyk</td>
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<td>Mrs Letitia Sawyer</td>
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<td>Auditorium Mgr/AV Tech</td>
<td>Mr David Hadfield</td>
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<td>Community Relations</td>
<td>Miss Caitlin du Toit</td>
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<td>Education Assistants</td>
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<td></td>
<td>Mrs Natalie Adlem</td>
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<td>Mrs Kirsty Fisher</td>
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<td>Miss Kor McFarland</td>
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<td>Mrs Kerry O’Leary</td>
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<td>Mrs Gillian Robb</td>
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<td></td>
<td>Mrs Wendy Turner</td>
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<td>Miss Kristin White</td>
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<td>Enrolments Officers</td>
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<td></td>
<td>Mrs Jo McKeown</td>
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<td>Mrs Jo Clark</td>
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<td>Property Manager</td>
<td>Mr Hans Schoof</td>
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<td>Grounds / Maintenance</td>
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<td>Mr Rob Pannell</td>
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<td>Mr John Griffiths</td>
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<td>Home Economics Assistant</td>
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<td></td>
<td>Mrs Christine Newell</td>
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<td>Miss Emily Warwick</td>
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<td>IT Support Staff</td>
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<td>Mr Derek Rucki</td>
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<td>Mr Joh Oreel</td>
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<td>Network Administrator</td>
<td>Mr Timo Schuring</td>
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<td>Laboratory Technician</td>
<td>Mr Kenneth Marbeck</td>
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<td>Laboratory Assistant</td>
<td>Mrs Angela Marbeck</td>
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<td>Library Assistants</td>
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<td>Mr Herman Djohan</td>
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<td>Miss Erin Pearce</td>
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<td>Mr Andrew Warwick</td>
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<td>Music Administrator</td>
<td>Mrs Catherine Jones</td>
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<td>School Nurse</td>
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<td></td>
<td>Mrs Rhona Middleton</td>
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<td>Mrs Helen Nelson</td>
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<td>Uniform Shop</td>
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<td></td>
<td>Mrs Jackie Stanford</td>
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<td>Mrs Sandra Mellish</td>
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Past Achievements

- Carey’s first graduates were reported by the media as being in the top 25% of WA schools in 2002
- Ranked in the top ten schools in the state (2004 and 2005) for getting students into their first university preference (Ranked third in 2013)
- Ranked first in the state for WSA subjects in 2003
- TEE Subject Exhibition 2006
- TEE Certificates of Distinction 2006, 2009 and 2010
- TEE Certificates of Excellence/Commendation all years from 2004 to 2013
- Ranked second in C Division in the 2004 National Band Championships held in Tasmania
- Awards in Literature: Tim Winton Young Writers Award, Mary Durack Writers Award
- Awards in Mathematics: Westpac Mathematics Competition
- Awards in Science: Petroleum Club of WA Award
- Awards in Society and Environment: Economics Award sponsored by AMP
- Awards in Design and Technology: Young Designer
- Arts: Carey music graduates and Carey drama graduates accepted into the West Australian Performing Arts
- Recent tours: Malaysia (cultural), Japan (cultural), Tasmania (music), Victoria (recreational).
The Curriculum

The Curriculum encompasses all planned experiences provided by the College to facilitate autonomous and lifelong learning. It includes teaching and learning programs and approaches, camps, student activities and the ways teachers and students learn together. Accordingly, the college will:

- Provide instruction and assessment consistent with the requirements of the Australian Curriculum as suggested by the Australian Curriculum, Assessment and Reporting Authority;
- Provide curriculum on an equitable basis that meets the needs of all students;
- Provide a balance within a Christian-based approach to all areas of the curriculum, thus enabling students to demonstrate mastery in the Major Learning Areas.

Learning Outcomes

Autonomous Learners

- accept ownership and responsibility for learning;
- take risks;
- reflect upon the learning process; and
- assess achievement and practice to make progress.

Lifelong Learners

- learn to read in order to read to learn; and
- use all forms of language to learn - literacy, numeracy and the arts.

Collaborative Learners

- work with teachers and other students to produce work;
- make meaningful contributions to the group;
- explore all forms or information about a topic;
- appreciate contributions of others; and
- explore methods of problem-solving and decision-making.

Effective Communicators

- are capable of clearly expressing thoughts, ideas and feelings through words, numbers, images, sounds and gestures;
- for different purposes and audiences;
- are engaged in creating and communicating meaning;
- and perform effectively in all forms of assessment and review.
Critical and Creative Thinkers:
- Construct meaning;
- define, classify, analyse and evaluate meaning that is being constructed;
- define the problem, identify strategies, seek solutions and answers and make informed choices;
- ask questions, accept different perspectives, tolerate ambiguity without compromising truth; and
- are discriminating consumers of information through the arts, literature, film, television and internet.

Quality Producers and Consumers:
- Set appropriate and timely standards;
- produce original work; and
- use a wide range of resources to produce quality work.

Credible and Just Citizens:
- Respect others regardless of race, gender, age or creed;
- develop character and contribute fairness to the College and wider community; and
- seek truth in spiritual life with an honest and objective study of the essence of Christian teaching and lifestyle.

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8 (NIV)

A Curriculum with Relevance and Coherence

The Curriculum at Carey reflects the following criteria:

The Centrality of Language

Literacy is foundational to the Curriculum of the College. Language in the college will be broadly defined to include words, numbers, and the arts, the essential tools of learning which, when taken together, help to create a curriculum with coherence.

The Core Commonalities

The Curriculum at the College will be arranged around nine commonalities which integrate the traditional subjects to help students see connections and motivate them to become lifelong learners. The commonalities are:

Being Human

We appreciate and affirm that human life is sacred; that it has a time of birth, a time of growth and death. We endorse the need for a basic knowledge of the body’s needs and functions and the practice of appropriate personal hygiene. We need to develop an appreciation for the sacredness of human life and to understand how life experiences differ from one culture to another.
The Use of Symbols

We understand that people use symbols for communication. Accordingly, we explore the history of language and mathematics, consider the purpose of communication, learn about new technology and discover how mass communication can enhance or diminish human understanding. We need to discover that integrity and credibility are keys to authentic human interaction.

Friendship and Belonging

We acknowledge that everyone holds membership in a variety of groups, beginning with the family. We consider how organisations and communities shape our lives and how we, in turn, can be significant influencers. We strive to develop a sense of responsibility for the world.

Aesthetic Expression

We celebrate that people respond to beauty and can be expressive in the visual and performing arts. We explore the rich variety of artistic expression, learning about the various works of art, recognising the benefits of making art and knowing some of the ways in which visual and performing arts have evolved in different cultures.

Need for Exercise and Adventure

We recognise that, as biological beings, we need physical exercise to enhance our wellbeing. We need to understand the principles of maintaining a healthy lifestyle and to participate in physical activity that provides adventure, promotes co-operation and results in achievement.

Connectedness and Nature

We recognise that everyone is connected to the natural world. Therefore, we need to learn about scientific method and, in the process, increase our understanding of the world around us. Above all we strive to discover the beauty and wonder of nature and the cosmos and develop a profound respect for it.

Production and Consumption

We learn that people, as part of being human, engage in making and using things; we recognise the value and dignity of work, distinguish wants from needs and understand the importance of becoming creative producers, informed consumers and responsible conservationists.

Proactive in Mission and Intent

We affirm that all people seek meaning and purpose for their lives. We understand the importance of values and ethics, learn how religious experience has consequently shaped the human experience and begin to see the significance of service. We appreciate that people are intentional and need mission towards which they direct significant effort.

Quest for the Spiritual

We learn that people everywhere have the miraculous ability to place themselves in time and space and to explore their shared sense of time through history. We understand that, as we are created in the image of God, our spirit will respond to our Creator's call to fellowship with us and to our desire to be intimate in a safe and nurturing community.
**Carey Curriculum Framework**

All of the planned learning experiences provided by the College in Secondary School encompass a common set of knowledge, understanding, skills, attitudes and values and are present in the new syllabus documents. We include Beliefs and Values in the eight Learning Areas of the Curriculum framework.

A balanced curriculum offered within this framework ensures that students have opportunity to demonstrate all the major learning outcomes and any College-determined outcomes.

**Curriculum**

Our Curriculum is based on the major Learning Areas of Beliefs and Values, The Arts, Physical and Health Education, English, Science, Mathematics, Society and Environment, Languages and Technology and Enterprise.

We are interested in the students as individuals. Therefore, we have designed the Curriculum in order to integrate individual learning styles, interests, strengths and weaknesses. Although the outcomes for students vary according to age and developmental level, the process used and commitment to an Integrated Curriculum is common to all students in the Secondary School. The Curriculum weaves students’ learning styles and the strands of the learning areas of Mathematics, Science, Society and Environment and English. Staff and students will often work in teams in order to facilitate competency.

**Assessment**

Assessment is the process of interpreting and describing performance in relation to learning outcomes. The main purpose of assessment is to:

- Enable students to set realistic goals for their Learning Plan;
- Provide opportunities for students to demonstrate their competencies;
- Encourage and motivate students;
- Support the learning environment in the family; and
- Provide fair and valid assessment that meets legislated requirements

**Reports**

We hold seriously the necessity of sharing information regarding student learning. The focus of reporting for Term One will be giving meaningful feedback showing progress in the first 6 to 8 weeks of term. The Semester One reports clarify progress over Terms One and Two. Carey’s end of year reports facilitate a summary of the year’s achievements.

The College Diary partners with the reporting process, providing opportunities for ongoing feedback, and parents are welcome to make appointments to meet with College staff.
We will conduct two Student/Parent/Teacher meetings in 2014 and an Information Evening in Term 3 for Year 10s to explain the Curriculum for the Senior years. In addition, parents are welcome to contact the College at any time for progress reports.

Coneqt.p is an online portal which provides parents with information via the College website https://coneqtp.carey.wa.edu.au

**Assessment Policy Summary**

**Submission of Work**

Work should be submitted to the class teacher during the lesson on the due date. If students are aware that they will be absent on the due date, they should arrange with the teacher to submit their work earlier. Students must ensure that the work is submitted to the correct teacher, and in their absence, to the Curriculum Manager (do not leave assessments on teacher's desk).

Assessments may not be handed in electronically unless otherwise arranged in advance. All work submitted must be original. Students who submit plagiarised (copied) work as their own or incorrectly referenced research will receive a reduction in marks, potentially all marks. Deliberate cheating may also incur more serious consequences.

**Late Submission of Work**

If a student has not completed the task on the day it is due, they are expected to hand in a copy of what they have completed to date. Computer problems associated with the completion of assignments will not be accepted as valid reasons for lateness. Penalties will apply for late submission of out of class assessments:

- 1 day late - Minus 10%
- 2 days late - Minus 20%
- 3 days late - Students will receive a mark of 0%

Any assessment not completed will impact on semester grades; in some cases failure to hand in an assessment may result in non-completion of the course.

**Unplanned absence on due date**

Where possible, students should try to have their work delivered to the College on their behalf, at the latest work must be submitted on their next day back at the College. The reason for absence is to be noted in the diary and the entry signed by a parent/guardian before being presented to the subject teacher.

**Extensions**

Difficulties in completing work on time should be discussed with the teacher well before the due date and any necessary extension of time should be sought at least 2 days before the due date.

**Absence on Test Days**

Students absent on test days should be prepared to do the assessment (including orals) on their immediate return to the College.
Year 11 or 12 students may be required to obtain a medical certificate and present it to the Assistant Principal (Curriculum).

Extended Absence

If an extended absence is planned, a parent or guardian must apply to the College Principal for permission to be absent. It is expected that missed work will affect semester grades.

When sickness is the cause of extended absence, course completion requirements will need to be negotiated with the Assistant Principal (Curriculum).

Statement

The Assessment Policy Handbook provides much more detailed outlines of the formal assessment processes. This is provided to each student annually, and is also available under 'Curriculum' on the College website. Department Policies covering practical activities also exist.

Homework Policy and Guidelines

What is the purpose of homework in Years 7 - 10?

- Revision and study: To prepare for future lessons and to consolidate essential skills and content;
- Completion of assignments and weekly tasks;
- Develop study skills and organisational habits;
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.

What is appropriate as homework?

- Assignments to be done over a period of time before being handed in for assessment;
- Revision, study, reading and comprehension tasks;
- Accessing resources that are not available at school;
- Activities that reinforce basic principles of subjects e.g. times tables, periodic table, vocabulary;
- Catch up on work missed due to absence from school or attendance at music lessons etc;
- Finishing incomplete tasks begun in class, this should be the exception.

How much time in total?

- Students should typically complete:
  - Year 7: 5 hours per week (1 hour of homework and 15 minutes of reading from Monday to Thursday)
  - Year 8: 6 hours per week (1 hour and 15 minutes of homework and 15 minutes of reading from Monday to Thursday)
  - Year 9: 7 hours per week (1 and a half hours of homework and 15 minutes of reading from Monday to Thursday)
• Year 10: 8 hours per week (1 hour and 45 minutes of homework and 15 minutes of reading from Monday - Thursday)

Extension (Stream 1) students would typically commit to more than the above homework guideline.

Extra-curricular pursuits (e.g. music or dance practice) should be considered additional to the above homework.

Parents are encouraged to communicate directly with teachers if students are unable to complete homework within the above time frame on a regular basis.

Approximate homework allocation by subject?

English, Maths, Science and S&E should comprise an average total of 75% of a student's homework time. Other subjects should comprise an average total of 25% of a student's homework time.

Homework expectations and procedures:

For Parents and Students

Students should be encouraged to complete all homework. They should stop if they have difficulties, write a list of questions in their diary and seek assistance from their teacher at the next opportunity. Students are to record time taken to complete set tasks so that teachers have a clear indication of student abilities and limitations.

Homework will usually be issued for completion over a week. Students are to plan their approach to ensure completion of the tasks within the designated time frame. If students miss classes for music lessons or external sporting commitments etc., they must see their teacher to negotiate tasks and catch up on work missed. Parents and teachers should use the Student Diary or email to communicate with each other.

Years 11 and 12

In Years 11 and 12, students begin to focus on acquiring qualifications needed for tertiary education or employment. All courses offered at Carey Baptist College are accredited and are eligible for inclusion for the purposes of WACE Graduation. It is the College's expectation that students will study six courses in Year 11 and five or six in Year 12.

In Year 11 and 12, students are expected to demonstrate self-discipline, resilience and independence. Further to this, students are expected to have developed responsibility for their own learning and to negotiate concerns directly with teachers rather than have their parents contact the College on their behalf. Students studying Stage 2 and 3 courses would typically be expected to complete 15 hours of homework and study per week. They are encouraged to use their teacher and the resources available at the College to deal with any concerns they may have.
Pastoral Care

Pastoral Care: a practical expression of Love in action

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others and it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres." (1 Corinthians 13:4-7)

Pastoral Care; understanding the phrase

To understand pastoral care, it is helpful to define 'pastoral' and 'care'. The phrase pastoral care derives from the Latin word 'pastor' which means shepherd. The term 'pastoral' has its origins in the relationship between shepherds and their livestock (e.g. sheep), taking into account the land (conditions) that they occupy. A good shepherd seeks locations and circumstances that optimise safety and personal growth. The role of a shepherd requires personal strength, courage, leadership and a clear sense of direction. From a modern Christian perspective, 'pastoral' is associated with a minister or member of the clergy or relates to their duties. Effective pastoral care from a biblical perspective involves strength, sacrifice and service. Jesus was referred to as a shepherd for the people. He was willing to give up his life for the flock. He personified self-sacrifice and selfless service.

The word 'care' means to feel concern or interest. It is to be troubled and affected emotionally. It involves fondness and affection. To care is to be concerned. In the context of our school community, it is to primarily be concerned for the well-being of enrolled Carey students.

Pastoral care is central to relationships between students, parents and staff. We recognise there are many opportunities each day to express care for people in our school community. Spoken and unspoken messages of encouragement to both individuals and groups occur across a range of activities in the daily life of the College. As a 'rule of thumb', we are committed to communicating approximately five affirmations to each message of behavioural concern.

We believe students are made in God's image

We believe God is our creator and we are made in his image. In this context, all humans are equal. All students equally deserve our care and attention. As God's creation, each individual is worthy of excellent education. We do not discriminate. Our approach to pastoral care reflects our commitment for every student to experience their highest level of achievement. Staff avoid sarcasm, put downs and pessimism. Instead, we use humour, positive affirmation and encouragement as tools for promoting mental health and optimal wellbeing.

A practical expression of our pastoral care is reflected in high expectations, a striving for excellence matched by a desire to produce the best achievable results. Each person belongs to God and is loved by God.

Pastoral care; motivated by love

If we speak with authority in the professional realm, but do not have love, we are merely an instrument of distracting noise. If we have the gift of forecasting key educational issues and can
knowledgeably talk-the-Edu talk better than anyone else, and if we have the faith to overcome any obstacle, but do not have love, we are nothing. If we avail every resource we have, our homes, our money and all of our time to benefit needy children that we might boast, but do not have love, we have gained nothing. (Modified from 1 Corinthians 13:1-3) “Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others and is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.” (1 Corinthians 13:4-7)

Christian love is not apathetic, permissive, sentimental, or mollycoddling. It is strong, compassionate and assertive. It does not excuse sin, turn a blind eye to mistakes or accept mediocrity. In this paradigm of love, all students are cared for regardless of their circumstances. We expect the best from them. This love (pastoral care) seeks real growth and maturity of students. Like Christ's example, it seeks understanding, allows for forgiveness, hates the sin but loves the sinner. It will discipline people to create opportunities for them to learn about the needs of others, both individuals and the larger community.

Relationships are nurtured in love. Love expressed in this way will be evident in the respect and honour afforded to each student, even when they are being held accountable for inappropriate behaviour. Staff recognise we are modelling appropriate behaviour towards our students.

**Christian perspective: Expect Great Things**

No-one is perfect, including our young people (students). This fact includes Christians who may have had a 'born again' experience, often referred to as 'being saved'. All of us are subject to the frailties of being human. Our Christian perspective is that everyone (including people who have had a Christian conversion experience) struggles with temptation and sin. Like William Care, we have a positive expectation that our young people want to do the 'right thing'. Sometimes they make mistakes. Our approach to pastoral care recognises their (and our) inability to be perfect. We believe God's son died to save us from our sin. This profound event in the world's history over 2000 years ago set the benchmark for grace. It is our belief that because of Christ's death and resurrection, mankind can ask for forgiveness from God because Jesus died for our sins. This is God's grace. No-one need feel condemned. Quite the opposite, we carry a renewed sense of optimism.

**Pastoral care is evident in all parts of college life**

Pastoral care is the responsibility of each staff member - teaching, administration, music tuition, grounds, Church staff and management. As a matter of differentiating roles, there are clear distinctions in how students are assisted by staff. At Carey, pastoral care is an integral component of our work of improving teaching and learning outcomes.

**Parent Perspective**

Parenting is a lifelong commitment that recognises the changing 'pastoral care' role we have as parents. Our response towards our children changes as they mature and increasingly take responsibility for their own actions. We help prepare them for both independence (self-managing) and interdependence (living harmoniously with others).
School Perspective

In a generalist context, the profession of teaching is in itself an expression of pastoral care. Pastoral care is both planned and unplanned. Our College is always reviewing structures and processes as a means to optimise effective pastoral care. Pastoral care permeates all aspects of college life every day, whether or not there are discipline problems. It also seeks to be responsive to the changing needs of our College community.

Pastoral care is person-centred, not problem centred. In Christian education, we are concerned with the whole person; physical, academic, emotional and spiritual. All that the student is (past history, future possibility, son, daughter, young adult) becomes the concern for pastoral care.

All students need affirmation, guidance and attention. Very capable students need equally as much care as students who experience more difficulties in a school environment. No-one is excluded from the umbrella of care. When people are in community with each other, orderly living requires a balance between the rights and responsibilities of the individual with rights and responsibilities of the group.

Pastoral care; specific needs

At an individual level, IEPs (Inclusive Education plans), IBPs (Individual Behaviour Plans) and IAPs (Individual Academic Plans) exist to support students who have specific needs. These needs are typically clinically diagnosed conditions that require specific intervention and assistance. In Years 11 and 12 AEPs (Academic Education Plans) can also be put in place to help students facing significant ongoing issues at home/medical issues or the like. These ‘care plans’ are one example of pastoral care supporting the improvement of teaching and learning outcomes. Similarly, the College employs Educational Assistants to provide strategic help in class and outside the classroom.

College events are ideal opportunities where young people are personally encouraged in a values based environment. Examples of college events include dances (socials), river cruises, camps, school balls and other end-of-year functions.

More formally, there are purpose-driven school programmes that function to enhance the College’s effectiveness in pastoral care. The Peer (Mentor) Leadership initiative is an example. Your son/daughter’s PCG (Pastoral Care Group and Tutor Group are also examples. These group settings encourage individuals to refine their study skills, discuss health issues, develop organisational skills and explore topical issues of spirituality.

Structured student interest groups such as Year 10 Science Camp, Languages Tour Groups, and annual Ski Tour Group exist to encourage students in their personal development. These groups help students relate to staff as ‘real people’, outside the stereotypical walls of the classroom. Similarly, staff develop a wider appreciation of each student’s gifts, talents and interests. A key intention of the College’s pastoral care programmes is to encourage students to have a strong sense of purpose of contribution.

Involvement in sport is another structured medium of pastoral care at Carey. All sporting groups representing the College are based upon our school’s vision, mission and values. Within teams, students are challenged and encouraged to have an attitude of excellence.
Pastoral Care; promoting the wellbeing of the whole group

Camps (e.g. Year 8, 11 and 12 Group Camps, Music Camp, Art Camp), assemblies, parent-staff breakfasts (see calendar of events, fundraising initiatives, music concerts, drama performances and end of year gatherings are mediums for promoting pastoral care.

Specifically in sport, Carey is a member school of the ACC (Associated and Catholic Colleges) organisation for independent schools. This incorporates inter-school participation in a range of sports including swimming, cross country and athletics as well as planned winter and summer carnivals. These forums provide many opportunities to develop leadership skills and a wider sense of appreciation of the contributions of others. Many long-standing friendships are born out of these valued opportunities of interaction.

Other programmes that promote pastoral care include the annual leadership conference for students and both the 'Girls Thing', a Year Ten conference for young women, and 'Blokes World' a Year 10 opportunity for boys to engage in adventure activities with key Christian leaders. The College also promotes a Student Mentor programme, attends the Governor's Prayer Breakfast and contributes to community leadership forums.

Pastoral care in a school setting involves nurturing the needs of the individuals and the group. There are times when the needs of the individual are greater than the needs of the group and other times when the needs of the group are greater than the needs of the individual.

The Rule of Law: a big picture view of the rights of others

The Rule of Law is the legal principle that every person and organisation, including the government, is subject to the same laws. It comprises three separate notions:

- People will be ruled under regular rules or laws, duly passed, rather than by the arbitrary wishes of a particular person (e.g. the Monarch) or a group of people (eg the government, the police).
- There will be equal accountability of all, including government officials, before the law.
- Rights and freedoms of the citizen are protected by the common law rather than by a Constitutional Bill of Rights.

Expressions of pastoral care are subordinate to both the law and gospel. Carey Baptist College and its activities are under the law and gospel. There are rules and procedures designed to optimise teaching and learning. The law is an aspect of pastoral care. It reinforces the fact that all are equal before God. Pastoral care involves controlling behaviour. If the motivation comes from a spirit of care for students, then it is an expression of genuine pastoral care. Conversely, if the efforts to have control are more self-serving, or the effort only arises about the image and reputation of the school, then it is no longer pastoral care, but self-seeking pride.

Under the authority of Scripture, pastoral care will be expressed in a sense of humility and Christ-like compassion. The forgiving and accepting love of Christ and the role of Christ as a sacrificial shepherd will always be in the mind of the teacher. The Christian teacher is sensitive to opportunities for nurturing students, disciplining them and evangelism in the context of
expressing God's love through practical support. Christian educators model the love of Christ to students on a daily basis for approximately 40 weeks of the year.

Appropriate behaviour is expected, taught and affirmed. Boundaries and expectations for behaviour are clearly defined and explained to students. Consistent consequences are enforced. Where appropriate, students are involved in determining boundaries and consequences, thereby encouraging them to take responsibility for their actions.

Each member of the staff and student community has the right to feel comfortable and safe at school. To this end there is no tolerance for the following:

- Vandalism or graffiti,
- theft,
- harassment - verbal, physical, bullying
- possession, use, supply and/or sale of illegal or unlawful substances or materials
- unsafe driving
- serious behavioural breach.
Student Attendance

Absentee SMS Hotline: 0428 031 096 or email absentees@carey.wa.edu.au

Please report to the College by 9.00am with your child's full name, class, date/s of absence and reason.

Parents need to be aware that, in general, there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on designated contact days. It is incorrect for parents to believe that they may allow a child to stay home from school without a reasonable cause such as sickness.

Students are required to be punctual and should be present at all lessons unless ill. It is better for the health of students and other members of the College for a student to stay at home if he/she is unwell.

Absence Notification

Absences from school for a half day or more should be notified by 9am. SMS Hotline: 0428 031 096 Email Hotline: absentees@carey.wa.edu.au

Notes should be handed to the PCG teacher when the students return to school after an absence. You only need to communicate your child's/ren's absence once; however a Medical Certificate is required to explain prolonged absences of more than three consecutive days.

Students who need to attend appointments, or who will be absent during class times, should notify the PCG teacher with a written note prior to the event. All absentee communication to the College should contain the following:

Student name: Jane Smith
PCG: 7.3
Date of absence: 6 May 2014
Reason for absence: Unwell / other reason
Parent/Guardian name or signature and relationship to the child: Mary Smith, Mother

If a student is going to be absent for a prolonged period, a letter should be sent to the Principal, advising the proposed dates and reason for the absence. Given they will miss their curriculum related course work, please encourage the student to speak to each of their teachers for guidance. Please refer to the Assessment Policy for more information regarding the effect on work and assessments.
Late Arrival at School

Students who arrive late to school should go to Student Reception with his/her diary accompanied by one of the following:

- An explanatory note in the diary written and signed by Parent/Guardian in the communication column on the day of the student being late.
- A separate signed explanatory note from Parent/Guardian
- Parent/Guardian in person to sign the yellow Late Arrival Register.

The receptionist will stamp the diary page for that day and this will need to be shown to the teacher on arrival at class.

Early Departure from School

Any student leaving school early will need to:

1. Have a note from a parent or guardian
2. Go to Student Reception
3. Have his/her parent or guardian sign out on the blue Departure Register

Any student feeling ill after arriving at school will need to:

1. Have a teacher sign his/her diary
2. Go to Student Reception to ring home (a student is not to use a mobile phone)
3. Wait in Student Reception to be collected or stay in Sick Bay
4. Have his/her parent or guardian sign them out on the blue Departure Register

Attendance

Attendance at intra and inter-school carnivals and other College events conducted in school time is compulsory as they play a crucial role in building a strong College community; one in which students, staff and parents support each other in the pursuit of excellence.

Support of College events is a prerequisite for election to Student Council and a range of awards including College Colours, Certificates of Endeavour and Citizenship Awards. Privileges, such as attendance at socials or participation in College teams may be withdrawn in cases where a student continually fails to support their peers by not attending College events.

Please note: The College grounds are not supervised until 8.20am and students should not arrive before this time. Students should also leave the grounds as soon as possible at the end of the school day unless they have approved school commitments after hours: sport teams, training, clubs etc.

In the case of emergency (eg. bereavement, accident), parents must contact Student Reception to arrange for the removal of a student from class. Parents are asked not to contact students directly on their mobile phone.
Strangers/Outsiders on Campus or Involved at a College Event

Legitimate Workers and Visitors to the Campus sign in at the Administration Office and wear a visible sticker. Church visitors have a separate but similar process. If an unauthorised person is on campus, whether known or unknown, and if the person is not wearing a visible visitor pass, the following protocols are to be followed:

- Avoid contact, do not actively go up to them and engage with them. But if approached be friendly, be polite, move to a safe place, perhaps suggest the Administration Office to sign in. Then inform the nearest staff member discretely of the person on campus. The staff member will question the person and direct them to administration to sign in or ask them to leave should this be appropriate.
- If a person you know comes on campus as a visitor do not engage at all with them. Inform them that before they come onto campus, they need to attend the Administration Office to sign in formally as a visitor.
- Do not invite friends/outsiders/boyfriends/girlfriends and the like onto campus as they will be asked to leave and you may be sanctioned.
- Keep out of ‘Out of Bounds Areas’ during the day (including car parks) to minimise the risk of contact with outsiders.
- Year 11/12 students with cars must seek permission before going to their car during the day.

The College has a duty of care to both staff and students, and cannot be expected to determine the specific intent of people coming onto campus. These protocols are designed to protect students and staff, and if an unauthorised person does not leave campus when directed, the authorities may be called.
**Behaviour Management Policy**

**Discipline Defined**

Care expressed at Carey is a means of affirming appropriate behaviours. We believe excellence is 'love in action'. The opposite of care is apathy. Care is a doing word.

Self-discipline is one of our Carey values. It is defined as 'correction or regulation of oneself for the sake of improvement'. The opposite of self-discipline is to be undisciplined. That is, 'lacking in discipline, unruly and disorderly'. Being undisciplined means 'not having been subjected to training or discipline'.

Definitions of discipline include: 'training to act in accordance with rules'; 'instruction and exercise designed to train to proper conduct or action'; and 'a branch of instruction or learning'.

In the Secondary School, discipline serves the College community by pointing students to the right way; it gently bends, directs and encourages students to show respect to self, others and the College. The College discipline policy is a means of helping students become more disciplined in their choices and actions. It is intended to help meet their own needs and remain aware of the needs of others. It is not punitive for the sake of power or authority.

Students are expected to maintain a high standard of behaviour at all times. Students are seen to be representing the College at any time they are in College uniform or on any official College engagement. This includes times of travel to and from home or when in public places outside school.

Students who do not respect the rights of others must be prepared to accept the consequences of their behaviour. It is a condition of enrolment at the College that parents support the disciplinary procedures of the College. Grievance procedures are available for parents or students who feel that an issue has been dealt with unfairly. The Disputes and Complaints Policy can be found at the end of this handbook.

**Reinforcing Appropriate Conduct**

A range of rewards are used within the College to encourage high standards of behaviour.

**Diary**

From time to time teachers may write notes in the diary, or send formal letters encouraging students who exhibit positive behaviour. Parents are encouraged to read these notes and respond if they so wish.

**Merits**

The College uses 'You Have Been Noticed' cards, formal letters of affirmation, Medals of Excellence, and student diaries to positively encourage students in all aspects of student life - academic, social, cultural and sporting. Such behaviour may include outstanding effort on an
assignment, helping other students or teachers beyond what is normally expected, acts of bravery, reporting harassment and exemplary leadership.

Awards

The College has a range of awards that reward excellence such as medallions for sport, Certificates of Excellence, Certificates of Endeavour and Citizenship Awards.

College Colours

The College Colours system of awards has been established to recognise excellence through service in students' contribution to the community life at Carey.

College Colours Eligibility:
The Colours candidate, in the course of their College life and/or as a representative of the College, must maintain a high standard of excellence. The candidate must also demonstrate and uphold the College Values: respect, service, perseverance, compassion, self-discipline, honesty, responsibility.

The candidate will then be assessed according to the following criteria specific to the area of Colours nomination:

- Contribution
- Team spirit
- Conduct
- Good will
- Co-operation

In addition to the above, the following minimum attainments apply:

- Three years continuous service to the nominated area of college life
- Contribution to at least three different groups/activities within this area

The Colours Committee will exercise their prerogative to withhold the award if they are not convinced that a candidate has brought credit to his/her chosen field, or met all of the required criteria.

Disciplinary Code

In addition to rewards, a range of sanctions is used by the College to ensure that the general standard of student behaviour remains high. Our code of discipline focuses on affirming appropriate behaviour and provides safeguards for all members of the Carey Baptist College community. The code is based upon the understanding that if one is not safe or comfortable, others may feel unsafe or uncomfortable.
Infringements of the Discipline Code fall within the following categories:

Inside Classroom

Third disruption in a learning period
Automatic Send-Out
Issue of No Tolerance
Personal Management - any 3
  Diary not signed/brought to class
  Homework not attempted/finished/handed in
  Late to Class

Outside Classroom

Being in an unsupervised area
Inappropriate language
Issue of No Tolerance
Uniform
  Excessive jewellery
  Wearing incorrect uniform
  Uniform untidy
  Untidy hair or wearing make-up

Other

There will be no tolerance for the actions listed immediately below. Permanent exclusion may result even for the first instance.

  - Possession, use, supply and/or sale of: dangerous items, illegal or unlawful substances or materials. Students may not bring alcohol, cigarettes or other drugs on to the College site, nor have possession of or be under the influence of them at any College function, event, while representing the College or while in College uniform.
  - Vandalism or Graffiti: Any form of deliberate vandalism e.g. drawing on or scratching a desk or chair. Students should show respect for College property and the property of others.
  - Serious behavioural breach: Behaviour of a serious nature that disrupts the good order of the College
  - Harassment: Sexual (physical, verbal, innuendo, cyber electronic), verbal (e.g. name calling), physical (e.g. deliberate tripping, hitting, punching), bullying (e.g. intimidating behaviour, cyber electronic).
  - Theft: Taking another person’s property, or College property, without permission.
  - Unsafe driving: Any form of unsafe driving which puts people or property at risk, breaks the road rules or causes damage to property.
Management of the Discipline Policy

Our framework is underpinned by the following values: Honesty, Respect, Responsibility, Compassion, Courage, Self-Discipline, Perseverance and Service.

Most disciplinary issues will be dealt with by the classroom teacher. Students may be referred to the relevant Year or Curriculum Manager if a problem or issue remains unresolved. If a problem or issue continues to remain unresolved, then the Assistant Principals or the Principal will assist. Matters involving permanent exclusion will be overseen by the Principal.

Please note: Issues involving no tolerance apply to both 'Inside' the classroom and 'outside' the classroom. The Assistant Principals will determine consequences on a case-by-case basis.

Early Intervention

The College aims to identify patterns of minor misbehaviour before more serious behaviours begin to develop.

Parent Interviews

Behavioural issues can be dealt with most effectively when students, staff and parents work together towards a resolution. Parents may be invited to attend an interview in order to help develop strategies or improvement in their child's behaviour. Parent interviews are a key part of the College's early intervention approach.

Letters to Parents

Teachers may write notes in the diary or formal letters to communicate information about student behaviour and academic progress to parents. This form of communication is generally used when a pattern of poor behaviour or inadequate academic progress develops.

1. Inside the Classroom

Canter system adopted:

1st disruption: Student name written on the board
2nd disruption: 'Tick' next to student name
3rd disruption: Student sent directly to Student Services with outline of the behaviour written in the diary.

NB: A teacher may send a student out of class immediately, depending on the incident. If a student is sent out of class he/she needs to complete a 'Re-entry Contract before being accepted back in class by the teacher.

System of Notification

Level 1: Parents advised by phone and in writing
Level 2: Parents advised by phone and in writing indicating that the student has been sent out of class on two occasions. A Parent/Assistant Principal conference is highly recommended.
Level 3: Parents and student advised by phone and in writing of a one-day suspension, supervised on campus by Carey staff.
Level 4: Parents and student advised by phone and in writing of a one-day suspension,
supervised on campus by Carey staff. Parents are to meet with an Assistant Principal (Pastoral Care).

**Level 5:** Two day Out-of-School suspension from the college after discussion with parent. Parents are required to meet with the Assistant Principal and further conferencing may be required.

**Level 6:** Parent meeting with Principal. Parents advised in writing of withdrawal option or permanent exclusion from the college.

- Students may use the Stepback program at any Level. This will require day-by-day accumulation of points over a week in order for them to move back. This may be done no more than twice in a year.
- Where matters of 'no tolerance' arise, suspension or permanent exclusion may result. Assistant Principals or the Principal will judge matters of 'no tolerance'.

2. **Outside the Classroom**

**Discipline Code**

When a student has been given a discipline code for an 'Outside the Classroom' (e.g. excessive jewellery) or 'Uniform' issue (e.g. not wearing hat) he/she will accumulate 'Stages'.

At Stage 5 a letter will be sent home by the student's Tutor Teacher.

At Stage 7, a student and his/her parent/s will be contacted by the Year Manager.

Stage 8 most often leads to a one day in-school suspension.

Stage 10 most often leads to a two day, Out-of-School suspension.

Repeated breaches of the College Discipline Code may result in permanent exclusion from the College.

**System of Notification**

Infringements will be noted in a special section in the diary. Parents will be advised when a suspension is imminent or taking place.

- Students may use the Stepback programme at any Stage. This will require the day-by-day accumulation of points over a week in order for them to move back. This may be done no more than twice in a year.
- Where matters of 'no tolerance' arise, suspension or permanent exclusion may result even for a first offence. Assistant Principals or the Principal will judge matters of 'no tolerance'.

**Physical Contact**

Physical contact (in the context of intimate relations) is not appropriate at Carey Baptist College activities. A breach in this area will be addressed as an 'Outside the Classroom' issue.

NB: The first week of the College year is used to help explain the College discipline code to all students.
# Discipline Code

## STAGES

**Uniforms & out of class**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Two day suspension out of school</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>One day suspension in-school</td>
</tr>
<tr>
<td>7</td>
<td>Parents contacted by Year Manager</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Letter sent by Year Manager</td>
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<tr>
<td>4</td>
<td></td>
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<td>3</td>
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## LEVELS

**Inside Classroom**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Parent meeting with Principal. Written advice of withdrawal option or permanent exclusion process enacted</td>
</tr>
<tr>
<td>5</td>
<td>Two day suspension out of school and parent meeting with Assistant Principal</td>
</tr>
<tr>
<td>4</td>
<td>One day suspension in-school and parent meeting with Assistant Principal</td>
</tr>
<tr>
<td>3</td>
<td>One day suspension in-school</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>1</td>
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</tbody>
</table>

## SUSPENSIONS

From Levels, Stages & No Tolerance

(Permanent exclusion may result on the first instance for serious issues)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Withdrawal by parents or permanent exclusion process enacted</td>
</tr>
<tr>
<td>3rd</td>
<td>Two day suspension out of school &amp; parent meeting with Assistant Principal</td>
</tr>
<tr>
<td>2nd</td>
<td>One day suspension in-school and parent meeting with Assistant Principal</td>
</tr>
<tr>
<td>1st</td>
<td>One day suspension in-school</td>
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</tbody>
</table>
Harassment Policy

The College aims to maintain a positive and harmonious environment in which all students feel safe. Every student has the right to feel valued and that his/her differences are understood and appreciated. Every student has the right to enjoy school. It is the responsibility of every member of the College community to help maintain such an environment. Harassment in any form will not be tolerated at Carey Baptist College. Following is a list of examples of various types of harassment, and all of these and similar behaviours are unacceptable:

Physical Harassment

Pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentional to intimidate or hurt someone.

Exclusion Bullying

Deliberately excluding other students from games or peer groups etc.

Extortion Bullying

Physically stronger and more powerful students forcing weaker students to hand over lunches, money, do their homework; or stealing their games, books, balls etc.

Rumour Bullying

Rumouring, put-downs, teasing, untrue comments etc.

Racial Harassment

Rumours, derogatory comments and put-downs related to colour, race and/or religion.

Classroom Harassment

Snide remarks when a question is answered wrongly or when a class member volunteers a response, mimicking a student’s actions, making unwarranted sounds in response to a fellow student’s involvement in the classroom. All of the above can be even more hurtful when uttered in such a way that the classroom teacher cannot hear.

Sexual Harassment

Comments or behaviours of a sexual or sexist nature which make another person feel uncomfortable. Examples of sexist harassment include sex-oriented verbal kidding or jokes or belittling comments based on sex-role stereotyping. Examples of sexual harassment include unwelcome questions about a student's private life, sexual propositions or continual requests for dates; unwelcome physical contact such as patting, pinching, hugging or kissing.

Definition of Sexual Harassment:

Sexual harassment is conduct of a sexual nature that is unwelcome, uninvited and unreciprocated, which makes a person feel humiliated, intimidated or offended. Sexual harassment is not behaviour based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment. Sexual harassment includes, but is not limited to the following:
Spoken or written harassment which includes:

- Risqué or smutty jokes or innuendo
- Sexual or obscene remarks
- Propositions or requests for sexual favours
- Sexual compliments
- Comments that have a sexual component about a person's private life

Visual harassment which includes:

- Leering, staring or gesturing in a sexual way
- Having suggestive or sexual magazines, pictures, posters, pinups or cartoons in the learning environment
- Physical harassment which includes:
  - An act of touching, patting, fondling, brushing, slapping or grabbing in a sexual manner
- Electronic harassment which includes:
  - Sending of lewd pictures, posters or cartoons electronically
  - Sexually suggestive comments, obscene messages or jokes sent electronically
  - Invitations or requests for sex sent electronically

Rights

As with all types of harassment at Carey Baptist College, any student has the right to be free of behaviours that make them feel uncomfortable, embarrassed or humiliated. If a student feels that these rights are being violated, he/she is asked to report any concerns or incidents to an Assistant Principal, and, where necessary, make an Official Complaint of Harassment. The issue will then be dealt with immediately and appropriately in such a way as to stop the unwanted behaviours as soon as possible.
Behaviour Management Flowchart

**Teachers**
- Set behaviour expectations within their classes and clearly and explicitly convey these expectations to the students.
- Create programs and lessons that are structured to reduce the potential for behaviour management issues.
- Use teaching strategies to ensure that behavioural management issues are effectively managed.
- Encourage and reward students who work effectively in the class.
- Use the name/tick/send-out system in a calm, consistent manner when a student chooses to act in a way that does not meet behavioural expectations.
- Implement Individual Behaviour Management Plans as per documentation.
- Notify parents of concerns regarding behaviour or academic progress of students in their classes.

**Year Managers**
- Monitor behaviour information relating to the year group and apply Levels and Stages as appropriate.
- Inform parents of ongoing/patterns of inappropriate behaviour.
- Facilitate and monitor stepbacks.
- Liaise with the Assistant Principal (Pastoral Care) to discuss student behaviour concerns and to ensure the effective management of behaviour management issues.
- Work with individual teachers regarding classroom management and discipline.

**Assistant Principal (Pastoral Care)**
- Interview students who have been referred by teachers for committing serious breaches of College regulations according to the discipline policy of the College.
- Where necessary and after consultation with the Principal, advise parents of serious unacceptable behaviour.
- Meet with Year Managers to discuss behaviour concerns and to ensure the effective management of behaviour management issues.
- Assist and encourage staff to implement the behaviour management policies of the College.

**Principal**
- Implement and maintain behaviour management policies of the College.
- Liaise with the Assistant Principal to discuss serious student behaviour concerns including suspensions and exclusions, and to ensure the effective management of behavioural issues.

**Parents**
- Concerns about homework, class work, assignments and issues related directly to classroom teaching/learning should be directed to class teacher.
- Minor concerns should be directed to the Year Manager. The Year Manager will then manage this problem and liaise with the Assistant Principal to ensure a suitable outcome.
- Serious concerns should be directed to the Assistant Principal. The Assistant Principal will then manage this problem and liaise with the Principal and Year Manager to ensure a suitable outcome.
- Concerns regarding behaviour management policies or the discipline process followed by staff in the previous categories should be directed to the Principal.
**Uniform Policy**

Parents are asked to ensure that their children leave home in the morning neatly dressed and groomed in the College uniform. The uniform is a symbol of the College and will help students identify with their school and develop a sense of belonging. Wearing a uniform encourages a sense of pride in appearance. Our immediate and wider community will largely form a perception of the College based on the observation of students in transit to and from the College. The College requires that full uniform be worn and that parents support the College in this matter. All students are expected to take pride in their appearance. Breaches to the Uniform Policy may result in consequences as outlined in the Middle and Senior School Behaviour Management Policy document.

In addition to wearing the appropriate items of clothing and conforming to all of the requirements for make-up, hair and grooming, students are expected to keep their uniform in good condition and wear it properly. All students should comply with the following:

1. The shirt should be tucked in fully and not rolled up.

2. The top button of the shirt must be done up at all times when wearing a tie.

3. The tie should be neatly tied and pulled up so that it covers the top button.

4. The tie should be a reasonable length.

5. Shoes should be clean and polished, and shoelaces tied firmly in a bow.

6. Shorts should be worn neatly with the belt above the hip and the hem above the knee.

7. Trousers should be worn neatly with the belt above the hip.

8. Blazer to be worn to and from school and to each session, and when leaving the school grounds during Terms 2 and 3 (optional if wearing summer uniform during the 2 week changeover period at the start of Terms 2 and 4). Staff will use discretion during the day if we get an unusually hot day during Terms 2 and 3.

9. Wear the blazer at the College before the jumper (i.e. jumper is worn only if cold enough to require second lining).

10. Blazer to be worn and thus taken to and from classes, placed on the back of chair and if desired worn during class.

11. Blazer can be worn as an option at recess/lunch, but must be taken/worn to classes during Terms 2 and 3. Point 9 applies (optional if wearing summer uniform during the 2 week changeover period at the start of Terms 2 and 4).
**Girls Summer Uniform**

Summer dress (mid-knee length), College dress socks with 2 teal stripes and black dress school shoes - low heeled lace-ups. Jumpers are to be worn completely or put into school bag. They are not to be wound around the waist, over the shoulders or around the arms. Girls representing the College for interschool swimming cannot wear additional non-Carey bathers underneath our College’s official racing bathers.

**Girls Winter Uniform**

Skirt (to touch the top of the knee) and short sleeve white shirt, tie, blazer, jumper, College tights and black dress shoes. Carey trousers (logo on pants) are optional. Blazers are worn to and from school, and to each class.

**Boys Summer Uniform**

Grey College shorts, short sleeve white shirt, College socks and black dress shoes (tie to be worn on excursions or other occasions determined by College staff). The school uniform must entirely cover undergarments. Grey shorts to be no longer than the top of the knee. In PE, boys can wear their PE shorts over their bathers for swimming. Students may wear black rashies for sun protection at the pool.

**Boys Winter Uniform**

Trousers with black leather belt and simple gold buckle, short sleeve white shirt, tie, jumper, blazer, black dress shoes, and College socks. Blazers are worn to and from school, and to each class.

**Shoes**

Black, lace-up, polished leather school shoes are compulsory for students at the College. Shoes must be 'heeled' but with heels not higher than 20mm, measured from inside of the heel.

**Unacceptable shoe styles include:**

- Brogues i.e. shoes that have a punched pattern
- Chunky type shoes
- Shoes with coloured stitching or coloured shoe laces
- Black sports type leather shoes

**Orthotics**

Clarks 'Detroit' are an acceptable shoe and are designed for orthotics. Boots are not acceptable.

**Physical Education and Sport**

College polo shirt, sport shorts, sport socks and hat or cap with sports shoes. College tracksuit for winter wear and for Inter School sport. All students are required to have the sports tracksuit. Students representing Carey in the Interschool Swimming team are required to wear the College bathers. In PE, students can wear their PE shorts over their bathers for swimming. Black College sports bags are available from the uniform shop. Non-College sport bags are not acceptable.

Sport-specific uniforms: As per instruction from the Director of Sport. Students in sporting teams are required to wear correct team attire.
Healthy Practices and Sun Protection: a water bottle sunscreen, sunglasses, mouth-guard and other protective equipment are recommended. For health reasons, students should refrain from sharing water bottles.

Please note: Physical Education uniform is not to be worn to and from the College unless permission has been granted by the Curriculum Manager. However, students representing the College in after-school sporting teams may wear their team attire home after fixtures.

**Jewellery**

The only jewellery that is permissible is:

- One pair of plain silver or gold colour studs (max. diameter 3mm) or plain sleepers (width 1mm, max diameter approximately 1cm)
- One earring only in the lower lobe of each ear
- A watch

Students who choose to wear other jewellery risk its confiscation with the item being returned only to a parent, or at the end of the term to the student.

At times it may be necessary to confiscate items of jewellery or sunglasses. Although care will be taken with these items, the College accepts no liability for confiscated items.

**Hair**

Fashionable extremes (some examples are, but are not limited to, Mohawk, dreadlocks, rat-tails, multiple or unsuitable colours, and any others as determined by the College), are not permitted.

Girls: Beyond shoulder length, the hair is to be entirely tied and/or clipped back off the face with the College black hair tie and/or scrunchie. Black plain hair slides and knitted black fabric headbands only.

Boys: Beyond shoulder length, the hair is to be entirely tied or clipped back off the face with the College black hair lackey. Beards, moustaches or long sideburns are not allowed.

NB: Please check with the relevant Year Manager before proceeding with any hairstyle that the College may consider a fashionable extreme.

**Make-up**

No make-up is allowed (transparent lip moisturiser acceptable). This covers all forms of make-up including eye liner, eye shadow, nail polish, foundation and lip stick.

**Hats**

The College encourages students to be sun-smart at all times while outdoors.

**Body Piercing and/or Tattoos**

Visible body piercing, other than the lower ear lobe, and tattoos, are not permitted. Please note: Leniency will not be shown to students who choose to have extra visible piercing or tattoos done before or during the school year. Piercings with clear plastic studs or plugs; piercings or tattoos with band-aid or other cover is not acceptable. If in doubt, please check with your Year Manager beforehand.
Mobile Phones
For security reasons, the use of the mobile phone is allowed on school grounds, but only before and after the school day. No phone is to be seen or used at other times. If there is the need for a call out during the day, students are required to do this from Reception.

Miscellaneous
- With the exception of devices specifically listed under the heading of Information Technology, students are not to bring to school any electronic recreational devices. This includes, but is not limited to gameboys, PSPs, laser pointers, gaming consoles and portable stereos.
- Students who bring items of value to school do so at their own risk. Valuable items, including money, should not be left unattended in school bags.
- Chewing gum is not allowed at school.

Uniform Change-over Dates
Term 1: Summer Uniform
Term 2: Winter Uniform (Weeks 1 & 2 either summer or winter uniform. Week 3 onwards, winter uniform).
Term 3: Winter Uniform
Term 4: Summer Uniform (Weeks 1 & 2 either summer or winter uniform. Week 3 onwards, summer uniform).

Dress for Charity
As so many charities request support from the school, it has been decided that any funds raised by the school will go to charities chosen by the Student Council. When the College has a ‘J & J’ day (Jeans and Jacket Day), parents will be informed in the Newsletter. Appropriate clothing and footwear must be worn by students. Correct PE attire is required for Physical Education lessons, and appropriate footwear is required for practical areas such as foods and woodwork. Any clothing and/or words that are contrary to the Christian ethos of the College must not be worn. Students who do not conform to these standards will be withdrawn from classes.

Social Functions (e.g. Year 12 Ball)
Dress standards are expected to reflect the College values. The College reserves the right to exclude students from a function if their attire is considered inappropriate by the Assistant Principal or the Principal.

Excursions/Incursions
Students are required to wear appropriate College uniform when attending excursions/incursions. The organising teacher will advise parents and students of uniform requirements as part of the excursion planning/permission process.

Students who do not have the correct uniform may be given the opportunity to rectify this (where possible) prior to leaving on the excursion. Alternatively, students may be required to remain at school.
Physical Education Policy

General Guidelines

1. At the start of timetabled Physical Education lessons, all students are to proceed to the PE area and wait outside the change rooms for their teacher.

2. Students are to be wearing their College uniform to and from school, apart from Year 11 and 12 students who will be permitted to wear Physical Education uniform on Tuesdays. Students may be required to change uniforms during parts of recess or lunchtime if their PE lesson is during sessions 3, 4 or 5. At such times the change rooms will be supervised by a PE teacher. Students who are not wearing the correct uniform at any stage of the school day will be in breach of the College Uniform Policy. Application of the Discipline Code is probable.

3. It is the student’s responsibility to bring a water bottle to all PE lessons to ensure adequate rehydration, particularly in the warmer months. During the course of a lesson it may not be practical to allow students to leave a class for a drinks break.

4. Storerooms and equipment containers are out of bounds unless under teacher direction.

5. Aerosol deodorants and body sprays are NOT to be used in change rooms or on a bus. Such sprays compromise the health of asthmatics and other students with breathing problems. If sprays are used inappropriately, they will be confiscated. Application of the Discipline Code is probable.

6. Mouthguards will be required for students playing sports such as hockey, football etc. in the extracurricular program. The HPE department will be making mouthguards available through its supplier (minimal cost) and parents will be notified prior to the time students will require them. It is recommended that students wear a mouthguard in any sport where safety issues exist, including in the timetabled classes.

7. All students must use a black Carey sports bag for their clothes and shoes. Students with alternative bags will be issued a warning. Application of the Discipline Code will be applied following another breach.

8. After classes, students are to wait near the change rooms with their teacher until they are given permission to leave.

Uniform

Green Carey shorts, white Carey polo shirt, appropriate sports shoes (not skate shoes), Carey sports socks. All students are required to wear appropriate bathers to swimming sessions. It is optional for students to wear their PE shorts over their bathers. During the cooler weather, the Carey tracksuit (pants and jacket) can be worn. Students will NOT be permitted to wear their green school jumper over the top of their polo shirt. Students selected to represent the College in a sporting team will be required to wear the designated uniform.

Sunsmart Policy

– The wearing of broad-brimmed, legionnaire or bucket style College hats is compulsory, where practical, for sports and physical education.

– Sports uniform items are sun protective e.g. shirts with collars, rash vests/shirts for swimming.

– The use of indoor and shade facilities will be maximised.
Where possible, outdoor lessons and sports carnivals will be scheduled outside peak times of 10am to 3pm.

Lesson Attire
A student's PE attire, associated attitude and participation rates will significantly contribute to their assessment. Students who consistently adhere to the requirements will be honoured throughout the year for their self-discipline.

Diary
Students are required to have their diaries handy in their sports bags, so that they can be presented to teachers on request. Notes from parents regarding a student's inability to participate (see below) can be written in diaries; however, a note written separately is appreciated to avoid copying for teachers' records.

Bus Transport
Students are required to remain seated at all times on a Carey or hire bus. Students should not yell or raise their voices above normal speaking levels to avoid distracting the driver. Students are to remain seated and give their immediate attention to the teacher when the bus arrives at its destination. Seat belts are a fixture in all of the College's buses and in most buses hired externally. Students are to wear the seat belts at all times when available.

Extreme Weather Policy
Students timetabled for an outdoor activity will continue to participate during rain, cold and hot conditions. Teachers will use their discretion to bring students under cover or change the planned activity if conditions become unacceptable for outdoor participation. Students are encouraged to bring a towel with them if the forecast is for some rain. Provided students are suitably active, their body temperatures will ensure adequate protection against the cold. As detailed previously, students are required to bring water bottles and hats in hot weather.

Valuables and Monies
No valuables or money should be left in Physical Education change rooms as it is not always practical to lock them. Valuables and monies are the student's responsibility. Students are NOT to leave any of their valuables or property in the change rooms. Students can give valuables to PE staff at the beginning of their PE lesson. Please ensure that all parts of students' uniforms are labelled clearly with their name to assist with the return of lost items.

Student Participation Requirements/Notes
All students are required to participate in all PE lessons. In the event that the student may not be able to participate, a note must be written and signed by the parent/guardian and submitted by the student to his/her teacher at the START of the PE lesson.

The following situations represent a valid reason to write a note:
Illness - if the student is unwell, the nature of this illness must be indicated on the note.
Injury - if the student is injured, the specific nature of this injury must be indicated on the note along with the extent to which it may affect the student's participation.
If the student will be inhibited for an extended period of time (i.e. more than 2 weeks), a doctor’s certificate must be provided.
In the event of a girls' menstrual period, we understand that in some cases it may not be
appropriate for them to participate (e.g. some swimming lessons). However, students are encouraged to use the sanitary options that are available and highly suitable for all types of activities. Our hope is that this would not be used as a regular excuse for non-participation. When the sports uniform has gone missing (see point 5 following).

The following notes will NOT be accepted:

1. Notes with unclear reasons for not participating (e.g. 'Johnny is not feeling well' or 'I am concerned my child might get wet and catch a cold')
2. Notes that are not written and signed by the parent/guardian. Forged notes (written by students) will be dealt with as a serious disciplinary matter.
3. Notes presented after the sports lesson concerned (i.e. next day or that afternoon). Students should report to their teacher with their note at the start of the lesson.
4. Notes regarding concerns about weather conditions. Teachers will use their discretion when it is hot, wet or stormy.
5. Notes indicating that the student's sports uniform was unavailable (e.g. in the wash). If the uniform is unavailable or lost, please bring an alternative sports uniform (white top, dark shorts and sports shoes) accompanied by a note of explanation.

Please note that it is not our intention to question the validity of a note. By clearly stating the reason, this will eliminate doubts and promote a highly trusting, fair environment.

Any lack of uniform, without a note, will be recorded by the Physical Education teacher. If there is a second occurrence, staff will contact parents/guardians. Following discussion, and strategies being agreed between parents/teacher/Curriculum Manager, any further infringements may lead to Discipline stages being recorded.

Thanks for supporting the HPE Department in adhering to these requirements. This is intended to be a positive system that rewards students consistently displaying correct actions in Physical Education classes. It also allows staff to quickly identify non-participants and alert parents to encourage their children's participation. The HPE staff will be closely monitoring students who do the right thing and rewarding such behaviour on a regular basis. At the start of the year, we will be expecting ALL students to attain a standard of excellence in every aspect of a PE session.
Building Plans

Carey’s Master Plan has been reviewed and refined.

In 2005, we saw the completion of our new Sports Centre.

A new science block was opened for use in 2007.

In 2009, 2 large classrooms were added to the Maths and English blocks.

Construction of additional Library space and an Early Learning Centre was completed in 2010.

Car parking facilities were upgraded in 2010 and lighting installed in 2011.

A new Arts/Technology and Enterprise building has been constructed, with the first stage opened in 2012.

The oval next to the Sports Centre was extended in 2012 to increase the available playing space.

A Dance studio was completed late in 2011 ready for use in 2012.

In 2012 four tennis courts were completed near the current Uniform Shop.

Car parking facilities were further extended in 2014 with the relocation of the student drop-off lane.

The Carey Centre for Community and Sports build will be completed in 2015.

Health & Physical Education build, including change rooms and teacher spaces, completed in 2015.

Centre for Community including greatly expanded Childcare, community café, church youth spaces and offices due to open mid-2015.
Disputes and Complaints Policy

Rationale
A commitment to responding positively to complaints characterises Carey Baptist College. In particular, the partnership between parents and the College is a strong and reliable feature of Carey. Parents and other school community members must be confident that staff will listen and respond to their needs and concerns.

We have an 'Open Door' policy at Carey Baptist College, where parents are valued and involved with the school, and are encouraged to voice their concerns. It is better to have a direct complaint to a member of staff than to have parents sharing their dissatisfaction with others.

This policy sets out the process for students, parents, members of the community and College staff to have enquiries, concerns, and complaints addressed by the staff, the management team and/or the Chairperson of Council.

Resolution of complaints will be addressed at the classroom, Management and College Council levels. Complaints of various kinds may also be lodged outside the College with agencies such as the Equal Opportunity Commission, the Western Australian Police Service and the Crime and Corruption Commission.

Principles Underlying the Policy
The following principles apply to the management of all complaints:
- The process is accessible to all aggrieved parties and is underpinned by a commitment to cooperate on the part of Carey Baptist College staff.
- Procedural fairness is afforded to all parties.
- The subject of the complaint is informed of the substance of the complaint.
- Vexatious, trivial or previously finalised issues are not pursued.
- Warranted investigation will be pursued with or without the active involvement of the complainant.
- Confidentiality is maintained, to the extent that it is consistent with legislative requirements and the other principles outlined in this section.
- Complaints are monitored and their management evaluated so as to reduce the occurrence of systemic and recurring problems. It is the responsibility of the Executive Team Member (ETM) to ensure that this evaluation occurs, although in certain instances this review and evaluation process can be delegated. Evaluation of the management process of a complaint should occur within a (1) month of final resolution and any recommendation(s) considered for inclusion in policy revision.
- In all matters, the educational wellbeing of students is the first priority.
- All persons in the College community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Complainants are able to make enquiries, raise concerns or lodge complaints about the provision of education or the conduct of Carey Baptist College staff and have these dealt with efficiently, fairly and promptly.
- Information about the process for making enquiries, raising concerns or complaints is to be available to parents, students and members of the local community.
Procedures

Who may complain:
Students, parents, members of the community, and Carey Baptist College staff are entitled to have their complaints addressed by teachers, Management, or the College Council.

What may be complained about:
A complaint is an expression of dissatisfaction with a real or perceived problem.
A complaint may be made about:
(a) The provision of education;
(b) Failure to meet expectations;
(c) Perceived unfairness or impoliteness; or
(d) The conduct of any Carey Baptist College employee.

How the complaint will be handled:
Complaints will be handled promptly, within five (5) business days, confidentially and in accordance with procedural fairness and the principles of natural justice (e.g. the right to be heard and the right of response; and that the decision maker should not be biased or be seen to be biased).

Persons who are the subject of a complaint, who make a complaint or provide information in the course of an investigation into a complaint shall not be subject to prejudice, intimidation, and harassment or be subject to any detriment because of their involvement.

The outcome of formal disciplinary processes commenced against an employee as a consequence of a complaint being received is confidential between the employee and the employee's line manager/s at the time. Complainants will not be informed of the outcome in such matters due to confidentiality requirements.

Appropriate confidentiality is to be observed in any discussion of complaints. This means that the College these matters must remain confidential between the employee and his/her line manager and any other parties who have a legitimate interest in the process. Such parties may include support persons, professional associations, College Chairperson, and more senior line managers.

Lodging a Complaint
A person may complain verbally or in writing to a Teacher, Assistant Principal, Principal, Business Manager or in writing to the Chairperson of Council.

A person lodging a complaint may choose to have a friend present.

A person making a written complaint must provide his or her name, address and details of the complaint.

Where the complaint involves possible criminal implications and child protection issues, the matter will be referred to the appropriate investigating body (Police, Child Protection Agencies).
Withdrawal of a Complaint
A person who has made a complaint may withdraw the complaint at any time. A written complaint should preferably be withdrawn in writing. However, a signed and dated notation on the complaint by an employee that it has been withdrawn by the complainant will suffice. A verbal complaint may be withdrawn verbally and a notation made to that effect.

The staff member who received the complaint is to give notice in writing to any parties affected by the complaint that it has been withdrawn. Complaints that warrant investigation must be pursued even though the complaint has been withdrawn.

Management of Complaints
When a Teacher, Assistant Principal, or an Executive Team Member receives a complaint, that officer will implement strategies to resolve the complaint, if appropriate to do so. An Executive Team Member may provide advice to the complainant on possible strategies to resolve the matter.

Employees who are the subject of a complaint are to be informed of the substance of the complaint with three (3) business days. Complaints against employees should be sufficiently detailed so as to enable the employee to respond to the allegations against them. A detailed description of the incident/s, the alleged time and place where the incident/s allegedly occurred and the names of any possible witnesses to the incident/s should be provided, wherever possible.

Documenting/recording the substance and process of resolving these complaints must occur.

If a verbal complaint is complex or very serious, the complainant may be required to restate the complaint in writing or sign a written summary prepared by an Executive Team Member.

All written complaints lodged with an Executive Team Member will be acknowledged in writing within five (5) business days and shall include what action is being taken to remedy or resolve the nature of the complaint. Thereafter the complainant will be informed of subsequent actions should this not breach any other policy, law or endanger the welfare of others. A written report will be provided to the complainant signed by the ETM.

An Executive Team member can reject a complaint that in their opinion is vexatious, trivial or without substance; or does not warrant further action taking into account the provisions of this policy. Details of these complaints should be recorded in case there is a pattern of complaints that warrant consideration at a later date.

Responsibility for Management of Complaints
Classroom Teachers
- Maintaining confidentiality in dealing with each matter;
- Maintain records of meetings and agreed outcomes;
- Resolving parent concerns and complaints where possible;
- Communicating outcomes of parent concerns and complaints to a member of the Management Team where appropriate; and
- Referring parent enquiries, concerns and complaints to a member of the Management Team where appropriate.
College Executive Management (Principals, Assistant Principals, Business Manager, Chairman of Council)
- Maintaining confidentiality and impartiality in dealing with each matter; - Ensuring, wherever appropriate, that concerns and complaints are resolved at the school level; - Developing and implementing a process for registering, responding to and managing parent enquiries, concerns and complaints;
- Ensuring the process for managing complaints includes recording and monitoring of complaints and their outcomes to enable improvements to be identified and implemented;
- Ensuring that enquiries, concerns, and complaint procedures are communicated clearly to parents and community members;
- Ensuring that school policies and procedures are modified, where necessary, to address areas of concern;
- Ensuring that complainants and respondents are aware that they can have a friend or adviser present during any discussion; and
- Referring the complaint, where appropriate, to the Chairperson of the College Council for further resolution or management.

The College Council
- Providing advice and support to the College Executive;
- Providing advice and support to Teachers;
- Providing advice and support to parents;
- Maintaining records;
- Receiving complaints on behalf of AISWA and managing/investigating these where is appropriate to do so; and
- Maintaining confidentiality and impartiality in dealing with each other.

Guidelines for the Management of Complaints
Verbal Complaints
- Maintain confidentiality at all times.
- Take the matter seriously. Be non-judgemental. Listen attentively and courteously. Determine whether the matter is an enquiry, a concern, a request or a complaint. Complainants should be provided the opportunity to have a friend or adviser present during any discussion.
- Repeat your understanding of the problem, acknowledging the complainant's feelings or clarifying the problem. It is important to focus on the problem and not on finding fault or blame.
- Respond to all issues raised by the complainant.
- Agree on action and timelines.
- Record the situation and confirm with the student/parent/staff member that the matter is resolved.

Written Complaints
- Maintain confidentiality at all times.
- Assess the seriousness of the complaint.
− Acknowledge the enquiry, concern or complaint with a prompt written reply, even if a resolution is not available at this stage. As soon as possible, clarify your understanding of the problem, identify action and timelines in writing and include a name and contact number. Respond to all issues raised.
− Take action within agreed or appropriate timelines.
− Record the complaint, the action and the outcome.
− Review the situation and confirm with the student/parent/staff member that the matter has been resolved.

**Guidelines for Mediation and Conciliation**

The primary focus of mediation is to reach a fair and workable agreement the parties in conflict. It should be a voluntary process with parties agreeing to mediation and taking responsibility for making decisions throughout the process.

**Pre-Mediation**

The process of pre-mediation involves:
− The mediator meeting with each party individually and listening to their perspective on the situation.
− Checking the person's 'emotional readiness' to participate in mediation.
− Discussing and finalising the agenda for the mediation; what are the primary concerns and what requests do they wish to make of the other party? How best ‘might they phrase these concerns and requests to ensure the best possible outcome?
− Anticipating what the other party might raise and how the individual will respond.
− Discussing the ground rules for successful mediation.
− Seeking commitment to the mediation process. If parties are in agreement, then mediation proceeds. Only two people are generally involved in mediation. Therefore, with three parties, either two or three mediators will be required.

**Mediation**

− Brief meetings are held with each party immediately prior to joint meeting to confirm the parties' readiness to proceed and that agenda is still appropriate.
− Mediator introduces the process to the parties.
− Ground rules developed and/or reinforced.
− Each party presents a statement or request from the agenda in turn and clarifies as necessary.
− Parties develop options to address/resolve the point being discussed (only move on to next point when some agreement or understanding is demonstrated).
− A written document is developed stating the outcome of the mediation, agreement reached between the parties and recommendations for further action.
− A review period is agreed.

If appropriate, the line manager can be invited in at the end of the mediation meeting to be advised of the outcome, discuss their role in monitoring the agreement to clarify any outstanding organisational issues.
Procedure involving a grievance/complaint with a staff member other than the ETM (see Figure 1).

1. When a grievance arises and involves a staff member, the member should, in the first instance, endeavour to discuss the issue with the staff member.
2. If the matter is not resolved, an appointment should then be made to meet the ETM who will endeavour to resolve the grievance with those directly concerned as quickly as possible.
3. The ETM will confirm the outcome of that meeting and any subsequent meetings in writing to the staff members involved within a period agreed by the parties.
4. If the matter still cannot be resolved then a written submission should be made to the Chairperson of the College Council, who will convene a meeting with the ETM and staff involved (and nominated representatives) within five (5) working days.
5. The Chairperson of the College Council will confirm in writing the outcome of that meeting and any subsequent meetings to the principal and staff involved within an agreed period between the parties.
6. If no resolution is found, an independent arbitrator will be required to resolve the matter.

Harassment and Student Bullying
Where harassment or student bullying is involved, the grievance procedures as outlined in the school's Harassment and Bullying Policy are to be followed.

Grievance/Complaint with staff member

Seek discussion with staff member concerned

If not resolved seek mediation with the ETM

Write to Council Chairperson who will convene meeting with both parties and the ETM

If no resolution appoint independent arbitrator
Appendix

Useful Information for Parents

Talking to your school
The relationship between home and school plays a very important part in a child's education.

- We cannot overestimate the critical role parents play in successful learning: parents contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning, and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the school. Where a partnership exists, it is easier for parents to feel confident about the teaching and learning taking place in the classroom and to solve problems.

You are welcome to talk to your child's teacher whenever you need to. However, you should make an appointment to talk with the teacher, to avoid disrupting the learning program.

What can you do if you have a problem?
- Seeking information as early as possible can solve many problems. If you have any questions or concerns about your child's progress, the homework set or assessment procedures, contact the class teacher.
- You can have a friend or adviser present during any discussion.
- You may prefer to take the matter to a more senior member of staff, for example the Assistant Principal or the Principal.
- Parents have the opportunity for greater involvement in the school through Parents in Partnership. This provides the opportunity for parents to express opinions on policy issues in the school.

When you have a problem:
- Try to identify the problem clearly before coming to the school. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
- Decide whether the problem is a concern, an enquiry or a complaint. This will help in finding a solution.
- Make an appointment to talk with the teacher. If your concern is about the conduct of a staff member, you may prefer to discuss the matter with a school administrator.
- Try to stay calm. Even if you don't feel it, being calm will help you to get your concerns across more clearly than if you are upset or angry. It may help to take someone with you.
Complaint Resolution Flow Chart

Note:
If the complaint/grievance is between the Assistant Principal and Principal or the complaint involves the Principal, the matter is to be placed in the hands of the Council Chairperson.

At times there may be a decision to refer a matter to the Equal Opportunity Commission, the Western Australian Police Service, Child Protection Agencies and the Crime and Corruption Commission. In such instances the Principal will be part of the decision making and action taken with expediency.
Figure 1: Complaint Resolution Flow Chart

External Process

Note:
Any party may appeal the Director of AISWA's decision to the Minister for Education. The Minister for Education will review the process utilised to resolve the dispute or complaint but will not review the merits of the matter.
Term Dates

2015 Term Dates

Term 1:
All students: Monday 2 February - Wednesday 1 April

Term 2:
All students: Tuesday 21 April - Thursday 2 July

Term 3:
All students: Tuesday 21 July - Thursday 24 September

Term 4:
Year 9: Tuesday 13 October - 30 November
Years 10, 11, 12: Tuesday 13 October - as advised

Additional Professional Development Days for staff will be advised via the College’s website Calendar and Newsletters.

Uniform Shop
The uniform shop will be open 8.00am-4.30pm Tuesdays and Thursdays during term.

Any variations or additional opening times are published in the College newsletter or on the Carey website.