



**Emmaus
Christian
School**

Staff Handbook

HR Policy 1-0

Updated February 2019

HR Policy 1-0 Staff Handbook

Prepared by	W.Morris
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1.10	Feb 2019	Added detail about Restrictive Practice
1.11	Feb 2019	Added Intellectual Property component



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General Section – All Staff



About Emmaus - Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character and find their security in the love of Christ.

Statement of Christian Faith

One Creator God

The Lord God is one – Father, Son & Holy Spirit. He fulfils His purposes in creation, revelation, redemption, judgment, and the coming of His Kingdom, calling people to be united with Himself and with each other in love. Because God is the creator of all, 'sacred' and 'secular' domains of learning cannot be separated. Since humanity's purpose is to glorify God, all learning should be directed to that end, seeking to enthrone God as the creator and rightful king in the way we teach, learn, speak and act.

Humanity and the Fall

God made humanity, both men and women, in His own image, giving all people immeasurable dignity and worth.

Our rebellion against God sees us disconnected from Him, falling short of His glory and deserving of judgement. Our sin taints all areas of life and learning, damaging individuals and communities. It ensures the futility of all human endeavour and learning that is divorced from the knowledge of God.



Jesus

Yet God the Father has shown his love for us by giving Jesus Christ, His Son, for us. Fully human and fully God, born of the virgin, Mary, having lived a sinless life, Jesus willingly died in our place as a sacrifice for our sin. He rose victorious over every evil and against all sin, sickness and death. He was taken up to be with God, His Father, and will return one day in glory and power.

As the exclusive and all-powerful saviour, we believe that Jesus is the key to life's purpose and meaning, and is the unsurpassed model for human flourishing.

The Holy Spirit

The Holy Spirit is God's presence in the world, who leads people to repent and turn to God and makes the life and work of Christ real in the hearts of those who trust in Him.

He is present in every Christian's life, illuminating their minds to understand Scripture, giving spiritual gifts freely, and producing evidence of His presence – love, joy, peace, patience, kindness, goodness, gentleness and self-control – to be used in the service of God and others.

The Bible

The Bible was written by people, inspired by God and has ever since been protected by God. It is our highest authority in all matters of faith and practice and illumines all learning and every dimension of human life.

The Church

The local and global networks of people who follow Christ in Christian groups and denominations comprise the Church: a new humanity, the family of God and Christ's body on earth. Through the Church we are shepherded towards ongoing transformation into Christ's likeness.

Christ commissioned His followers to spread the news of God's plan to everyone, teaching them how to find and follow Him. He commands us to love God with all our heart, mind and strength, and to love others through service, reconciliation, and the provision of liberty to all who are oppressed and broken-hearted, until Jesus comes again.

The Family

Along with the Church, families are a precious gift to the world, as the primary community in which parents are to teach their children how to love, serve, worship and grow in character. Families are formed and sustained through the gift of marriage, an institution that is to be honoured, whether or not we are called into it ourselves.

The Bible's teaching, as upheld throughout the history of the Christian Church, is that marriage is the relationship between one man and one woman, entered into for life to the exclusion of all others, and is the proper context within which God's good gift of sexuality is to be enjoyed.

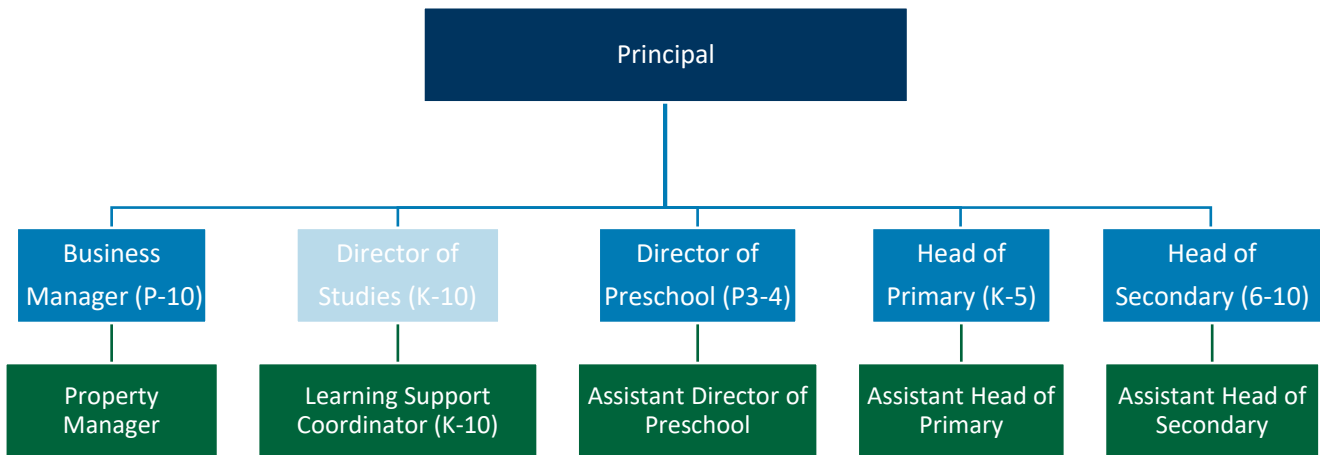
A Christian

A Christian is someone who responds to God's grace by being 'born again' into a new life of trust and obedience to Jesus Christ as their Lord and Saviour.

This journey is not entered into alone, but in community with other believers through shared worship, fellowship, and service in the Church.



School Structure



Assemblies

- Definitions of Assemblies
 - Line-up Assembly (Mon-Fri) parent invite
 - Start of Term and End of Term Assemblies (K-10) no parent invite as such
 - Showcase Assemblies (as required by leadership) parent invites
 - Graduation Assembly - parent invite
 - Special Assembly (Easter, Christmas) parent invite

Preschool attendance as required and discussed

There will be a short Secondary School assembly on Tuesdays in the music room. Secondary School will also have an assembly once a term for celebrating student work, camps and carnival feedback.

Primary School assemblies will run twice a term.

Whole school assemblies will run twice a term and will be announced on the school website and in the newsletter.

Whole School Assemblies present an opportunity for showcasing student work, recognising student achievement and provide opportunity for worship. Classes are rostered on to run Whole School Assemblies in conjunction with the SRC and teachers are encouraged to liaise with the SRC Coordinator.

Attendance

See Attendance Policy: J:\ALL SCHOOL\POLICIES MASTER\ECS STUDENT WELFARE Policies\CURRENT Student Welfare Policies

Borrowing School Property

Please fill in the Borrowing Register at the office and return resources as soon as possible. Items may include books, a digital camera or sporting equipment but must be returned in the same condition as when borrowed.

Borrowing for personal use must be approved by Business Manager.

Purchasing Procedures

ALL purchases MUST be pre-approved by **Heads of School** and submitted with all relevant paper work before ordering/spending can occur.

Three Purchase Methods

1. On Account (preferred)
2. Use of school credit card/EFT
3. Personal funds



1 On Account – Purchase Order (PO) Form

We have accounts with lots of different companies. Please ask the Bursar

or ask the company if they will invoice the school. Most companies will be willing to supply on account if the school supplies a purchase order.

For all credit purchases, i.e. on account, internet or EFT;

A purchase order form & number (kept at the front office) MUST BE SUBMITTED.

How-to for Purchase Orders:

1. Use the next available number on the purchase order list and fill out the details in the front of the folder next to the allocated number.
2. Complete ALL details on the purchase order form and obtain approval signature from Head of School.
3. Proceed to order goods. A copy of the Purchase Order with any supporting documents, e.g. quotes, emails, etc. MUST be left in the Purchase Order folder.
4. After purchase or when goods have been received, submit invoice/s to the front office for the account to be settled.

Please note: Purchase orders need to be organised a week in advance. Payments are made on Fridays.

2 Credit Card Payment – Credit Card Form

If the school doesn't have an account and the company is not prepared to invoice us, you can pay using a school credit card. YOU MUST use a Credit Card purchase form & purchase order number (kept at the front office).

How-to for Credit Card purchases:

Use the next available number on the PO List and fill out the details at the front of the folder next to the allocated number.

1. Complete ALL details on Credit Card form and obtain approval signature from Coordinator.
2. Attach paperwork you may have
3. Submit your form to the Bursar (or other card holders eg. Business Manager and Director of Studies) to complete purchase.
4. A copy MUST be left in the Purchase Order Folder with all supporting documents.

3 Personal funds – REIMBURSEMENT Form

Please note that this is the last resort as purchases should be either put on account or a credit card/EFT payment organised. **Pre-approval from Heads of School still essential – text or call acceptable.**

How-to for Reimbursements:

1. Fill in a reimbursement form. Please ensure you include your account details and email.
2. Obtain approval signature.
3. Attach Receipts (if there are no receipts you cannot be reimbursed).
4. Submit to Front Office for reimbursement.



Calendar

Emmaus uses a Google calendar on the school's website to notify parents of upcoming events.

Please be proactive in communicating activities e.g. excursions or changes to events, so the Parents' Calendar is up to date. The calendar is populated by our librarian.

Emmaus Dispute Resolution Policy

Rationale

For the resolution of grievances of employees and for the resolution of grievances against employees of the NCCEA arising from parents, students and the general community.

The aim of this policy is to bring resolution and solutions to the various issues that arise in the course of operating a school while keeping relationships alive and well.

A concerted effort is to be made by all parties concerned to communicate with love and respect for the benefit of our school community. We are an example to our children. The healthy resolution of issues helps to refine our school and make it a better place for all.

NOTE: The protocols in this policy are not applicable where there is an alleged serious breach of the ACT Teacher Quality Institute Code-of-conduct and e.g. an allegation concerning criminal conduct. In such cases, the government-mandated reporting protocols will be followed.

See: <http://www.communityservices.act.gov.au/ocyfs/reporting-child-abuse-and-neglect>

Key Principles

The Christian school is a community in the Biblical sense. Covenant, not contract builds community in the Christian school. Trust and cooperation characterise student, staff and community relationships.

The principle of community - Christian love in action - means worshipping, sharing, encouraging and celebrating with Christian joy and hope.

As a community we cannot expect to be spared disputes and grievances. This is clearly acknowledged by our Lord who teaches us to first go to the fellow Christian who offends us before we take the matter any further (**see Matthew 18: 15 – 20**).

In any event we must always act in love - out of concern for the spiritual, physical, emotional and material wellbeing of all concerned while seeking just and Christ honouring outcomes.

The Grievance Response Process

The existence of a problem does not always mean that someone has a grievance. In a healthy school community there will be many instances where different parties will work together in seeking the best way forward.

A grievance exists when one person or party has a complaint about another person's decision, action, or failure to act.



The following is a four-step process to be applied where one person has a complaint against a person who is employed by or acts on behalf of the School.

Once a grievance has been received (preferably via e-mail to the appropriate teacher/party) an acknowledgement of receipt will be issued – usually within 24 hours.

A Four-Step Grievance Process for Students, Staff, Parents and Broader Community

Step One *Informal Discussions (Staff Member Concerned)*

- In the first instance, informal and private attempts at resolution or reconciliation are sought between the parties concerned.
- In the situation where a parent has a concern relating to the actions of a teacher, it is understood that the parent will raise their concerns, in the first instance, with the teacher involved.

Step Two *Formal Discussions (Head of School and/or Principal)*

- In the event that an issue between a parent and teacher is not able to be resolved by Informal Discussions the matter will be referred to the respective Head of School and/or the Principal for Formal Discussions.
- Formal discussions will then be held between relevant parties and the appropriate Head of School (or in rare cases, the Principal) and a record kept. Others may be involved for support or as informal mediators.
- The Principal may inform the Board if needed.

Step Three *Formal Mediation (Board)*

- The Board shall investigate complaints about the administration or management of the school.
- In the event that the grievance is not able to be resolved by Formal Discussions, Formal Mediation will be entered into.
- Consistent with our goal of dealing with concerns speedily, a mediator (see 'Panel of Recommended Mediators'), agreed by each party, will be engaged promptly – if possible, within three working days of the cessation of the failure of Formal Discussions.
- A mediator will listen to sides, documenting points of agreement and disagreement and seeking reconciliation or a solution acceptable to both – and doing so in a prompt manner.
- The cost of mediation will be borne equally between parties.
- The Board is kept informed of progress.

Step Four *External Arbitration (Court)*

- Through the courts in civil matters, or the Industrial Relations Commission in staffing matters. The solution is no longer in the hands of the disputants

Panel of Recommended Mediators

If Formal Mediation (step three) is reached, both parties shall agree on a mediator from the following list:

- Conflict Resolution Service - www.crs.org.au
- Third Party Mediation - www.thirdpartymediation.com.au
- Conflict Services - www.conflictservices.com.au
- Peacewise (a Christian mediation service) - www.peacewise.org.au



Shared Understanding

To aid the process we require that relationships be treated with the utmost care and we must always respect and value the personhood of all involved.

Writing the issues down can help clarify them so that the parties involved can work on the issues side by side.

Many of the issues or concerns that arise in the school are the results of mistakes, poor communication or expectations not being met (and usually not communicated).

In pursuing an issue, we ask that all parties read **Colossians 3: 12 – 17** and agree to work with each other accordingly.

All parties must agree to work towards a solution that brings LIFE to each other and our school as a whole.

In working through the resolution process, it is understood that:

Confidentiality will be respected and maintained, as far as is possible, by all parties concerned. While all parties have a right to seek advice in confidence, no party will canvass - within the school community or beyond - to support or defend an allegation;

- The school, through its teachers, its Heads of School, the Principal and the Board will be open to the concerns of parents and pupils;
- Complaints will be received in a positive manner;
- Information that will assist in the resolution of a complaint will be clear and readily available;
- Concerns will be dealt with speedily and those who have raised them will be kept informed about progress;
- Students will not receive adverse treatment because they or their parents have raised a complaint;
- Clear confidential files and logs will be kept;
- Resolution of the matter will be sought;
- Staff training will cover the handling of complaints.

Denbigh/PC Schools

Denbigh/PCSchools is the Student Management System used at Emmaus. Denbigh/PCSchools contains many different modules covering: staff, student, parent, attendance, reporting, behaviour, health/first aid, PIP etc.

New staff will have login details and training provided.

It is essential for staff to diligently make entries on Denbigh in terms of student positive and negative conduct and behaviour.

NB: Denbigh/PCSchools is the school's only official register for incidents, detentions, suspensions, academic concern and exclusions and thus need to be used. Entries need to be made when contact has been made with home. .

Do not keep records separately such as diaries, e-mails etc. as these will not be official unless reference to an e-mail has been made in the Denbigh/PC Schools entry.



Devotions

Staff devotions are held on Tuesday mornings in the staffroom starting at 08:15am sharp. Staff members will be rostered on to share in a Bible study and leading staff in prayer.

Devotions are an official staff meeting at Emmaus and is not optional but only staff who are working on the day of devotions are expected to attend.

Dressing Code for Staff

On regular school days, staff are expected to dress in business casual wear.

Staff are expected to dress neatly, appropriately, safely and modestly for all school occasions including excursions and camps. For example, no singlets/singlet tops, shorts/dresses should reach to just above the knee. .

During sports days staff are encouraged to wear their House colours and clothes in which they are able to participate.

Emergencies and Evacuations (Critical Incidents)

See the full policy:

J:\ALL SCHOOL\POLICIES MASTER\ECS WH&S Policies\ECS (CURRENT) WHS Policies

Each room in the school will have the schools' policy on emergencies and evacuation in a booklet called Critical Incidents (Procedures and Checklists)

End of Year Documents Collection

At the end of each year, teachers are to give the front office the following documents each in separate and clearly labelled folders/pockets:

1. Permission Slips for Excursions, Sports events, etc.
2. Camp Permission Slips/Sleepovers (i.e. overnight events)
3. Teachers Diaries & Daybooks
4. Miscellaneous notes from parents e.g. Absences & Sick notes

These documents have to be kept for different time periods and will be disposed of at different disposal dates. For admin to file as per disposal period, we need the abovementioned documents to be separate.

Notes from Parents

Keep all messages from parents clearly labelled and in a locked place.



They are to be put in the student's file or handed in to the front office at the end of the year; see End of Year Documents Requirements above.

This includes permission slips. Electronic communication needs to be kept in a separate folder on staff outlook accounts.

Enrolment Policy

Selection Criteria and Ethos

Our selection criteria are established to reflect the ethos of our School. Consequently, we seek to enrol those children we judge to be best able to benefit from the academic program we offer, who demonstrate a willingness to participate in the full range of activities we offer, and whose families understand and are supportive of the Christian aims and objectives of the School.

Applications for enrolment will further be considered considering the following:

- The availability of a vacancy at a year level commensurate with a child's educational standard and chronological age. Minimum age for school entry is outlined below.
- The preparedness of parents to sign the Emmaus Enrolment Contract. It must be understood that a child cannot start classes unless the parents/carers have signed and returned the Enrolment Contract to the Enrolment Officer.
- The ability and preparedness of parents to pay all fees and levies when due.
- All parents/carers are required to attend an Emmaus New Parent Induction Course within the first 18 months of signing an Enrolment Contract.

Part-Time Enrolment

Emmaus/Home-school partnerships are welcomed but only to support parents in transitioning their children from home-schooling to full-time schooling.

We believe that whilst it is the parents' privilege and responsibility to educate their child through a school of their choice and at an arrangement suitable to them, we also consider Emmaus Christian School to provide a service to Christian parents designed with the best interest of the student at heart and subject to conditions that will make it viable and sustainable for the School.

In order to assist parents with the transition from part-time to full-time schooling at Emmaus, the School may partner with parents based on the following conditions:

- Part-time schooling will generally only be considered for Primary School students
- All new part-time enrolments' attendance days will be set at:
 - 2-3 days per week in the first year; 3-4 days in the second year and 5 days in the third year
 - Attendance days are set by the class teacher.

For the full policy see: [server address]



Fundraising Events

All Fundraising events are to be approved by the Leadership Team. .

Use the application forms for fundraising events located on the drive: <J:\ALL SCHOOL\Funds from Admin\Fundraising>

Once approved by the Leadership Team, please complete Part II of the form and return both pages to the Business Manager.

IT Support

Technical support is provided by OPC-it. [hyperlink]

All IT faults and requests must be logged through the ticket system located in the computer systems desktop tray.

[screenshot]

Leave Applications

Staff absence (planned and/or sick) must be communicated to their appropriate Executive Supervisor before 6:30 am.

Teaching staff must detail the work to be given to their class by the replacement teacher(s), including duties. If you are unable to give notice in advance of an absence please contact the appropriate Head of School.

If contact cannot be made please phone the School answering machine before 7:30am.

Applications and Approvals

Leave approvals are subject to the conditions as per the current Staff MEA (Multiple Enterprise Agreement) in place that can be obtained from the Business Manager or located online:

<J:\ALL SCHOOL\EMMAUS ENTERPRISE AGREEMENTS>

All leave applications must be lodged through the XERO web or phone app.

All staff need to join 'My Payroll' online system which is used to see your payslips, payment summaries, see your leave balances, lodge leave forms and have leave requests authorised electronically in one place. There is also an app 'Xero Me' which is similar for your mobile devices. Finance staff can help you become familiar with this system should you need assistance.

1. Staff who need to leave the school during the school day (8:30-3:40) need to check with their Head of School prior to leaving and fill in the Sign In/Sign Out book at reception.
2. Leave applications for Personal Leave (Sick/Carers' Leave) or Professional Learning must be submitted to the Head of School or Director of Studies respectively.
3. All other applications to be submitted to the Principal.



Maintenance Requests

The School's Property Coordinator will be responsible for all maintenance at Emmaus.

All requests for repairs and maintenance should be logged via email to: maintenance@emmaus.act.edu.au. A request not lodged via this e-mail will not be considered for maintenance.

Money

All monies from parents go straight to the Office.

Any money from fundraisers and/or similar events needs to be taken to the front office by the coordinating staff member at the conclusion of the event.

Collected monies are never to be left around in classroom or sent with a student to the office.

Please notify the office in advance of any monies to be expected, including amount and what it is for.

Newsletter

Emmaus families are sent a weekly Newsletter about what's happening at Emmaus in the coming week. Once a month, a more elaborate Newsletter is sent out to staff and parents. Staff will be requested to supply items for these publications at various times. Newsletters are emailed to parents and loaded onto the school's website.

Restrictive Practice

Recently introduced legislation outlining the role of the Senior Practitioner in the ACT became effective from the beginning of September 2018. The AIS office is involved on several levels with the ACT Senior Practitioner, Mandy Donley, who has also provided information sessions across the ACT and for our schools.

Further public information sessions are planned in 2019, and details can be found on the Office of the Senior Practitioner website:

<https://www.communityservices.act.gov.au/quality-complaints-and-regulation/office-of-the-senior-practitioner>

The Senior Practitioner Act 2018 provides a framework for the regulation of restrictive practices to minimise and wherever possible eliminate their use. It also establishes the role of the Senior Practitioner on the ACT including the roles powers and functions.

What is the Senior Practitioner?

The Senior Practitioner is a person with particular expertise, qualifications and qualities necessary to educate, guide, advise and direct providers of services including, education, disability and care and protection. The Senior Practitioner is employed by the ACT Government but works across both government and community settings.

What will the ACT Senior Practitioner do?

The Senior Practitioner will work closely with the ACT community to provide education and improve awareness about restrictive practices. The Senior Practitioner will produce and disseminate policy, standards and guidelines to promote best practice, lead sector capacity building and improve awareness to minimise or eliminate restrictive practices. The Senior Practitioner also has powers to receive complaints and investigate providers in relation to



positive behaviour support plans that permit the use of a restrictive practice, or about the use of a restrictive practice by a provider. They will also be able to issue a direction to a provider where there is an issue in relation to a positive behaviour support plan and/or use of a restrictive practice.

What impact does the Senior Practitioner Act have on schools?

Where it is known that a restrictive practice may be used to respond to a pattern of behaviour-

- The Act requires restrictive practice to be described in a positive behaviour support plan.
- This plan needs to be approved by a registered panel and registered with the Senior Practitioner
- The plan needs to be reviewed regularly.

As required by the legislation, the Senior Practitioner will develop Guidelines for developing positive behaviour support plans and forming registered panels to consider and where appropriate approve these plans.

If a restrictive practice is used in an emergency situation where a behaviour support plan does not exist it too must be reported.

What are restrictive practices?

A Restrictive Practice is a practice or intervention that has the effect of restricting the liberty or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. There are different types of restrictive practices such as restraint which involves using an item or your body to restrict a person's movement, and seclusion which involves confining a person to a room they cannot leave freely. These practices should only ever be used as a last resort option to manage an incident, when other less restrictive responses have been unsuccessful.

Why is it important to talk about Restrictive Practice?

Reducing restrictive practices is a human rights issue. No person should have their personal freedoms restricted or undergo any form of restraint unless there is an immediate risk of injury to the person or others and all other options to manage potentially harmful behaviour have been tried.

How is this topic relevant to schools?

Sometimes students may behave in a way that threatens the safety of themselves, or others. At times school staff may need to physically intervene to ensure the safety of the student, other students or staff. Where there is immediate risk of self-harm or harm to others, using a restrictive practice may be necessary in the school setting.

Restrictive practices must not be used as a threat to gain compliance in students. Restrictive practices such as seclusion or restraint must never be used except in situations of imminent risk of harm and where a less restrictive option is not available.

Where a student's behaviour has necessitated the use of restrictive practices and it is likely that this behaviour will recur, the development of a positive behaviour support plan, to prevent or minimise the use of restrictive practices in future must be developed.

What is not a Restrictive Practice?

The everyday rules and procedures schools rely on to ensure the effective running of a school, to keep students safe and to promote student learning are typically not restrictive practices. These rules and procedures will take in to account the developmental age of the students and apply to all students at the school. Schools develop these rules and procedures in consultation with the school community. The rules and procedures should reflect community expectations in relation to the effective running of a school.



Restrictive Practice does not include reasonable action taken to monitor and protect a child from harm, for example holding a child’s hand while crossing a road or fencing around a primary school. Seclusion, is different to time out in a withdrawal space, a practice used in some schools. Withdrawal spaces are “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”.

Do I need to report if I think restrictive practices are used in my classroom, or at my school?

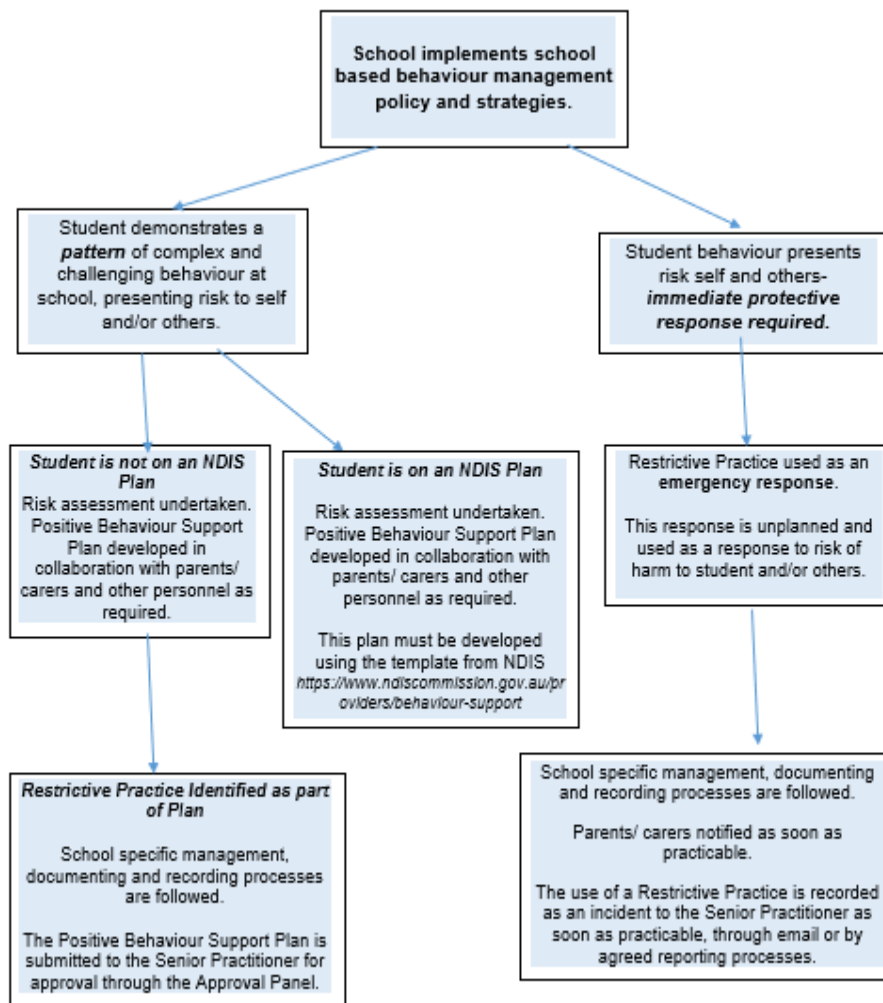
If you think restrictive practice is used in your classroom or your school, it is important to discuss this with your Principal.

All incidences of restrictive practice must be reported to the Senior Practitioner.

If a school is considering using a restrictive practice a Positive Behavior Support Plan must be developed and submitted to the Senior Practitioner.

If a restrictive practice is used in an emergency situation this too must be reported to the Senior Practitioner.

(<https://www.communityservices.act.gov.au/quality-complaints-and-regulation/office-of-the-senior-practitioner>)



For further information refer to the website above or contact Sue Roche at the AISACT Office



School Policies

Current school policies are available on the Public Drive: [J:\ALL SCHOOL POLICIES MASTER](#)

Please make sure you are familiar with all these!

School Song – “The Spirit of the King”

The Spirit of the King *(lyrics)*

Our minds can take us far, the rest is in our hearts
 And God can use our own imaginations
 All people, old and young, have a road to travel on
 A journey led by hope and inspiration
 There's nothing ordinary in the living of each day
 There's a special part for all of us to play

Feel the flame forever burn,
 Teaching lessons we must learn
 To bring us closer to the Spirit of the King
 As we search for Truth and Care,
 Climb ev'ry mountain that we dare

It is the Spirit of the King that leads us on; It is the Spirit of the King that leads us on

Sick Students and First Aid

- Familiarise yourself with your students' medical history and be aware of any problems that may occur. For instance, you may have a child who is a diabetic, an epileptic or anaphylactic.
- Please send students taken sick during the day to the office accompanied by another student AND a red card/written note from a staff member. If an 'accident' occurs in your classroom, clean up as best you can and inform the front office as soon as possible with a note or an email.
- Parents must be contacted if a child hits their head, vomits, or has an injury that you think may need further medical attention. If in doubt, ask the Admin staff.
- A Student Incident Report must be completed by the class teacher or duty teacher in the event of an injury which a reasonable person would consider requiring medical attention.
- Admin staff will log injuries through admin and keep registers on accidents and injuries.
- If a child is feeling too ill to remain in the classroom or on the playground, please send them to the Office accompanied by another child AND a note/red card.
- If it is determined that the child should go home, arrangements will be made, and the Class teacher contacted. If a child is ill enough to request pain relief, it is the staff's view that they should not be at school and will be sent home. We do not administer pain relief at school without a specific note from a parent.



First Aid Procedures

- Minor injury (i.e. more than a band-aid): Teacher to direct student to the Front Office accompanied by another person.
- Suspected serious injury (e.g. broken limb):

Teacher on duty to apply First Aid immediately if in possession of current first aid certificate or send for a staff member who is. Send two older children to the Office explaining that there is an emergency. Person on duty in the Office is to immediately contact the parents and also send for an ambulance. Any suspected spinal or neck injury must not be moved at all and an ambulance sent for immediately.

- Critical Injury (e.g. severe blood loss, anaphylaxis etc.): Staff Member to ring ambulance and send for help from the office.
- Gloves and eye protection (where possible) must be worn when tending bleeding injuries.
- All serious injuries must be documented via a Student Incident Report completed by the teacher first involved (talk to your supervisor if not sure if necessary). The parents and the class teacher must also be informed by the Front Office as soon as it possible.

Asthma Puffers

- A puffer for students who require them is to be kept in the front office
- A second puffer may also be kept in classrooms, when requested by parents, or with notification to the parent/s, as a student is using it regularly (e.g. a daily basis)
- When a puffer is kept in the classroom the expectation is:
 - The puffer is kept in a secure location that is not accessed by students
 - The use of the puffer is monitored by the classroom teacher and recorded each time it is used (time and number of puffs) on Denbigh, in the students file (under Medical Info: Medical chart)
 - It is the teachers' responsibility to collect the puffer from the child after use and return it to the secure location
 - NB: Students are able to take the classroom puffer to fitness/sport on the school premises – with the expectation that the teacher must monitor and log use

When leaving the school premises, puffers from the Front Office are to be taken, and returned upon return to the school.

Skoolbag

Emmaus used the Skoolbag App as a communication tool between school and families. It is helpful for staff to download the App to see what is being sent home. Use the following steps or see our Librarian for help.



5 Easy Steps to Staying Informed

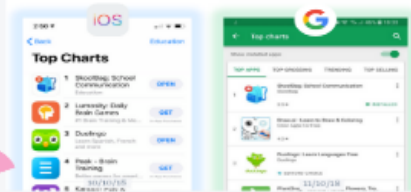


SkoolBag is the easiest way to stay up-to-date with school events, last minute notices, newsletters and all your school's communications.

1. Download SkoolBag

Search SkoolBag in the Apple App or Google Play Store, download the FREE app:

SkoolBag: School Communication

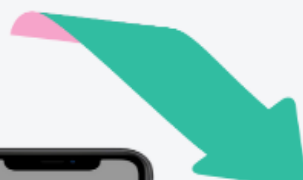


2. Create an Account

Follow the prompts to create your account in seconds.

3. Add your School

Type your school's name and press enter. Tap the plus icon to add.



4. Allow Notifications

Ensure you Allow SkoolBag to send you push notifications when prompted.



5. Subscribe to Groups

Select Year Groups / Sports Teams to appear in your feed.



Social Media

- Staff members should not correspond with students via text/sms messages on any personal matter, nor become “friends” with students on Facebook or any other cyber-social media, excluding students of whom they are the parent/guardian.
- Staff are warned to be cautious in inviting/accepting invitations from ex-students, or parents of current students as friends on social media. Maintain professional relationships.
- If staff feel they have become an online target of inappropriate communication from students, or a member of the school community, they should advise their immediate Head of School.
- Staff members are warned that supposedly ‘private’ postings on job ratings websites, LinkedIn connections and Facebook etc. may have serious consequences for the staff member if such proceedings are damaging to the school or bring it into disrepute.

Staff Code of Conduct

In line with each staff members’ own Offer (contract) of Employment, the Staff Code of Conduct strictly applies to staff conduct.

Staff should also be aware of the Reportable Conduct Scheme (Ombudsman Act 1989) which starts on the 1st of July 2017 This scheme is designed to protect children against misconduct by employees of the School. This will also be captured in the Code of Conduct for Staff.

All staff needs to ensure that they carry their current ACT Working with Vulnerable People Card WWVP card on them at all times.

All teaching staff must also hold current registration with the TQI (Teacher Quality Institute). Failure to keep registration current may result in being stood down without pay.

The full Staff Code of Conduct is available here: <J:\ALL SCHOOL\POLICIES MASTER\ECS HR Policies\>

Staff with Children at School

Before School

- No bags to be put down in the assembly area until 8:30am please.

After School - Monday to Thursday:

- To some extent other formal duties will be considered but this will most likely be an extra duty to perform from time to time. The idea is cost saving, full peace of mind for supervising and safety/wellbeing of children
- Staff who will be using this service throughout the year will be rostered on.
- All staff children on campus must move to the Staff Homework Club in the Library by 3:30pm.
- Primary students to be collected from the pick-up area.
- Staff must pick up their children before 4:30pm.
- Any children left in the library after 4:30pm will be moved to After School Care and invoiced for the day



Supervising staff note:

- No school iPad to be used;
- Eating at tables only;
- Clean-up to be done properly;
- Furniture to be moved back as per floorplan.

After School - Fridays:

It is largely assumed that staff will leave school with their children by 3:30pm on these days and will not be catered for.

During Professional Learning (PL) Days**Option 1 Preferred:**

Staff to cater for their children:

- to stay home or
- pay normal fee for Vacation care through Emmaus ASC.

Option 2 Alternative (Business Manager- Managed):

Supervision in Library by approved school arranged supervision only.

- Cost to be invoiced to staff using the service.
- **Strictly no roaming or 'Own Supervision' in office or class room allowed.**

Supervising staff note:

- No school ipads to be used;
- Eating at tables only;
- Clean-up to be done properly;
- Furniture to be moved back as per floorplan.

During Holidays, Public Holidays or Weekends

- Strictly own supervision
- No library or gymnasium (Admin staff exempted with supervision as per PL Days)

Staff Children – Communication with Colleagues relating to own Children**SRC Elections and Judging of Awards**

Staff needs to declare a conflict of interest and distance themselves from any decision involving their own child.

The following section is an advisory protocol more than a mandatory one.

Often in Christian schools, staff members have their own children attend the school.

(See also the section called Staff Duty of Care for their Own Children at School - Outside of School Times)



At many levels this is a fantastic thing but unfortunately it can also lead to tensions on other levels such as position superiority or inferiority, confidentiality etc. It could even cause stress to collegial harmony.

For this reason, staff are advised to channel all school-related communication about the children to the spouses rather than colleagues themselves.

We trust that this guideline will support staff members well in their mutual rights to be guarded against any direct stresses on their collegiality and/or professional relationships at school.

Staff Meetings

- **Devotions and Prayer Meetings:** Tuesdays 08:15am – 08:40am (staff on duty will leave at 8:30am). This is a mandatory meeting and the most important meeting in the Christian School
- **Sectional Meetings:** Wednesdays 3:20 – 4:00pm
- **Whole School Meetings (Including PL):** Thursdays 3:30pm in the staffroom.

Staff Social Fund

Each year paid employees of the school will contribute from their pay to provide the Executive with a fund for gifts, cards and flowers to present to staff around special celebrations and commemorations. This will largely avoid 'passing the hat around each time'. The following terms will apply:

Flowers, cards and gifts for:

- A Life Event of any current staff member. These will be:
 - Wedding
 - Child born/adopted
 - Hospital recovery
 - Death in the direct family (spouses, parents, siblings, partners, children)
 - Staff Farewells (general rule of \$10 - \$15 per year of service)
 - Special Thank You presentations (Principal's discretion)

The balance of each year's staff social fund will go towards the Annual Staff Christmas Dinner.

The Staff Social Fund will NOT be used for gifts, cards or flowers relating to:

- Baby showers
- Staff meeting afternoon teas
- Lunches or dinners where the Executive communicated that it is 'school supplied'

NOTE: The Staff Social Fund will not be used for basic amenities such as tea, coffee and milk for staff usage as these are supplied by the School.

Annual Staff Christmas Dinner

- Each year the School will apply the balance of the Staff Social Fund (as it is on the last week of a school year) to the Staff Christmas Dinner.
- The additional cost of the dinner will be estimated at the start of Term 4 and communicated to staff.



- Staff can pay for this through their pay by arranging for deduction(s) to be made from their fortnightly pay.
- The Annual Staff Christmas Dinner is open to all current staff members (including those on Leave) and their partners.
- The Annual Staff Christmas Dinner is not mandatory to attend.

Student Representative Council (SRC)

The Student Representative Council (SRC) provides students with opportunities for leadership and initiative.

The SRC Coordinator will oversee the Council. A SRC Executive (President and Vice President) will be elected from the Year 10 group and will work with the SRC Coordinator and the elected SRC members from Year 5 to Year 10 (see SRC policy document – to be developed).

Times at School

Teaching staff must attend school from 8:30am until 4:00pm except for days of staff meetings.

Staff meetings will be aimed to finish at 4:00pm but could run to 4:30pm if/when needed.

All staff are required to attend the staff devotions at 8:15 promptly on Tuesdays. Those who don't work on Tuesdays are not required to attend.

Visitors

- Visiting ex-students
- Visiting ex-families

Visitor Sign in Procedure

Visitor/volunteers to the school, including parents, are required to report to the front office.

All visitors/volunteers arriving and departing during school hours are to use the visitor's book at the front office to record their name, signature, date and time and the purpose of the visit.

All visitors and volunteers must wear the visitor lanyard with their sign in slip. Students and staff are alert for unauthorised visitors.

NOTE: During school hours, please send all visitors without a lanyard to the front office to get one.

Work Health and Safety Information

Potential risks and urgent situations are to be reported to the Business Manager.

Refer to the school's WHS Policies to familiarise yourself with procedures.

<J:\ALL SCHOOL\POLICIES MASTER\ECS WH&S Policies>



Safety of students is our number one priority at Emmaus, and the safety of staff, parents and visitors is a close second. Please take a moment to ensure you are aware of potential safety concerns while you are on site at Emmaus.

Student Safety

For your own protection, do not be in an enclosed location with only one or two students present. Ensure you are in clear view (e.g. not behind a closed solid door) and ideally with another Emmaus staff member. Just one allegation of an inappropriate comment to or inappropriate touching of a student could threaten to destroy your career, reputation, and personal life.

See also Restrictive Practise Clause

Asbestos

Most of the buildings at Emmaus were constructed in the late 1950s and early 1960s. As such, there is a potential for asbestos to exist in various forms in inaccessible and concealed areas. The health risk of undisturbed asbestos is very low. Please check with the business manager if you have any concerns or queries or are concerned that asbestos containing materials have been disturbed.

Heavy Objects

Please be advised that the school requires items with a mass over 20kg to be shifted using mechanical aids such as a trolley. The school owns some small trolleys suitable for transporting weights of approximately 20-80kg only. Anything heavier than this will need a larger capacity trolley. Get help when lifting heavy loads onto trolleys. The movement of any heavy item will require you to have students kept away while it is being shifted around the school. Don't lift, push or pull anything too heavy – break the load down into smaller lots. Don't lift heavy items while you're sitting down.

Height/Fall

Above 2m: Anyone working at heights above 2m are required to use suitable and purpose-built devices, e.g. ladders, scaffolding, lifters, cherry pickers, etc. No staff member is permitted to work at heights above 2 m unless working from heights training has been completed. Roof work: No staff member is permitted to climb on the roof without permission from the Business Manager.

Vehicles

Please discuss with our Admin staff before you bring a vehicle onto the oval and/or into a courtyard.



Teaching Staff Section



Expectations of the Position

A Teacher's Position at Emmaus includes the following expectations:

1. To be fully cognisant of the vision and values of the school.
2. Must have a current ACT Working with Vulnerable People Card (WWVP) & Teacher Quality Institute card (TQI). Failure to keep these registrations current will result in Leave without Pay
3. Diagnosing, teaching, assessment and reporting on students in subjects as requested by the Leadership
4. Teaching and programming from a Christian worldview.
5. Teaching duties as per the Certified Agreement;
6. Full-time (1.0 FTE) teachers attend during normal school hours – Monday - Thursday 8:30am to 4:00pm and Fridays 8:30am to 3:30 pm.
7. Part-time staff attend as per above on the full days that they work or as per their Offer of Employment.
8. Only leave school with the Head of School or Principal's permission.
9. Accurately maintain all necessary documentation including; Attendance, Term/Semester Overview, Absence Notes, reports, risk Assessments etc.
10. All full-time staff attend all staff meetings unless negotiated with the Principal.
11. Part-time staff attend meetings as agreed with Head of School at start of contract or before the start of a new school year and documented in their Letter of Variation.
12. Liaising (and assisting where necessary) with other specialist staff.
13. The overall welfare and pastoral care of children in your care. This includes:
 - i. Academic development
 - ii. Social development
14. Involvement in school activities through the modelling and fostering of:
 - i. A close, appropriate pupil/teacher relationship
 - ii. A close and regular liaison with each student's parent/s.
 - iii. Christ's love and teachings and thus contribute to each pupil's spiritual development.

Additional Expectations

Teachers should also:

1. Carry out playground and supervisory duties as rostered.
2. Participate in the extra-curricular program (mission trip, music performances, sporting events) as negotiated with Head of School prior to commencement of activity and/or program.
3. Organise and attend camps as required.
4. Carry out other duties as may be specified from time to time.
5. Participate in school identified Professional Learning (PL).
6. Part-time staff are expected to attend all school identified PL unless negotiated with head of school prior to the commencement of the school year and documented in Letter of Variation.
7. Membership of professional groups and organisations is recommended.
8. Keep classroom neat and stimulating and ensure it reflects children's current work, background and interests.



9. Attend parent/teacher interviews as scheduled by the school (or requested by parents during business hours).
10. Encourage attendance of Parent Evenings.
11. Both Full-time and Part-time staff to attend all Information Evenings and Open Nights
12. Use correct procedures at all times.

A Typical Emmaus Year

Year Overview - A list of some basic events you need to prepare for (subject to change):

Term 1 Activity

Before School Starts

- Staff retreat and professional learning
- Meet with other staff for pre-term planning.
- Prepare room.
- Make sure all stationery is ready.
- Ensure program of instruction is ready.
- Launch Day and Meet the Teacher
- New staff: start meeting with mentor weekly – ask questions!
- Letter home to parents outlining expectations of students.

Week 1

- 9am – Whole School Assembly
- Establish classroom rules and routines.
- Upload term work to Google Classroom.

Week 2

- Overviews due

Week 2-3

- Whole Day Swimming Carnival

Mid Term All Middle School & Secondary camps

Late Term

- Cross Country Carnival
- Parent Teacher interviews

Term 2 Activity

Week 1

- Letter home to parents outlining expectations of students.
- Upload term work to Google Classroom.



Week 2

- Overviews due

Week 6

- Open Evening

Week 9 or 10

- All teachers submit Midyear Reports to Principal
- Preschool developmental portfolios given to parents.
- Usually have a Social Function
- Athletics Carnival (Between Term 2 Week 10 and Term 3 Week 2)
- Last Day, just before school breaks up, Whole School Assembly

Term 3 Activity

- PD, May spend 1 week in holidays on a PD course for teachers.

Week 1

- Letter home to parents outlining expectations of students.
- Upload term work to Google Classroom.

Week 2

- Overviews due

Week 6-8

- Musical (alternate years)

During term

- Parent-Teacher interviews.

Term 4 Activity**Week 1-2**

- Letter home to parents outlining expectations of students
- Year 3 Camp.
- Upload term work to Google Classroom.

Week 2

- Overviews due

Week 6-8

- Primary School Swimming Lessons
- School Fete
- Primary and Secondary teachers submit End of Year Reports
- Election of SRC



Week 9/10

- Secondary Celebration Formal (Year 9-10)
- Clean up classrooms
- Return resources to Teacher's Resource areas
- Pool Day/Water Day
- Graduation Assemblies
- Staff Dinner (student free)
- Preschool developmental portfolios given to parents.
- (Primary) Pre-term letter to students ready for following year

Assessment Policy

All staff must follow the guidelines set out in the Assessment Policy found on the public drive. [link]

Assessment is a continuing process and you should be aware of the various strengths and weaknesses of all students in your class. We expect parents to be informed of any concerns as soon as possible. We expect parents to be informed with time to allow students to improve their grades.

Assessment tasks must be returned within two weeks of them being submitted.

Years 3, 5, 7 and 9 will undertake NAPLAN each year.

Teachers need to ensure that Gradekeeper is updated regularly to keep track of student progress. Grades are awarded in accordance with the criteria set out in the Australian Curriculum.

All Secondary students receive an assessment expectations document that needs to be signed by parents and students at the end of week 1.

Awards

- Students may receive book voucher prizes at Awards Assemblies at the end of the school year.
- Prizes may be awarded as outlined in the guide below.
- Teachers must be able to justify awards to other staff at a staff meeting prior to presentation.

School Awards

Students may receive a reward for excellence in one or more of the following areas. These are not encouragement or improvement awards but awards for the highest academic achievement in a particular subject. As such it is conceivable that there may be no recipients in one or more award categories in a given year. Year 3-10 apply. Electives and Criteria...?

Possible Award Categories

Subject Awards

- | | |
|---------------|---------------------------------------|
| 1. English | 2. Mathematics |
| 3. Science | 4. History and Social Sciences (HASS) |
| 5. Technology | 6. Arts - Visual or Performing |



7. Languages other than English – Japanese

8. Health and Physical Education

Other Awards

Civics and Citizenship Award: Community Contribution

1. Christian impact – including encouraging faith in Christ among others, building God's Kingdom at Emmaus, relations with and between churches
 2. Caring for others – including initiating community activities, caring for younger students
 3. Care for the environment – improvements to the school grounds, use of resources, recycling, re-use, reduction of waste.
 4. Conflict resolution – building better relationships in the school
 5. These awards are:
 - a. Community Service award
 - b. Emmaus Citizenship Award (medal)
1. Dux of the School (Awarded by Principal)
 2. All Rounder Award (Award by Principal)

Sponsored Awards

Awards donated to the school and approved by Principal.

Consistent Effort

Two per year level for Years 3-10

Bullying

Please see the School's Anti-Bullying Policy:

J:\ALL SCHOOL\POLICIES MASTER\ECS STUDENT WELFARE Policies\CURRENT Student Welfare Policies

Camps

Camps are an extension of the pastoral care component of school life where students are engaged in challenging but rewarding experiences outside normal classroom lessons, helping build relationship and personal growth. At Emmaus, camps are seen an integral part of the school curriculum and are therefore not voluntary for students. No student will be exempt from camp unless approved by the Principal. Parents will be invoiced a camp levy or levies at the start of each school year. Camp fees in the case of students given an exemption, will still be payable.

Camp Program

Camps are held during the year for Year 3 to Year 10.



Since camps are part of the curriculum, attendance at camps is compulsory. Camp Fees are billed to parents annually.

The aim of the camp is to:

- build confidence in each student
- build relationships between students and staff
- promote Christian fellowship

Our camp program may include (subject to change):

Year	Camp
• Kindy	N/A
• Year 1	N/A
• Year 2	Possibly a 1-night sleepover at school
• Year 3	Possibly a 1-night
• Year 4/5	1-2-nights
• Year 6/7/8	2-3 nights
• Year 9/10	3 nights

General Notes about Camp

- Minimum of two teachers need to attend a camp.
- Students will not be permitted to attend an excursion or camp without producing a permission note signed by the parent or guardian.
- Parents going on school camps or excursions must hold a valid Working with Vulnerable People card.
- Part-time staff who are needed to go on camp can claim the days which they usually wouldn't have worked on but weekends and any other 'overtime' cannot be claimed.

Finally, please see the School's **Off-Campus Education (Camps and Excursions) Policy**

J:\ALL SCHOOL\POLICIES MASTER\ECS WH&S Policies\ECS (CURRENT) WHS Policies

Classroom Set-up and Cleaning

We do have cleaners who vacuum the class rooms, clean our toilets, stairs and corridors each day. It is the teacher's responsibility to put the chairs on top of the desk at the end of each day.

We allocate jobs to students and see this as an opportunity for them to appreciate the effort it takes to look after their surroundings and to be more careful with rubbish as a result. However, if they fail to do their job, it is then your responsibility to clean up.

As a new, relief or ongoing teacher, you need to ensure you have enough of the correct desks and chairs, tote-trays, shelves, teacher desks/cupboard space etc.



Class Rolls (Attendance)

The Attendance Roll is taken on Denbigh.

Secondary needs to be completed in Homeroom and once transitioned to PC Schools, at the start of each period. Students who are late are expected to sign in at the front office and bring a late slip to class. Late slips need to be collated in a folder and disposed of at the end of term.

If a student is absent from school for three consecutive days without explanation teachers are expected to notify and Head of School and Parents

See also Attendance Policy:

J:\POLICIES MASTER\ECS STUDENT WELFARE Policies\CURRENT Student Welfare Policies

Communication - Notes and Emails

It is expected that staff continuously communicate with parents regarding student welfare, excursions, academic progress or any other matter.

We use the SKOOLBAG app to send notes to parents and can also have permission forms submitted via the app.

Any note or email that may deal with contentious matters should be approved by the Head of School before it gets sent home. Your Head of School will forward the note for inclusion on Skoolbag.

Please ensure that letters sent home are on an official school letterhead and have been proof read by your Head of School.

Staff need to keep a copy of all correspondence on file as a record of communication. Please ensure that you are proactive in your communication to parents, addressing an issue sooner rather than later, as parents do not like unwelcome surprises.

NOTE: If there is any tension over an issue, avoid emails and notes; talk to your supervisor and organise meetings with parents.

Staff should also communicate positive feedback to parents where appropriate.

Class "Term Letters" are sent to parents at the start of each term for Primary. All Secondary term overviews are to be posted on Google Classrooms for parent/student reference.

Formal notes and letters (e.g. Permission Notes for excursions, information about coming activities, requests for help etc.) must be approved by your Head of School or the Principal. Most will go out on a school excursion template (stored in public drive/ NOTICES) and must be countersigned by one of the above. A copy of any letter must be sent to Wendy Morris for checking and the final will be stored on the public drive under NOTICES and added to Skoolbag.

Parents must be given a minimum of two weeks notification of any upcoming excursion or special activity.

Dealing with Irate Parents

Don't attempt to discuss anything with a parent during class time. Do not try to solve tense parent issues via email or letter. Rather, consult your Head of School as soon as possible and refer the parent to the:



Dispute Resolution Policy as found on the school's website.

All e-mail grievances must be acknowledged within 24 hours from receiving it. (NOTE: Not necessarily dealt with)

Disability Standards for Education 2005

The Disability Standards for Education 2005 clarify the obligations of education and training providers, and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Disability Standards for Education 2005 (the standards) were developed under the Disability Discrimination Act 1992, and came into effect in August 2005. Staff needs to fully familiarise themselves with the Standards:

<https://www.education.gov.au/disability-standards-education-2005>

Daily Timetable and Duties

The Duty Roster is on the door in the staff room. If you know you will be away, ensure you arrange for your duty to be covered.

Duty teachers need to wear the **stunning orange vest and 'bum-bag'** full of supplies (1st Aid etc.) found in the staffroom.

Please be vigilant. Walk around the area you are monitoring, assist students in resolving difficulties when/if needed. In Primary School, ensure Year 5 mediators are used by others as first port of call in disputes that are not serious.

No students are to enter the office or classrooms without permission (a red card) from the Teacher on duty.

Times

8:30am Monday to Friday - Teachers must be at the school

- **Primary School:** Before school duty teacher needs to monitor both the oval and the courtyard after ensuring that crossing signs are up.
- **Secondary School:** Teacher supervises the courtyard and hardcourt.

Secondary and Primary students may only enter rooms if their teacher is with them.

- 8:45am Secondary commence morning classes.
- 8:52am Duty teacher in Primary Courtyard rings the bell
- 8:55am Primary children at line-up; staff supervise Primary students at line-up on the painted lines.
- 10:40 – 11:10 Recess (Secondary) – students leave classroom; duty teachers cover courtyard & oval.
- 10:50 – 11:30 Recess (Primary) - students eat with class teacher supervising for 10min.
- 11:10 Middle session lessons commence (Secondary)
- 11:30 Middle session lessons commence (Primary)
- 12:50 – 1:30 Lunch (Secondary) – as per recess.



- 1:00 – 1:30 Lunch (Primary); students finish any food they have left from recess; all outside by 1:00. Primary Students go to line up when bell is rung by duty teacher at 1:27pm.
- 1:30 Afternoon lessons commence (Secondary)
- 1:30 Primary students line up for any announcements. Afternoon lessons commence (Primary)
- 3:00 Primary school ends for the day.
- 3:10 Secondary school ends for the day.

Duty Areas

Before School

- Secondary Courtyard - Whistle at 8:45am (Secondary)
- Primary Courtyard and Oval – Bell at 8:52am (Primary) *NB: No basket ball in courtyard due to high pedestrian activity before school.*

Primary Courtyard – supervise courtyard.

Teacher who is on the second half to organise the bell to ring at 11:27am recess and 1:27pm lunch hurry students to toilets and the classroom – no basketball before school

Secondary – supervise the hardcourt and courtyard.

Teacher who is on second half to organise the whistle to blow at 11:10

Oval – Teacher to supervise the oval (and hard-court if Primary utilise it after Secondary leave)

Trading Room/Playground & Lower oval

Car-park Duty

Teacher to stay near Loading Zone near the front entrance. Monitor car-park and loading zone (parents should not be parked there for more than one minute). Lock gates, collect road signs and at 3:30am usher any students still to be picked up into the Front Office.

Bus Duty

Teacher to collect students at 3:10 and take them to the bus stop on Wilshire Street.

After School rules for Primary Students

- No students allowed on oval or playground without their parent monitoring them due to potential risk.
- No students allowed in car-park without a parent due to potential accident.
- No ball sports in courtyard. No playing in the courtyard without parent supervision.
- No devices to be used/seen

End of Day Procedure

4:00pm End of school day – ensure windows and doors are locked. (If you need to leave before this time, please discuss it with your Head of School)



New Staff

Your mentor will do your duties with you in Week 1.

Wet Days

Return to your classroom and supervise OR arrange a 'tag-team' duty with a colleague. If you are the teacher on oval duty, please supervise the library.

Excursions

Excursions of an educational nature are arranged throughout the year. Fees and other associated costs for excursions are added together and spread over the year's school fees. Children are to wear full school uniform on excursions unless otherwise instructed by a note from the teacher.

Excursion Planning Guide

Plan to eliminate or control all potential risks to students and staff. Teachers are required to adopt the following excursion procedures:

No bookings can be made for camps and excursions unless a risk assessment and costing have been done and approved by Head of School.

Time-frames for Planning

The time-frames are the MINIMUM time-frames – if you wish to complete this process sooner, please do so.

4 calendar weeks prior to Excursion date:

1. Risk Assessment.
2. Teacher submits excursion request to Head of School.
3. Head of School checks calendar and budget and approves.

3 calendar weeks prior to Excursion date. Teacher completes:

1. Booking
2. Excursion Form with Permission Slip;
3. Organising of transport, accompanying adults, etc.;
4. All required administrative documentation (e.g. Purchase orders, Credit card orders)

ALL PAPERWORK IS SENT AND CHECKED BY HEAD OF PRIMARY/SECONDARY PRIOR TO SENDING HOME. Heads send information to Librarian who checks dates and formatting and then returns notes to Head and classroom teacher.

2 calendar weeks prior to Excursion date:

- Teacher checks and submits final Risk Assessment to Head of School
- Teacher submits Excursion Form to Skoolbag
- Teacher submits copy of the approved final Risk Assessment to Business Manager for record keeping.
- Overseas Risk Management Forms must be submitted to Business Manager and approved by Principal.



The supervising teacher(s) should:

- In all circumstances obtain the permission of parents or guardians before taking students on an excursion. Parents need to be provided with complete excursion information to enable them to make an informed decision.
- Have a good knowledge of the location of the excursion and visit any unfamiliar location beforehand.
- Ensure that appropriate pre-excursion planning and travel arrangements have been detailed.
- Ensure that the qualifications of all teachers/adults (First Aid/special activities) involved with the excursion have been checked and are current. Ensure volunteers have a current WWVP card.
- Ensure that any special training of teachers/supervisors have occurred in preparation for the development of specific student skills.
- Ensure that First Aid and other emergency procedures (including the notification of parents) are drawn up.
- Ensure First Aid equipment and contents are appropriate to the excursion. The First Aid kit must be readily available at any time on the excursion.
- Ensure that a class roll is taken before leaving for an excursion, during the excursion and upon arrival back at school.
- Head counts should be done regularly whilst on excursion e.g. every time students are boarding the bus.
- No student is allowed in water unless there is a person with a current Bronze Medallion in life saving present to supervise.
- Supervision Ratios and Requirements for Special (Adventure Sports) Activities:

Activity	Ratio / Details
• Bushwalking	1:10 inc qualified leader
• Cycling, mountain-biking	1:8
• Horse-riding	1:6 beg; 1:8 adv; max 20 students
• Orienteering	1:15 inc qualified leader
• Abseiling, Caving (easy)	1:8 inc qualified leader
• Wall-climbing	1:12 inc qualified leader
• High ropes courses	1:10 inc qualified leader
• Swimming (still water)	1:15 inc qualified Life-Saver
• Swimming (surf, boogie board)	1:10 inc qualified Life-Saver - Min 2 adults, one in water, one on Beach.
• Swimming (surfboard, ski etc)	1:8 inc qualified Life-Saver - Min 2 adults, one in water, one on Beach.
• Snorkelling (beginner)	1:6 inc relevant qualified instructor
• Kayaking, canoeing (flatwater)	1:8 inc relevant qualified instructor

Source: ACT Department of Education and Training

Lunch, recess and breaks

- There are two breaks during the school day.
- Every pupil should bring his/her own healthy lunch and snacks.
- The students are required to eat their food in the respective courtyards.



- No food is to be taken on to the oval or the multi-purpose court. This is to assist students with anaphylaxis. See Anaphylaxis for further information.
- Kindy to Year 9 school students do not have access to a microwave or kettle. (Food will not be heated for students)
- Year 10 students have a microwave and a kettle available for their use in their homeroom.

Mobile Phones (Students)

Students must leave mobile phones turned off and out of sight all day or they will be confiscated.

Students should not call or text their parents if they are not feeling well, but with teacher permission, should go to the School Office.

Parent Teacher Interviews/Meetings

We will be having parent teacher interviews at the end of each odd term. Reports will be handed out at the end of even terms. (This means feedback will be given to parents regarding each terms work).

Please make sure you have something meaningful to talk about. Feel free to pray with parents – before &/or after the meeting.

Pre-arranged interviews form the basis of our reporting system. Currently, parents will receive the following feedback as a matter of course:

- How are they progressing? (Socially, academically, spiritually)
- Strengths/areas for improvement
- What are you (the teacher) doing to improve them if they are struggling in a certain area/s?
- What are you doing to improve/grow them if they are strong in a certain area/s?
- What/how can the parent/s work with us in the raising of this child?

Parent teacher interviews are a great time to flag students who will need extra support or effort to receive a C or D.

Don't be afraid to book a double slot if you think it will be needed, or to ask your coordinator to attend to provide support.

Homework

Homework – Google Classroom

- Every student Year 3-10 is expected to utilise Google Classroom and/or email to keep track of homework/assignments and relate messages between parents and teachers.
- It can provide a focus and contact point for parents to be aware of their child's current work and their strengths and weaknesses.



Homework - Primary

Primary: Homework is to be given by class teachers as they see fit. If children reach their time limit, parents are welcome to write a note excusing students from further work. While we wish to commence training children in the use of 'free time' for study/work, we highly value childhood as a time for fun and free time! Note: In Primary, the only consequence of incomplete homework is that parents are advised.

Homework should:

- Have short, clear instructions, with an aim that an average student be able to complete it independently using those instructions
- Where possible be similar across the term (similar activities so that it is easy for students and parents to know what's expected)
- Include all information required (NB: if research is required the internet or books may need to be supplied from home)

Homework should involve revision/a snap shot of what's happening in the classroom.

Reading should be included in the homework and teachers are encouraged to recommend that students read one-on-one with/to parents as well.

Assignments/projects:

- May need to replace regular homework (so that time expectations are not exceeded)
- Have clear rubrics provided (so students and parents know what's expected)
- Should be explained to students before they go home

Homework - Secondary

Secondary: All students are to complete homework as set out in the term Assessment Grid and in accordance to the Assessment Policy. Students may receive smaller homework tasks in addition to this work.

Suggested Homework Times (Guideline for Staff Only!)

Note that indicative times below are overall per student and not the amount of homework set per subject(teacher) per day.

Year	Approx. minutes/day Mon-Thurs
K	10-15
1	10-15
2	10-15
3	10-20
4	10-20
5	15-25
6	25-45
7	60-90
8	60-90
9	90-100
10	120

To be investigated and/or revised during 2019



Intellectual Property

As Christian teachers, we want to be good stewards of the resources of our school. This applies as much to intellectual property as it does to physical objects. The most common form of intellectual property in schools is copyright, which applies to original works of art, websites, music, computer programs, films, broadcasts, reports, information sheets and other written documents. Ideas themselves are not copyright, only the 'material expressions' of ideas. There is no system of registering copyright in Australia, and you do not have to apply for it. Copyright automatically applies to original works. Notices of copyright simply call attention to the fact that the author is asserting their copyright. Teachers create 'material expressions of ideas' every day, in term programs, lesson plans, worksheets, displays, podcasts, music, and many other forms. Under Australian law, the employer owns intellectual property produced as part of your employment, unless there is a contract clause to the contrary (www.ipaustralia.gov.au). Please talk to your coordinator before sharing the school's intellectual property outside of Emmaus. We want to be generous, and many times sharing is a simple matter of including a copyright notice at the bottom of the document you are sharing: © 2018 Emmaus Christian School Canberra. Occasionally, there will be reasons that the school chooses to keep some intellectual property in-house.

Mentoring Program

Each new teacher at Emmaus Christian School is assigned another teacher to mentor them through their first term and possibly beyond. Mentor and mentored will meet once per week at school at a mutually convenient time. Please ask your Head of School who your mentor is (or will be if you don't already know). Teachers straight out of university will need to continue these meetings throughout the year at a less frequent interval.

Role of the Mentor

- See the 'big picture' and how current issues fit into it;
- Use personal experience and skills to provide assistance and training in how to solve teaching problems;
- Challenge a new staff member to persevere and grow.

Role of person being Mentored

- Accept responsibility for growth;
- Develop goals that relate to the performance of duties;
- Maintain a teachable spirit.

Note: If the mentor or mentored senses a 'personality clash' please advise your Head of School - another Mentor may be assigned.

The following list can be used by the mentored to prepare for weekly sessions:

- Briefly review your lesson plans this week and discuss your plans for next week. Include discussion about ways to include a Christian worldview in your lessons.
- Outline a lesson or incident where you had to adapt or change your plans.
- Discuss any students that are requiring extra attention from you this week. Identify their needs.
- Outline an area of curriculum and/or procedures where you would like more information.
- Is there anything you need help or resources with at present?
- Discuss any section of the Staff Handbook.
- Any other issues that might arise



Notifiable: Breaches/Practices/Reporting

Notifiable Data Breach

See: <https://www.oaic.gov.au/privacy-law/privacy-act/notifiable-data-breaches-scheme>

When you believe an eligible data breach has occurred, you must promptly notify the Head of School and Principal as well as individuals at likely risk of serious harm.

Assessing a suspected data breach

Key points

- If an entity has reasonable grounds to believe that it has experienced an eligible data breach, it must promptly notify individuals and the Commissioner about the breach, unless an exception applies.
- In contrast, if an entity suspects that it may have experienced an eligible data breach, it must quickly assess the situation to decide whether or not there has been an eligible data breach.
- An assessment must be reasonable and expeditious, and entities may develop their own procedures for assessing a suspected data breach.

When must entities assess a suspected breach?

The NDB scheme is designed so that only serious ('eligible') data breaches are notified (see Identifying eligible data breaches). If an entity is aware of reasonable grounds to believe that there has been an eligible data breach, it must promptly notify individuals at risk of serious harm and the Commissioner about the eligible data breach (see Notifying individuals about an eligible data breach).

For more detailed reading and especially assessing if you may have committed a data breach where there is a likelihood of serious harm, please read:

<https://www.oaic.gov.au/agencies-and-organisations/guides/data-breach-preparation-and-response#identifying-eligible-data-breaches>

Mandatory Reporting

See: J:\POLICIES MASTER\ECS STUDENT WELFARE Policies\CURRENT Student Welfare Policies

Also very informative and helpful:

[https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/213/~reporting-child-abuse-and-neglect](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/213/~/reporting-child-abuse-and-neglect)

Restrictive Practice

Please note the following website for matters relating to Restrictive Practises:

https://www.cmtedd.act.gov.au/open_government/inform/act_government_media_releases/rachel-stephen-smith-mla-media-releases/2018/reducing-and-eliminating-restrictive-practices-in-the-act

Photos of Students

The use of a student's photo in a public domain must have the permission of parents/carers. Refer to Denbigh to see if this permission has been granted.



Photocopier

Please ensure the lid is kept closed during and after use. It is not desirable that children merely fill in sheets of paper all day.

Note that office staff and students are not to be asked to do your photocopying for you.

Students should not use or collect paper from the photocopier without adult supervision.

Please consider the permanence of a document (if it is something that will be kept) before printing in colour.

Make sure you collect ALL print work from the copier and be mindful of confidentiality.

Copyright

All federal and government laws are to be followed when copying work. The school pays fees toward limited photocopy rights, but staff are not encouraged to make heavy use of photocopies in their pedagogy. The general rule for copyright is that no more than 10% of a document can be photocopied unless it is no longer published. If in doubt, ask, as severe penalties can be imposed.

Professional Learning and Part-time Staff Attendance of PL Days

Teachers and admin staff are expected to undertake courses of study that contribute to their ongoing professional development. All employees are expected to remain up to date with current research.

The school provides teaching staff with TQI Approved professional learning. Teaching staff are expected to complete the Teacher Directed portion of their TQI registration requirements with activities such as professional reading, peer mentoring, attendance at professional learning communities, or other self-directed activities.

The school provides teachers with support for professional learning (PL). PL is aimed at improving your skills as a teacher. Any investment in PL is not meant for purchasing teaching resources.

As part of the Performance and Development Plan staff are required to identify at the start of the year professional development that they want to attend.

Staff must apply for professional memberships and PL to the Head of School who will determine approval, with consideration of need and cost.

Attending Professional Learning Days and Admin Days

PL Days = Professional Learning Days (these days are usually days set aside on the Calendar for professional learning prior to students returning at the start of the year and during the mid-year break. **This includes ACT Christian School or CEN Conferences.**

Admin Days = Launch Day and usually the 0.5 for the End of Year Last Day.

Part-time Staff

- All part-time staff **are** expected to attend PL Days.
- Starting in January 2020, all part time staff will be expected to attend PL days as set on the Calendar.
- Should PL days set not coincide with normal working days, a part-time staff member will still be required to attend.



- PL days will be apportioned over a school year and any days required in excess of your proportioned average will be remunerated.

E.g. expectation of a fulltime employee is 10 days PL for the year, a 0.4 FTE employee will be expected to attend $10 \times 0.4 = 4$ days.

If at the end of the year the 0.4FTE part-time employee was required to attend 5 days of PL attendance of which only one day was outside of set working days, that one day will be paid as an extra at the end of the year. If it were two days, two days will be paid, etc.

Programming - Curriculum

1. Overviews

Overviews, based on Emmaus Curriculum, are to be submitted to the section Head of School at the start of each term for Primary and at the start of each Semester for Secondary. The format of overviews is up to the teacher, but each overview must include the following:

- Topic (e.g. Fractions)
- Outcomes or Aims (e.g. Students will be able to add fractions with like denominators)
- Australian Curriculum descriptors (e.g. ACMNA126)
- Activities/ Resources (dot point, no elaboration required in term overviews)
- Differentiation/ Accommodations for special needs
- Links to AC General Capabilities and Cross Curriculum Priorities
- Biblical Perspectives (e.g Transformation by Design)

All programs must be stored on the public drive, in the folder nominated by your Head of School.

3. Timetables

It is expected, that where possible, all teachers adhere to the timetables that are set. Secondary lesson times and "fixed" primary periods (those periods taken by specialist staff) must be strictly adhered to. A copy of your class timetable should be clearly displayed for the benefit of students as well as visiting relief staff.

4. Provide evidence of adjustments for students with disabilities (ILP)

The Learning Support Coordinator will work with staff to develop a student's ILP and provide support to make adjustments. Reporting Includes emails to parents, scans of simplified work or photos of different activities you have given to our students on ILPs (not PLPs). It is a legal requirement that we implement adjustments identified in ILPs and keep records of those adjustments.

Evidence is to be supplied to the Learning Support Coordinator at reporting time. The Learning Support Coordinator will then upload the evidence into Denbigh.



Rainy Days

Teachers are expected to do extra duty on rainy days. Before school, children may enter the school and go to their classroom. Class teachers are expected to supervise their classes unless they have made an arrangement to take it in turns. This is the same for both the long and short breaks in the day (recess and lunch). After school procedures are as per usual.

If it is raining and you have a duty, please see your Head of School.

Referring Student for Assessment

Significant student needs must be discussed with the Head of School.

Doctor's Appointments during School Times.

It is expected that teachers are to be on-site and available for supervisors and parents between 8:30am and 4:00pm.

Appointments with GPs are expected to be made outside of school hours, but it is acknowledged that specialist appointments may be different. Talk to your Head of School if you need to leave the premises and please ensure that you sign out.

Reports

Two written reports are generated – the mid-year and end of year report.

Talk to another teacher if you need assistance.

Note: nothing in the reports should be a surprise to parents, i.e. talk to the parents regularly about student progress, especially at formal interviews.

Security/Privacy

See: Privacy Policy: J:\ALL SCHOOL\POLICIES MASTER\ECS GENERAL Policies\ECS (CURRENT) GEN 1-5 Privacy Policy

Teachers are responsible for ensuring their classroom windows and doors are locked at the end of each lesson.

Confidential documents/student information should be stored in a locked area and computers should be locked or logged off when teachers aren't on it.

Sport, House & Carnivals

House, School Carnivals and Whole School Rev-Ups aim to foster community with staff and students as a range of year levels unite under their House banner.



Year 5, Year 10 and the SRC particularly step up during our carnivals, leading cheering, organizing decorations and posters. Prior to carnivals they will run meetings with tips and information for the day.

Student Reflection and Detentions

(Helpful Hints for Behaviour Management)

Classroom management skills are critical to teachers. You cannot teach a class if you cannot keep their attention and manage the inevitable behaviour issues of students. Refer to school policies:

Student Welfare Policy 1-5 Behaviour Expectations (including suspensions and exclusions) and SW 1-6 Student Code of Conduct.

Where there are concerns, please discuss these with your supervisor/ Head of school.

Think Sheet (Primary)

In Primary School, the Think Sheet is completed as a communication to parents when it has been necessary to address a lack of respect by a student toward another person (student, parent or teacher) or property. Examples include: swearing at someone, kicking/hitting, deliberately breaking someone else's property & deliberately disobeying. The filling out of these forms is not considered punishment for poor behaviour, but simply reporting the issue to parents in a clear manner. Parents are welcome to discuss or question the issue with teachers.

It is important that students are heard (which may need to happen after a lesson finishes), understand why what they have done is problematic, and that students, where possible, perceive fairness in the process (e.g. if others were actively involved, others should also receive a consequence).

Teachers are expected to enter data regarding the Think Sheet onto Denbigh and to follow up Think Sheets if they are not returned, with a parent signature, the following day. Think Sheets are given as soon as possible to the relative Head of Schools.

Contract

1. If a student receives a THINK Sheet three times within a term, he/she will be asked to enter a CONTRACT using the Contract Sheet and parents will be contacted by the Principal or Head of School. Students will remain on a contract until the Head of School feels that they can behave appropriately without the contract.
2. Persistent and wilful non-compliance will result in Suspension or Expulsion procedures.

In the Playground

The consequence of a student making the playground unsafe is for that student to be removed from the playground to walk with the teacher on duty. Teachers are to ask Primary School Children involved in a dispute whether they have seen a playground mediator first.

If they have, and the issue remains unresolved, discuss what the students are going to do about it and help them to choose the most appropriate solution.



Suspensions and Exclusion (see policy)

In the event that suspension or exclusions are needed, the following will apply:

1. Suspensions or Exclusions apply when a student is:
 - a. persistently and wilfully noncompliant;
 - b. threatens to be violent or is violent to another student attending the school, a member of the staff or anyone else involved in the school's operation;
 - c. acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, a member of staff or anyone else involved in the school's operation;
 - d. displays behaviour that is disruptive to the student's learning or that of other students;
2. The principal decides that action should be taken.
3. The principal may suspend a student from the school for a stated period of no longer than fourteen days.
4. The principal may exclude the student from the school.
5. The principal may exclude the student if:
 - a. the student's parents have been consulted and told in writing about the proposed exclusion of the student and the reasons for it;
 - b. the student has been given a reasonable opportunity to attend counselling, undertake relevant educational programs or receive other appropriate assistance;
 - c. as far as the student's maturity and capacity for understanding allow, the participation of the student has been sought, and any views of the student considered, in deciding whether to exclude the student;
 - d. the student has been given sufficient information about the decision-making process, in a language and way that the student can understand, to allow the student to take part in the process;
 - e. the student has been offered information about alternatives for continuing the student's education after the exclusion.
6. The principal may suspend the student on the same basis as (5) above providing that the student has been given a reasonable opportunity to continue the student's education during the suspension.
7. The principal may immediately suspend a student for not longer than 5 days if in the principal's opinion, the circumstances are of such urgency or seriousness to require the student's immediate suspension.
8. Before suspending or excluding a student, the principal must comply with the requirements of section (5 a-e) to the extent that it is practicable and appropriate to do so.
9. To remove any doubt, the principal may suspend the student under section (5) while deciding what other action should be taken in relation to the student under this section.
10. If the student is suspended for seven or more school days in a school term (whether or not consecutive school days), the principal must ensure that the student is given a reasonable opportunity to attend appropriate counselling.
11. If a student is excluded, the principal will provide the registrar written notice of the exclusion.

Student Dating Policy

Dating between students is not permitted at school or while in school uniform. Specifically:

- Students are not to show any more physical affection to one person than to any other.
- Any overt physical affection is not permitted. This means no holding hands; no placing arms around each other for more than a greeting; no kissing.
- Students are to relate with a wide group of friends and not focus on only one close friend; they are not to go off by themselves with one another for long periods of time.



- Students are not to define their relationships as 'my boyfriend' or 'my girlfriend' in the sense of a particular romance.
- All relationships at school should be inclusive by nature.
- Teachers must call out students if they notice breach of the Dating Policy

Watching Media at School

It is expected that all viewing of media is in accordance with Australian laws and regulations. It is also expected that, where possible, teachers consider the parents of Emmaus Christian School and the expectations they have of the school; for example, movies with witches, wizards and spells may be considered inappropriate viewing by many Primary Parents.

Emmaus recognizes that videos, movies, and other digital media that directly relate to the instructional program may be of benefit for classroom viewing. Any media shown at school must directly relate to the curriculum being taught. Pertinent clips should be shown, rather than viewing any media in its entirety, whenever possible.

Teachers may, on an occasional basis, use movies as a reward or for entertainment.

- G rated movies may be shown to any students.
- PG movies may be shown to students in Years 7-10. Younger students may only view PG movies provided written permission is obtained from parents.
- M movies may only be shown to students in Years 7-10 and require written permission from parents.
- If parts of MA movies must be shown for teaching purposes: – this is strictly optional for students, whose parents have given written permission.
- No R-rated movies under any circumstances.
- YouTube: All YouTube movies or clips must be pre-viewed, and all advertising or previews must not be shown.

If not sure, please discuss with your Head of School.

Year 10 Certification and Appeals

Emmaus Christian School is registered to provide an approved program of study to Year 10 Level. The range of courses offered by Emmaus is approved by the School Board and the Non-Government Schools Office.

Successful completion of academic work, attendance requirements and satisfactory conduct will result in the issuing of the ACT Year 10 Certificate at the end of Year 10. Students, who are not eligible to receive the Year 10 Certificate, or who transfer out of Emmaus, receive a High School Record which lists courses undertaken and grades earned to that point in Years 9 and/or 10.

All Year 10 Certificate grades reflect continual assessment in subjects taken during all four semesters from the start of Year 9 to the end of Year 10.

Y10 Reporting

The school reports to parents in accordance with the Australian Education Regulation of 2013. We report to the achievement standard of the Australian Curriculum, using an A-E grading scale. Parents also receive a Year Level report, which records the percentage of students who achieved each letter grade in each subject.



Reviews and Appeals

Year 10 students may request a review of their assessed grades firstly from the teacher, then the Head of School, and finally the Director of Studies and Principal. If dissatisfied, a student may appeal to the School Board if they can provide information that shows the review was unfair, incorrect or unreasonable.

