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PRINCIPAL’S WELCOME AND INTRODUCTION TO PRIMARY PARENT HANDBOOK

Dear Parents and Guardians

We count it a privilege to educate each child entrusted to our care. Each child is unique and gifted with God-given talents and abilities to hone and develop. Our heart’s desire is to work together with you and your children to foster the development of the educational, spiritual, physical, emotional and social dimensions of their lives. As Citipointe staff, this is our delight, our vocation and our calling.

Jesus made a very pertinent statement about learning. He said, “Take heed what you hear. With the same measure you use, it will be measured to you; and to you who hear, more will be given” (Mark 4:24). As you embark on this great developmental period of your child’s life, we trust that you will encourage them to give their best efforts, their ‘best measure’, to their studies and their learning.

Rules, frameworks and scaffolding are important to guide and direct growth. The English word ‘rule’ is translated from the Latin regulāre meaning a trellis, something which provides a structure or guide for the growth of a vine or plant. Students may see rules as inconvenient, annoying or restricting to their freedom, but the trellis metaphor indicates that the rules (frameworks) afford students freedom to be the “fearfully and wonderfully made” person that God has destined them to be. Left to itself, a vine will only grow along the ground and not grow up into something beautiful. The trellis helps the plant become its most useful and fulfilling self. This handbook has been developed not only to help you and your children become orientated to College life, but will act as a framework to foster and guide the growth of each student. In it, you will find standards for your children to reach toward, systems and processes to direct communication and actions, and information and expectations relating to staff, parents and students.

On first reading this might seem daunting. However, we recommend that you familiarise yourself with the handbook and keep it on hand. Some parts are clear and simple, others will be better understood as you progress as part of the College community throughout the year. As you become acquainted with the handbook, you will be able to refer to it as needed. For your convenience, electronic copies of the handbook are provided on the College website.

It is my prayer that the College will play a major part in the fruitfulness of your child’s education, both now and in the future. I look forward to seeing that fruitfulness develop.

God bless you.

Ps Brian Mulheran
Principal
GENERAL COLLEGE INFORMATION

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

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

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

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

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

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

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

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

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

The Citipointe Distinctive
OUR CODE OF BEHAVIOUR

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

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

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

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

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

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

As a Christian educational institution, we take this responsibility seriously and ask that parents play their part to ensure that the student experiences the maximum benefit of this partnership.
HEAD OF PRIMARY ADDRESS

Dear Parents and Guardians

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

What does a CCC student look like?

| Caring | Confident | Christian |

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

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

To be **confident**, our students need to be resilient and able to handle success and failure. Appropriate risk taking is required to attempt new things or continue to try when faced with difficulties or challenges. Developing critical thinking faculties is an imperative. Problem solving skills are highly valued by employers, and vital to discerning the value systems and worldviews that prevail in our culture.

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

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

What does a CCC parent look like?

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

Parenting continues to be a challenge for all of us as we attempt to see our children without ‘rose coloured’ glasses and, indeed, bear the pain of allowing them to suffer the consequences of their choices. It is a blessing to remember they, and we, are a work in progress, and that things will not always be this way. Grace to grow is a gift that we all value.
Maintaining clear and appropriate communication is a prerequisite to a successful partnership and we value your expertise on your child as we, at times, hold up a mirror to show other aspects in their interactions within the school context. Home and school hold the same goals – success and growth in as many areas as possible for each child.

What does a CCC teacher look like?

Our teachers form the bedrock of the Citipointe embedded Christian worldview learning experience. As the living curriculum, our teachers infuse every word, attitude and behaviour with their personal faith in Jesus Christ. This belief system allows them to teach Christianly, as opposed to being Christian teachers. Each subject in the curriculum is viewed as an opportunity to understand the nature of God through a particular lens of understanding. As such, our teachers integrate their knowledge of the Bible, their pedagogical skills and their Christian lives to explain and model living a Godly life alongside and within our student body.

This inimitable characteristic is what makes Citipointe a truly Christian school where your children can be taught Christian character and learn more about Jesus while they journey through their educational experience. At Citipointe, education is not only about acquiring knowledge; it is learning truth about our origin, our purpose and our destiny.

Each staff member has been prayerfully considered and is a member of our school community because we believe God has them here for a time and season, for what they will contribute but also for their own growth and development. We share a commitment to excellence, an understanding that we are involved in ministry, and a desire to see every individual flourish.

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

‘Shine as a light so that all may see your good work and praise your Father in Heaven’ (Matthew 5:16) is a Scripture we hope provides the direction for all of us each year. I am looking forward to a successful and enjoyable year together.

Every blessing,

Mrs Ruth Gravestein

Head of Primary
FIRST DAY SUMMARY

Preparatory morning
On the first day of school your child’s name will be on a list attached to the door of his / her classroom.
❖ Parents are asked to drop their Preparatory child at their classroom.
❖ Students should arrive in full dress uniform and bring all their school requirements (books etc.).
❖ Students are asked to bring morning tea and a drink.

There is a Preparatory Parent Welcome Morning Tea at 9:00am in College Hall and all Prep parents are encouraged to attend. This will be followed by a Preparatory Parent Information Session in College Hall from 9:45 - 10:45am. Parents will then be invited to meet the teacher in their child’s classroom from 11:00 – 11:30am before joining our staff in the Prep playground from 11:30 – 12:30pm to share a pizza lunch with new classmates and their families.

Hours of School: Preparatory - Year 6
Daily attendance is compulsory. Lessons commence at 8:40am and finish at 3:20pm. Students are required to be at school well before 8:30am to ensure that they have sufficient time to prepare for their first class.

Parents are requested to ensure students arrive at school between 8:15 – 8:30am when there are staff on duty. Students arriving before 8:15am must be taken to the Library or to the supervising staff in the Quadrangle where they will be supervised until 8:15am. They can then return to their year level designated playground areas to play and get organised for the day. We request that parents ensure their child does not wander the school unsupervised at any time.

Parents are asked to be prompt in picking up their children. Students not picked up by 3:30pm will be taken to Grace House to be supervised as there are no staff members on duty at playgrounds after school.

Years 1 - 6 students
An email is sent advising students of their class and teacher in the week prior to the commencement of school with class lists placed in Citipointe Central on the Friday before school starts. On arrival to school on the first day, students in Years Prep to Year 6 are to proceed directly to their classroom, preferably by 8:15am. Staff will be available in the quadrangle to assist new students and other enquiries as to where to go. All parents are invited to our Welcome morning tea on the first day of school in College Hall from 9:00 – 9:30am. This is a great opportunity to meet other families as well as becoming familiar with our Primary Leadership team.

During the first week of school, parents are most welcome to join us at the College Commencement Assembly starting at 9:15am in the Citipointe Church main auditorium.

Stationery drop off
To assist parents and decrease the congestion in the car parks, parents can drop off their child’s stationery boxes to the classroom on the Friday before school starts between 3:00 – 3:30pm and then join staff and parents in the Quadrangle from 3:30 – 4:00pm for a time of community.

Punctuality
❖ Students are expected to be on time for each lesson/activity.
❖ The first bell is at 8:35am.
❖ Primary students arriving late should sign in at College Student Reception in Grace House and enter their classroom quietly with their arrival ticket so as not to disrupt the learning environment.
❖ It is often detrimental for students and the school program if children are regularly late to school. We appreciate the busyness of family life and increasing Brisbane traffic, but ask that punctuality be made a priority.
Absences

Queensland legislation requires that parents of a child or young person who is of compulsory school age must ensure they are enrolled at a school and that they attend every school day for the educational program in which they are enrolled, unless the parent has a reasonable excuse [Education (General Provisions) Act 2006 (Qld) Ch 9 Part 1 Div 1 S176(1)].

By law, reasonable excuses for student absence may include but are not limited to:

- Being sick or having an infectious disease
- Having an unavoidable medical appointment
- Exceptional or urgent family circumstances e.g. attending a funeral
- Natural disasters – cyclones, bushfire, flood
- Participation in elite arts or elite sporting events

By law, excuses which are not deemed reasonable excuses for student absence include but are not limited to:

- Holiday or vacation outside of the prescribed College term breaks
- Birthdays
- Visiting family and friends
- Minor check-ups or care such as haircuts
- Difficulty with school curriculum
- Reluctance to attend school
- Response to incidents at school such as bullying
- Attend events that are not approved by the College according to the College’s excursion policy, including but not limited to rallies, public displays of dissent, protests and/or conferences

Keeping a student away from their educational program for reasons such as these is not permitted.

By law, requests for holidays or vacations outside of the prescribed College term breaks cannot be approved by the College.

Other headlines of the new Student Attendance policy and processes include:

How to apply for student leave:

(i) **1-2 days** – requests for approval are to be made via Citipointe Central App (or phone 07 3347 5907 or email mail@citipointe.qld.edu.au) and must include all relevant details especially the reason for the absence. Requests for approval must be made prior to 9:30 am on the morning of the absence.

(ii) **3-9 days** – requests for approval are to be made via email mail@citipointe.qld.edu.au (not via Citipointe Central App) and must include all relevant details especially the reason for the absence. Requests for approval must be communicated to the College with a minimum of 5 days’ notice unless the absence is an emergency or unexpected, then it must be communicated to the College prior to 9:30 am on the first day of absence. The Assistant to the Registrars/Attendance Officer will notify you of approval/non-approval.

(iii) **10 days or more** - applications must be made via the Application for Exemption form (https://central.citipointe.qld.edu.au/send.php?id=30776) and submitted to the Principal for approval via mail@citipointe.qld.edu.au. Applications must be communicated to the College with a minimum of 10 days’ notice unless the absence is an emergency or unexpected, then it must be communicated to the College prior to 9:30 am on the first day of absence.

**Note:** Only parents/guardians/carers can apply for a student’s leave. Teachers and other staff members are not permitted to approve leave. Teachers and staff must redirect parents to the proper approval processes and authorities via reference to the College Handbooks or the policy on Citipointe Central.

Medical certificates must be provided if a student is absent for 3 or more days. If an examination and/or assessment is missed due to absence, a medical certificate must be provided to have the examination and/or assessment rescheduled (stricter circumstances may apply to Year 11 and 12 students).

The full policy and associated Application for Exemption from Attendance form can be accessed through the policy index page via the link below: https://central.citipointe.qld.edu.au/homepage/10427
Minimum details required when submitting a request for approval of absence:

- Full name of Parent/Guardian/Carer
- Full name of student
- Year level (Secondary)/Class code (Primary)
- Period of absence start date (first day of absence) and end date (the school date immediately prior to returning to College)
- Detailed reason for absence

Assemblies

A weekly assembly is held in College Hall on Monday afternoons at 2:40 – 3:20pm. Special assemblies are held from time to time, usually in the Citipointe Church main auditorium at a prearranged date. Parents are welcome to attend all assemblies.

Assessment & Reporting

Primary students are assessed regularly throughout the year, including weekly tests for scripture verses, spelling and in lower Primary weekly phonograms and sight words. Further assessment of core unit work is conducted during each unit. A report is issued at the end of each semester, but communication between the teacher and parent is welcome for all curriculum matters at any stage of the school year.

Awards

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

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

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

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

To ensure the safety of all our students during these awards ceremonies, please actively supervise your children and their siblings while they are sitting with you and do not allow them to wander around the auditorium. Thank you for assisting us in this so that all our students are accounted for and being adequately supervised. It would also be appreciated if the dress code of Smart or Business wear could be adhered to, as befits the importance of this occasion.

Class awards (1st and 2nd) are presented for Most Improved, Outstanding Effort and Christian Character. Year level academic awards (1st and 2nd) are presented for each Learning Area in Years 1-6. Preparatory students are presented with (1st and 2nd) in English and Mathematics only.

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

Distinction and High Distinctions in Competitions, Gold Behaviour Certificates and Perpetual Awards are also awarded during these presentations. Parents are informed prior if their child is to receive an award at these ceremonies.
Banking
Citipointe Christian College is excited to offer the Commonwealth Bank School Banking program to all students. School Banking is a fun, interactive and engaging way to learn about money and develop good savings habits. Children who deposit money into their Youthsaver account through school banking earn Dollarmites tokens, which they can save up and redeem for exciting rewards.

For our existing school banking students our School Banking starts on the second Monday back at school. For all new students who may be interested in participating in the school banking program an information session will take place one Monday in February (date to be advised) from 8:15-8:45am in Prep World.

School Banking day is Monday. Each week students need to hand in their yellow deposit books to the classroom teacher for collection. To find out more about the School Banking program and how your child can get involved, please enquire at the Business Office located in Grace House.

Before School
To provide a safe space for our students, the Primary Library will be open and staffed by CCC personnel from 7:00 – 8:15am. From 7:30 – 8:15am, a staff member will supervise students playing in the Quadrangle and on the Year 2/3 playground. At 8:15am students can take their bags to their classroom bag racks and get organised for the day. Prep and Year 1 students are dropped by Before School staff to their classroom. Teachers are on duty in designated play areas from 8:15 – 8:35am. We request that parents ensure their child goes to the Library at these times and does not wander the school unsupervised at any time.

Behaviour Choices
It is the philosophy of our school to engender a culture of encouragement. Each class teacher implements their own in-class behaviour recognition system that may involve stickers, stamps, prizes etc. The college gold behaviour certificate, awarded at the annual Primary Awards evening, is for staff to further reward students who continually make wise choices in their behaviour and school work.

Citizenship Certificates
At Assembly a Citizenship Award will be presented to two students from every class mid-term by their class teacher and end of term by Specialist teachers. Our PLUMS program provides a school wide common language and clear expectations about the values we endeavour to inculcate. The basis for receiving this recognition will be a consistent display of Outstanding Citizenship reflective of, but not limited to, PLUMS:

- **P:** Consistently punctual to lessons, arrives on time and packs up in an orderly manner, hands homework and other tasks in on time.
- **L:** Keeps personal areas tidy and contributes to classroom cleanliness.
- **U:** Presents self in a tidy manner, consistently wearing the correct uniform.
- **M:** Consistently displays appropriate manners to adults and peers.
- **S:** Displays Christlike care and concern for others in actions and words.

A photo of these students will also be displayed on the notice board in the Quad outlining the reason for their selection. These student names will also be included in the Primary Newsletter.

During weekly Assembly, Mrs T O’Sullivan will be educating the students regularly about the different aspects of what it means to fulfil the 4Cs of being a Citipointe student – caring, confident, Christian and a good school citizen. Participation in Friendship Stop, Community Outreach and being a Year 6 Leader are some of the practical opportunities for our students to actively serve our community. Our younger students are also given opportunities to serve within their classroom setting.
Student of the Week
❖ Positive reinforcement is an effective means of fostering a spirit of excellence and building student self-esteem. One formal procedure in the Primary school is that of Student of the Week.
❖ The purpose of this award is to publicly acknowledge, during Assembly and in class, students from each class who have demonstrated a spirit of excellence.
❖ Selection criteria includes, but is not limited to, academic performance, sporting endeavours, creative arts, thinking skills, significant improvement in performance, effort, Christian character and good behaviour.
❖ These student names will also be announced on Citipointe Central.

Detentions
❖ Detentions are considered serious. The number of detentions will be collated and result in a band amendment. At the beginning of each term, students are given the opportunity to begin afresh and are returned to Band 3. We offer a new start each term and hope that this experience of Grace (freely given, unmerited favour) will increase students’ determination to make wiser choices.
❖ Instant Detentions - these actions result in the consequence of an instant detention.
   - Bullying (persistent anti-social behaviour)
   - Any violent behaviour
   - Criminal actions - instant level drop
   - Sexual harassment
   - Wilful disobedience
❖ Detentions are completed in the Supervision Room (A4). The teacher issuing the Detention is to set an appropriate task for the student to complete.
❖ Specialist teachers are responsible for issuing detentions for behaviours that occur during their lessons.

An overview of the processes involved in issuing detentions at different year levels is provided for your information:

Prep
❖ Instant Withdrawal Consequence
   Examples of actions that result in the consequence of an instant withdrawal from a class or breaktime activity.
   - Continued/repeated anti-social behaviour
   - Continued/repeated disruptive behaviour
   - Any violent behaviour
   - Wilful disobedience
   - Dangerous play
   - Incorrect character choices

❖ Steps
   - Step 1 – After 3 withdrawals in a term, teacher/parent interview
   - Step 2 – After 6 withdrawals in a term, school leadership/parent interview
   - Step 3 – After 9 withdrawals in a term, school leadership/parent interview
   - Step 4 – Interview with the Head of Primary regarding enrolment

Year 1 – Year 2
❖ Instant Detentions
   Examples of actions that result in immediate detentions.
   - Bullying (persistent anti-social behaviour)
   - Any violent behaviour
   - Criminal actions - instant level drop
   - Sexual harassment
   - Wilful disobedience
   - Incorrect character choices
Steps
- Step 1 – After 3 detentions in a term, teacher/parent interview
- Step 2 – After 6 detentions in a term, school leadership/parent interview
- Step 3 – After 9 detentions in a term, school leadership/parent interview
- Step 4 – Interview with the Head of Primary

Year 3 – Year 6
❖ Instant Detentions
Examples of actions that result in immediate detentions.
- Bullying (persistent anti-social behaviour)
- Any violent behaviour
- Criminal actions - instant level drop
- Sexual harassment
- Wilful disobedience
- Incorrect character choices

❖ Steps
- Step 1 – After 3 detentions in a term, an Out of School hours detention on a Friday afternoon
- Step 2 – After 6 detentions in a term, an In-School suspension + parent/school interview
- Step 3 – After 9 detentions in a term, an Out of School suspension + parent/school interview
- Step 4 – Discussion with the Head of Primary

Discipline Guidelines

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
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<tbody>
<tr>
<td>Uniform</td>
<td></td>
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<tr>
<td>- Failure to wear sports uniform</td>
<td>- Note home and prohibited from sport</td>
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<tr>
<td></td>
<td>- Repeated occurrence – possible detention</td>
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<tr>
<td>- No hat</td>
<td>- Child not permitted to play in the sun</td>
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<td></td>
<td>- Repeated occurrence – possible detention</td>
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<tr>
<td>- Incorrect uniform etc.</td>
<td>- Warning / uniform infringement / detention</td>
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<tr>
<td>Homework</td>
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<tr>
<td>- Incomplete</td>
<td>- Class behaviour program</td>
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<tr>
<td></td>
<td>- Lunchtime supervision until task is completed</td>
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<td></td>
<td>- Repeated occurrence of incomplete homework</td>
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<td>- Parents advised</td>
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<td></td>
<td>- Possible detention until task completed</td>
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<tr>
<td></td>
<td>- Continued pattern of incomplete homework</td>
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<td></td>
<td>- Parents advised</td>
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<td></td>
<td>- Possible detention issued</td>
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<td></td>
<td>- Possible referral to Student Care Coordinator</td>
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<tr>
<td>Minor Offences</td>
<td>- Warning</td>
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<td></td>
<td>- Class Behaviour Program</td>
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<tr>
<td>- Repeated occurrences</td>
<td>- Parents advised</td>
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<td>- Possible detention</td>
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<td></td>
<td>- Possible referral to Student Care Coordinator</td>
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<tr>
<td>Foolishness or Rebellious Behaviour</td>
<td>- Parents advised</td>
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<tr>
<td>- e.g. insolence, cheating, fighting, stealing, graffiti, lying, swearing, crudeness, dangerous play, truancy, wilful destruction of property</td>
<td>- Possible referral to Student Care Coordinator (Head of Primary notified)</td>
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<td></td>
<td>- Behaviour Recognition Program – Friday detention, in school suspension, out of school suspension</td>
</tr>
<tr>
<td>Continued Pattern of Misbehaviour</td>
<td>- Referral to Head of Primary</td>
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<td></td>
<td>- Suspension</td>
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<td></td>
<td>- Exclusion from College</td>
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<tr>
<td>Continued Misbehaviour Despite Monitoring</td>
<td>- Referral to Head of Primary</td>
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<tr>
<td></td>
<td>- Suspension</td>
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<td></td>
<td>- Exclusion from College</td>
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Discipline Process
For inappropriate choices, students receive warnings and opportunities to make wiser choices. If punishments (e.g. detentions) are issued, these are so that students understand that choices elicit consequences. The goal of discipline is repentance and restitution.

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

The following more severe actions result in the issuing of an instant detention and or an in-school or external suspension.
- Bullying (persistent anti-social behaviour)
- Any violent behaviour
- Criminal actions
- Sexual harassment
- Wilful disobedience

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

There is also an emphasis on Pastoral Care to support our students and every teacher is committed to the wellbeing of our students. We also have opportunities for further assistance by our Pastoral Care Assistant and our Student Care Coordinator Prep – Year 6 boys, and Student Care Coordinator Prep – Year 6 girls. Several students are being followed up regularly with parents kept informed, and much time is devoted to clarifying the details of incidents that occur. In any incident, the classroom teacher should always be the first port of call.

Supervised Room
During lunch every day, room A4 will be designated as a supervised room. This room will be supervised by a teacher for the duration of the 40 minutes for teachers and students to use for a variety of reasons.

❖ Detention
Students who have received a detention are placed in a quiet uninterrupted section of the room to complete the punitive task they have been set by the staff member who issued the detention. They eat their lunch, spend time completing a set task and are encouraged to reflect upon their actions and choices with the supervising teacher. The goal of detentions is to help students understand that unwise actions and decisions have unfortunate and unpleasant consequences. Accumulating detentions has far-reaching and serious consequences. A general breakdown of the 40-minute lunch session would be:
- 10 minutes eating
- 20 minutes completing detention task
- 10 minutes to have a drink and go to the toilet

❖ Set tasks
It is appropriate for students who do not complete class work to be asked to complete this at home through a note in the Diary communicating to parents the reason. To develop responsibility and an understanding that there are expectations on students to complete set tasks, the supervised room may be used in a non-punitive manner to give students a quiet place to complete unfinished class activities or homework. A general breakdown of the 40-minute lunch session would be:
- 10 minutes eating
- 20 minutes completing task
- 10 minutes to have a drink and go to the toilet

❖ Special Needs
A small number of students require some supervision to enable them to eat their lunch. This is not meant to be a punitive situation. These students may eat their lunch with one or two friends in the supervised room and then go and play.
Primary Out of Bounds Areas

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

All playgrounds are out of bounds before 8:15am and after 3:20pm unless students are supervised by parents or a teacher.
Business Office
The following information is set out in the CCC Business Office Handbook:
❖ Contract of Enrolment
❖ Standard Collection Notice
❖ Credit Policy
❖ College’s Schedule of Fees
❖ Overseas Students Course Fees
❖ Citipointe Christian College International Course Fees
❖ Customer DDR Service Agreement
❖ Direct Debit Request
❖ Credit Card Request
❖ Voluntary Building Fund
❖ Development Office
❖ College Uniform Store Hours
❖ Uniform Price List
❖ Bus Regulations
❖ Bus User’s Policy
❖ Bus – Request for School Bus Transport

Calendar 2020
Please refer to the College website.

Canteen
❖ Citipointe uses an online Canteen ordering process.
❖ The school Canteen operates five days a week from the canteen in Millis building.
❖ Year 1 students are not permitted to visit the Canteen and orders should be limited to Morning Tea only.
❖ Students in Year 2 – 6 can access the Canteen when the bell rings for lunchtime. They are to remain seated outside the music room to consume their purchases and put their rubbish in the bin. A teacher will be on duty to supervise the students. Students are expected to remain seated while still eating. If they have finished they are to remain seated until the whistle has blown for them to go to play. The Canteen will close 5 minutes before the end of lunch so that students have finished eating before classes recommence.
❖ In the Primary school the envelope system is gradually being phased out in preference for the online system. Both are used for Canteen orders for morning tea. Students should mark their order on the front of a sealed envelope, with the correct money enclosed and place in the class Canteen box.
❖ The class order for Primary grades should be delivered to the Canteen before 8.45am and are then collected by class monitors at 10:40am.
❖ Students who inform the teacher that they do not have food for morning tea or lunch will be provided with simple food from the Canteen. Parents may be billed for this.

Classroom Rules and Expectations
Students should:
❖ Line up quietly outside rooms and wait for the teacher.
❖ Enter and leave classrooms in an orderly fashion.
❖ When an adult enters a classroom for the first time, upon the instructions of the teacher, stand and politely greet them.
❖ Sit on chairs properly and keep desks, bag racks and tidy trays neat and tidy.
❖ Be a good listener and do not disrupt others or talk unnecessarily in class.
❖ Be courteous at all times.
❖ Do not eat or drink, except water, in classrooms.
❖ Keep the classroom clean and tidy.
❖ Should not be in classrooms without teacher permission and supervision.
❖ Only bring school sanctioned devices on campus.
Class Placement Requests

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

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

College Houses

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

<table>
<thead>
<tr>
<th>House Name</th>
<th>ASHER</th>
<th>EPHRAIM</th>
<th>JUDAH</th>
<th>LEVI</th>
</tr>
</thead>
<tbody>
<tr>
<td>House Colour</td>
<td>Red</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
</tr>
</tbody>
</table>

School House Honour is a program organised by Mrs Toni O’Sullivan the Head of Pastoral Care. Using the acronym PLUMS students are reminded, encouraged and appreciated for their efforts through the awarding of House points to focus on these areas. Sports shirts in house colours are available from the College Uniform Store.

- **Punctual**: Consistently punctual to lessons, arrives on time and packs up in an orderly manner. Hands homework and other tasks in on time.
- **Litter**: Keeps personal areas tidy and contributes to classroom cleanliness.
- **Uniforms**: Presents self in a tidy manner, consistently wearing the correct uniform.
- **Manners**: Consistently displays appropriate manners to adults and peers.
- **Spirituality**: Displays Christlike care and concern for others in actions and words.

College War Cry

Citipointe! Citipointe! Who are we?
Heads held high for all to see,
All for One we bow the knee.
Citipointe! Citipointe Strong are we!

College Publications

- **“Our Citipointe** is a College magazine produced each Semester. This is posted to parents of Citipointe Christian College. Our Citipointe will also available on our web page under College News.
- **Review** is a full colour magazine published by the Development Office of Citipointe Christian College, and posted to families, alumni, and other supporters of the College. It reports the success of past students of the College.
- **The College Annual** is the major magazine published at the beginning of each academic year, containing full reports and photographs on all College activities and groups for the previous calendar year.
- Information will be uploaded to Citipointe Central which is the main portal for all specific classroom and student information.
- Additional information can also be found on the Primary pages of the website.
Communication

With the introduction of Citipointe Central, the channels of communication with parents have been reviewed as per the College’s Communication Policy which can be found on the Parent Dashboard under the Forms and Policy tile.

Citipointe Central is the main area parents can access information about curriculum, class and year level. In addition to information found here, the College seeks to communicate with parents primarily via text, phone and email. To do so, it is necessary for parents to supply current mobile numbers and email addresses. Thank you for assisting us to communicate with you more efficiently and effectively by advising any change of details via Grace House reception.

For non-urgent matters, the diary continues as the main method for individual communication from parent to teacher and vice versa. Reports will continue to be populated and generated out of Synergetic. Also, please remember to regularly check the Calendar in Citipointe Central for upcoming events that may affect your family.

Conflict / Bullying

At Citipointe, all students have the right to learn and play in a safe environment. Students may experience conflict because of their immaturity and developing social skills.

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

If a student who is involved in a negative social incident is able to calm down, articulate their feelings and change their behaviour, then conflicts can be resolved positively. Students are encouraged to attempt to solve these conflict situations and to access an adult to assist as required.

❖ Bullying Definition:
- Bullying refers to deliberate and repeated negative behaviour towards others.
- The intent is to hurt, injure, embarrass, upset or cause discomfort to others, thus affecting their security, happiness and self-worth.
- It is often unprovoked and can be expressed physically, verbally and psychologically.
- Staff encourage students to report these incidences as well as utilise these strategies:

  1. IGNORE
  2. KIND WORDS
  3. FIRM WORDS
  4. WALK AWAY
  5. REPORT

Forms of Bullying

1. Physical Bullying
   e.g. pushing, fighting, punching, kicking, damaging property
2. Verbal Bullying
   e.g. comments about appearance, race, cultural beliefs, disability, weaknesses and family etc. through: put-downs, teasing and taunting, rude comments, joking, mocking, mimicking, threats and shouting
3. Non-Verbal Bullying
   e.g. ignoring, rude gestures, hiding possessions, writing notes, looks and body language used to intimidate others
4. Extortion Bullying
   e.g. forcing students to hand over lunches / money / or to do homework etc.
5. Exclusion Bullying
   e.g. deliberately and unnecessarily excluding others from social activities (such as playground games), starting or spreading rumours etc.

At Citipointe Christian College any form of bullying is unacceptable.
Guidelines for Students Who Have Been Bullied
❖ If they know bullying is going on or are being bullied SEEK HELP or REPORT IT.
❖ Bullying can be reported to any teacher on playground duty or to the classroom teacher.

College Procedures for Dealing with Bullying

Step 1 Students found to be bullying will be interviewed by a member of staff. They may be placed on detention and this will be noted in College diary for the parents to sign.

Step 2 Further bullying will result in parents being contacted. The student/s will be interviewed by the Student Care Coordinator (Boys) and (Girls). They may be placed on detention.

Step 3 Continued bullying may result in an in-school suspension and a meeting of the student/s, parent/s with the Student Care Coordinator (Boys) and (Girls) or Head of Primary.

Step 4 Withdrawal from the College, at the discretion of the Head of Primary and Principal, will be considered when there is no positive response from the student/s to the discipline process (Steps 1-3) and the bullying continues.

Parent Guidelines for Dealing with Bullying
If your child reports an incident of bullying, please first ask your child if s/he has reported the incident to a member of staff. If necessary, make an appointment, via the office, to see the member of staff concerned. If bullying continues, please make an appointment with the Student Care Coordinator (Boys or Girls).

Curriculum Overview
Our curriculum is robust, appropriate and meets the Australian Curriculum requirements. Curriculum information pertaining to individual classes as well as year level information is available on Citipointe Central, accessible via the College website / Parent Portal. More general subject information is available on the College website under Curriculum / Primary school, then select subject area of interest or within the Learning section of each Year Level page of Citipointe Central.

ENGLISH
❖ Reading:
- Preparatory – Year 2 focus on Phonics to teach Reading. The Home Reading Program supports the work done in class. Reading skills are consolidated and extended at an individual pace using strategically selected technology, including Reading Eggs and a range of appropriate Apps.
- Year 3 – Year 6 use an Independent Reading Program, Guided Reading groups and whole class Shared Reading (in Year 4 – Year 6) to maintain a high standard in Oral Reading, along with access to the Reading Eggpress program online. Comprehension Skills are taught as a whole class and also utilised in individual and group learning.

❖ Genre Writing:
- Writing Genres covered include Recount, Narrative, Information Report, Biographical Profile, Persuasive letter, Discussion and Explanation texts.
- Writing Skills focus on Punctuation, Grammar, Vocabulary, Sentence Structure and Handwriting.
- A variety of Spelling strategies are taught as a whole class and utilised in individual and group learning.

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

❖ Listening:
- Listening, participating in discussions and following directions are important skills that are developed.
MATHEMATICS
As part of a whole school approach the Targeting Mathematics Program is used from Preparatory to Year 6. Year levels may also have the added benefit of an extra Maths teacher which creates smaller class sizes.

The content is taught by teacher directed activities, class discussions and group work, with an emphasis on hands-on activities. These teaching strategies are augmented and complemented using strategically selected technology, including the Targeting Maths App as well as the IXL online Maths program.

To cater for varying levels of Maths ability, the more mathematically capable students are placed in a class together, with those requiring greater individual attention also separated into a class with smaller numbers. Students identified as requiring extension and enrichment of their Maths learning are accommodated through opportunities provided by our Learning Extension department.

INTEGRATED STUDIES
❖ In Preparatory and Year 1 Science based units are taught in four and a half week blocks across a nine-week unit cycle, while History and Geography based units are taught in alternating semesters in nine-week unit cycles.
❖ In Years 2 - 6 Science based units are taught in nine-week blocks, while History and Geography based units are taught in alternating semesters.
❖ In all year levels, these units also integrate English, Christian Studies, Technology and Thinking Design skills where appropriate. This enables focus to be maintained on the content of a Key Learning Area e.g. Science. This content is taught through whole class discussion and consolidated through small group activities. Excursions and on-campus activities may also be utilised to extend the learning that occurs in the classroom.

CHRISTIAN STUDIES
A Christian focus is integrated into all units of work with separate weekly Christian Studies lessons as well. Other activities include daily classroom devotions and weekly Chapel services. All subjects are taught through a Christian worldview, where we seek to understand God through the particular disciplinary lens, known as a Key Learning Area.

EAL/D (English as an Additional Language or Dialect)
Approximately one in four students in Prep to Year 6 at Citipointe have a language other than English as a foundational language, or are consistently exposed to another language at home.

The role of the four EAL/D teachers includes the following:
❖ Development of an EAL/D program in the macro skills of English Listening, Speaking, Reading and Writing for each year level from 1 to 6, with the EAL/D program reflecting consideration of the year level, academic objectives;
❖ Provision of a withdrawal program, for small groups of ESL students for up to 4 lessons per week. This program is for students whose English language use has been assessed according to the Languages Australia NLLIA ESL Bandscales, as being at an intermediate level;
❖ Provision of a withdrawal program, for small groups of ESL students for up to 10 hours per week. This intensive program is for students whose English language use has been assessed according to the NLLIA ESL Bandscales, as being at a beginner level;
❖ Assessment of new EAL/D enrolments in up to 4 English language areas - Listening, Speaking, Reading and Writing - according to Independent Schools Queensland (ISQ) standards, the NLLIA ESL Bandscales;
❖ Assessment of EAL/D enrolments at the end of Semester 2 in Prep, in up to four English language areas - Listening, Speaking, Reading and Writing - according to the national standards, the NLLIA ESL Bandscales;
❖ Twice yearly, Semester assessment and progress reporting to parents of ongoing EAL/D student’s progress, according to Levels 1 to 7 of the NLLIA ESL Bandscales;
❖ Making recommendations regarding academic support for EAL/D students;
❖ Regular liaison with Student Support and Extension staff and reporting back to class teachers regarding EAL/D individual students; and
❖ Providing an academic bridge for student transition long-term to the mainstream class program without the need for any additional English support.
After assessment by an EAL/D teacher, parents are advised as to their child’s EAL/D needs, number of lessons/hours per week and the specific skills (Reading, Writing, Listening, Speaking) being targeted. As the child improves to the required level, EAL/D lessons may be reduced or discontinued.

Students involved in EAL/D lessons will most often participate in these classes during Language Education times and therefore may forgo learning a second language until their English skills improve. If students are involved in four EAL/D lessons a week or in the ten hours per week Intensive program, they may also miss out on other Specialist lessons e.g. Art and Music etc. Therefore, they will not be assessed or reported on in these areas. Parents will be communicated with individually by the class teacher, regarding their child’s timetable and classes missed.

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

Each classroom has an interactive white board and dedicated teacher computer as well as 6 student computers for group or individual work. The school is also equipped with 2 computer labs, each containing 30 student computers and an interactive whiteboard. In Prep - Year 3, each class has access to 1:1 school owned student iPads to use in individual, group or whole class activities as determined by the task requirements. Our iPad initiative for students in Year 4 - 6 means that each student will provide their own iPad.

HPE (Health and Physical Education)
Health lessons provide our Primary School students with lessons and activities that focus on learning valuable life skills related to health and how it influences and is influenced by personal, social, and community factors.

❖ Physical Education: Years Prep – 3
The Physical Education Program for Years Prep - 3 aims to challenge our students to grow and develop through a wide range of activities that include: fundamental gross motor skills, body management/movement exploration, athletics, ball handling, striking activities and game play. The swimming program in Term 1 and Term 4 also enriches the curriculum by providing opportunities to learn survival skills and practise stroke development. Many of these skills are showcased and celebrated at the annual House Swimming Carnival and Athletics Carnival. Dates for these events can be found on the Calendar section of Citipointe Central.

❖ Physical Education: Years 4 – 6
A greater emphasis on game play, athletic performance and swimming stroke development highlights the changing focus of the Physical Education Program during the middle and upper years. Students are led to develop the skills of team work and tactical play through the Games (Basketball and Football) Program and Athletic Performance (High Jump, Shot Put, Discus, Long Jump, Sprints and Distance Running) through the Track and Field Program. Swimming stroke development and survival skills are also further developed from the foundational skills fostered during the lower primary swimming program.

Students also participate in House and Interschool sports competitions which present opportunities to compete in a wide range of sports and through a variety of contexts. The Cross Country, Athletics and Swimming House Carnivals are held in Term 1, Term 2, and Term 4 respectively. These competitions also provide an avenue for our students to discover their God-given talents in specialised fields and earn representative honours at School, District, Regional and State level.

❖ Health Education: Years Prep – 6
Following the release of the draft framing documents of the National Curriculum, Citipointe took strides towards the implementation of the health curriculum and its introduction has been earmarked by thought provoking and engaging lessons. Health lessons provide our Primary School students with lessons and activities that focus on learning valuable life skills related to health and how it influences and is influenced by personal, social, and community factors. Our students enthusiastically investigate the challenges that are raised through these lessons which address pertinent health issues of sun safety, personal (physical, emotional, spiritual, cognitive, social) development, water awareness and lifesaving.
 Primary Sports Program
Sport is an integral part of life at Citipointe Christian College and our students are provided with an extensive range of opportunities to cater for their interests and abilities.

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

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

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

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

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

 Core Sports – Cross Country, Track & Field, Swimming
Cross Country, Track & Field and Swimming are the core sports at Citipointe Christian College. Development programs for our core sports are conducted on a seasonal basis to complement the representative trials conducted by the District (Mount Gravatt), Regional (Metropolitan East), State (Queensland) and National Sporting Associations. In addition to these opportunities to earn individual representative honours at District, Regional, and State level, Citipointe students also compete in the Christian Schools Sporting Association Championships (Cross Country, Track & Field and Swimming). Primary School students who show ability in a core sport are invited to the Synergy – Athlete Development Program.

 Synergy – Athlete Development Program
The Synergy Athlete Development Program was established to increase the opportunities available to our students to access the highest quality coaching that the state has to offer, right here on the college grounds. Synergy is structured to develop all fitness components with an emphasis on speed, strength, endurance and power. Our vision is to see our students participate in a fun and enjoyable program designed to direct, support, and assist them to train and hone their skills towards improving their personal bests and optimising their athletic potential so as to enable the realisation of their God-given gifts in the sporting arena.

 Synergy – Cross Country and Track & Field squads
In 2012, an alliance with the professional athlete development company, Acceleration, was established within the primary school with the aim of bolstering our Athlete Development program. “Acceleration is passionate about: helping young people achieve their sporting goals, educating them to include sport and exercise throughout their lives and giving kids the confidence to perform at his or her best.” Through the Primary Cross Country and Athletics Squads Years 4 - 7 students have had the privilege
of working with Acceleration and made significant strides towards achieving their sporting goals. Acceleration’s sessions form a large part of the Athlete Development program and are conducted within the Primary School through Terms 1 - 3. Afternoon sessions are open to all interested students and take place on Mondays and Wednesdays at the college oval. Morning sessions (7:10am - 8:00am) take place on Tuesdays and Thursdays and commence in College Hall. Morning session places are by invitation only by the Primary Head of HPE and Sport.

❖ **Synergy – Swim squad**

Citipointe’s Head Swim Coaches Mrs Gayle Dibble and Ms Ann Marie Chng direct the Synergy squad program in the weeks leading up to the District (February) and CSSA (November) representative meets. Quality technique development is the focus of the Synergy coaching sessions. Morning and afternoon squad session places are by invitation only by the Primary Head of HPE and Sport.

The sports field is a wonderful testing ground where characters are forged, and memories are created. It’s the place where dreams are realised, and life-long friendships are made. Our motto is ‘Set no limits’ (Philippians 4:13).

**LANGUAGES EDUCATION (Languages Other Than English)**

Languages Education is introduced to students from Prep. The learning outcomes encourage students to:

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

French and Chinese are offered from Prep to Year 6. In Prep, students experience an alternating semester of each language. Year 1 – Year 6 students select one of the two languages and commit to learning this for the year, for 2 periods a week.

**EAL/D and Learning Support students will undertake EAL/D and Learning Support Lessons during their Languages Education times wherever possible.**

**MUSIC**

Our Citipointe Music program offers students an opportunity to learn fundamental principles of musicality during weekly specialist lessons as explained in the following overview.

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❖ **Aspects covered within the Classroom Music Curriculum Program:**

- Musical Elements
- Aural Training
- Listening: Appreciating, Discriminating, Aural Training, Musical Memory
- Vocal training Melody - solfege (Kodaly)
- Rounds / Canons
- Instrumental Development: Various percussion instruments - Orff Schulwerk
- Written Work: composing simple melodies, songs
- Musical Terms and Conventions
- Motor Skills / Coordination: dance, movement, part work.
- Musical Appreciation
- Biblical Perspectives / Values: Praise and Worship
❖ Year 3 String Program
This program provides all Year 3 students with the opportunity to learn the violin, viola or cello for one semester. Students attend a weekly music lesson where they are taught the necessary skills to perform and play on their instrument. Students are provided with an instrument and music book free of charge for the semester in which they are learning. The program concludes with a finale concert at the end of the semester.

❖ Year 5 Band Program
Each Year 5 class takes part in the Year 5 Band Program for one semester. For the first 3 weeks of this program, students are given the opportunity to trial the flute, clarinet, saxophone, trumpet, French horn, trombone, euphonium and drums. Through a multi-stranded testing process, students are placed on the instrument they are most suited for and for the remainder of the semester focus on developing their skills on that instrument. Each student is given an instrument and music book to use free of charge for the remainder of the semester and attend weekly lessons. The program concludes with a finale concert at the end of the semester.

EXTRACURRICULAR ACTIVITIES
Students have opportunity to be involved in other activities, at some additional cost, including:
❖ Academic Competitions: Students nominated by the school participate in International / National Competitions in English, Mathematics, Computing, Science, Spelling and Writing.
❖ Chess Club: Gardiner Chess offers outside of school hours chess lessons for Years 1 – 6 students in Terms 1 - 4, and Preps in Term 4. Lessons are for 1 hour each and are held at the primary school. Registration and payment is made directly with the organisation and can be made term by term or a discount is offered if paying for the year in one payment.
❖ Citipointe Swimming Club / Swimming Squad: The school provides an introductory swimming program, using professional coaches. Students are encouraged to join Citipointe Swimming Club to further their skills.
❖ Coding Club: Junior Engineers offers outside of school hours coding and robotics lessons for Years 2 – 6 students in Terms 1 – 4. Lessons are for 45 minutes each and are held at the primary school. Mid and end of year holiday coding camps are also available. Registration and payment is made directly with the organization.
❖ Soccer: Saturday Soccer through the Mansfield Eagles.
❖ Speech and Drama: Specialist teachers offer private tuition. For further details, please see the “Academy of the Arts Instrumental, Voice, Speech & Drama” brochure at Grace House reception or on the College website.

Academy of the Arts
A variety of extracurricular activities are also available through our Academy of the Arts facility. These include:

❖ Choral Program
The Choral Program involves over 220 students divided through three choirs with a year-round commitment. Students may be offered, by audition, a place in the Tiny Trebles (Prep & Year 1), Vivace Voices (Years 2 & 3) or the Concert Choir (Years 4, 5 & 6). Limited places are available for each choir and due to popularity, waiting lists are compiled. These choirs represent the College at various events and competitions throughout the year.

❖ Instrumental Music Lessons
All students in the Primary School from Years 1 to 6 can learn a musical instrument through the Academy of the Arts Program. The instruments available are:
- Bass Guitar   - Bass Clarinet   - Baritone   - Cello   - Clarinet
- Cornet   - Double Bass   - Drumkit   - Euphonium   - Flute
- French Horn   - Guitar   - Orchestral Percussion   - Piano/Keyboard   - Saxophone
- Trombone   - Trumpet   - Tuba   - Viola   - Violin
- Voice (Year 4-12 Students Only)

Lessons are held weekly during class time on a 4-week rotational basis with highly qualified Instrumental Music Tutors. Year 1 students are recommended to either commence lessons on the piano or the violin. For more information regarding the Academy of the Arts Program.
Primary Instrumental Ensembles

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

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

For any questions regarding the Instrumental Music Program at Citipointe Christian College please contact academyofthearts@citipointe.qld.edu.au.

VISUAL ARTS

The Visual Arts program at Citipointe Christian College has been thoughtfully designed to give students the opportunity to:

❖ Grow, develop and express themselves through visual art.
❖ Deepen their relationship with their Creator by using their creative abilities as an act of worship, as a form of witness and as an exploration of their faith.
❖ Develop versatile, creative thinkers who can interpret visual symbols in our visual society.
❖ Create flexible students who have the capacity to problem solve through exploring, experimenting and discovering.
❖ Communicate non-verbally using 2D and 3D media while developing a repertoire of skills and a deeper understanding of visual art through which to create a solid creative foundation.

Prep and Year 1 students participate in acquiring art skills with their own class teacher by exploring a range of mediums and techniques.

Students from Years 2 - 6 have one art lesson per week with the Primary Art Teacher. These students study a different artist each term, as well as build upon knowledge of the art elements and principles from previous years. Parallels between what the students are focusing on in art and what the students are learning about in class are developed as much as possible. Different art media is used each term to complete drawings, paintings, sculpture and printmaking.

Curriculum Unit Overview

Please see Citipointe Central for each year level’s detailed overview of study units.

Educational Excursions

During the school year, on several occasions, your child will be required to leave the school grounds or participate in activities that are different to the normal school routine. School educational on-campus and external excursions are linked to the curriculum and designed to enhance student understanding of concepts being covered. Every year level is different regarding the number and type of excursions and on-campus activities they may be involved in. Information about the excursion will be placed on Citipointe Central, including consent forms.

Specific parental permission is required for students to attend each excursion. The consent form will be sent home and must be signed and returned before the student can attend the excursion / incursion. If no signed consent form is returned, unfortunately the student will be unable to attend the excursion and will be supervised in another classroom. This procedure needs to be followed to fulfil our Duty of Care legal requirements. The College includes these costs within the inclusive fees. This amount covers all costs including bus fares and entrance fees to all educational excursions. We request that parents attend excursions only in a prearranged official supervisory capacity. Therefore, parents will need to make alternative arrangements for the care of siblings, so that parents can fulfil their supervisory roles. For some excursions, parents who attend may be asked to contribute to the cost and to provide their own transport to and from the facility.
Evacuation and Lockdown Procedures

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

Lockdown
In the event of a lock down, the specific lock down siren will sound. The College will be placed under “lockdown” when an extraordinary event occurs which is an immediate threat to the lives or safety of College staff, students and visitors. Such events might include:
❖ A dangerous, unauthorized person on campus (with or without a weapon);
❖ Gunshots fired, or the potential for gunshots to be fired in or near the College; and/or
❖ An emergency situation occurring in the vicinity of the College.

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

These procedures are practiced and reviewed in regular drills.

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

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

In the case of any student who presents to Health Bay with vomiting, diarrhoea or a temperature above 37.9°C, the student’s parents or relatives will be contacted immediately and asked to make arrangements to collect the student from school as soon as possible. These students are required to be kept home for at least 24 hours until symptoms subside except in the case of diarrhoea, which needs to be assessed by a doctor. Therefore, it is important that the school is kept up to date with at least two current contact numbers, and two emergency contact numbers, one of whom can take your child home if you are unable to.

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

To ensure our medical records and emergency contact details for each student are current, a student medical information form should be completed at the beginning of each year for each child. These can be collected from Health Bay or downloaded from the College Website Parent Portal.
Medication:
In keeping with school policy, the only medication students may keep with them is Epipens, individual antihistamines and asthma medication; All other medication is to be handed in to Health Bay at the start of the day. This should be labeled with the student’s name. An “Authority to Administer Medication” form can be collected from Health Bay and should be presented to the First Aid Officer with the relevant medication.

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

Infectious Diseases Policy:
In the case of infectious diseases, school policy is that students should be kept home until the symptoms have cleared. This includes (but is not limited to): conjunctivitis, chickenpox, cough and cold viruses, diarrhea, mumps, measles, German measles, nausea and vomiting, ringworm, school sores, whooping cough and untreated head lice. Not only are these ailments highly contagious but sending students back to school prematurely could hamper the healing process. By adhering to these guidelines, you are helping us to keep the College a healthy, happy place for all our students.

Homework
Homework is seen as a vital part of the overall training process for students. It can assist the development of disciplined study habits and be an effective means of revising and practising what has been learnt in the classroom. As a general guide, students should be doing homework a minimum of four nights a week. Time will also need to be allocated for projects and preparation for tests or exams, particularly in upper primary, and may require time to be spent on weekends. Further information regarding Homework is available on Citipointe Central. Success with homework and study depends on establishing a routine that includes a designated space to study at a set time each day.

Time
As a general guide for students and parents, the following times are suggested for each Year level:
❖ Preparatory – 10 minutes per night
❖ Year 1 - 20 minutes per night
❖ Year 2 - 20 minutes per night
❖ Year 3 - 25 minutes per night
❖ Year 4 - 30 minutes per night
❖ Year 5 - 40 minutes per night
❖ Year 6 - 45 minutes per night

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

Scripture Memorisation
The memorisation of Scripture is seen as an important part of the spiritual life of the College. 2 Timothy 3:16 states that, "All Scripture is given by inspiration of God and is profitable for correction, and for instruction in righteousness". Each week, students are encouraged to learn a verse of Scripture. This Scripture is selected by teachers at each year level, as appropriate to the students’ age and needs or relevance to current units of work being covered. It is recommended that each verse is taught in relation to its context.
Independent Reading Program (Accelerated Reader)

Confident reading and comprehension skills are vital for academic success. The Accelerated Reader (AR) Program is an independent reading program designed for all students in Year 2 – Year 3 above a level 4.3 reader and all Year 4 – Year 6 students, which aims to achieve these goals:

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

As students in Years 2-3 graduate from the Home Reading Program to AR, they will be required to purchase a subscription from the College uniform store to access this program. Students will then purchase their annual subscription at the beginning of each school year. In Year 3, this will be only for those students who are on AR. From Year 4 – Year 6, this cost will be included for all students as part of their digital subscription cost.

After completing a STAR reading test during school hours, students select a book within their allocated ZPD range, from either the school library, their home collection or their local library. The Accelerated Reader website can support students in the appropriate book selection. Once the student has completed reading their book, they will need to advise their classroom teacher (through their specific class procedure) and undertake a comprehension quiz to receive points towards their target.

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

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

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

Learning Extension

The Learning Extension department aims to meet the academic extension and enrichment needs of academically gifted and high achieving students, as well as motivated students in the wider school community. The programs within this Department include:

❖ Mathematics and STEM extension:
  - Mindset Maths
  - Maths Extension
  - Explorers Program
  - STEM Investigators

❖ Humanities extension:
  - ASPIRE (Academically Strong Pupils Inspired to Reach Excellence)
  - Writers Circle

❖ Individual Extension Opportunities

❖ Mathematical Extension – Mindset Maths (Mrs Janet Lane and Dr Janet Tang)
  - In class Mathematics enrichment for Years 1 and 2.
  - Content is mostly problem-solving tasks and investigations utilising a growth mindset.
  - Lessons are one 40-minute period per week.

❖ Mathematical Extension – Extension Mathematics Classes (Mrs Janet Lane)
  - In class Mathematics extension for the Years 3 – 6 extension Mathematics classes.
  - Content is mostly problem-solving tasks and investigations that involve the use of various problem-solving strategies.
  - Lessons are one 80-minute period per fortnight.
STEM Extension – Explorers Program (Dr Janet Tang)
- STEM extension program for Year 3 students excelling in Mathematics and Science.
- Pull out program of one 40-minute lesson per week.
- Students are selected based on their very high internal and external Science and Mathematics results.
- Students also demonstrate inquisitive minds and an ability to work collaboratively.

STEM Extension – Investigators Program (Dr Janet Tang)
- Designed to meet the special needs of academically gifted and high achieving students excelling in Science, Mathematics and Technology.
- Students are invited to join the STEM Investigators class based on demonstrated talents in these learning areas.
- Criterion also includes teacher recommendations, very high results in NAPLAN (Numeracy) and external competitions such as ICAS, the ability to work quickly and collaboratively, as well as the results of external objective testing.
- Students complete their Science and Technology curriculum in a compacted format, at a faster rate, and study selected areas in more breadth and depth.
- Classes run one day per week for Year 4 students and four periods per week for Year 5 and Year 6.

Humanities Extension – ASPIRE (Mrs Zita Horton, Mr Greg Heffernan and Mrs Marika Brown)
- Designed to meet the special needs of academically gifted and high achieving students excelling in English, History and Geography.
- Students are invited to join the ASPIRE Investigators class based on demonstrated talents in these learning areas.
- Criterion also includes teacher recommendations, very high results in NAPLAN (Numeracy) and external competitions such as ICAS, the ability to work quickly and collaboratively, as well as the results of external objective testing.
- Students complete their English, History and Geography curriculum in a compacted format, at a faster rate, and study selected areas in more breadth and depth.
- Classes run one day per week for Year 4 students and four periods per week for Year 5 and Year 6.

Humanities Extension – Writers Circle (Mrs Zita Horton)
- Creative writing classes for selected students from Year 1 – Year 6.
- Students are naturally creative and enthusiastic writers.
- Lessons are one 40-minute period per week.

Individual Extension Program (IXP) (Mrs Georgie Moriarty)
Students who demonstrate very high achievements in their learning but are not attending extension classes are catered for with the opportunity to participate in a variety of on campus and external extension activities.

Leaving the College Grounds

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

Parents collecting students early
Where possible the parent is to notify the class teacher via the student diary before or on the day that the primary student is required to leave the College during school hours. Parents must sign out primary students at Student Reception in Health Bay.

Primary students in years 2-6 must be collected from Student Reception when leaving early. If prior notice is not able to be given primary students in years 2-6 can be collected from their classroom. Parents must first obtain a “Student Collection Authorisation” from Grace House before going to the classroom to collect the child.

Primary students in Prep and Year 1 must be collected from their classroom. Parents must first obtain a “Student Collection Authorisation” from Grace House before going to the classroom to collect the child.

Primary students will not be permitted to sign themselves out and wait outside the school buildings (including Grace House) as there are no staff on duty during class times.
Library
A diverse collection of resources is available within the College libraries. Audio-visual and computer-based resources may be used by students in the libraries and books and magazines may be borrowed for designated time periods. Students are responsible for the return and care of any materials borrowed by them. More information can be found on the College Website.

The following are some specific rules and information for students:

❖ All children from Preparatory to Year 6 must have a waterproof bag for borrowing books. Bags are available at the Uniform Store in a variety of colours.
❖ Books may be borrowed for a period of 1 week for Preparatory to Year 6.
❖ The following borrowing limits apply to students: Year 3 – 6: 2 books, Preparatory to Year 2: 1 book.
❖ Students visit the Library on a weekly basis for 40 minutes.
❖ On most occasions students are given numerous reminders and provided with opportunities to return their book before their library lesson prior to receiving a detention. Thus, if a student receives a detention it is regarded as a serious step.

If a student has not returned books by the due date, notices and reminders will be provided. Students with overdue books may not be able to borrow and penalties may be imposed. If there is no satisfactory response, the replacement cost of the item plus an administration charge will be added to the monthly fee statement. Recompense must also be paid for damaged items.

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

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

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

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

Helpful Hints
❖ Store library books in a waterproof bag for transporting to and from the library. If a child comes without a bag they will be unable to borrow, unfortunately.
❖ Locate the book in the same place at home each week so you always know where to find it.
❖ Have a schedule for specialist lessons on the wall and pack your bag each night immediately after homework is done.
❖ If a child borrows every week for the year they will be rewarded at the end of the year for their diligence.
❖ Detention procedures - Borrowing week: grace. Following week: a note in diary signifying book is overdue. Overdue third week: there will be a detention notice issued. This is to quickly establish good habits that will make life easier for everyone.
Lost Property
Boxes have been placed outside the Primary Staffroom for students and staff to place lost items. Students and parents are to check in this box for misplaced property. If the item cannot be found, students and parents are required to check at the College Uniform Store.

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

Outside School Hours Care
Outside School Hours Care is managed by the Citipointe Childcare and Kindergarten Services. This operates on the school campus and utilises College facilities. Outside School Hours Care provides a safe and fun environment for your children after school, as well as during school vacation periods. Children will have allocated time for homework and may participate in cricket, soccer, basketball, games, running, dancing, skipping, art and craft, as well as indoor activities.

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

To enrol your children in the Citipointe Outside School Hours Care program, please send an email to afterschoolcare@citipointechurch.com and an enrolment link and documentation will be forwarded. Correspondence will be sent via email and accounts will be billed through the IntegraPay System.

Parent Connect
Welcome to Citipointe Parent Connect. If you’re a parent or past parent of Citipointe, then you’re a member of Parent Connect!

We look forward to meeting you at one of the community events planned throughout each year. Over 1000 families make up the College community and we hope you connect in some way through your year levels or an event on campus. Over many years, the Citipointe parent community has made a significant impact in the College, including shade structures, swimming pool refurbishment, College Hall flooring, whole school air conditioning and more.

Through your support of our events, over the last couple of years, Parent Connect has provided the College with funding for:

❖ A grandstand for the College main oval;
❖ Furniture for the Alfresco 322;
❖ 4 new double shade marquees and 8 new side tarpaulins to protect our children and staff from the sun and other weather during outdoor events;
❖ Bench seats for the eating area in Prep;
❖ Continuing support of the Year 8 Dux prize; and
❖ A refurbished Friendship Area for the Year 2 and 3 playgrounds.

Thank you to our generous sponsors for your continued support!

Parent Connect participates in some fundraising activities throughout the year and is involved in volunteer and community engagement. Areas for serving in 2019 include: Movie on the Oval, Bush Dance, Mother’s and Father’s Day stalls, canteen, classrooms, excursions, school banking and more. Please email parentconnect@citipointe.qld.edu.au to advise where you can help.

Our goal is to have a team with a shared vision of Christian Education whose interest and enthusiasm for our current and future students will bring the school and community closer together.
Parent Connect meeting dates 2020: 8am Tuesdays Grace House. These are subject to change so please check College Web Site.

❖ 4 February
❖ 3 March
❖ 31 March
❖ 5 May
❖ 2 June
❖ 4 August
❖ 1 September
❖ 6 October
❖ 3 November

“Someone is sitting in the shade today because someone planted a tree a long time ago.” Warren Buffet. We hope to provide a legacy for those to come after, just as those who came before provided for our current students. Will you join us?

God bless,

Michelle Formann and Karryn Riches
Leadership Team

Parent Connect
Email: parentconnect@citipointe.qld.edu.au

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

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

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

As an on-going improvement to Workplace Health and Safety matters and communication, all volunteers will receive a Volunteer Induction Handbook. The objectives are to keep our volunteers informed of important policies and procedure operating in the College and to keep abreast with current OHS requirements. Please ensure that you receive a copy of this Handbook before you commence volunteering at Citipointe.

The College seeks to obtain a copy of a current “Blue Card” from all volunteers. Please provide a copy at the start of the year.

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

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

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

During Term 2 and 4, Portfolio Viewing of student assessments will take place as well as Student Progress meetings which can be arranged through our online booking system.

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

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

Parental Issues

Occasionally issues arise for parents regarding incidents or situations their children may be involved in. Communication is particularly vital during these times. The first port of call is always the classroom teacher who should know about the incident or will find out further details once the situation is communicated by the parent. Though a situation may initially be communicated in verbal form, it is recommended that this be transferred by the parent to a written format as soon as possible. This allows time for reflection and for issues to be further clarified.

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

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

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

Parents must refrain from personally correcting another person’s child when incidents occur during school time. It is also recommended that parents do not speak to another person’s child concerning any current or past behavioural issues. Situations are best handled by school personnel who are able to objectively investigate what has occurred.

If, after consultation with the classroom teacher, or the Student Care Coordinators, parents wish to communicate their concerns to the Head of Primary they are most welcome to do so in writing. It is our hope that if there are any issues these could be resolved amicably and effectively, as we want every child’s time at school to be positive and beneficial.
Parental Queries

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

❖ Each Specialist teacher for their specific subject area
  - Class Music – Mrs Marianna Betia
  - Instrumental Music – Mr Malcolm Elvery
  - Art – Mrs Natasha Fitzgerald
  - Languages – Mrs Sue Speaight
  - Library – Mrs Lynelle Owens
  - Technology – Mr Matthew Dodd
  - PE/Sport – Mr Jay Pearson
  - EAL/D – Ms Dale Allen
  - Head of Student Support – Mrs Anna Varghese
  - Student Support – Mrs Julie-Anne Staines (Prep, Year 1 and Year 2)
  - Student Support – Mrs Rita Rosehr (Semester 1) Mrs Melissa Canaris (Semester 2) (Year 3 and Year 4)
  - Student Support – Mrs Michelle Jones (Year 5 and Year 6)
  - Learning Extension – Mrs Georgia Moriarty
  - P-3 Reading – Mrs Rachael Carlisle

❖ Pastoral or Behaviour Issues
  - 1st – Class teacher
  - 2nd – Mrs Toni O’Sullivan, Head of Pastoral Care and Student Care Coordinator for P – 6 girls, or Mr Daniel Smith, Student Care Coordinator for P – 6 boys.

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

Primary Staff

A full list of College staff maybe viewed online in the Staff Directory.

Punctuality

❖ Students are expected to be on time for each lesson/activity.
❖ The first bell is at 8:35am.
❖ Primary students arriving late should sign in at College Student Reception in Grace House and enter their classroom quietly with their arrival ticket so as not to disrupt the learning environment.
❖ It is often detrimental for students and the school program if children are regularly late to school. We appreciate the busyness of family life and increasing Brisbane traffic, but ask that punctuality be made a priority.

Reading Program – CCC’S Learn to Read Program

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

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

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Respect
While in College Uniform and/or travelling to and from College, students are requested to uphold College values in the following ways:

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

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

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

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

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

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

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

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

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

DO NOT stop or park on the internal crossing.

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

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

Exemption

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

Swimming

It is our preference that parents are not present within the pool confines during class swimming lessons. We have found that students can become distracted, are less liable to follow instructions which can then create a safety issue. If parents wish to observe their child at a swimming lesson, as a once off, we ask that permission be sought in writing via main reception at Primary@citipointe.qld.edu.au who will forward the email request to the staff of the HPE department.

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

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

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

Stationery Requirements

Please refer to the College Website or Citipointe Central. Please note that in 2020, Primary students in Year 4 - 6 will be required to bring iPads to school. For minimum iPad specifications and purchasing recommendations, please visit our Learn@Citipointe website and click on the links to learn more about our iPad Programme.

Student Accident Protection Plan

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

Student Leadership

Opportunities exist at Citipointe for students to pursue leadership positions including Student Ambassadors, House Captains, Library Captains, Choir Captains, Band Captains and String Captains. Students may also serve the school as Community Outreach Team Member or Media Team Member.

Year 5 and 6 teachers, specialists, Primary Leadership and Head of Primary all consult on the selection of all leadership positions.

Criteria for Year 6 Student Leadership position:

1. Christian
2. Honest
3. Respectful
4. Committed/faithful
5. Hard working
6. Servant hearted
7. Positive Example
8. Responsible
9. Proactive / Initiative
* Does not necessarily have to be academically bright but must understand the need to be proactive in keeping up with school work commitments.

** Not necessarily a quiet, compliant, ‘good’ child. Most leaders have strong qualities that require direction and channelling.

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

**Student Protection**

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

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

Recent Queensland legislation defines harm as:

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

❖ Physical, psychological or emotional abuse or neglect;

❖ Sexual abuse or exploitation.

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

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

**What to do if you become aware or reasonably suspect that harm has been caused to a student of the school by a member of staff, someone outside of the school or by other students?** You are encouraged to report your concerns to the Student Protection Contact Officer or Principal or to any member of teacher staff.

**What will happen next?**

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

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

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

**What happens about confidentiality?**

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The chairman of the College Board may also need to be informed. It is the College’s policy that confidentiality between the College and notifiers will be respected as much as possible and any concerns raised will not rebound adversely on their children.
Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State Authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party. Any action which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentiality within the College.

How will the College help my child?
The Principal will ensure that the following things are done to reduce the chance of harm occurring:

❖ Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse;
❖ Ensure that there are acceptable references for each staff member engaged since the commencement of this protocol, from his or her previous employers;
❖ Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People;
❖ Ensure the students of the College understand the policy is in place and are encouraged to report any inappropriate behaviours.

If the Principal receives a report of harm to your child, he/she will support the child by:

❖ Responding rapidly and diligently to the report;
❖ Reassuring the student;
❖ Protecting the child’s confidentiality as much as possible;
❖ Offering continuous support; and
❖ Arranging counselling if requested/required.

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

Student Support Department
Student Support Department (SSD) is a department within the primary school which is available to students who require assistance with their learning. SSD is coordinated by Mrs Anna Varghese, with Mrs Michelle Jones, Mrs Melissa Canaris and Mrs Julie-Anne Staines as case managers. It caters and provides additional support for students who may require:

❖ Revision of strategies and skills of reading, writing, comprehension, spelling and oral language.
❖ Modifications to their curriculum and strategies to assist their learning and/or behaviour within the classroom.

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

❖ Student Support lessons consist of:
  - Two 40-minute periods of explicit and direct teaching instead of attending Languages Education.
  - In some cases, students may attend two or three lessons during class literacy blocks. This particularly applies to students on a Student Learning Plan.
  - Concentrated and explicit whole language and phonetic approach with revision of phonemic awareness for early years students.
  - Direct teaching of a variety of language strategies which are repeated in a creative manner.
  - Opportunities to support class writing genres and research assignments for Years 5 and 6.
  - Students will participate in language-based games and will have strategies modelled to them.
  - Specific practice of auditory processing skills.
  - Courses such as the FX Program for self-regulation and the Read Write Gold training classes are offered to selected students.
Within the classroom:
- Specific class modifications and support for the class teacher and students who are unable to complete subjects at their year level – students on a Student Learning Plan (SLP).
- Meetings with year level teachers to discuss student needs.
- Regular meetings with Guidance Officer, Head of Primary, Head of Pastoral Care, English as an Additional Language teacher, class teachers and teacher aides and teachers involved in the Student Support Department.

For Parents:
- Newsletters for parents to assist with home learning (includes creative ideas and websites on disorders, disabilities, language and learning topics).
- Referrals for parents to appropriate professionals.

In some cases, students may also attend English as an Additional Language or Dialect (EAL/D).

Please contact Grace House and ask to speak to Student Support Department Coordinator, Mrs Anna Varghese, if you have any concerns or queries regarding SSD for your child.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>DO's</strong></th>
<th><strong>DON'Ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DO read and subscribe to the appropriate use policy when signing on to the college network.</td>
<td>• The user will be provided with an ID and access password. These are personal to the individual DO NOT share your passwords with others.</td>
</tr>
<tr>
<td>• DO exercise caution when downloading software or applications or browsing websites from the internet. Indiscreet action may compromise the integrity of the College network.</td>
<td>• DO NOT attempt hacking into and/or compromising the security and/or integrity of the College network. This is a very serious offence which may result in termination from the College.</td>
</tr>
<tr>
<td>• DO take care of the devices and facilities that you have been entrusted with. The individual is responsible for the safekeeping of their devices in the classrooms or lockers provided. The College is not responsible for any loss or damage of devices through any form of negligence.</td>
<td>• DO NOT remove devices belonging to another without prior consent of the owner. Removing without owner's consent is amounting to stealing and the action will be dealt with in accordance to the College's behaviour/conduct policy.</td>
</tr>
<tr>
<td>• DO uphold the ethos and Christian values of the school.</td>
<td>• DO NOT access inappropriate and/or offensive contents which are contrary to the College’s ethos and Christian conduct.</td>
</tr>
<tr>
<td>• DO bring to the attention of teachers and school authorities when inappropriate use of the digital devices is seen or suspected so that the person is given proper advice and counselling to do the right thing.</td>
<td>• DO NOT assume the possession of digital devices as having the rights to any form of indiscreet photographing or video recording of students, staff members whilst on campus. Any persons caught violating this policy will be called to account for his or her actions.</td>
</tr>
<tr>
<td>• DO be respectful and choose your words carefully when communicating via email or putting up postings on College websites.</td>
<td>• DO NOT use words that may be hateful, spiteful and/or disrespectful and/or inappropriate pictures/video-audio recordings to bully or harass another. These actions WILL NOT be tolerated by the College.</td>
</tr>
<tr>
<td>• DO take advantage of the digital resources to enhance your learning and working experience.</td>
<td>• DO NOT use the College network for any form of illegal activities and vices such as gambling, money laundering or supporting or promoting terror activities etc.</td>
</tr>
<tr>
<td>• DO use College approved devices for the College curriculum. The IT department will provide technical support only for the approved devices.</td>
<td></td>
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</tbody>
</table>

Please impress the following Appropriate Use of Technology Guidelines on your students. This will be revised and referred to in their Year levels. Parents of younger students are advised to read through both the policy and the Appropriate Use of Technology Guidelines to ensure you agree with the school’s requirements. You may however choose to exercise discretion and disclose the information in a manor you feel appropriate, particularly with regard to explicit inappropriate use definitions.

Primary students are not permitted to use their iPads outside of class while on school grounds (i.e. while awaiting pickup).

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

From the 1530s the term “uniform” as an adjective meant “of one form” (Middle French – *uniforme*) and “having only one form or shape” (Latin *uniformis*). As a noun, “uniform” meant “distinctive clothes worn by one group” (from French *uniforme* – 1748) and as a verb from the 1680s “to make alike”. (Online Etymology Dictionary).

Our College uniform forms part of our identity as Citipointe Christian College and embraces each meaning above. The collective identity of the College reflects our mission and is significantly influenced by the standard and compliance of each individual student to the College uniform policy and all other policies.

Our mission is

- to develop the student as a Christian disciple
- to develop the student for life in its various dimensions,

within the framework of a biblical Christian worldview, and by a commitment to service, quality and innovation.

In fulfilling our mission, the College uniform through its style and emblem identifies Citipointe Christian College students who are being developed as Christian disciples for life in its various dimensions.

The College mission statement is founded upon the College’s Statement of Faith, doctrines, tenets, beliefs and teachings (as defined by Christian Outreach Centre trading as Citipointe Christian College and Citipointe Christian College International) and specifies the beliefs of a Christian disciple.

Non-uniform items may not be worn to the College or at College events except as outlined within the dress requirements for camps, excursions, incursions and other events were students are not required to wear the official College uniform. However, such clothing and apparel must not detract from the student identifying as a Citipointe Christian College student who is being developed as a Christian disciple for life in its various dimensions.

School Uniform (further details can be found on the [College website](#)):  

1. Students are to attend school in a clean and tidy state.
2. Their uniform is to be worn properly; pressed and in good repair. No long sleeved or high neck shirts are to be worn under uniform. No socks to be worn on top of stockings.
3. No student is to be seen in a public place wearing only part of the uniform.
4. All items of uniform, including socks and shoes, are to be clearly marked with the student’s name.
5. Students will incur consequences if dress or grooming does not meet College standards.
6. School bags, as supplied by the uniform store, are compulsory.
7. Jewellery is restricted to a simple conservative watch. Girls only, may wear one small plain round gold/silver (no stones or hoops) stud earring per ear.
8. Students are not permitted to have piercings (other defined in point 7 above) or tattoos.
9. Students are not permitted to wear religious symbols or apparel.
10. Make-up, coloured nail polish and false nails are not permitted.

<table>
<thead>
<tr>
<th>Uniform</th>
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<tbody>
<tr>
<td>- Sport uniform is to be worn for all physical education lessons and sporting events.</td>
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<tr>
<td>- Bucket hat to be worn with both formal and sport uniform. The optional sport cap may be worn with the sport uniform.</td>
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</tr>
<tr>
<td>- At lunchtimes sports shoes may be worn, but students must change back into school shoes to go to class.</td>
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<tr>
<td>- Only the designated uniform sport socks may be worn with the sport uniform.</td>
<td></td>
</tr>
<tr>
<td>- Only the sports jacket and track pant are to be worn with the sport uniform.</td>
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</tr>
<tr>
<td>- Girls dress uniform length must be just above the knee.</td>
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</tr>
<tr>
<td>- The leg length for all shorts is to be just above the knee.</td>
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</tr>
<tr>
<td>- If girls desire to wear bike pants under their dress uniform they must be navy</td>
<td></td>
</tr>
</tbody>
</table>
Formal shoes
- Formal school shoes are to be black leather lace ups.
- Sandals, strappy shoes, party shoes, buckled, suede, black sandshoes, black joggers or high cut leather shoes are not permitted.
- Enclosed black leather velcro school shoes may be worn in Preparatory and Year 1.

Sports shoes
- Sports shoes must be predominantly white, with matching white laces, (Velcro permitted). Blue, black, grey, silver, or yellow stripes are acceptable. Alternately, sport shoes may be predominantly blue with matching blue laces.

Hats
- Hats are to be worn before school, morning tea, lunch breaks and after school.
- Hats are not to be worn inside classrooms.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hair should be kept tidy.</td>
<td>- Hair should be kept tidy.</td>
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<tr>
<td>- Short hair should be above the collar and not fall over eyes.</td>
<td>- Hair length is to be kept above the collar and should not cover the eyes or ears.</td>
</tr>
<tr>
<td>- Shoulder length hair should be tied back.</td>
<td>- Wedge haircuts are permitted, but without tracks or undercuts.</td>
</tr>
<tr>
<td>- Hair ribbons, scrunchies and hair-bands are to be navy or white (available in uniform store).</td>
<td>- Exaggerated styles are not acceptable.</td>
</tr>
<tr>
<td>- Hair combs and clips can match hair colour.</td>
<td>- Hair is not to be unnaturally dyed, tinted, coloured or streaked in any manner.</td>
</tr>
<tr>
<td>- Hair is not to be unnaturally dyed, tinted, coloured or streaked in any manner.</td>
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</table>

Students are positively identified by their correct uniform and appropriate behaviour as proud students of Citipointe Christian College.

If there are any temporary variations from uniform regulations, parents are to supply a letter of explanation via the student diary. Your child will then be issued with a ‘Uniform Allowance Card’ until the correct uniform is provided.

Students not in full uniform, and who have not indicated a satisfactory reason for doing so, will be issued with a Uniform Reminder Notice which will lead to a Uniform Infringement Notification.

Consequences of breaches to the Primary Uniform Policy are outlined below and explain the process followed if your child does not wear the correct uniform.

<table>
<thead>
<tr>
<th>ACTION BY STUDENT</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wearing an incorrect item of the official College uniform or omitting to wear the correct item of the official College uniform.</td>
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</tr>
<tr>
<td><strong>Step 1</strong></td>
<td>1st, 2nd Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>3rd Blue Reminder Notice = ‘First Uniform Infringement Notice’</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>4th, 5th Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td><strong>Step 4</strong></td>
<td>6th Blue Reminder Notice = ‘Second Uniform Infringement Notice’</td>
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<tr>
<td></td>
<td>This requires student to participate in Reflection Time.</td>
</tr>
<tr>
<td><strong>Step 5</strong></td>
<td>7th, 8th Blue Reminder Notice sent home via student diary</td>
</tr>
<tr>
<td><strong>Step 6</strong></td>
<td>9th Blue Reminder Notice =</td>
</tr>
<tr>
<td></td>
<td>- Prep, Activity Withdrawal</td>
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<td>- Yrs 1-6, Formal Detention</td>
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<td></td>
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<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wearing an additional unapproved item</td>
<td>The breach will be treated under the normal behaviour management policy</td>
</tr>
<tr>
<td>Serious or continuous breaches of the uniform policy</td>
<td>May result in suspension or a breach of the enrolment contract</td>
</tr>
</tbody>
</table>
Year Retention Information

Retention Fact Sheet

Year Retention Information

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

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

... short-term academic achievements are often negated by long-term negative outcomes for grade repeaters (Anderson 2012)

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

“When a child’s achievements during their repeated year are compared to their achievements during their first year, the repeated child has often made progress (Alexander,

Further, regardless of how retention is explained to a child, there is a social stigma for attending an extra year of school. Significant research demonstrates the deleterious effects of retention on children’s self-esteem and emotional development (Anderson, 2012).

Research Summary


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

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

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

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

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

Further Reading and Resources:

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