



# 2022 Parent & Student Handbook

## Policies, Procedures & Practices

**Information in this Handbook is provided as a guide for parents of the College's policies, procedures and practices. It is accurate at the time of distribution to parents.**

**The College reserves the right to change and update any of its policies, procedures and practices at any time.**

**An updated version of this Handbook can be found on the College Parent Portal**

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# PARENT CODE OF CONDUCT

## 1. Introduction

This Code has been developed so that parents and those with parental responsibilities are aware of, and meet, the College's expectations with regard to their interactions with the College, its teachers, other parents and students. Adherence to this Code is important in promoting positive and productive relationships within the College community.

### 1.1. Staff and Student Codes of Conduct

All members of the College community are guided in their behaviour and interactions within the College by relevant Codes of Conduct

- 1.1.1. The **Staff Code of Conduct** forms part of the conditions for employment at the College. It is available to parents, on request, from the Deputy Principal.
- 1.1.2. The **Student Code of Conduct** is comprised of the complementary list of Rights and Responsibilities found in the Student Diary and in this handbook. These Rights and Responsibilities underpin the College's rules and expectations regarding all aspects of student behaviour

### 1.2. Parents' rights

As part of this Parent Code of Conduct parents can expect to:

- be treated with respect and courtesy by staff, students and other parents
- be listened to, and clearly communicated with by the College, in regard to your child's education and development
- have confidentiality over sensitive issues respected by staff
- have a timely response to concerns raised
- be treated with professionalism by all staff members.

## 2. Supporting the College

The College values the partnership with parents in guiding and developing students to reach their potential. Parents should:

- 2.1. support the College in its efforts to maintain a positive teaching and learning environment;
  - 2.1.1. College staff do not permit students to make or take phone calls during class time;
  - 2.1.2. If parents need to contact their child urgently, they should only do so through the student reception office by phoning 9752 0500;
  - 2.1.3. Parents collecting their child during the College day should go to the main reception area in Markham House and staff will arrange for the student to be sent to them;
  - 2.1.4. Parents should not enter classrooms or other learning spaces during the College day;
- 2.2. co-operate where their child's behaviour has overstepped accepted College standards, as outlined in the Student Diary, in this Handbook or in other circumstances;
- 2.3. adhere to the College's policies and practices as outlined in this Handbook, or in other places, and support them in the home.

## 3. Complaints and Concerns

- 3.1. Complaints and concerns regarding the College, staff, students and other parents should be handled with an attitude of mutual respect, including maintaining confidentiality regarding any matters associated with complaints or concerns. Gossip and public denigration are not respectful.
- 3.2. Parents should follow the hierarchy of contacts (Communication Channels – page 32,33) in raising concerns or making complaints.
- 3.3. Parents should follow the procedures as set out in the Handbook to raise concerns or make complaints.

## 4. Interactions

Communications, whether verbal or in writing, with other members of the College community whether teachers, administration staff, other parents or students should



- show respect, courtesy and consideration;
- not harass or bully another person;
- not use intemperate language; and
- not be confrontational.

#### **4.1. With staff**

- 4.1.1. Contact with staff should be through official College channels such as College email, College phone and not through staff's private phone or email.
- 4.1.2. Should you wish to discuss your child, or an issue, with a staff member face-to-face then an appointment should be made by contacting the staff member directly or by phoning the College Office.
- 4.2. Staff will endeavour to respond to parent concerns in a timely manner. If you feel your concerns are not being responded to appropriately you should consult the relevant hierarchy of contacts (Communication Channels – page 32,33) to assist in resolving your issue.

#### **4.3. With parents**

- 4.3.1. Contact with other parents regarding any matter related to the College should be discrete, appropriate and respectful.

#### **4.4. With students**

- 4.4.1. Parents must never approach a student from another family to raise concerns or admonish them.
- 4.4.2. Any concerns regarding another student's behaviour or actions should be raised with the appropriate member of the College staff. Depending on the circumstances and seriousness of the concern this would most appropriately be the Year Coordinator, Head of Performing Arts, Director of Junior School or the Deputy Principal.

### **5. Performances and College activities**

- 5.1. Parents are expected to model appropriate behaviour at College functions.
  - 5.1.1. Parents must not smoke or permit smoking in any College buildings, enclosed area or on College grounds. This includes all buildings, roof tops, bathrooms, gardens, sports fields, cars and car parks.
  - 5.1.2. Parents must not attend any College function under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances.
  - 5.1.3. Parents must not purchase alcohol for, or give alcohol to, any College student (or to any other person under the age of 18 years) or encourage or condone the use of alcohol by students of any age during educational activities.
- 5.2. Parents are welcome to attend performances, sporting competitions and other College events, but should exercise restraint when supporting their child or a College team. In particular, they should not abuse, threaten or otherwise seek to intimidate an adjudicator, umpire or referee or direct abuse against another performer, player or any College representative.
- 5.3. Concerns regarding auditions, adjudication, umpiring, or other matters at performances, sport fixtures or other events should be raised privately with the relevant staff member, and not in public.

### **6. Separated parents**

- 6.1. The College is aware that some students have parents that are separated or divorced. In these cases, parents should not attempt to involve the College in any parental dispute that may arise.
- 6.2. The College is not able to make judgments on the merits of claims made by one parent against another and should not be asked to do so. Nor should it be asked to take any action which is designed to disadvantage one party.
- 6.3. The College will of course, observe any orders made by a Court in relation to a student or communications with parents.



## **7. Failure to Observe this Code**

If a parent fails to observe this Code after being warned about a breach, the College may:

- limit access to a teacher or teachers;
- limit access to the College premises, performance, sporting or other College events; or
- terminate the enrolment of the student.

## COLLEGE COUNCIL

<b>Antoninette Colbran</b> MAICD, DIP Cert Human Resources	Chair
<b>Richard Watkins</b> BBus FCA	Treasurer
<b>Lauren Osbich</b> BA (Hons)/LLB	Director
<b>Maxine Kohler</b> MEd DipTch RAD MACE	Director

## STAFF

### Executive

<b>Maxine Kohler</b> MEd DipTch RAD MACE	Principal – The McDonald College
<b>David Garner</b> BSc, Grad DipEd, TC, MEd, MACEL	Deputy Principal – Head of Secondary School
<b>Peter Slattery</b> DipTch RECert	Director of Junior School
<b>Peter Kraft</b> BA Grad DipEd ATCL MACE Grad Dip BusAdmin	Director of Performing Arts
<b>Neil Davis</b> JP MBus Admin Dip A/c	Business Manager
<b>Meni Contos</b> BSc Grad DipEd	Director of Curriculum/Head of Mathematics

## Academic Heads of Departments / Heads of Courses

### Junior School

<b>Peter Slattery</b> DipTch RECert	Director of Junior School
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### English

<b>Suzanne Walker</b> MA, BA DipEd	Head of English
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### Mathematics

<b>Meni Contos</b> BSc GradDipEd Mathematics	Director of Curriculum/Head
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### Science

<b>Sarah Mathis</b> BSc (Hons), PGCE	Head of Science
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### HSIE

<b>Nathan Fallon</b> MTeach (Sec) BA	Head of HSIE
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### PDHPE / Sport Stream

<b>Sharlane Murphy</b> BEd (Human Mvt. & Health Ed)	Head of PDHPE
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### Visual Arts / Design & Technology

<b>Jane Poiner</b> DipArt GradDipEd	Head of Visual Arts/TAS/Art & Design
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### Music

<b>Judy Herskovits</b> BMus DipEd	Coordinator of Academic Music
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### Drama

<b>Greg Friend</b> BA DipEd	Head of Drama
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### Dance

<b>Norman Hall</b>	Coordinator of Academic Dance
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### Library

<b>Kirsty Dunk</b> BA(Dance) GradDip(LibSci) BTch	Head of Library
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### Learning Enrichment

<b>Jennie McLean</b> Ed DipTch CertTESOL	Head of Learning Enrichment
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### Careers

**Christopher O'Connell** BA (Arts) MA

Careers Advisor

### School Psychologist

**Megan Schmitz** BSc(Psych), DipEd, MPsych(Ed&Dev), FCEDP

College Psychologist

## Performing Arts Heads of Departments

### Classical Ballet Stream

**Jane Kesby** Dip Tch RAD(Lon) ARAD

Head of Classical Ballet

**Joshua Consandine** DipMovementStudies

Artistic Director, Premier State Ballet

### Dance Stream

**Jane Beckett** Dip ABS

Head of Dance

### Drama Stream

**Greg Friend** BA DipEd

Head of Acting

### Musical Theatre Stream

**Dolores Dunbar** RAD Ballet

Head of Musical Theatre

### Music Stream

**Lucy Bermingham** Bach Mus (Perf)

Head of Performing Arts Music

## Administration

### Accounts Department

**Neil Davis** JP MBA MIPA

Business Manager

**Tracy Donadel** BCom

Accountant

**Patricia Davies**

Accounts Receivable

**Maryellen Ryan**

Accounts Payable

**Kerry Paterson**

Property Assistant

### Boarding

**Rebecca Rogers**

Head of Boarding

### Enrolments

**Erin Gerard**

Registrar

### Marketing

**Michelle Holiday** BA UWS GradCert, Marketing UOW

### Senior School Office

**Linda Gilbert**

### Junior School Office

**Sally Hill** Dip Adult Ed

### Performing Arts Office

**Nancy Locantro**

### After Hours Office

**Lisa Haack**

## TERM DATES

Term 1	Monday January 31 to Thursday April 8
Term 2	Tuesday April 26 to Friday June 24
Term 3	Tuesday July 19 to Friday September 23
Term 4	Monday October 10 to Thursday December 8

## ACADEMICS

The McDonald College is committed to academic excellence and students are expected to complete all academic work to the best of their ability. Assistance is available as outlined in the “Learning Enrichment” section to help students reach potential and fulfill the NSW Education Standards Authority (NESA) requirements.

When students are falling behind in their academic studies, or their behaviour in the classroom is compromising their ability to realise their potential, Secondary Students may be placed on a weekly “Improvement Card”. Parents will be notified if this occurs, and a subsequent meeting may be arranged with the Deputy Principal and/or Year Coordinator. In this situation a Junior School student will, through consultation with parents, be introduced to an adapted Learning Program.

### Academic Integrity

The McDonald College is committed to developing skilled students who act according to ethical principles and with integrity in their personal and professional lives. In preparing students to meet this aim, The College expects students to act with integrity in the performance of their academic work whilst students at The College. The College assists students in this respect by informing them how to act with integrity and discouraging all forms of academic dishonesty.

Plagiarism is the use of someone else's ideas or words as if they were your own. Plagiarism is one form of academic dishonesty, and students are expected to avoid it by:

- doing their own work when independent work is required;
- acknowledging all sources of information and ideas;
- acknowledging all group members when group assignments are required;

For Junior School students this involves a developed learning approach where students gain an understanding of authorship.

Further, students should refrain from:

- copying another student's work;
- lending an assignment to other students;
- copying or quoting from another source without acknowledging that source and appropriately identifying all quoted material; and
- paraphrasing another person's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained, without acknowledging the source of the paraphrase. Extensive paraphrasing, even when acknowledged, is not advisable.

The style guide preferred by the College is the Harvard author – date Method.

**Staff will generally set assessment tasks which students complete predominantly at school to ensure assignments submitted are the student's own work. Some preparation or research work may be undertaken at home, but the actual task is usually completed at school.**

Where a Secondary School assessment task is completed at home students are required to run their assignment through *TurnItIn* – a plagiarism identification program – and to attach the summary report to their assignment.

Junior School students are counselled about the use of plagiarism for assessed and assigned tasks.

## Assessment Tasks

These are tasks used to assess a student's learning. In every subject there will be a number of such tasks undertaken by the whole year or course. Secondary School Students receive notification of tasks electronically via OneNote with normally seven (7) school days' notice. The notification will have clear details of the date when the task is either due to be handed in or, if it is an in-class task, due to begin. Unless otherwise stated, assessment tasks are due in the lesson for the particular subject.

Assessment in the Junior School is recognised as assessment of learning and assessment for learning. A more detailed explanation is included in the Junior School Assessment planning documentation.

## Penalties for Missing Assessment Due Dates (Years 7-12)

Where an Assessment task is not completed by the due date a zero (0) mark will be automatically recorded. An "Appealing a ZERO Mark" form must be filled out and submitted to the Director of Curriculum on the due date. This form can be found in the Assessment Booklet on OneNote. Students will be notified via email if their request was upheld or declined. If upheld, then no penalties will apply. If declined, then the mark of ZERO will remain. Students must still submit the assessment task.

If in extreme circumstances students need to hand the assessment task to the front office, staff will issue a RECEIPT. Students must keep this receipt as proof the task has been submitted.

### Extensions to due dates of assessment tasks

Normally, no extensions to due date will be granted. In exceptional circumstances the Director of Curriculum may grant an extension. In this rare event the Director of Curriculum MUST be contacted BEFORE the due date, not on the day the work is due. Students must supply a note stating why the extension is required. It is NOT guaranteed that any application for an extension will be granted.

If a student is absent on the day an Assessment task is due the College must be contacted before 8:30am on the due date and a message left for the teacher. On the First Day Back after an absence, the student must hand in the task and the "Appealing a ZERO mark" form, accompanied by a doctor's certificate (Years 7-12). The Assessment Task should be handed in immediately.

*PLEASE NOTE: Problems with technology (e.g. printers running out of ink, USBs not working, internet connections being 'down') are NOT an acceptable excuse for failure to complete or submit an assessment task.*

Further details about assessment tasks are included in the Assessment Booklet on OneNote. Enrol in the course "Academic Curriculum Information" to access this handbook.

### Penalties for Academic Misconduct

The McDonald College is committed to developing skilled students who act according to ethical principles and with integrity in their personal and professional lives. In preparing students to meet this aim, the College expects students to act with integrity in the performance of their academic work. The College assists students in this respect by informing them how to act with integrity and by discouraging all forms of academic dishonesty/malpractice, cheating and plagiarism.

Plagiarism is academic dishonesty involving using someone else's ideas or words as if they were your own.

Plagiarism is a serious offence with significant consequences.

**The College is required to report all instances of academic malpractice by Year 11 and 12 students to the NESA.**

### Malpractice

Students and parents must check the Assessment Schedules to ensure they are aware of the repercussions should malpractice be suspected. The NESA (NSW Education Standards Authority) recommends that if malpractice is proved for a particular assessment task, then an award of zero will be issued in that task. The College Academic Staff will determine the final outcome when malpractice is proven.

It is crucial that all students appreciate the need to not only produce their own work, but also acknowledge the works of others in an appropriate manner.

## Disability Provisions

The McDonald College values all students and seeks to develop them as individuals to their full potential. In order to do this the College recognises that some students need to have reasonable adjustments made for them so that they can demonstrate their knowledge and skills.

The NESA has developed a suite of provisions to assist students with a disability and the College seeks to interpret and implement these provisions within a framework of the College's resources and facilities. The College has developed a set of procedures to assist those with disabilities and to provide fairness and equity for all students.

### Relevant Legislation

Education Act 1990 (NSW)

Disability Discrimination Act 1992 – Section 22

Commonwealth *Disability Standards for Education 2005*.

### Definitions

**Disability:** Temporary and ongoing disabilities may include:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

*(Disability Discrimination Act 1992 (Cth))*

**Disability Provisions** – Disability Provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in assessment tasks including examinations. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, establishment of a special test centre, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

**Disability Provisions Committee** – This is a review and decision making group that normally consists of the Head of Learning Enrichment and the Director of Curriculum. Other staff may be seconded onto this committee by either the Head of Learning Enrichment or the Director of Curriculum as required.

**Academic Review Committee** – This body is the final appeal body for determining issues related to academic conduct and requests for review of academic decisions. The Academic Review Committee consists of the Director of Curriculum, the Deputy Principal and the relevant Head of Faculty. Additional staff may be included in this committee, by the Director of Curriculum, as required.



## Procedure

Disability Provisions will be provided for the completion of assessment tasks on a case by case basis and reviewed regularly. An individualised plan will be collaboratively developed by the Disability Provisions Committee under the guidance of the Head of Learning Enrichment. It is the responsibility of teachers to ensure that provisions are provided for their students for assessment tasks in accordance with the developed plan and informing the Head of Learning Enrichment if assistance is required to provide the requested provision.

## Years 7-11 Disability Provisions Application Process

STEP	ACTION	BY WHEN
1	Student or their representative completes the <i>Disability Provision Application Form</i> and the accompanying <i>Medical/Counsellor/Psychologist Form</i> with the provision of original supporting documentation.	By week 5 of Term 1 for on-going conditions. As soon as possible for new conditions.
2	The Learning Enrichment Department collects supporting information from the student's teachers and completes necessary assessments.	On receipt of the <i>Disability Provision Application Form</i> and <i>Medical Form</i> .
3	The Disability Provisions Committee develops and implements the individualised plan.	As soon as practicable.

## Informing of the Intention to Use a Disability Provision

Students often find that not every examination or formal assessment task requires awarded Disability Provisions to be utilised because of the nature of the task. Once an individualised plan has been developed and implemented, the student's teacher informs the Head of Learning Enrichment of the intention to use specific approved provisions for specific formal assessment tasks and examinations through the following process.

STEP	ACTION	BY WHEN
1	The request for Disability Form, "Green Form", is completed by the classroom teacher in consultation with the student. The form can be found on One Note. It is the responsibility of <u>each student's teacher</u> in consultation with the student to ensure that the appropriate form has been completed and submitted to the Learning Enrichment Department if a student intends to use an approved provision. This is done when the assessment notification form is distributed to the class.	Four weeks prior to a yearly or half yearly examination.  Two weeks prior to an assessment task.
2	The Learning Enrichment Department, in consultation with the student's teacher, ensures that the appropriate provisions are provided.	On receipt of the completed appropriate form.

The College makes every effort to arrange for appropriate accommodations for students with approved Disability Provisions; however, on occasions it may not always be practicable or possible to accommodate. For example, a Disability Provisions request that is made on the day of the assessment or examination may not be able to be processed and/or provided before the assessment begins. In such cases where the provision is unable to be provided, if practicable the student should still attempt the assessment. In this instance the Director of Curriculum will determine on a case by case basis whether the task stands, or an alternate task is attempted at a later date or an estimate for the task is provided as deemed appropriate.

## Appeals

If a student or their representative wishes to appeal the decision related to either the awarding of a Disability Provision or its use, they should write to the Director of Curriculum outlining their reasons for the appeal. The Disability Provisions Committee will investigate the appeal and make an on balance decision based on the available evidence.

### Year 12 NESA Disability Provisions Application Process

The awarding of the use of Disability Provisions for the Higher School Certificate Examination is made by the NESA. The relevant NESA policy and guidelines are attached to this document as Appendix 1. In accordance with this policy students or their representative make their application to the NESA through the College.

STEP	ACTION	BY WHEN
1	An email is sent to parents with an Application Form attached and returns it to the Head of Learning Enrichment along with supporting documentation.	End of Term 3
2	Students attend testing with Learning Enrichment Department.	Term 4
3	The College completes the online application form available for Disability Provisions on the NESA website.	Term 1
4	The Learning Enrichment Department collects supporting information from the student's teachers and meets with the student or their representative to finalise the application. Applications are finalised and approved by the Director of Curriculum.	By last week of Term 1 for on-going conditions. As soon as possible for new conditions.
5	The NESA will communicate their decision. The College will grant an interim decision following the application. The provision will be granted until the NESA makes a determination.	

### Informing of the Intention to Use a Disability Provision

Once a student has been awarded the use of Disability Provisions by the NESA they may choose which provisions they want to use for individual Assessments and Examinations.

STEP	ACTION	BY WHEN
1	The request for Disability Form, "Green Form", is completed by the classroom teacher in consultation with the student. The form can be found on One Note. It is the responsibility of each student's teacher in consultation with the student to ensure that the appropriate form has been completed and submitted to the Learning Enrichment Department if a student intends to use an approved provision. This is done when the assessment notification form is distributed to the class.	Four weeks prior to half yearly and Trial HSC examination.  Two weeks prior to an assessment task.
2	The Learning Enrichment team in consultation with the student's teacher ensures that the appropriate provisions are provided.	On receipt of the completed appropriate form.

The College makes every effort to arrange for appropriate accommodations for students with approved Disability Provisions; however, on occasions it may not always be practicable or possible to accommodate. For example, a Disability Provisions request that is made on the day of the assessment or examination may be unable to be processed and/or provided before the assessment begins.

It should be noted that most emergency situations that may cause a disability on or near the day of HSC Examinations are managed by the NESA Illness and Misadventure procedures and not by the College.

### Appeals

#### Appeals against a NESA Decision for the awarding of Disability Provisions in the Higher School Certificate

If a student or parent wishes to appeal NESA decision relating to an Application for Disability Provisions they:

- have two weeks from receipt of the Decision Letter to make that appeal;

- may provide new documentary evidence to support the appeal;
- must make the appeal through the College. The NESA does not accept appeals directly from the student or parents.

### **Appeals against a College Decision relating to the use of Disability Provisions for Internal Examinations and Assessments**

The College will in the interim grant disability provision until NESA makes its decision. If a student or parent wishes to appeal the decision relating to the use of Disability Provisions, they must write to the Director of Curriculum outlining their reasons for the appeal. The Disability Provision Committee will investigate the appeal and make a decision.

If a student or parent wishes to further appeal this decision, they:

- have two weeks from receipt of the Decision Letter to make that appeal to the College;
- new documentary evidence to the Director of Curriculum to support the appeal may be submitted.

### **Types of Provisions Granted**

Rest Breaks	The maximum amount of time granted is given as a rate of minutes per half hour of examination time. The total amount of extra time allowable for breaks is calculated by multiplying this rate by the number of half-hour intervals.
Reader	Students granted a reader will have small group supervision. 'Readers' are in the form of auditory texts accessed through a College-provided iPad. Students will be expected to bring their own headphones.
Writer	Students granted a writer will have separate supervision. Writers will be students from the academic year below. Students granted a Writer also receive a rate of minutes per half hour extra time to allow for the dictation process.
Small Group Supervision	Students granted small group supervision will be seated in a separate room with a smaller number of students and the same examination rules for the larger group apply.
Extra Time	The maximum amount of time granted is given as a rate of minutes per half hour of examination time. Students who are granted extra time may sit at the back of the room if appropriate and complete their exam in the room with the main cohort.
Vision Provisions	Students with visual difficulties may be granted the provision of large print, the use of visual aids or their papers printed on different coloured examination papers.
Diabetic Provisions	May have small group supervision or be seated near an exit, to leave the room if necessary. They may take bite sized food and blood glucose testing equipment into the examination room to monitor their blood glucose level along with their insulin syringe or insulin pump. They may have a rate of minutes per half hour, without access to the exam paper or responses, that can be used to eat, drink, go to the toilet or check their blood glucose level. If necessary remedial action of up to 20 minutes may be taken if the blood glucose level is below 5 mmol/L or above 15mmol/L.
Oral and sign interpreters	Extra time is allowed for the time in which a student engages with the interpreter. The maximum time allowable is calculated at the rate of minutes per half hour of examination time. The supervisor will record the amount of time that the student engages with the interpreter and extend the student's examination time accordingly.

Hyperlink to NESA current Disability Provision Policy.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## Examinations

All students must abide by general examination conditions to avoid malpractice and an award of zero. Students should bring all necessary equipment with them for the examination in a clear plastic bag or pouch.

In examinations students must not:

- talk, unless they need to speak to a supervisor;
- disturb other students or disrupt the examination;
- communicate in any way with other students;
- write during reading time, unless authorised by the supervisor;
- bring any material into the examination which is not authorised;
- bring mobile phones or other electronic devices into the examination room.

Failure to follow these rules is considered to be academic misconduct and may result in the cancellation of the examination and the awarding of a zero mark.

## Homework

### Kindergarten – Year 6

The McDonald College Junior School recognises the positive aspects of students completing homework tasks that are meaningful and consolidate, enrich and extend the learning opportunities for students. Students in Kindergarten to Year 6 are allocated homework tasks based on their ability and the opportunity for extended academic activity to enhance the learning process.

Students developing reading skills benefit enormously from the continued practice of reading skills utilised through the 'Home Readers Program'. Those students developing numeracy skills often benefit from tasks that require a consolidation of number facts, patterns and tables and this can be reinforced by individual tasks set as homework or home study games and activities.

Many tasks allocated as homework reinforce skills studied in class and provide the students with an opportunity to reflect on their learning and complete tasks in isolation from the support they may receive in the classroom.

Parents guiding and supporting younger students to complete aspects of their homework are great practices that reinforce the value of academic study. Positive encouragement and discussions about the tasks being completed are very valuable yet it must always remain the focus that the student's achievements are reflected through the work they submit.

Although for Secondary students an allocation of time for homework and study encourages appropriate work habits for senior classes, the allocations of times listed for junior students should be regarded as a guideline that would suggest 'on average' students would not be expected to be spending any longer than this time completing homework tasks.

The Student Diary is an ideal tool to communicate any concerns or questions regarding homework tasks and usually the class teacher is the best person to clarify tasks or expectations.

### Guidelines for Junior School homework

K – Year 2	10-15 minutes per school night (on average)
Year 3	up to 30 minutes per school night
Years 4 & 5	up to 45 minutes per school night
Year 6	up to 60 minutes per school night

### Years 7 - 12

All students should develop good study and organisation skills and become self-reliant and independent learners at home and school. Students are encouraged to use class time efficiently to reduce the amount of home study needed. Regular homework is essential follow-up to classwork. There is no such thing as "no homework". On particular occasions, or in particular subjects, no formal homework may be set. However, there is always home-

study in the form of revision, preparation for future lessons, personal research work, consolidation of previous work, project/assignment work, reading texts for English, and preparation for exams.

Students should spend a certain period of time at home involved in school studies each evening:

Years 7 - 8 should complete between 1 to 1 ½ hours per night (5 times per week

- on average)

Years 9 - 10 should complete between 1 ½ to 2 hours per night (5 times per week

- on average)

Years 11 - 12 should complete up to 3 hours per night (6 times per week - on average)

Students should enter all homework tasks in their diary

### Homework in the holidays

Holidays are important times for students to rest from the usual daily school demands. Many families plan time travelling and it can be difficult in these circumstances for students to complete homework during holiday periods. As students move towards the senior years of Secondary School it will be necessary for them to plan their time in the holidays to incorporate study and homework activities.

**Years 7 & 8:**

**Homework will not be set for students during holidays periods.**

**Years 9 & 10:**

**Homework may be set at the discretion of individual teachers.**

Such work should extend or enhance already completed work NOT be new or additional work. It may include preliminary or preparatory reading for the coming term. Student will NOT be required to undertake assessment homework during holiday periods.

**Years 11 & 12:**

Term breaks offer Year 11 & 12 students' valuable opportunities for rest and study as they continue on the demanding journey of preparing for the HSC. It is important they use some of this time to rest, 'recharge batteries' and to spend quality time with friends and family. It is also important to realise that these breaks are not 'holidays' in the sense that students in junior years usually view them. Right across the State, Year 11 & 12 students (against whom students are competing for an ATAR rank) use these times to consolidate and continue their learning and preparation for the HSC. For Year 11 & 12 students these periods should be considered study breaks – where the aim is to both study AND have a break from the normal routines of school. Most courses will require students to complete some work over the period of the break. Students are urged and encouraged to plan their time to enable both rest and socialising with friends and family and to continue preparation for the HSC.

## Library

The McDonald College Library exists to support the curriculum and enhance the teaching and learning within the College community. The library provides information and literature for the intellectual, emotional and recreational needs of our students.

The library environment is conducive to learning and provides easy access to information for our students and staff.

### Hours

Monday to Thursday 8:30am – 6:00pm

Friday 8:10am – 3:40pm

Open during recess and lunch daily

Junior School students have access to the library each day during the second half of lunch. Students in K-2 have a timetabled lesson time in the library each week to manage borrowing of reading books. Year 5 and Year 6 students can access the library each afternoon (Monday to Thursday) from 3.25pm till 6.00pm. Students in Years 3-6 also have the opportunity to join the afterschool library and Chess activity of a Monday afternoon from 3.30pm till 4.30pm. Kindergarten to Year 6 students may also access the library each afternoon (Monday to

Thursday) from 3.25pm till 6.00pm if accompanied by a parent/carer.

### Library Borrowing

All books may be borrowed for a period of 2 weeks.

### Conduct in the Library

- A **courteous** and **quiet** atmosphere must be maintained at all times.
- Senior students using the library for study periods must use their library time wisely and in consideration of other staff and students sharing the library space.
- Students must work independently to ensure a silent workspace for all users.
- **All students must seek permission to leave the library during class time.**

*Failure to comply will result in disciplinary action. Library privileges may be revoked.*

Internet access, printing and photocopying services are available in the library.

Library Staff can always assist you in finding information. Please ask for help.

## Textbooks

Endeavour Education supplies a service to students at The McDonald College by providing all required textbooks. Parents are emailed order forms and students receive their books for the following year in November for Year 11 students only and at the beginning of Term 1 for all other years.

Textbooks are usually supplied in both 'hard' and 'soft' versions. Students are encouraged not to carry heavy texts around the College. Many faculties provide students with storage of 'hard' copies of textbooks within classrooms.

## Learning Enrichment Services

**Learning Enrichment Program:** The College employs trained learning support teachers to cater for the specific needs of all students from Kindergarten to Year 12. The Learning Enrichment Staff work closely with classroom teachers.

**English as an Additional Language or Dialect (EAL/D):** A number of overseas students attend the College and educational support is provided to assist them with their ongoing education.

### Senior International Program (SIP)

This program is designed for students in Year 10 - 12 for whom English is a second language. SIP runs each afternoon from 2.40 - 4.40pm (1.40 - 3.40pm on Thursday). The class is interactive and will develop the English language skills and confidence to assist international students with their academic studies and thus preparation for university or further tertiary studies. SIP is additional to HSC courses of study.

**Gifted and Talented students** are grouped in mixed ability classes, Kindergarten to Year 12. The teaching programs are differentiated to extend and enrich the learning of students who need more challenge.

## PERFORMING ARTS

### Performance Etiquette

The Performing Arts will benefit greatly from youth, freshness and originality. But young performers must understand that the Theatre has traditions and conventions, some of them thousands of years old. Most of these traditions have a very practical purpose, and the foundation of them all is courtesy and respect.

### Your Obligations as a Member of an Audience

**Applause.** Applause should be encouraging and show appreciation of the performer. It is not an excuse for a display of personal attention-seeking. An intelligent audience responds to the quality of the performance, not merely to such things as friendship with the performer. Applause would always be expressed in a dignified

manner; whistling, calling out and stamping are not considered helpful or respectful to the performer. Warmth and enthusiasm can be expressed in polite ways. With a few exceptions, applause should always occur at the end of a performance.

*Interruptions to a Performance.* All performances, even lessons and rehearsals, require great concentration and effort. If a student must interrupt a performance of any kind, they must remember to use careful judgment and enter or leave at a natural break in the progress of the performance, disturbing the performance and audience as little as possible. It should be remembered that performers create a mood and atmosphere, which must not be destroyed by heedlessness or thoughtlessness. Audience members must take note of any noise they might make when entering or leaving, such as creaking seats and banging doors and should never talk or eat during a performance. If an audience member has a persistent cough, they should leave the theatre.

### **Your Obligations as a Performer**

Talent alone will not make a successful performer. If you are difficult to work with, disorganised, or unreliable, others will not want to work with you.

### **Preparation**

Before arriving at the performance venue, a performer should make sure they are well-prepared. They should have learned their work thoroughly and made sure they have attended rehearsals faithfully. They should bring any necessary costumes, props, etc., with them and organise themselves well in advance. Good preparation minimises nervousness. The performance space may not offer any opportunity to warm up, or tune instruments. As far as possible, the performer should attend to this before they arrive. They must make sure they arrive at the required time and have made enquiries about transport, parking, etc. beforehand. They should try to arrive in a calm frame of mind and avoid tiredness.

### **Awareness of Stage Organisers**

Production managers, sound and lighting engineers and other stage crew regard backstage as their "territory". Performers must always cooperate with them and treat their instructions with respect. Performers should go backstage only with permission and never invite friends or family backstage. Conversation should be kept to a quiet minimum and never involve chat in the wings.

### **Waiting to go on Stage**

While waiting in change rooms or wings, performers should concentrate on preparation for the performance and keep their possessions and costumes neat and organised. Allow plenty of time for changes and makeup; know the best sequence for these things. They should not allow any nervous feelings disturb others, try at all times to show encouragement and sensitivity. A performer must respect the right of others to have peace and quiet in which to think.

### **Leaving the Stage**

Leave the stage with confidence and composure, being careful to maintain the atmosphere of the performance. Never leave the stage and step down into the audience wearing costume and makeup. It is considered most unprofessional to be seen in costume and makeup anywhere except onstage and backstage.

### **Receiving Applause**

When receiving applause, a performer should always show dignity, restraint and humility and never make over-confident or arrogant gestures, or "gimmicky" bows. They have given a gift to the audience and are receiving their thanks. A performer must not behave as if they have just knocked someone out in the third round! If it is appropriate, they should remember to acknowledge accompanists, choreographers, orchestra, etc.



### **Cleaning Up**

After a performance, performers must leave the dressing room, stage or studio neater than when they found it. They must never leave any mess behind and always hang up costumes carefully. They must make sure props are stored according to instructions. If the burden of organisation has fallen heavily on a small number of people, the performer should ask if there is anything they can do to help.

## **Graduation Policy**

The McDonald College's unique Performing Arts program aims to prepare students for further study in Performing Arts and/or entry into the Performing Arts industry.

The College employs and engages staff members drawn from the professional Performing Arts industry to impart their experience to our students and give them the best knowledge and technique in their relevant artforms. It is through this exceptional teaching and exposure to these industry leaders, that the College is able to stand above our competitors and offer our students a competitive edge.

In addition to exceptional teaching, there is a level of commitment required from our students if they are to take full advantage of the opportunities that are offered to them in their Performing Arts classes and therefore graduate from our Performing Arts program.

### **Graduation Requirements**

The following requirements must be met in order for a student to graduate from The McDonald College Performing Arts program:

- *A minimum attendance rate of 80% in each Performing Arts class that the student undertakes; and*
- *A minimum, average grade of C for both Effort and Achievement each semester; and*
- *A sound level of participation in each Performing Arts class that the student undertakes.*

The three criteria above apply to each semester of study in Performing Arts in Years 11 and 12 and will be formally tracked and reported on each semester in the Performing Arts Semester 1 and 2 Reports.

Students at risk of not graduating will be informed in writing by the end of Term 2 (Year 12) and will be invited to attend a meeting with the Director of Performing Arts and the relevant Performing Arts Head of Department to discuss strategies that can be implemented to work towards graduation in Performing Arts. Furthermore, student participation in the Senior Showcase will be at risk if the criteria for graduation are not being met.

Students who have still not met the minimum requirements to graduate in Performing Arts by Week 6, Term 3 (Year 12) will be informed in writing of this outcome. This decision will be final, and no further correspondence will be entered in to.

It should be noted that a student who does not graduate in Performing Arts is not precluded from graduating from The McDonald College or from achieving their Higher School Certificate.

## **After Hours Program**

The College offers performing arts tuition outside of school hours for students aged 3-18 years in the disciplines listed below. Our After Hours Program is open to both students who attend the McDonald College day school and the general public. Students attending The McDonald College are encouraged to further hone their skills by attending these additional classes.

### **R.A.D. Classical Ballet**

Classical Ballet is the essential component of every dancer's repertoire. It creates balance, grace, agility, core strength and discipline. Our After Hours classes follow the Royal Academy of dance (RAD) syllabus from Preliminary to Advanced 2 level. The Royal Academy of Dance is one of the largest and most influential dance

education and training organisations in the world and focuses closely on attention to detail in improving dance technique. We offer RAD Examinations for students from Primary to Advanced 2, along with examination coaching and private lessons.

Students also have the opportunity to participate in our Ballet Recital Performance classes which perform at our end of year Evening of Classical Ballet concert.

### **Pre School Ballet and Tap & Jazz Combo Class**

These classes cater for our youngest students from ages 3-5 years. Each 45-minute class is designed for children to gain an understanding of music, rhythm, movement, concentration and motor skills - with the priority of fun & enjoyment. Towards the end of Term 4 each year, we have an in-house concert in our Conference Centre Building for our youngest dancers to shine in front of their families and friends.

### **Contemporary, Lyrical, Commercial Jazz, Musical Theatre, Hip Hop & Open Tap**

Our students have the opportunity to explore many different styles of dance in the After Hours Program, including Contemporary, Lyrical, Commercial Jazz, Musical Theatre, Hip Hop and Open Tap classes. Exposing the students to the different styles boosts their confidence in a social dance setting while enhancing their fitness and coordination skills. These are all performance-based classes where students are given the opportunity to perform with their peers at our annual DANCE+ concert held at NIDA Theatre in Term 3.

### **Ballet Bootcamp Fitness Classes**

For students in Grade 2 and up, we offer fun Ballet Fitness classes each Saturday in a bootcamp style class! The focus of these classes is for our dancers to work on their fitness and flexibility. Whilst these classes are strongly encouraged for our ballet dancers, any child is welcome to join in.

### **Eisteddfod Groups**

At the beginning of each year, students have the opportunity to audition to represent The McDonald College at Sydney-based Eisteddfod competitions. Our Eisteddfod Groups emphasise team spirit and the need for the group to work together. The aim is to create an interesting piece of choreography - not necessarily just to win. We offer Eisteddfod Groups in Classical Ballet, Lyrical, Contemporary and Jazz.

### **Drama Lessons**

The After Hours Program has recently joined forces with the Australian Theatre for Young People (ATYP) for students in years K-12. Students are placed in age-appropriate classes where they experience acting skills including (but not limited to): improvisation, mime, script work, voice projection, drama games and much more. These classes are well known for developing personal confidence whilst having fun. Private Acting Lessons are also available.

### **Premier State Ballet | REIMAGINED**

Premier State Ballet REIMAGINED in its new format remains open to the general ballet community as well as our College students, After Hours students and participants of the Elite Masterclass Series and International Summer School.

The program runs on a term-by-term basis and will feature new emerging and established choreographers each term who will work with the students to present thoughtful and challenging dance work, with different styles of repertoire. Students will have the opportunity to present what they have learnt at the end of each term to families and friends. The program runs on a Saturday afternoon and students are required to participate in an Open Class prior to be warmed up for PSB.

### **Private Ballet & Dance Lessons**

Private Ballet and Dance lessons are offered to students of all ages, pending teacher and studio availability.

### **Private Music Lessons**

Private Music Lessons are available in Piano, Voice, Flute, Guitar, Violin and Drums. Students can be prepared for AMEB examinations.

## Core Days – Secondary School

Four days are considered core to Performing Arts, with the exception of the Musical Theatre Stream where five days are considered core studies. In the Tennis Program every day is considered core. Students will choose to specialise in one of the following performances/tennis stream:

- Acting
- Classical Ballet
- Dance
- Music
- Musical Theatre
- Technical Production
- Elite Tennis
- Rhythmic Gymnastics

## Core Days - Junior School

Three days are considered core to Performing Arts whilst every day is core for the Elite Tennis stream for students in Years 3 - 6. They choose to specialise in one of the following:

- Acting
- Dance
- Elite Tennis

Students in Year 6 join Years 7 - 9 for Performing Arts and Tennis on the elective day as part of their transition to Secondary School.

## Core Days - Infants School

As a broad introduction to performance, Kindergarten to Year 2 students all enjoy:

- Acting
- Dance
- Music
- Gymnastic/Acrobatic

## Elective Day - Secondary School

The elective day is Tuesday. Students are free to enrol in any area offered on this day. Some may prefer to stay with their core area to gain maximum benefit from the course.

Year 6 enjoy the elective study with Years 7 – 9 on Tuesday.

Voyager Tennis students do not have an elective day. They have tennis tuition every day.

## Elective Day - Junior School

Performing Arts students from Years 3 - 6 are free to enrol in any area offered on this day (Tuesday). On Monday Performing Arts students Year 3 - 6 students participate in the music program.

Voyager Tennis students in Years 5 – 6 do not have an elective day. They have tennis tuition every day. Kindergarten - Year 2 students have a varied performance program; accordingly, they do not have an elective day.

## Physical Contact in lessons

Staff members at the College may make physical contact with a student to correct technique, posture, placement etc or to ensure the safety of a student (when rehearsing lifts, acrobatic movement and more).

Students or parents who would prefer that no physical contact is made with a student during the teaching process should notify the Director of Performing Arts in writing who will then make staff aware of this request. Until such a

request is made in writing, staff members will continue with normal teaching practices that may include appropriate physical contact with a student.

## Private Music Lessons

- Private music lessons are scheduled during class time, rotating through different periods each week to minimise the impact on lessons
- Private music teachers will enter the date and time for the next lesson in the Diary
- For students to be excused from class to attend a private music lesson they are required to show their classroom teacher their diary with the lesson time entered in it and signed by the music teacher
- If the music teacher has not filled in this table a student will NOT be permitted to leave class for a music lesson
- If a student is not able to show their diary (with the lesson time entered in it) to their class teacher, the student will NOT be permitted to leave their class

## Tennis

Voyager Tennis Academy, located at the Sydney Olympic Park Tennis Centre, provides elite tennis training to students of the College from Years 5 to 12. Students are bused by Voyager Tennis from the College to the Tennis Centre at various times throughout the College day. Students from Years 5 - 9 are returned to the College after their training sessions during the day whilst students in Years 10 - 12 are dismissed from the Tennis Centre at the end of the day.

Tennis students are expected to fully immerse themselves in the life and opportunities that the College offers e.g. Athletics and Swimming Carnivals, Graduation Ball (Year 6 and Year 12), High Performance Season, Excursions, Speech Night/Day, College Camps and more. Students in Years 5 & 6 do not start their tennis training until Week 4 in Term 1 each year. This allows them to fulfil parts of the mandated NESA Creative Arts Curriculum and means that the College can devote additional time throughout the year to their tennis training.

Voyager aims to raise the game of aspiring young players through a combination of coaching expertise, learning techniques, fitness training and regularly arranges for students to compete against and alongside some of the best young players thus dramatically fast-tracking their development.

To maintain their position at the Voyager Tennis Academy, students are expected to achieve UTRs commensurate with that of an elite player at their age level. Failure to meet the expected performance level could mean a student will be asked to leave this program.

Students may be excused from academic classes early in order for them to travel to Olympic Park and achieve the required daily time training on Court. It is the student's responsibility to remain abreast of any academic work missed without exception.

### Uniform

Tennis students are to wear the College PE Uniform or the Voyager Uniform for training. They are expected to wear a sun protective hat and sunscreen whenever on the Court or outside. Shoes are of the student's choosing.

### Parents

The parent's contract is with Voyager Tennis Academy once the students are released from the College to travel to tennis training. Upon their return from tennis training back to North Strathfield, they are returned to the care of the College. Travel to and from the College during the College day is the responsibility of Voyager Tennis Academy. Parents are advised to make themselves aware of Voyager's expectations, policies and procedures.

## ATTENDANCE & ABSENCES

### Late Arrivals/Early Departures

Late students must report to the front office to obtain a late pass. This also applies to students who are late for lessons during the day. A note or phone call from parents/carers is required if students are late. A number of 'late arrivals' will result in detention in the holidays to make up lost class time. Infant students who are late must wait in Markham Foyer with their parent/carer until collected by a member of the Junior School administration staff.

Permission must be obtained from the Deputy Principal, before any Secondary student leaves the grounds during school hours. Junior School students must not leave the premises without a parent/carer accompanying them.

Secondary students who have a pattern of unexplained lateness may be issued a detention during school holidays to make up the missed time. Parents of any students who are marked absent from Rollcall will be contacted so it is important that students receive late notes from the office, no matter what time of day they arrive.

**Years 10, 11 & 12:** Any student with a 'late start' must sign in at the Secondary Student Office upon arrival.

Parents of Junior School students who have a pattern of unexplained absences are required to meet with the Director of Junior School to address any area where compulsory education and attendance has not been achieved.

### Late Starts: Years 11 - 12

The **only** exception to expectations for Private Study periods is when students have Private Study periods during Period 1 (and possibly Period 2)

- When arriving late for their first scheduled lesson students are expected to sign in at Student Office.
- Failure to sign in as required or arriving late for the beginning of your first scheduled lesson will be considered truanting.
- Repeated failure to comply with these arrangements may lead to permission to arrive late being revoked.

### Absences

When students are absent, parents are asked to notify the College before 8.20 am via the Parent Lounge or by email. If the absence is longer than 2 days a letter/Doctor's Certificate, detailing the dates and reasons for the absence needs to be submitted via a note or email to the Student Administration Office at [reception@mcdonald.nsw.edu.au](mailto:reception@mcdonald.nsw.edu.au) (Secondary) or [sally.hill@mcdonald.nsw.edu.au](mailto:sally.hill@mcdonald.nsw.edu.au) (Junior).

A medical certificate is required if a student is absent on or prior to an Assessment task due date (Years 10-12 only).

If the absence is for an extended period of time (e.g. family trip outside of normal school holidays) parents/carers will need to seek permission from the Deputy Principal through a completed leave application form.

## BEHAVIOUR MANAGEMENT AND CLASSROOM CONTROL

Students are required to abide by the College's Rules and to follow the direction of teachers and other people with authority delegated by the College.

- a) Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the student may be subject to disciplinary action. The College Discipline system is set out in the Student Diary.

- b) The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged offence. When advised of the allegation the student and possibly the parents/carers will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
- c) The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

**The McDonald College expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the College.**

**The McDonald College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.**

## Suspension and Expulsion

Where a student's behaviour may result in suspension or expulsion the following Policies will apply:

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed, they may make application for a review process. The Principal will then either reconfirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

## Bullying

The McDonald College is committed to providing all students with an environment that is safe, supportive and caring, free from intimidation of any kind. Positive interaction and co-operation are encouraged where the individual and their personal property is respected.

Students who are being bullied have the right to seek and receive help from their peers and adults. It is important that they realise that seeking such assistance is an appropriate and acceptable response.

For **students** this means:

- Being prepared to report any bullying that they are aware of, while at the same time working with the staff to stop it;
- Seeking by words and actions to create an environment where bullying behaviour is unacceptable; and
- If one is a target of bullying it is essential that the individual does not assume that it is his or her own fault and that nothing will be done about it or that it cannot be prevented.

**Let us know** boxes are located around the College where students can also anonymously **Let us know** if they have seen, heard or experienced behaviours which are inconsistent with the College ethos of tolerance and inclusion.

## Code of Conduct (Students)

The code of conduct for students at the College is based on rights and responsibilities as set out below. The code of conduct also includes expectations of appropriate behaviour for students.

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
The <b>right</b> to learn	The <b>responsibility</b> to learn. <i>No one should hinder another from learning, nor waste time in class, distract or disturb.</i>
The <b>right</b> to ask questions	The <b>responsibility</b> to <i>encourage inquiry as a way of learning.</i>

The <b>right</b> to voice an opinion	The <b>responsibility</b> to listen to others. <i>No one will interrupt others whilst they are speaking or ridicule them for what they say; should listen to each other.</i>
The <b>right</b> to be happy at school	The <b>responsibility</b> to help others be happy. <i>We should treat each other with kindness, good manners and consideration.</i>
The <b>right</b> to be safe	The <b>responsibility</b> to help others feel more secure. <i>No one should physically threaten another, throw things, hit, bully or abuse.</i>
The <b>right</b> to be accepted	The <b>responsibility</b> to accept others. <i>No one should criticise or laugh at others for the way they look, walk, talk or act.</i>
The <b>right</b> to form our own friendships	The <b>responsibility</b> to promote friendships with others.
The <b>right</b> to be addressed in a civil manner	The <b>responsibility</b> to address each other in a way that does not offend.
The <b>right</b> to a safe environment	The <b>responsibility</b> to accept the advice of teachers in matters of safety.
The <b>right</b> to have and care for our own property	The <b>responsibility</b> to care for the property of others. <i>No one should damage property, nor write on, touch or take another's property without permission.</i>
The <b>right</b> to an attractive, clean and healthy environment	The <b>responsibility</b> to keep our College clean and healthy by not littering or vandalising and by looking for ways to improve the things and places we share.
The <b>right</b> to travel to and from College unsupervised	The <b>responsibility</b> to behave in such a way as to enhance our own and the College's reputation.

## Expectations of Students

In the Junior School a list of 'agree' classroom expectations is established with each cohort and this forms the basis of the discipline structure (Choice Theory) implementation.

### In Class

- Assemble outside the classroom in an orderly manner.
- Do not enter any classroom without permission from a teacher.
- Obtain a late note from the front office if you arrive late for school or late for class.
- Bring all the equipment/books you need for the lesson.
- Begin the lesson by organising your books, computer or equipment in a polite and orderly way.
- Listen carefully.
- Ask for help when you need it.
- Help each other when it is appropriate, but don't distract or annoy anyone.
- Put your hand up to answer a question.
- Do not shout or call out over another student who is answering/asking a question.
- Do not bring food of any sort into a classroom.
- At the end of each lesson help to clean the room before you are dismissed.
- If leaving class students should have a note in their diary signed by their teacher.

### In the Secondary School Playground

- Be polite and cooperative when lining up in the canteen line.
- Walk whilst in the Quad/Playground rather than running, pushing, shoving or barging past others.
- Be ready to help others by opening doors.
- Be ready to help others by offering to carry things.
- Keep the walls and furniture of the College clean and unmarked.
- Place all litter in the bins (even if it means carrying it until you find a bin).
- Picking up the litter even though you did not drop it.
- Report any damage you see, in the Quad/Playground or classroom to a teacher.
- Keeping the toilet block clean for all students to use by using them in an appropriate way.



- Use language that is neither abusive nor offensive to others... no put downs.
- Contact sport/activities of any kind may only be played under direct teacher supervision.

### **In the Junior School Playground**

Two basic guidelines act as overall directions to students:

- Be in the right place at the right time
- Keep safe with a 'hands off' policy

To support these statements the following rules, give the students some parameters to guide them in utilising the playground spaces:

- On arriving at the College in the morning, students move to the Junior playground area with their bags and are supervised by a staff member from 8:00am till 8:25am
- If a student arrives prior to 8:00am they must remain seated outside the Junior School Office or in an area designated by staff.
- Students are not permitted to leave the playground area without the permission of the teacher on playground duty. Students do have access to the toilets inside the building during break times.
- The teacher on duty may send a student to the Junior School Office for assistance or first aid but students may not initiate this without the permission of the teacher on duty.
- The garden area from the retaining wall to the railway walkway is out of bounds.
- The garden area adjacent to the classrooms is an area where some running games can be played.
- The picnic tables are for students to gather and eat at and should not be stood upon.
- Ball games are restricted to 'handball' on the concrete area with provision for the students to access the Multi-Purpose Court (MPC) during the second half of lunch under staff supervision.
- The use of the playground equipment will be supervised and behaviour which appears dangerous will be stopped.
- Any games that involve throwing balls or items at one another are forbidden.
- Students may be given permission to leave the playground to fill water bottles outside the Secondary School Office.
- During wet weather classes remain in their classrooms for recess. During the first half of lunch they are taken to the canteen area for supervision to eat their lunch and in the second half of lunch they return to a classroom and or the library.
- The playground area is not available for student use afterschool or out of school hours.
- Students are not permitted to visit the canteen without the supervision or direction of a staff member.
- Students who have private tuition lessons during break times are collected and returned to the playground area by their specialist teacher.

### **Travelling to and from the College**

- You must arrive at and depart from the College grounds in complete College uniform.
- Be polite and respectful at all times whilst in College uniform, as you are displaying to the community our standards.
- When waiting for transport behave in a polite and cooperative manner.
- Loud and offensive language is not allowed on public transport.
- Food and drink of any description is not permitted on public transport.

## **CANTEEN**

The Canteen is situated adjacent to the Main Quad. It is open for boarder's breakfast at 7.30am and for day students, before school, at recess and lunch. It provides a variety of meals, snacks and drinks. Purchases can also be made via 'Flexischools' electronic ordering and payment.

Junior School students have access to the canteen through a lunch order system using 'Flexischools' for **lunch orders only**.

## CAREERS

The Careers Adviser is available to advise students on career options, university entrance and course requirements or any matters which may relate to career paths for students once they leave the College.

## CHILD PROTECTION

The College has developed and implemented comprehensive Child Protection policies to ensure:

- All students are safe and treated appropriately and with respect at all times by all staff
- All staff are aware of their obligations regarding interacting with and their behaviour towards students, as well as their obligations to report inappropriate or unacceptable behaviour by other staff

***All students and parents are encouraged to report any concern or complaint regarding the treatment of any student, by any staff member, immediately to the Principal or the Deputy Principal, or Director of the Junior School.*** If your concern relates to the behaviour or conduct of the Principal you should report your concern to the Chair of the College Council.

The College has clearly established processes to ensure all complaints are responded to fully and appropriately and all necessary actions taken to ensure the safety and wellbeing of all students of the College.

Certain behaviours by staff towards children could be deemed 'unprofessional conduct' and will be investigated and responded to immediately.

Some unacceptable behaviours by staff towards children could be deemed **Reportable Conduct** and will be responded to immediately by the College.

**Reportable Conduct** means:

- any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence, sexual touching or an offence involving child abuse material)
- any assault, ill-treatment or neglect of a child
- any behaviour that causes psychological harm to a child (whether or not, in any case, with the consent of the child).

(A child is defined as a person under the age of 18 years.)

**Reportable Conduct** does not extend to:

- conduct that is reasonable for the purpose of discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and any relevant codes of conduct or professional standards, or
- the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under the College's workplace employment procedures.

Some examples of conduct that would not constitute Reportable Conduct include touching a child to get their attention, to guide them or comfort them, a College teacher raising their voice to attract attention or restore order in a classroom, or conduct that is established to be accidental.

You may raise concerns regarding child protection matters or reportable conduct in any way you wish: in person; by letter or email; by telephone.

The College has well established processes (mandated by the NSW Office of the Children's Guardian) for responding to and investigating concerns or complaints about staff behaviour which may constitute reportable conduct. If you do raise a concern, or make a complaint, of possible reportable conduct the Principal, Deputy Principal or the Director of Junior School will provide you with detailed information regarding how the matter will

be responded to and investigated. You will also be kept informed of the progress of any investigation and the outcomes and responses.

Central to any response to a complaint of this nature will be a determination to ensure the safety and wellbeing of the student/s while also responding with care and respect to all parties involved directly or indirectly in the complaint.

The College has clear obligations to notify the NSW Office of the Children's Guardian of all allegations of reportable conduct, and the NSW Office of the Children's Guardian reviews the College's processes, investigation, conclusions and responses to all allegations of reportable conduct.

Please contact the Principal, Deputy Principal or Director of Junior School should you have any concerns or require any clarification on any aspect.

## COMMUNICATION

The College seeks to keep parents/carers well informed about what is happening at the College. Communication is a critical aspect of ensuring the best possible outcomes for individual students.

In responding to parent/carer contact staff will, wherever possible, respond to emails and telephone calls within two school days of initial contact being requested.

### Communication Channels - Secondary School

Parents/carers are encouraged to raise any concerns regarding their child or their progress with the appropriate person. The following sets out the hierarchy of positions relating to academic, performing arts, wellbeing and boarding matters in the College.

#### Academic

Subject Teacher  
Head of Department  
Director of Curriculum  
Deputy Principal  
Principal

#### Performing Arts

Head of Department  
Director of Performing Arts  
Principal

#### Wellbeing

Home Room Teacher  
Year Coordinator / College Psychologist  
Deputy Principal  
Principal

#### Boarding

Head of Boarding  
Deputy Principal  
Principal

### Communication Channels - Junior School

#### Academic

Class Teacher  
Director of Junior School  
Principal

## **Performing Arts**

Head of Department  
Director of Performing Arts  
Director of Junior School  
Principal

## **Wellbeing**

Class Teacher  
Director of Junior School  
College Psychologist  
Principal

## **Contact details**

The primary means of communicating with parents/carers and distributing important documents, such as students reports, is through the Parent Lounge. It is imperative that change of address details are communicated to the College as soon as possible, this includes contact phone numbers and electronic addresses. Please use the Parent Lounge to update all contact details.

The College's contact numbers are:

Main Reception:	02 9752 0500
The Performing Arts Office:	02 9752 0600

## **Complaints**

### **General Principles**

- Teachers, students and parents are entitled to raise concerns and complaints
- The College has a transparent and clear process which provides the framework and structure within which such concerns/complaints can be raised.
- Consideration will to be given to the level of seriousness before beginning the process.
- Consideration will also be given to determining the most appropriate staff member for initial contact within the College.
- All efforts are made to resolve the dispute at the most appropriate level.
- Procedural Fairness requires that both/all parties have the opportunity to have their case heard.
- Individual cases are considered on their own merits and within the context of the pressures and demands on families and schools.
- Appropriate confidentiality should be respected by all parties.
- The role of the College Council and its Chair is one of governance and not day-to-day College management. Grievance disputes should not start at the Council level unless the subject of the dispute is the College Principal. Only in such a situation should the matter be referred to the Chair of the Council who will raise the issue with the College Principal.

### **Procedural Fairness**

Procedural Fairness ensures that everyone should have access to an “unbiased decision”.

Any person against whom a complaint has been made has the right to:

1. know the allegations related to the specific matter and any other facts which could be taken into account in the consideration of the matter;
2. know the process by which the complaint will be considered;
3. be aware of the range of possible consequences resulting from the decisions made;
4. have an opportunity to respond to any allegations or complaints;
5. be given an opportunity to have a “preliminary decision” reviewed if there are additional issues which could be considered in mitigation before the preliminary decision is confirmed.

**The College will not act on any anonymous complaint unless it involves a possible allegation of ‘reportable conduct’.**

### **Making a Complaint - Parents**

- Discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute.
- If this has been unsuccessful, the matter should be referred to the Head of Department/Director of Junior School as appropriate or the Year Coordinator/ Classroom Teacher if the issue is more general.
- If this is unsuccessful, the matter should be raised with:
  - Director of Junior School (Junior School matters)
  - Deputy Principal, Head of Secondary School (Secondary School matters)
  - Director of Performing Arts (Performing Arts matters)
- If the issue is still not resolved, or if there are concerns about the process itself, approaches can be made to the College Principal. It is requested that concerns are put to the College Principal in writing.

*Occasionally parents/carers may feel concerned or anxious about another student's interactions with their child. At such times, please arrange to talk with a College staff member – maybe the Year Coordinator in Secondary School or the Class Teacher in Junior School. Depending on the issue the Deputy Principal, Director of Junior School or the Principal may be the appropriate person to contact.*

*No parent should directly or indirectly approach another person's child in an attempt to settle any matter.*

*No parent should be advising another person's child on personal matters unless the parent has given express permission.*

*The College will deal with issues between students as part of the College's discipline and wellbeing Procedures.*

### **Making a Complaint - Students**

- Discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute.
- If this has been unsuccessful, the matter should be referred to the Head of Department/ Classroom Teacher (if the issue is subject-related) or the Year Coordinator, if the issue is more general
- If this is unsuccessful, the matter should be raised with:
  - Director of Junior School (Junior School issues)
  - Deputy Principal, Head of Secondary School (Secondary School issues)
  - Director of Performing Arts (Performing Arts issues)
- If the issue is still not resolved, or if there are concerns about the process itself, approaches can be made to the College Principal. It is requested that concerns are put to the College Principal in writing.

## **Contact details**

It is imperative that Change of Address details are given to the College as soon as possible, this includes contact phone numbers, address and electronic addresses. Please use the Parent Portal to update any details as soon as possible.

## **Parent Portal**

The College has a Parent Portal to facilitate communication between parents and the College. The link to the Parent Portal is from an option at the bottom the College website. The "Parent Lounge" is a link to features available to access student absentee and medical information, other parents contacts, student timetables, address and contact data, MCEECDYA details and Academic and Performing Arts Reports. Access to the Parent Lounge requires a username and password, which are emailed to new parents when their child commences at the College. For enquiries regarding the Parent Lounge, including username and password queries, please email [itm@mcdonald.nsw.edu.au](mailto:itm@mcdonald.nsw.edu.au)

# DISCIPLINE

It is publicly recognised that a strength of The McDonald College is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

*“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.*

*The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:*

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegation; and*
- *know how to seek a review of the decision made in response to the allegation.*

*The ‘right to an unbiased decision’ includes the right to:*

- *impartiality in an investigation and decision making; and*
- *an absence of bias by a decision-maker.*

*The ‘hearing rule’ and the ‘right to an unbiased decision’ are integral elements of the College’s discipline procedures where suspension or expulsion could be the outcome of a disciplinary proceeding.*

Students are required to abide by the College’s Rules and to follow the directions of teachers and other people with authority delegated by the College.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes, or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the student may be subject to disciplinary action.

The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and their parents will be informed of the allegation and the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegation.

The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

**The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.**

## Discipline levels

**LEVEL 1: Lunchtime detention/clean-up** - issued by Classroom teachers and Heads of Department/Faculty

- Unsatisfactory classwork/homework
- Disruptive behaviour in class/talking/touching etc
- Incorrect uniform/not bringing correct material to class
- Lateness to class
- Chewing gum

**LEVEL 2: After-school detention + letter sent home** - issued by the Deputy Principal or Director of Performing Arts or Director of Junior School

- Repeated Level 1 offence issued by Classroom teachers and Heads of Department/Faculty
- Bullying – including cyberbullying

- Failure to report to a teacher
- Fractional truancy (1 lesson)
- Public swearing
- Vandalism, including defacing furniture/property
- Leaving the College grounds without permission
- Disrespect to a teacher/back-answering/smart comment
- Failure to attend Performing Arts performances
- Contributing to inappropriate behaviour through social media
- Inappropriate use of mobile/electronic device

**LEVEL 3: Saturday morning/Holiday detention + letter sent home** - issued and supervised by Deputy Principal or College Executive (Secondary School)

- Repeated Level 2 offences
- Verbal abuse to a teacher
- Truanting for more than one lesson
- Vandalism, repeated and deliberate
- Combinations of the above, e.g.: Truancy, telling lies
- Aggressive or threatening behaviour
- Pattern of unexplained lateness
- Accessing unacceptable files (video, images, text) on personal devices at school
- Taking unauthorised photographs, videos or recordings of students or staff
- Sending or posting messages or images to or about students or staff which are disrespectful, derogatory or inappropriate

**LEVEL 4: In-school suspension + Parents telephoned** - issued and supervised by the Deputy Principal (Secondary School)

- Repeated Level 3 offences
- Smoking at school or at school activities including e-cigarettes
- Sexual activity at school or at school activities
- Stealing
- Consuming alcohol or showing the effects of alcohol consumption at school or at school activities
- Illicit drug taking
- Repeated truancy
- Aggressive or threatening behaviour
- Repeated serious bullying

**LEVEL 5: Expulsion. Parents will be contacted immediately** by either the Deputy Principal or Principal, and asked to collect their child

- Repeated Level 4 offences
- Selling drugs/alcohol/stolen goods

Principles of procedural fairness will apply, and students will have the opportunity to appeal any decisions. Parental involvement will be required in such incidences, with the appropriate Year Coordinator or member of the College Executive.

### **Suspension and Expulsion**

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and parents of the student will be:

- a) informed of the alleged infringement;
- b) informed as to who will make the decision on the penalty;
- c) informed of the procedures to be followed which will include an opportunity to have a parent/carer present when responding to the allegations; and
- d) afforded a right of review of appeal.

There will be cases of unacceptable behaviour where it will be in the best interests of the College community and/or the student involved, for the student to be removed from the College for a period of time or completely. In cases of unacceptable behaviour, parents/carers should not be asked to keep students at home without the



formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.

In implementing these procedures, the College will ensure that no student is discriminated against on any of the following grounds:

- race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
- gender
- marital status
- disability, including HIV/AIDS
- homosexuality
- transgender
- age

Suspension and expulsion are strategies within the College's student wellbeing and discipline policies. These policies highlight the parents/carers' responsibility for taking an active role, in partnership with the College, to modify the inappropriate behaviour of their child. The College will work with parents/carers with a view to assist a suspended student to rejoin the College community as quickly as possible.

In determining whether a student's misbehaviour is serious enough to warrant suspension or expulsion, the College will consider the safety, care and wellbeing of the student, staff and other students in the class.

### **Suspension**

A student may be suspended if the student:

- a) Is physically violent
- b) Is in possession of a firearm, prohibited weapon, or knife
- c) Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance
- d) Uses an implement as a weapon or threatening to use a weapon
- e) Has been involved in serious criminal behaviour related to the College
- f) Engages in persistent misbehaviour

A formal disciplinary interview will be held with the student prior to making the decision to suspend them. The student will be given explicit information about the nature of the allegation(s) and be given the opportunity to consider and respond to the allegation(s).

In the case of overseas students, they will be informed during the interview that suspension may affect their student visa.

The length of the suspension will vary according to the nature and severity of the student's behaviour. Suspensions will usually be completed 'in school' under the supervision of the Deputy Principal or the Director of Junior School or other designated senior staff member.

While suspended, students will not have contact with other students. For example, they will take recess and lunch breaks at times different to the rest of the College.

### **Expulsion**

In serious circumstances of misbehaviour the Principal may expel a student of any age from the College. The Principal may also expel a student of post compulsory school age for unsatisfactory participation in learning.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

When considering the expulsion of a student for misbehaviour, the Principal will:

- a) Ensure, except as a result of a serious incident, all appropriate student wellbeing and discipline strategies have been implemented.
- b) Arrange a formal disciplinary interview with the student (and observer/parent) and ensure that the student is given explicit information about the nature of the allegation(s) and given the opportunity to consider and respond to the allegation(s).
- c) Inform overseas students that expulsion may affect their visa status

- d) Ensure that the key features of the interview are documented in writing. Notify the student and parents in writing that expulsion is being considered giving reasons for possible action.

Having reached a decision to expel a student from the College, the Principal will:

- a) Inform the student and the parents/carers in writing. This formal advice will also restate the right to appeal the decision.
  - i. Appeals against a decision to expel a student must be made in writing to the College Council.
- b) Inform overseas students, that they have 20 days to appeal the expulsion using the grievance complaints procedures of the College. The Secretary of DEST via PRISMS must be notified that the student's enrolment is cancelled.

## DRIVING POLICY

Senior students are discouraged from bringing cars to the College.

Cars must be parked in the streets as governed by parking regulations. Students are not permitted to leave the College grounds for the purpose of moving vehicles.

Under no circumstances is any student to park a car in the College grounds without the written permission from the Principal. Such permission will be given only in extreme or isolated circumstances.

## DRUGS POLICY

Drug use is a controversial and complex issue for all schools, and prevention requires a comprehensive approach. College members of staff wish to create an environment where all students feel safe and protected. In doing so it is the intention of the College to reject any level of drug misuse within the community.

A drug is defined as "any substance with the exception of food and water, which when taken into the body, alters its function physically and/or psychologically." This includes all drugs e.g. analgesics, alcohol, tobacco, cannabis, amphetamines, etc. While not classified as drugs, solvents (also called volatile substances) are to be included in the College policy.

Regardless of age, when on College premises or at College functions, students are not permitted to:

- a) Be in possession of or smoke tobacco products, including vaping;
- b) Be in possession of or consume alcoholic beverages;
- c) Deliberately inhale solvents;
- d) Possess drug-related equipment such as syringes (except in cases of lawful medical use), pipes, or other smoking implements, etc. or equipment related to the use of tobacco or alcohol related products;
- e) Possess or use prohibited drugs in accordance with the law;
- f) Arrange for distribution and/or sale of illegal substances or to be involved in situations which may put other students at risk;
- g) Consume or be under the influence of pharmaceutical drugs not prescribed to the student or person in question.

"On College premises or at a College function" includes any time a student is in uniform, and includes travelling to and from College, on any College camp, excursion, or other organised function such as a disco, College Ball, etc. *It should be made quite clear that the College does not support pre-ball and post-ball functions or any other event which includes students and is organised by parents at which alcohol is present.* This is a legal requirement as the majority of students are 'underage'.

## Consequences

Wherever possible before consequences are imposed the health and wellbeing of the individual involved will be considered in the context of the College environment and its support. Consequences can include expulsion, suspension (internal & external), parental notification, or loss of privileges – i.e. attendance at College functions/excursions. Exclusion or expulsion of a student must be considered if the student poses a definite risk to themselves or any other member of the College community.

Each incident will be considered individually and independently according to the given set of circumstances at the time. In each instance, the College will determine which support services are appropriate and what sanctions are imposed and/or educational tasks assigned.

## Cigarettes and Vaping

Students found smoking, in possession of cigarettes (including e-cigarettes), tobacco, or supplying cigarettes to other students will be liable to a range of sanctions dependent upon whether it is a repeated offence.

First Offence:

- Inform parent/guardians, Home Room Teacher, Year Coordinator;
- Interview with parents and student with Year Coordinator and Deputy Principal; and
- Suspension (internal/external) for up to 2 days.

Second Offence

- Inform parent/guardians, Home Room Teacher, Year Coordinator;
- Suspension from College. The length of the suspension will be at the Principal's discretion;
- Referral to the College Psychologist; and
- Conference with parent/guardians and student with the Principal.

Third Offence

- The student may be excluded from the College.

## Minor Analgesics

Analgesics are non-prescription pain suppressants (e.g. aspirin and paracetamol) and can have undesirable side effects. Aspirin is never administered to students without a medical practitioner's written instruction because of the possibility of the development of Reye's Syndrome (a potentially fatal disease in childhood).

Student complaints such as headaches, may result in a request for analgesics. College staff will not administer analgesics such as paracetamol to students.

## Alcohol, Solvents and Misuse of Legal Drugs

Students found drinking alcoholic beverages, in possession of alcohol, under the influence of alcohol, providing alcohol to other students, or misusing solvents or legal drugs, will be liable to a range of sanctions dependent on whether it is a repeated offence. This would apply to students at the College, or who are attending an official College function (e.g. camp, excursion, performance, Graduation ball, disco, etc)

**First Offence**

- Inform parents, Home Room Teacher, Year Coordinator,
- Suspension from College for up to 3 days at the discretion of the Principal,
- Conference between parents and student with Principal / Deputy Principal and / or Year Coordinator,
- Formally placed on probation and return to the College under a contract; and
- Possible referral to outside agency.

**Any Subsequent Offence**

- The student may be excluded from the College.

## Illicit Drugs

The possession use, sale or supply of an illicit drug is an offence against the law. In certain circumstances some prescribed medications are treated as illicit drugs (e.g. dexamphetamine) which are given or taken by a person for whom the drug is not prescribed. The College will treat all offences involving illegal drugs as a most serious matter and the police will be called.

## Bringing Drugs to College (includes bringing, selling, sharing)

Any student who brings illicit drugs to the College or when under the control of the College, as described earlier in the policy, should consider they have forfeited their enrolment at the College. In such cases this action will be taken after consultation with parents and in accordance with guidelines established by the College. The student will also be offered counselling. The police will be called.

## Using Drugs at College

Any student who uses illicit drugs, whilst under the control of the College will be immediately suspended. A review of the student's position will be undertaken by the Principal, Deputy Principal, Year Coordinator and parents. It will be at the Principal's discretion as to whether the student continues their enrolment at the College. The police will be called.

### First Offence

Should the student be permitted to retain their position then the following will occur:

- Suspension from the College for up to one week,
- Formally placed on probation and return on a strict contract. Regular reviews will be conducted to ensure the student is meeting the expectations of the College and,
- Attend drug and alcohol counselling sessions,
- The police may be called.

### Any Subsequent Offence

- The student will be excluded from the College.
- The Principal will determine if the police should be called. In the case of police involvement, parents/guardians will be contacted and required to be present at the interview.
- It is not the intention of the College to prevent a student from enrolling in another school.

## EXCURSIONS

A number of excursions are provided each year. These are part of the College curriculum and aim to provide enrichment, extension, practical experience or compulsory study components of the various courses undertaken by the students. Attendance on these days is compulsory.

Parents will be required to sign a permission note for every excursion activity and are asked to ensure their child attends in full school uniform unless written information tells them otherwise. Verbal permission with the promise of a note to follow is not acceptable.

Students must wear **full school uniform** unless other instructions are given, due to the practical nature of the excursion.

## FAMILY LAW GUIDE

The College is committed to supporting students and parents within the requirements of the legislation.

Significant changes to Family Law were affected by the *Family Law Reform Act 1995* and later again in the *Family Law Amendment (Shared Parental Responsibility) Act 2006*.

**What do I do if a child is not living with me and I want information about their progress (e.g. a copy of their reports?)**

- Unless there is a court order to the contrary, each parent has equal rights.
- If the parents have separated, reports will be forwarded to the one with whom the child is living. The College may also, if requested, send copies to the other parent.
- If a court order gives sole control of educational matters to Parent A or denies Parent B responsibility for long term care, Parent B is not entitled to any information from the College about the child's education.

- This also applies equally to photographs, any other documentation, and access to teachers.
- If someone other than a parent (a grandparent, perhaps) seeks access to College documents, they should contact the Deputy Principal, Principal or Director of Junior School with their request.

**What should I do if as the non-residence parent I want to attend some College activity?**

- Unless a specific court order to the contrary has been made, both parents may attend such activities. However, if having both parents at the same activity is likely to lead to unpleasant confrontation and dispute, then, for the sake of the child and the activity itself, the College may suggest a strategy whereby an uncomfortable or embarrassing situation for the child may be avoided.
- If there is a court order that prohibits you from contact with the child, you may not participate in any activity where the child will be present.

**What will staff do if it appears a parent is breaching a court order by attending a College function?**

Staff will:

- contact the Principal or Deputy Principal or Director of Junior School immediately;
- In the first instance, the Principal or Deputy Principal or Director of Junior School will try to persuade the parent to leave;
- If the parent cannot be persuaded to leave the College, the police will be called.

**Can a parent demand that a child's surname be changed on College records?**

- Provided that it is not for any fraudulent purpose, a person can be known by any name they wish. However, if the child is already enrolled under the name shown on their birth certificate, records can be changed to another name if any one of the following conditions applies:
  - a) both parents sign their assent;
  - b) a court order gives their assent;
  - c) the resident parent provides a statutory declaration to the effect that the child has had no contact with the other parent for five years and that that parent's whereabouts are unknown;
  - d) there is no proof of adoption.

**How will the College respond to a request for information about the whereabouts of a child who is or was enrolled at the college?**

- Unless the identity of the caller is absolutely verified, no information whatsoever will be given over the phone.
- If an enquiry is made in person or in writing, the College will firstly establish the identity of the person making the request.
- Address details can be safely given to
  - a) the police, if they are conducting criminal investigations or seeking to execute a warrant or recovery order;
  - b) the Department of Community Services, if the address seems essential to their investigations concerning the child's welfare;
  - c) the court in response to a location order issued by the Family Court.
- The College will not give information to anyone else (including, for example, the parent who does not have responsibility for the child, or a solicitor or private inquiry agent) unless that person can produce an authority signed by the parent named in a parenting order or a residence order as being the one responsible for the care of the child.

**What will happen if a member of the College staff is requested to provide a written statement or affidavit concerning a child's academic progress, behaviour, and appearance at the College?**

- The request may come from someone independently representing a child in Family Court proceedings. If so, it should be remembered that the best interests of the child are always the court's first concern and therefore a high level of cooperation will be given. Comments will be restricted to those that can be made from your direct, personal observation.

- The request may come from a parent or a solicitor acting for a parent. Only the Principal can respond to such a request

## FORBIDDEN ITEMS

Chewing gum is banned along with white out, spray paint, cigarette lighters, spray deodorant and dangerous items such as knives, nun chucks, etc.

## LOCKERS

Lockers are available for students for an annual fee. Details and forms regarding locker hire are available from the Accounts Department.

## LOST PROPERTY

The College carries normal public risk insurance but no other insurance against accident or injury or which covers students' goods or possessions. It is therefore unwise for any student, (day student or boarder), to have or bring to the College valuable equipment.

The College accepts no responsibility for valuables and musical instruments deposited anywhere within the College.

Large amounts of money should not be brought to the College.

Lost Property of all types (clothing, sports gear, books, etc) is collected regularly and held in the Administration Offices in the Junior, Secondary and Performing Arts areas.

Please make sure that all belongings are clearly marked with the student's name. It is essential that all students are encouraged to be responsible and that they take proper care of their possessions.

## MEDICAL CARE

The College has a sick bay situated in the Secondary Student Office area for students in Kindergarten to Year 12. Parents will be contacted should the student require permission to go home/or to be collected from the College.

### First Aid

The College has qualified First Aid personnel who will manage each instance of student injury or illness.

In the event of an accident or illness, the College makes every attempt to contact the parents. It is essential that contact phone numbers are kept current. The College must be notified if a student contracts an infectious disease, head lice or has any serious allergies or disabilities.

### Medical Information

During the first term of each year, student's medical files should be updated by parent/guardian (s) on the Parent Lounge. The College will email all parents requesting them to confirm the accuracy of medical information on our files through the Parent Lounge. It is the responsibility of parent/guardian (s) to ensure that these details are updated as soon as any changes occur.

### Minor Analgesics

Analgesics are non-prescription pain suppressants (e.g. aspirin and paracetamol) that can have undesirable side effects. Aspirin is never administered to students without a medical practitioner's written instruction because of the possibility of the development of Reye's Syndrome (a potentially fatal disease in childhood).

Student complaints such as headaches, may result in a request for analgesics. College staff will NOT administer analgesics such as paracetamol to students.

## Medication

The McDonald College is an Asthma Friendly School, following the advised Asthma Protocol in all cases. Personal Asthma inhalers are to remain in the possession of the student.

Students who have been prescribed medications to be taken during the College day, must lodge the medication with either Junior School Reception or Secondary Student Reception together with dispensing instructions from their Doctor/Specialist, including details of the dosage and required time for administration. Any change in dosage must be accompanied by a letter from the Doctor/Specialist. These medications are stored in a secure place and recorded when dispensed in accordance with the instructions supplied. This ensures that student compliance with medication requirements is regularly monitored. Recording occurs with all medication.

## Illness during the Day

Students who fall ill during the day are to go to the Junior or Secondary School Administration office to be admitted to sick bay. If the student needs to go home, the front office assistant will ring the parents/guardians to inform them.

We ask that students do not use mobile phones to call their parents/guardians as this causes communication confusion.

## Peanut Allergies

For students with nut allergies coming into contact with even small traces of nuts can have very serious consequences. **The College is an allergy aware school.** Students, staff and parents/guardians must not bring to the College grounds, or to any College event any foods which contain nuts or may have traces of nuts in them.

## MERITS AND INFRINGEMENTS

The College acknowledges that students generally meet the everyday expectations that are part of school life. At times students do more than what is expected, behaving in a particularly positive way, whilst others sometimes fall below the expected standards.

### Merits - Junior School

<b>Green Cards</b>	Children can be awarded "on the spot" small green cards/tokens. These are awarded for academic success, good citizenship, and more and to be used across the College in all classes as well as on the playground
<b>Blue Award</b>	A Blue Award is earned once a student has received 5 Green Cards. Blue Awards can also be awarded for special achievement such as the completion of a large body of work.
<b>Bronze Award</b>	5 Blue Awards earn a <b>Bronze Award</b> which is presented at Assembly.
<b>Silver Award</b>	5 Bronze Awards earn a <b>Silver Award</b> which is presented at Assembly.
<b>Gold Award</b>	5 Silver Awards earn a <b>Gold Award</b> which is presented at assembly. A Gold Award medallion is also presented on Speech Day.

### Merits - Secondary School

This system for Years 7 to 12 operates in both Academic and Performing Arts classes. It allows students to be rewarded for excellence, improved results and/or performance, as well as consistently good effort and achievement.

<b>Behaviour Bravo</b>	A Behaviour Bravo can be awarded to students for positive behaviour. When a student accumulates 5 of these, they are acknowledged with a formal Merit Certificate. These are given to students for the following: Kindness; Excellent Work; Best Efforts; College Service; and other.
<b>Merit Certificate</b>	A Merit Certificate is earned once a student has received 5 Bravo awards; or for making significant contributions to co-curricular activities.
<b>Service Certificate</b>	A Service Certificate is awarded for contribution to College life and activities beyond usual expectations.
<b>Principal's Certificate</b>	5 Merit or Service Certificates (any combination) earn a Principal's Certificate. A Principal's Certificate may also be awarded at the discretion of the Principal.
<b>Gold Principal's Award</b>	A Gold Principal's Award is awarded at the Principal's discretion and presented at Speech Night.

## Behaviour Infringements

**White slips** are issued to students for important, but relatively minor, unacceptable behaviour. When a student accumulates 5 of these they are issued with an after-school detention and a letter is sent home to parents. "White slips" are given to students for the following:

Disruptive Behaviour	Failure to have Diary signed
Uniform incorrectly worn	Unacceptable lateness to class
Chewing gum	Unsatisfactory Homework/classwork
Unacceptable use of mobile/electronic device	

## MOBILE PHONES/ELECTRONIC DEVICES

- Mobile phones are to be placed at the front of the classroom in the allocated area, at the start of the lesson. Students are not to have their phone with them during the lesson.
- Parents should not attempt to contact their student by mobile phone during school hours. In emergencies reception (9752 0500) will pass on messages at recess and lunch time. Classes will not be interrupted to deliver a message.
- Taking of photographs using an electronic device is not permitted unless directed by a staff member.
- Video or voice recording of students or staff using an electronic device is not permitted unless directed by a staff member.
- Mobile phones and electronic devices should be stored safely during the day. The College does not accept responsibility for the theft, loss, or damage of electronic devices.
- Mobile phones must be handed in to the teacher or supervisor during assessment tasks and examinations. Students in possession of electronic devices during assessment tasks and examinations may have their task or examination cancelled and a mark of 0 awarded.

## WELLBEING

All teachers recognise the need for an effective wellbeing program at school. At The McDonald College most students have wide ranging commitments, and demands upon their time beyond those, which are typical of school students. Therefore, it is vitally important that students are involved in the wellbeing program that will give them support, guidance, and encouragement in managing these commitments and demands.

### Aims

- To contribute to the personal development of each student.
- To provide support and guidance for each student within the College community.



- To provide a system of support which aims to enable each student to gain maximum benefit from studies in all areas of the curriculum.
- To encourage the development of mature, responsible, well-mannered, considerate, flexible and responsive people who are well equipped to deal with the demands of the world.

## Objectives

- To establish confidence and rapport between teachers and students.
- To establish channels of effective communication between all teachers dealing with a student and their Home Room teacher.
- To provide an effective link between student, College and the home.
- To provide:
  - for the early identification of problems;
  - procedures for problem evaluation;
  - strategies for solving or mitigating the effect of problems.

## Assumptions

All people respond when interest is shown in them. When the individual is aware of genuine care, concern and involvement on the part of others, conditions are then conducive to the development of confidence and security. A sense of confidence and security is vital for success.

Problems are a normal part of life and seeking solutions is part of the day-to-day process of living. Achieving success involves in part, not avoidance of problems, but developing effective strategies for solving them.

## Student Wellbeing Team

Under the guidance of the Deputy Principal and Director of Junior School this team comprises:

- College Psychologists
- Wellbeing Coordinator (Secondary), Classroom Teachers (Junior School)
- Year Coordinators

Wellbeing staff offer support to students in their development at intellectual, social, psychological and emotional levels.

## PARENT / TEACHER NIGHTS

In the **Secondary School** there are two parent/teacher interview opportunities each year:

- Term 1 – this interview will be with the student's Home Room teacher and during the meeting:
  - Conduct a review of the previous year's Yearly Report;
  - Discuss the student's goals for the coming semester;
  - Discuss strategies to help achieve the goal.
- Following the Half Yearly Report – This provides an opportunity to discuss all aspects of the report and to give constructive advice that assists in the ongoing development of learning. Students are expected to attend these interviews in the company of their parent/guardian.
- Following the Trial HSC Examinations there is a Parent/Teacher interview for parent/guardians and Year 12 students to discuss performance and strategies for improvement leading up to the HSC examinations .

**Secondary School** appointments for Parent/Teacher interviews are made on-line. Parents will receive an email from the College notifying them of upcoming Parent/Teacher evening and giving instructions on how to make appointments

Parents/Guardians cannot expect to meet with a teacher by just turning up to Parent Teacher Interviews. Making appointments is necessary to ensure that time is appropriately and fairly allocated to each person, and also to reduce disappointment if a teacher cannot fit in an impromptu interview.

If it is impossible for a parent/guardian to attend the planned Parent Teacher Interview, then it may be possible for phone interviews to be arranged.

Junior School (K - 6) Parent/Teacher interviews will be held twice each year; at the end of Semester 1 and during Semester 2 with the Classroom teacher. Bookings will be made by parents submitting their preference for times through the Junior School Administration office. Each interview will be 30 minutes in length.

## PARENTS AND FRIENDS' (P&F) ASSOCIATION

The P&F fulfils several vital roles for The McDonald College. It can be a vehicle for families to develop contacts that will prove a source of support and friendship throughout the years at the College.

Fundraising activities are organised by the P&F throughout the year. It is expected that parents contribute their time by assisting at fund raising events, attend the Bi-Annual Principal's Dinner, bringing family and friends to performances and other social events throughout the year

## PARKING

Parents may park in the front car park when attending an appointment within the College. Parents are asked to drive carefully and slowly to ensure student safety.

**Students are not permitted to park or drive on the College premises.** Commuter parking is not permitted on the College grounds.

## PUBLIC TRANSPORT

The safety and comfort of all persons travelling on public transport is of the utmost importance.

To ensure student safety and the comfort of others, students should:

1. Wear a safety belt if fitted on the bus at all times.
2. Remain behind safety lines on the railway platform and remain wholly within the train unless alighting.
3. Behave safely and with responsibility at all times.
4. Respect the needs and comfort of other passengers.
5. Respect public transport property by not marking or damaging it.
6. Always follow instructions about safety on public transport.

Students are NOT permitted to:

1. Distract the driver except in an emergency.
2. Eat or drink on public transport.
3. Allow any part of their body to protrude from the bus or train.
4. Fight, spit, use offensive language, speak with excess volume or place their feet on the seats.
5. Throw any article inside, or out of, the bus or train.
6. Push, shove or otherwise handle other passengers.

If students do misbehave on public transport or the railway platform, they may incur penalties that reflect the seriousness of the misbehaviour and may lose College privileges and the right to free transport to and from the College.

If a student's behaviour is either offensive or dangerous and leads a transport authority to contact the College seeking disciplinary action, action will be taken and could result in the student losing transport privileges. In addition to any penalties imposed under this Code, the Principal may take other action under the College's Discipline Policy or Student Wellbeing Policy.

If students do misbehave on the bus, they may incur penalties that reflect the seriousness of the misbehaviour.

Please ensure your children understand fully the consequences of misbehaving on a public transport.

**Offensive Behaviour:** Such as offensive language, spitting, throwing objects (including food) inside or outside public transport, distracting the driver or other public transport authority with unreasonable noise, may lead to the loss of school travel privileges or other punishments.

**Dangerous Behaviour:** Such as allowing any part of the student's body to protrude from the public transport, or causing discomfort and distress to other passengers, throwing objects inside or outside the transport, fighting, or damaging or destroying property, may lead to the loss of school travel privileges or other punishments.

**Defacing Property:** Students will be required to pay for repairs. If a student's behaviour leads a public transport authority to contact the College seeking disciplinary action, action will be taken. This decision is made through consultations between the student's parents/carers and the public transport authority and the Principal. Travel privileges may be withdrawn only after these discussions have occurred.

*Please Note:* In addition to any penalties imposed under this Code, the Principal may take other action under the College's student Code of Conduct

## PRIVACY POLICY

The College is bound by the National Privacy Principles contained in the Commonwealth Privacy Act. The College may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to Colleges' operations and practices and to make sure it remains appropriate to the changing College environment.

### **What kind of personal information does the College collect and how does the College collect it?**

The type of information the College collects and holds includes (but is not limited to) personal information, including sensitive information, about:

- pupils and parents/carers ('Parents') before, during and after the course of a pupil's enrolment at the College;
- job applicants, staff members, volunteers and contractors; and
- other people who come into contact with the College.

**Personal Information you provide:** The College will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, and telephone calls. On occasions people other than Parents and pupils provide personal information.

**Personal Information provided by other people:** In some circumstances the College may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another College.

### **Using the personal information, you provided**

The College will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

### **Pupils and Parents**

In relation to personal information of pupils and parents, the College's primary purpose of collection is to enable the College to provide schooling for the pupil. This includes satisfying both the needs of Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the College.

The purposes for which the College uses personal information of pupils and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
- looking after pupils' educational, social and medical wellbeing;
- seeking donations and marketing for the College;
- to satisfy the College's legal obligations and allow the College to discharge its duty of care.

In some cases where the College requests personal information about a pupil or parent, if the information requested is not obtained, the College may not be able to enrol or continue the enrolment of the pupil.

### **Volunteers**

The College also obtains personal information about volunteers who assist the College in its functions or conduct associated activities, such as [alumni associations], to enable the College and the volunteers to work together.

### **Marketing and fundraising**

The College treats marketing and seeking donations for the future growth and development of the College as an important part of ensuring that the College continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by the College may be disclosed to an organisation that assists in the College's fundraising, for example, the College's Foundation or alumni organisation.

Parents, staff, contractors and other members of the wider College community may from time to time receive fundraising information. College publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.

### **Who might the College disclose personal information to?**

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

- a) another College;
- b) government departments;
- c) medical practitioners;
- d) people providing services to the College, including specialist visiting teachers or lecturers and performance and sports coaches;
- e) recipients of College publications, like newsletters and magazines;
- f) Parents; and
- g) anyone you authorise the College to disclose information to.

### **How does the College treat sensitive information?**

In referring to 'sensitive information', the College means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

### **Management and security of personal information**

The College's staff are required to respect the confidentiality of pupils' and Parents' personal information and the privacy of individuals.

The College has in place steps to protect the personal information the College holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and passworded access rights to computerised records.

### **Updating personal information**

The College endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by the College by contacting the Administration Office of the College at any time.

The National Privacy Principles require the College not to store personal information longer than necessary. You have the right to check what personal information the College holds about you

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which the College holds about them and to advise the College of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves.

To make a request to access any information the College holds about you or your child, please contact the College Principal in writing.

The College may require you to verify your identity and specify what information you require. The College may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the College will advise the likely cost in advance.

### **Consent and rights of access to the personal information of pupils**

The College respects every Parent's right to make decisions concerning their child's education.

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

Parents may seek access to personal information held by the College about them or their child by contacting the Principal. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the College's duty of care to the pupil or a Court Order specifically prevents access.

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

## **REPORTS**

An Interim Report is issued around Week 7 of Term 1 for all students.

Separate written reports are issued for Academic and Performing Arts programs. Reports for each course studied are issued twice per year to parents/carers. This confidential report deals with both academic and non-academic learning and development. The College aims to ensure these are written in plain language that can be readily understood. Each student's achievement is shown relative to others in that year group for the relevant course where applicable.

As part of the College's commitment to environmentally responsible practices reports are issued electronically and posted on the Parent Portal. Printed reports are available upon request

Progress reports may be requested by staff or parents/carers if there is concern regarding a student's progress, socialisation or behaviour etc.

## **SCHOLARSHIPS**

The McDonald College exists to train and support the performing artists and elite sports people of the future. Scholarships offered through the annual Ann McDonald Scholarship program are highly sought after and are the most prestigious offered to our students. To that end, the College has very high expectations of students who have won an Ann McDonald Scholarship and places a number of conditions on students who accept a scholarship.

### **Student Commitment:**

- Be a positive role model in attitude, appearance and behaviour;
- Participate fully in the College's performance programs and in the stream in which they have won the scholarship;
- Participate and perform in all performance outcomes associated within the chosen stream;
- Represent and/or perform for any internal or external performance, competition or tournament as directed;

- Support the College's overall performance programs by attending performances, competitions and tournaments;
- Actively and positively promote The McDonald College, its program and ethos within and outside of the College community.

Any breach of any of these requirements will result in a scholarship being withdrawn. No warnings will be given.

## Ann McDonald Scholarships

Primary, Junior and Senior

Acting  
Classical Ballet (sponsored by R & E Albert)  
Dance  
Music (both Instrumental & Vocal)  
Musical Theatre  
Art and Design  
Tennis/Sport

## SCHOOL BAGS

Students are required to use the college navy school backpack. Students in years K to 6 could choose a navy bag with wheels, with no other markings or logos.

## STUDENT LEADERSHIP - SECONDARY SCHOOL

### Prefects

Prefects are elected by the students and staff of the College (teaching and non-teaching)

1. Prefects will be elected from Years 11 and 12 (of the following year)
2. The number of Prefects elected each year will be determined by the Principal
3. Prefect elections are held in Term 3 of each year with appointment commencing at their induction at the Year 12 Farewell assembly
4. Students in Years 7 – 11 vote in Prefect elections
5. The following staff vote in Prefect elections
  - a. Teachers
  - b. Support staff
  - c. Office, administration and accounts staff
  - d. Any other staff deemed appropriate by the Deputy Principal
6. Student and staff votes are weighted as determined by the Principal and Deputy Principal and Director of Junior School.

### College Captains – Secondary School

1. The College Captain and Vice Captain are elected by the students and staff (teaching and non-teaching) of the College.
2. College Captain and Vice Captain elections are held in Term 4 of each year with appointment commencing at their induction at the Annual Speech Night.
3. Only students who have been elected as a College Prefect may nominate for College Captain or College Vice Captain.
4. Students in Years 7 – 11 vote in College Captain and Vice Captain elections.
5. The following staff vote in College Captain and Vice Captain elections:
  - a. Teachers
  - b. Support staff
  - c. Office, administration and accounts staff
  - d. Any other staff deemed appropriate by the Deputy Principal
6. Student and staff votes are weighted as determined by the Principal and Deputy Principal.

## Junior School Captains

1. Junior School Captains and Vice Captains are elected by the Junior School students and staff (teaching and non-teaching).
2. Junior School Captains and Vice Captain elections are held in Term 4 of each year with appointment commencing at their induction at the Annual Speech Day.
3. Student and staff votes are weighted as determined by the Principal and Director of the Junior School.

## House Captains and Vice Captains (Secondary and Junior School)

1. House Captains and Vice Captains are elected by the students of each of the Houses.
2. Secondary Captains are elected from the following year's Year 12 students; Vice Captains from the following year's Year 11 students. Junior Captains and Vice Captains are elected from the following year's Year 5 or 6 students.
3. Office bearers are inducted at the Annual Speech Night (Secondary) or the Annual Speech Day (Junior School).

## Student Representative Council (Secondary and Junior School)

The **purpose** of the SRC is to:

- Share in decisions on school issues
- Build relationships and community school spirit
- Respond to student concerns and needs
- Bring about changes

The SRC coordinates consciousness raising and fund raising within the College focussing on

- promoting tolerance and inclusivity
- supporting and overcoming disadvantage
  - one fundraising activity per term
  - one consciousness raising activity per term

The SRC enables students to

- have input on important school issues, such as
- rules and administration, curriculum, student wellbeing , buildings and grounds
- discuss matters raised through year group meetings for changes or improvements
- collaborate with the College Executive and teachers. This includes the College
- collaborate with P & F where deemed appropriate with the College executive, teachers and parent bodies through regular meetings

Representation

- The SRC is composed of ONE representative from each Home Room
- Secondary elections will be held in each Home Room group by the end of Week 2 in Semester 1 and the end of Week 1 in Semester 2
- Junior School elections will be held each Class group by the end of Week 2 in Semester 1 and the end of Week 1 in Semester 2
- Secondary candidates should nominate in writing to their Home Room teacher. Nominations close at the end of Week 1 in Term 1 and the end of the final week of Term 2
- Junior School candidates will present speeches to their class prior to elections being held

## THE McDONALD FOUNDATION

The McDonald Foundation's primary objective is to promote academic and performing arts education by advancing, promoting and encouraging the educational purpose of The McDonald College and the McDonald Performing Arts College.

The Foundation's emblem of the shooting star represents our ideal that gifted and talented children should have the opportunity to develop their talents to the fullest. Both The McDonald College and the McDonald Performing Arts College are committed to providing the ideal learning environment for current and future generations of students to ensure this outcome.

The Foundation is proudly supported in its work by parents, past students, the community and corporate sectors.

## Education and Performance

The Foundation makes financial assistance available for the employment of teaching staff with specialised skills, educational research projects, scholarships and bursaries for students past and present, educational allowances and endowments, as well as visits from Australian and overseas academic and performing arts specialists.

## Resources Small and Large

Responsibility for the on-going maintenance of the built environment, as well as future construction and development of facilities is an important element of the Foundation's function. Additional responsibilities include the provision of resources and the acquisition of library books, works of art, and educational material and equipment.

## Prizes and Awards

The Foundation acknowledges student achievements and success through the awarding of prizes for meritorious achievement from time to time.

## Creating Partnerships

Playing a role in the wider community is another aspect of the Foundation's work. This is achieved through partnerships with individuals or organisations within the local community or greater performing arts community.

The Foundation also plays a role in supporting the Premier State Ballet, a youth ballet company that provides young classical ballet dancers with performing and touring experience.

## Structures within the Foundation

1. Building Fund that accepts tax deductible donations
2. Scholarship Fund that accepts tax deductible donations
3. Endowment Fund

The Foundation has a Board of eight members who are all volunteers. Parents are encouraged to become members of the Foundation.

## Supports/Sponsors

The Foundation has some long-term supporters and sponsors who have assisted The McDonald College in pursuing its Vision.

## The McDonald Foundation Cultural Trust

The McDonald Foundation Cultural Trust is a Trust of The McDonald Foundation.

The Cultural Trust was established to raise funds for the support of young talented performing artists, artists, writers, film makers, etc., up to the age of 25 years, who require financial support to continue their studies and training in Australia and overseas. These are called 'Shooting Star Projects'. Submissions must be made to the Trust for consideration.

The Cultural Trust also sponsors and administers the Premier State Ballet, which performs each year at The Riverside Theatre, Parramatta, and other venues. Auditions are held each year and all young dancers who wish to audition may do so.



## The McDonald College Alumni

Graduates of The McDonald College may join the Association called 'Call Back'. Ex-students can and do play a major role in the ongoing development of The McDonald College. They also act as mentors and provide a network in the performing arts industry.

## UNIFORM

The proper wearing of full school uniform is required when students are at school and travelling to and from the College. When outside the grounds, students are College ambassadors and for this reason it is expected they will wear their uniform correctly to demonstrate pride in their appearance.

Arriving at and departing from the College wearing sport uniform or rehearsal/Performing Arts attire is not acceptable.

If for some reason a student cannot wear their full school uniform, an explanatory note from their parent/carer must be written in the student's diary. On arrival at the College, the diary note must be shown to the Director of Junior School (K – 6) or the Deputy Principal (7 – 12) before going to class.

### Guidelines

<b>Make-up</b>	Year K – 9; no makeup is to be worn, including nail polish Years 10 – 12; light street makeup, no nail polish
<b>Hair</b>	No extreme hair styles or colours (as determined by the Deputy Principal or Principal) Hair that extends below the collar must be tied back and worn off the face Hair ribbons -navy, red or College tartan only Student must be clean shaven
<b>Shoes</b>	All students must wear full-fitting traditional school shoes with lace up front (velcro Years K to 2) and a non-permeable polishable leather upper that protects the entire top of the foot
<b>Jumpers</b>	When outside the College, students wearing a jumper must also wear the College blazer
<b>Jewellery</b>	Single earring per ear – stud or sleeper – worn in ear lobe only Single finger ring only
<b>Bags</b>	Regulation blue school bag Blue tote bag for use during the day (7 -12)

The following are not acceptable as part of the College uniform

- Acrylic nails and nail polish
- Nose studs and other body piercings (other than in the ear lobe)
- Visible tattoos
- Necklaces, anklets, bracelets, multiple rings
- Any non uniform items of clothing

Students in Years 7 – 12 are not permitted to wear their PE uniform to and from school.

Students in Years K – 6 may wear their PE uniform on the day they have PE, according to their class timetable.

The Junior School has a 'no hat, no play' policy.

### Additional Guidelines

- The student's full name is to be marked on all clothing and shoes, preferably with woven name tags or permanent ink.
- No valuables are to be brought to the College. Large amounts of money may be left at the Student Office for safe keeping.
- No responsibility is taken by the College for lost articles or money.
- Students cannot wear their jumper as the outer garment when outside school.

## Uniform Shop Hours

For current students the Uniform Shop is open recess, lunch time and after school. Orders for uniform items may be placed with the Student Office outside these hours.

Parents of new students should phone the School office to make an appointment for a fitting time.

<b>Summer Uniform - Terms 1 and 4</b>	
<b>Male Years K - 12</b>	<b>Female Years K -12</b>
College short sleeve white shirt If long sleeve shirt is worn, it must be tucked in and worn with the College tie College navy trousers or navy shorts Navy or black socks with trousers Short white socks with shorts Black leather school shoes	Summer dress: OR College short sleeve white blouse and skirt or pants. Skirts and dresses must be worn with hem 11cm from the knee (whilst kneeling) White ankle socks Black leather school shoes
OPTIONAL College Blazer College jumper (Blazer must be worn with jumper outside school grounds)	
<b>Summer Sports Uniform - Terms 1 and 4</b>	
College shorts College polo shirt College sport leggings (optional 7 – 12) Sports shoes and short white socks College navy hat (K-6)	
<b>Winter Uniform - Terms 2 and 3</b>	
<b>Male Years K - 12</b>	<b>Female Years K -12</b>
Long sleeve white shirt (tucked in) College tie College navy trousers or navy shorts Navy or black socks or white socks with shorts Black Leather school shoes College Blazer	College long sleeve white blouse. College skirt or pants Skirt must be worn with hem 11cm from the knee (whilst kneeling) Navy tights/long socks Black leather school shoes College Blazer
OPTIONAL College jumper (Blazer must be worn with jumper outside school grounds) College navy overcoat College navy scarf	
<b>Winter Sports Uniform - Terms 2 and 3</b>	
College track pants College track top College shorts College polo shirt Sport leggings (optional 7 – 12) Sports shoes and short white socks College navy hat (K- 6)	

## VALUING TEACHING TIME

Teachers and activity coordinators seek opportunities to broaden and increase student experiences, and to provide a rich experiential education which shapes the College's distinctive and deliberate educational philosophy. Fostering and promoting performance (performing arts, tennis and rhythmic gymnastics) while maintaining an academic focus is an ongoing challenge for staff and students.

As the richness and diversity of learning opportunities within the College increases, and the number of students involved in legitimate learning opportunities within and beyond the classroom grows, it is useful for students, teachers, parents and activity coordinators to be able to refer to some guiding principles on the practical operation of these activities within the College.

### **Principle 1: The College should continue to explore, foster and support students in undertaking a broad range of learning and leadership opportunities**

The distinctive nature of an education at The McDonald College, and the determination to challenge students to realise their unique gifts will continue to add to the pressures of time and focus within the daily life of the College. Difficulties in balancing and prioritising different learning opportunities should not prevent the College from continuing to broaden and develop its various learning programs.

### **Principle 2: Learning, performing and leadership opportunities will inevitably require students (and teachers) to be involved in a range of activities that will take them outside the classroom and disrupt class time**

Excursions, incursions, performing and participating in cultural activities (sport, debating, music) and opportunities for valuable learning to take place outside the classroom will continue to impact on students being in class. To deny students these opportunities is to limit the quality, nature and value of a McDonald College education and is contrary to both the College's Mission and values. It is neither possible, nor desirable, for all interruptions to class time to be eliminated from College life.

### **Principle 3: The College should ensure programs include a focus on assisting students to balance the commitments and responsibilities of learning in its various forms - including academics, performing arts, leadership, sporting and cultural commitments**

This is an essential 'life skill' and will ensure that students grow as individuals - rather than compromising their achievement in other areas of College life. Monitoring the collective and cumulative impact of the range of activities students are involved in should be part of our duty of care to these students.

### **Principle 4: Where the College can control the timing and operation of activities undertaken by students, disruption to learning time should be properly managed and minimised**

Many events can be scheduled and planned in ways which limit the need for students to be out of class. The College should ensure that we do not sanction disruption to class time as a fundamental aspect of any leadership, performance or wellbeing activity and that competing learning opportunities do not unnecessarily undermine our vision for an enriched performing arts and academically focused education.

Processes for monitoring and authorising student release from class ensure that students are supported in their learning and in the development of their leadership capabilities. Students need to be guided in balancing their enthusiasm for their roles, teachers' expectations and the College's demands on their time and energies.

## VIDEO SURVEILLANCE GUIDELINES

The McDonald College has installed video surveillance cameras as a safety measure to protect staff, students and facilities. The Commonwealth Privacy Act 1988 and 2001 amendments apply to all issues relating to the collection, use and disclosure of data collected by The College. The College is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

- Clear signs are in place to alert any person they may be videoed.
- The cameras are in operation 24 hours per day, 7 days per week.

- Screens showing selected areas are in place in locations where child protection concerns need to be considered. These are on real time transmission and recordings are not available to staff with access to these screens.
- No cameras are placed in bathrooms or change rooms.
- Footage is stored in a secure location and is kept on record for five to six weeks, when it is overwritten.
- The IT Manager has the authority to view the recordings on an ongoing basis.
- If an incident occurs in any area the footage referring to that time will be reviewed by the IT Manager, the Principal and appropriately authorised members of management and staff.
- Should footage provide information which has a bearing on the incident, depending on the nature of the incident, disciplinary action will be taken by the College using the footage as evidence or if a criminal act has been committed the footage will be made available to police.
- Where possible, parents/carers will be informed before material that clearly identifies individual students is made available to police.
- All reasonable steps will be taken to protect the privacy of other students shown on the video, but not involved in the incident, should this video be made available to police.

## VIEWING OF FILMS

Through The Office of Film and Literature Classification, the Australian Government provides considered advice regarding the appropriateness of films for viewing by minors. Some of these classifications represent advice to parents, while others reflect legal restrictions.

The McDonald College respects the rights of parents to determine appropriate viewing for their children in light of this advice and will enforce the Law with respect to legal restrictions on films. This is part of our Duty of Care to students.

### Ratings

Office of Film and Literature classification laws state ratings for videos

G For General exhibition

PG Parental Guidance recommended

M 15+ Recommended for mature audiences 15 years and over

MA Mature/Adult – restrictions apply to audiences under the age of 15 – Violence and adult themes

R Restricted – 18 years and over

Videos with M15+ ratings may only be shown to students (age 15+) at the College if the following conditions are met:

- The video has been previewed by the class teacher and the content and educational purpose have been discussed and written permission has been obtained from parents of students in that class.
- Consider the option of showing only a portion of a video that is relevant to illustrate a topic that may not include the “M” type scenes. Professional judgement would be required here.

- M15+ videos will NEVER be shown to students under 15 years of age at school.
- MA and R videos WILL NOT BE SHOWN AT THE COLLEGE.
- Videos with PG ratings will not be shown to Primary aged students unless the same procedure is followed, and parental permission has been granted.

A permission note for showing films to students, outside their classification rating, will be issued by staff.

## VISITORS

We seek to provide an open and friendly learning environment, which values and actively encourages visitors to our College. At the same time, we recognise our duty of care to ensure a safe environment for our students and staff, and we recognise our responsibility to protect and preserve our resources against theft, vandalism and misuse.

- All visitors will be required to report to the Markham House Reception prior to undertaking any activity within the College, where they will be required to sign a “Visitors” book and will be assigned a “Visitors” badge which they must wear at all times within the College. Similarly, visitors will be required to report to reception at the end of their visit to return their badge and to “sign out” in the Visitors book.
- Visitors will be provided with directions as necessary, and will be made aware of any construction works etc that may impact upon their safety or comfort
- The process for managing and monitoring visitors will appear at the main College Reception entrances.
- The Principal reserves the right and has the authority to prohibit any potential visitor from entering or remaining within the College, and also has the authority to invite or exclude people from using or being within the College boundaries outside College operating hours.
- The College’s emergency management procedures will ensure that visitors within the College at the time of any emergency or practice drill will be recognised and be appropriately catered for.