



Carey
Baptist
College
Forrestdale

2022 Secondary School Handbook

Contents

Welcome to Carey

Welcome from the Principal	
Our Motto, Vision, Mission and Values	1
Professor William Carey	2
Carey Baptist Church	3
College Governance Council	3
Council Members	3
College Executive	3

Contact Information

General Information	4
Contact Information	4
Uniform Shop	4
Forrest Coffee	4
School Bus	4

2022 Forrestdale Campus Map

2022 Term Dates	6
2022 Secondary Timetable	6

Staff

Leadership Team	6
Secondary Teaching Staff	6
Year Managers	6
Alternative Learning Pathways Teacher	6
Inclusive Education Coordinator	6
Secondary Education Assistants	6

Learning at Carey

Introduction	7
Learning Assets	8
SEQTA Learn and Engage	9
Students with Additional Needs	9
Inclusive Education Plans (IEP)	9
Other Special Needs	10
Special Provisions	10
Parent/Student/Teacher Interviews	10
Assessment Policy	10

Pastoral Care

Chaplain	12
Next Gen Pastor - Shelby O'Reilly	12

Curriculum

Year 7 Timetable 2022

Year 8 Timetable 2022

Year 9 Timetable 2022

Year 10 Timetable 2022

Extra-Curricular and Special Events

College Policies and Guidelines

Attendance	16
Absence Notification	16
Supervision on College Grounds	16
Late Arrival at School	16
Early Departure from School	16
Attendance	17
Mobile Phones	17

Uniform Policy

Student Code of Conduct - Secondary

Behaviour Management Process

Bullying

Complaints Resolution Policy

Student Concern Flowchart

Protective Behaviours and Reporting

A portrait of Nigel Wise, the principal of Forrestdale, smiling and wearing a dark suit, white shirt, and red patterned tie. He is standing in front of a dense green hedge.

Welcome

Nigel Wise
Forrestdale Principal

Welcome to Carey

It is our aim that your child's school journey forms a rich foundation of many learning experiences that together make a useful and cohesive platform of skill development from which they can launch into a rich and fulfilling future. This foundation is a journey that will be made up of many things including social experiences, strong friendships, positive interactions with educators, an exploration of curriculum through many different learning areas and a myriad of other enriching events. This journey will also present many challenges that invite students to grow, challenge themselves, challenge others and impact the world that they currently live in and the ever-changing world of tomorrow that they will also inhabit.

This journey is one that parents and other family members also embark on and we encourage them as very significant influences to partner with us for their own enrichment as well as for the benefit of their children.

This partnership will provide a vital part of the foundation needed by each student in order to succeed and thrive. In nurturing a thriving individual, we will impact them on a holistic level, including their cognitive, social, spiritual, physical and mental self. This will involve many educators and experts both onsite and offsite as well as many forms of equipment and resources.

We welcome you on this journey and anticipate a very positive outcome!

Nigel Wise

Mr Nigel Wise
PRINCIPAL



Carey
Baptist
College

Our Motto

Attempt the extraordinary.

Our Vision:

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

The Mission:

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

Our Values

Our values provide the framework for all that we do at Carey, including teaching and learning.

Kindness

A concern for others, which compels us to act for their good.

Courage

The willingness to act well in the face of uncertainty and fear.

Respect

Sensing and honouring the God-given worth in another.

Humility

Embracing a clear perspective for one's place with God and others and seeking to benefit others above ourselves.

Integrity

Being honest and consistently living out our moral principles.

“Expect great things from God, attempt great things for God.”

Professor William Carey
1761 - 1834

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

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

Carey began as an English shoemaker, Baptist Pastor and missionary amongst the Bengali people, where

he emerged as a dedicated student of the local culture and language.

As a professor of language, he helped to establish adult literacy colleges and developed a deep respect and empathy for those bound by the Caste system. Through these colleges, Carey educated the Bengali people to consider their social democratic rights and ultimately, he was influential in having widow burning and infanticide made illegal.

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

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

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

Expect great things from God,
attempt great things for God.

William Carey



Mark Lilley
Senior Pastor Forrestdale Campus

Carey Baptist Church

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

In the tradition of William Carey, the Carey Community, with the support of Mount Pleasant

Baptist Church, established Carey Baptist College and embraced Professor Carey's call to 'Expect Great Things from God, Attempt Great Things for God'.

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

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

College Governance Council

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

Council Members

- Mr Chris White (Council Chairperson)
- Mr Roger Lee (Treasurer)
- Mr Peter Burton
- Mr Gary Robinson
- Mr David Kilpatrick

College Executive

- Miss Tracey Holmes
- Mr Brenden Gifford
- Ms Kellie Cockram
- Mr Nigel Wise
- Mr David Kilpatrick
- Mr Tim Dorsman
- Mr Gert Strydom
- Mrs Nevellene Linquist

For more details, please visit carey.wa.edu.au/about/leadership/



Contact Information

General Information

Who do I contact first?

- General enquiries: Office staff
- Class specific matters: Class teacher
- Any other concern: Principal/Head of Secondary via Principal's PA: (08) 6166 2203

Contact Information

Forrestdale

540 Nicholson Road, Forrestdale WA 6112

PO BOX 1409, Canning Vale 6970

T: (08) 6166 2222

E: f.secondaryadmin@carey.wa.edu.au

Administration Hours

8:15am - 4:15pm

School Hours

Primary: 8:40am - 3:10pm

Secondary: 8:35am - 3:10pm

Monday to Friday

Campus Hours

8:20am - 4:30pm

Uniform Shop

T: (08) 9394 9101

E: uniformshop@carey.wa.edu.au

51 Wright Road, Harrisdale WA 6112

Entry via Entrance 1 on the Carey Harrisdale Campus.

The uniform shop will be open between 8:00am and 4:30pm each Tuesday and Thursday during term. Any variations or additional opening times are published in the College newsletter or on the Carey website.

Forrest Coffee

Forrest Coffee is open for the school community, five days per week from 8:20am to approximately 10:00am.

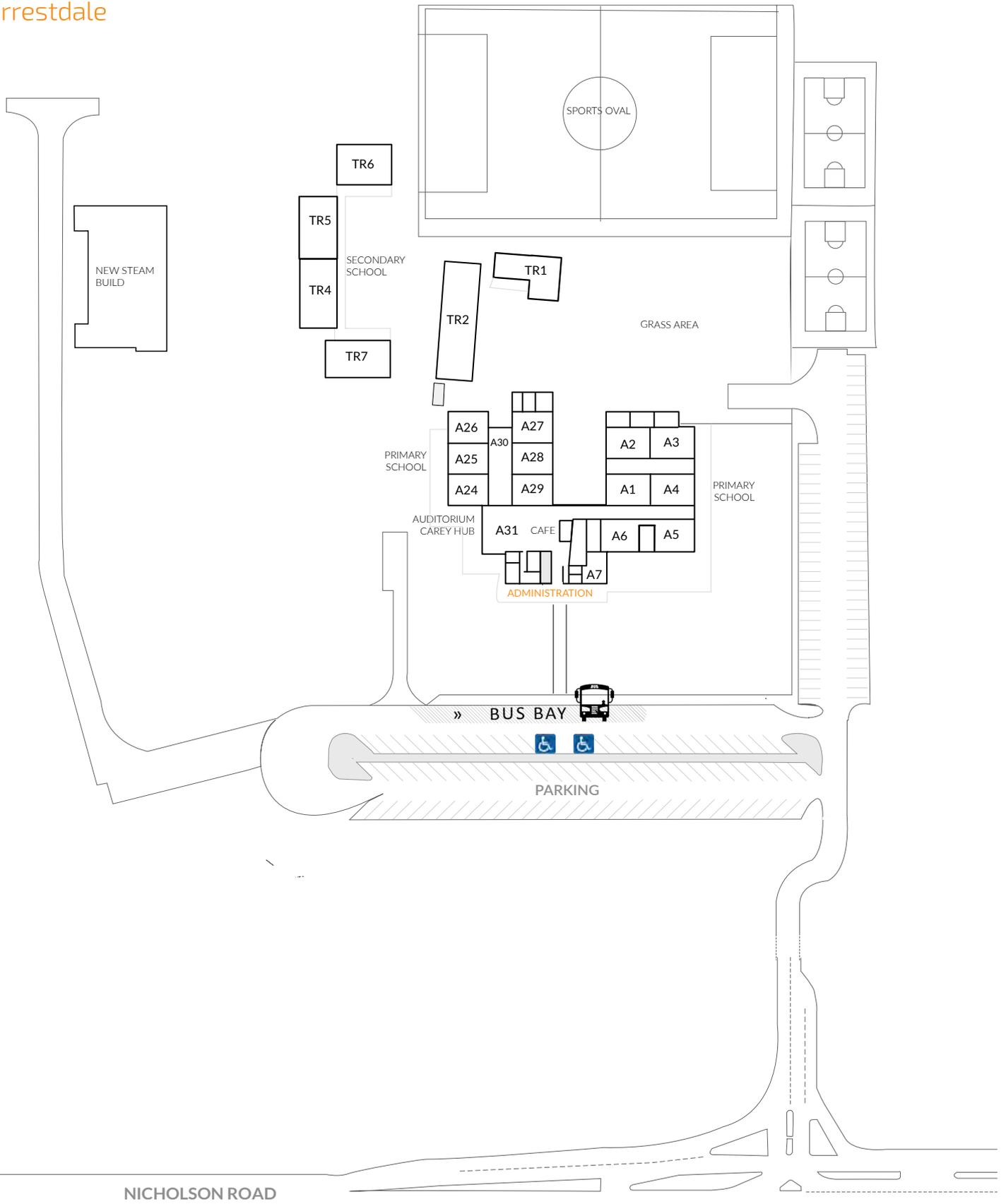
School Bus

If you have a query regarding the school bus service, visit the carey.wa.edu.au and navigate to "Current Parent Essentials". Alternatively, you are welcome to contact staff at reception or the Bus Co-ordinator on (08) 6166 2222.



Carey
Baptist
College
Forrestdale

2022 Forrestdale Campus Map



Term Dates

	Start Date	Finish Date
Term 1	Monday 31 January	Friday 8 April
Term 2	Tuesday 26 April	Friday 1 July
Term 3	Monday 25 July	Thursday 22 September
Term 4	Tuesday 11 October	Wednesday 7 December

2022 Secondary Timetable

Session	Session Times Monday to Friday
Homeroom	8:35am - 8:45am
1	8:45am
2	9:40am
Recess	10:35am - 10:55am
3	10:55am
4	11:50am
Lunch	12:45pm - 1:20pm
5	1:20pm
6	2:15pm
Close	3:10pm

Staff

Leadership Team:

Principal	Nigel Wise
Assistant Principal Curriculum: Primary	Sue Yardley
Head of Secondary School	Peter Fallon
Dean of Pastoral Care	Samantha Botha

Secondary Teaching Staff:

ARTS

Dance: Sonia Spadaccini
Drama: Tim Bowles
Materials Design
Woodwork: Trevor Darch
Media Arts, Design,
Photography: Etienne Johnson
Visual Arts: Kara Moss

BELIEFS AND VALUES

Asher van Wolligen
Samantha Botha

ENGLISH

Head of English: Candice Brown
Stephen Ford
Stephanie Parmar
Tania Shah

HEALTH AND PHYSICAL EDUCATION

Jordan Harris
Outdoor Education: David Boldy

HUMANITIES AND SOCIAL SCIENCE

Stephanie Parmar
Tania Shah

INDONESIAN

Anna Parker

MATHEMATICS

Head of Mathematics: Nathan Yuan
Johanna den Boer
David Boldy

MUSIC

Shantelle Bryce
Sonia Spadaccini

SCIENCE

Johanna den Boer
Charlotte Shirriff

TECHNOLOGY

Digital Technology: Etienne Johnson
Robotics: Etienne Johnson
Food Technology: Asher Van
Wolligen

Horticulture and Permaculture:
Russel Montgomery
Materials Design Woodwork:
Trevor Darch

YEAR MANAGERS

Year 7 and 8: Jordan Harris
Year 9 and 10: Stephen Ford

ALTERNATIVE LEARNING PATHWAYS TEACHER

Carla Vasukicakau

INCLUSIVE EDUCATION COORDINATOR

Angela Nissen

SECONDARY EDUCATION ASSISTANTS

Tahni Dudley
Nikki Fourie
Ariana Yardley
Matthew Carey
Rebecca Colquhoun

Learning at Carey

Introduction

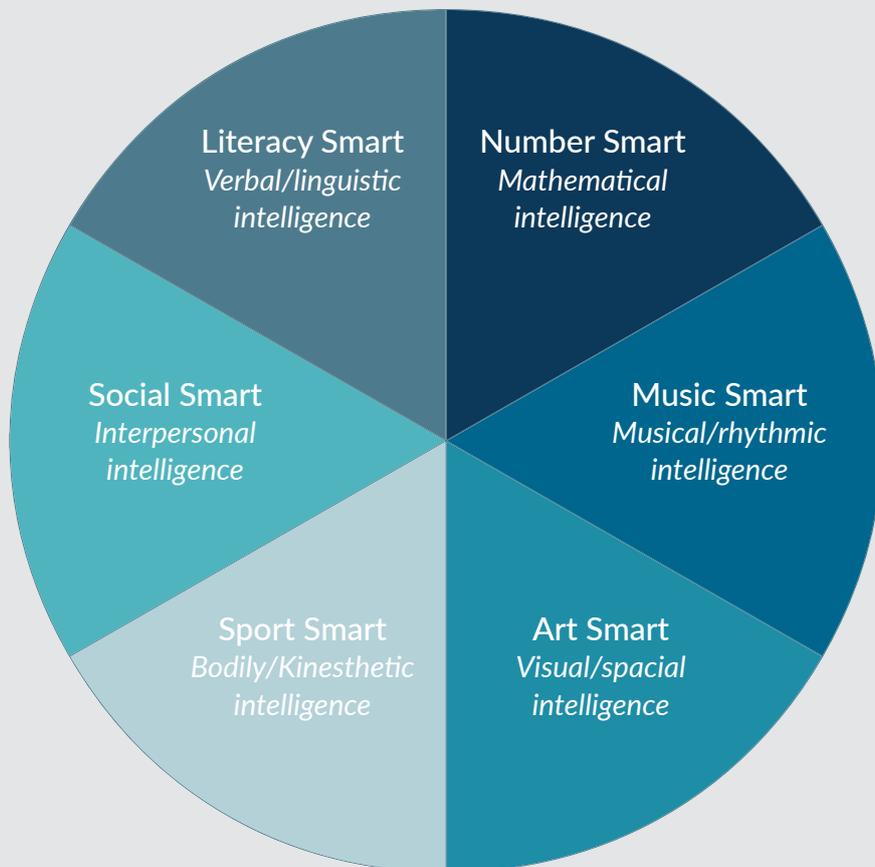
Welcome to Carey Baptist College Forrestdale. We are looking forward to working together in the journey ahead. Your child's education is supported by staff who love working with young people of this age. Each teacher is committed to helping students develop knowledge and skills that will help them enjoy academic achievement at Carey and beyond. We contend that it "takes a village to raise a child" and welcome parent's feedback and involvement.

We are passionate about impacting the whole person and endeavour to manage all programs at Carey Forrestdale in a holistic manner. We truly believe that every student has immense potential and it is our mandate to foster a sense of connection and ownership by each student for both the formal and informal curriculum.

The formal curriculum includes the subjects mandated by the Schools Curriculum and Standards Authority (SCSA) - for more detail please refer to section titled Integrated Learning. The informal curriculum includes extra-curricular activities, camps and Learning Assets (students are assessed on a set of learning assets to 'capture' character development and learning skills - see below).

The chart below allows every student (and family member) to plot their own particular 'smarts'. The total for every person adds up to 100%, although every person's chart will look different because we all are different with different areas of strengths, learning preferences and styles.

We are all 100% smart.



Learning Assets

Looking towards the 21st century, educators have a much greater responsibility to equip students to build a repertoire of skills and dispositions that enable them to more effectively locate, access, understand and critique ideas as well as design, create and share their own.

These dispositions are essential skills for students to engage with consciously and intentionally. They provide a framework for students to inquire into learning independently. There is importance in noting not only what we learn but also how we learn. The broad set of skills or assets that are commonly required for inquiry learning are: thinking, collaborating, self-managing, researching and communicating.

When we consciously engage young people in inquiring into how they learn, we are developing skills and dispositions that act as essential assets to them as learners. This serves them across all the curriculum, through all of school, towards further learning and for life.

The learning assets are transdisciplinary and generic. They are the language Carey Forrestdale uses to provide feedback, self-assessment, peer assessment and goal setting for the inquiry process which is the instructional approach of project-based learning.

“Today’s schools need to be educating not just for exam results but for life-long learning. To thrive in the 21st century, it is not enough to leave school with a clutch of examination certificates. Pupils need to have learned to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.”
(Claxton, G. 2011:2)

At Carey Forrestdale, we aim to encourage our students to develop a growth mindset which leads to a desire to learn and embrace challenges; persist in the face of setbacks; see effort as the path to mastery; learn from feedback; and celebrate the success of others.

High school is an ideal time for students to develop a sense of discovery in their own learning, as they learn, grow and understand more about their place in the world. Pastoral care is an integral part of the program, where we encourage teachers to develop a relationship with their students that will enable them to understand each student’s needs and abilities - academically, socially and pastorally. As a College, we value your children as individuals.

Their progress and wellbeing is on the forefront of our hearts and minds as Staff at Carey Forrestdale. Attributes of Carey Forrestdale’s program include the following:

- Strong support for students through their Pastoral Care Group (PCG) by their PCG Teacher, whom they see most days, as they become accustomed to Secondary expectations and structures (eg. timetable, school rules/policies);
- A Leadership Team who work closely with staff and the students to ensure that students have the best environment to transition successfully into secondary schooling.

We challenge all of our students to work hard now to lay the foundation for their future. If you would like to discuss any of these matters, please contact reception. Parents who wish to speak to staff at times other than a formal “interview evening” or who would like a longer session with a teacher, are encouraged to make appointments with individual teachers at any time of the year, as needed.

If students need extra help, they are encouraged to see their teachers. Parents and students are able to keep up-to-date on their progress through SEQTA Learn and SEQTA Engage. Students should ask their teachers not only how they are progressing, but also what should be done to improve grades and marks.



SEQTA Learn and Engage

SEQTA Learn

SEQTA Learn is the College's Student Portal, allowing students to log into the College's learning management system (SEQTA) to check out their timetable, set goals, contact their teachers, view subject information, assessment schedules, assignments and homework.

SEQTA Engage

SEQTA Engage is the College's Parent Portal, allowing parents to log into the College's learning management system (SEQTA) and view their child's academic results and course details. Drawing from the data entered by teachers in their normal daily routine, parents can access academic results, lesson outlines, school notices and other school documents.

Academic Progress and Reports

- Progress is reported continually throughout the year via SEQTA Engage (parents) and SEQTA Learn (students). Available information includes marks in comparison to the class minimum, maximum and averages; and also may include teacher comments.
- Academic reports for students are sent home in Term 2 and Term 4 and are intended to provide an overview and summary of progress.
- Subject teachers will keep parents informed of any academic or attendance concerns.
- Reports are not issued to students who leave during the Semester.
- Subject teachers may communicate any concerns by way of a direct message in SEQTA Engage, telephone, email or by using the diary.

Students with Additional Needs

Carey Forrestdale's policy of inclusive education means that all students attend regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. There are two categories of special needs: IEP (see below) and Other Special Needs.

Inclusive Education Plans (IEP)

Some special needs students who have particular diagnoses with sufficient supporting documentation, may be eligible for an IEP. An IEP is a written statement of the accommodations the school is able to offer appropriate to the child's individual needs, and the impact of the disability.

The IEP has two general purposes:

- To set reasonable goals for the child (for example, learning, social, independence goals); and
- To document the discussion of accommodations, modifications and strategies that are possible within the school context.

The IEP is developed by a team of individuals that includes key school staff and the child's parents and other professionals as need dictates. The team meets, reviews the diagnostic assessment information and parental input available about the child and plan together.

This is coordinated by Mrs Angela Nissen, Inclusive Education Coordinator who can be contacted on angela.nissen@carey.wa.edu.au

Other Special Needs

Students who have learning difficulties are also supported with accommodations and a systematic plan to notify their teaching staff of their difficulties and appropriate teaching strategies. These are discussed with the child's parents and the child.

Special Provisions

As a means of providing support for students with diagnosed conditions (documented medical and/or learning disabilities), the College recognises that individual students may need special assessment arrangements to allow them to demonstrate their knowledge, skills and understanding within certain courses.

The underlying principle of special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their assessment may be affected by illness, impairment or personal circumstances. Special provisions are available for written assessments and examinations.

The College follows the WACE Special Provisions guidelines set by the SCSA when considering what arrangements are appropriate for students to have depending on their diagnosis. Some examples of special provisions for in class assessments include:

- Rest breaks
- Extra working time
- Extra time at student's discretion
- Special format papers - large print, braille, black and white print
- Oral/sign support
- Support person
- Use of a computer/assistive technology - (if approved by examining authority)
- Modification to environment, eg separate supervision, special furniture, lighting
- Access to medication eg. diabetic support

Mrs Angela Nissen, Inclusive Education Coordinator oversees the students with special needs and teachers and parents work with her to ensure the best educational outcomes are provided. Mrs Nissen can be contacted if parents have any queries.

Parent/Student/Teacher Interviews

Formal interviews are scheduled in Term 1 following the issuing of Interim Reports. These interviews enable parents to meet with staff early in the academic year. Following the issue of mid-year reports there is also an opportunity for parents to meet with staff early in Term 3.

Assessment Policy

Submission of Work

Work should be submitted to the class teacher during the lesson on the due date. If students are aware that they will be absent on the due date they should arrange with the teacher to submit their work earlier. Students must ensure that the work is submitted to the correct teacher. Assessments may not be handed in electronically, unless otherwise arranged in advance.

Plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert);
- copied or downloaded from the internet without acknowledging the source;
- paraphrased or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Assistant Principal (Curriculum). If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task; or
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

Late Submission of Work

Where an out-of-class assessment task is submitted after the due date or is not submitted and the student does not provide a reason which is acceptable to the College, the following penalties apply:

- 10% reduction in the mark (if submitted one day late); or
- 20% reduction in the mark (if submitted two days late); or
- a mark of zero (if submitted more than two days late or not submitted).

Note: weekends count as two days. The % reduction refers to the total marks assigned to the assessment (e.g. an assignment out of 20 would be penalised 2 marks for each day late).

If a student has not completed the task on the day it is due, they are expected to hand in a copy of what they have completed to date. Computer or printer problems will not be considered valid reasons for lateness. Any assessment not completed will impact on semester grades. In some cases, failure to hand in assessments may result in non-completion of the course.

Unplanned Absence on Due Date

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

Extensions

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

Absence on Test Days

Students absent on test days should be prepared to do the assessment (including orals) on their immediate return to the College.

Extended Absence

If an extended absence is planned, a parent or guardian must apply to the College Principal for permission to be absent. It is expected that missed work will affect semester grades. In the event of an absence, students should use SEQTA Learn to try to keep up with the work covered in class to the best of their ability.



Pastoral Care

Chaplain

To provide Pastoral Care for an individual is to nurture, care for, and support them in both an emotional and spiritual capacity. Pastoral Care at Carey Forrestdale could be summed up using these three words - Nurture, Care, Support.

We believe that as we seek to grow in these areas, strong and healthy connections are built and encouraged as a natural result. We deeply value positive connections between staff, students and their families and because of this we recognise the need for consistent and thoughtful communication.

We are a community who believes that each individual is created by a loving God and as such has incredible value. We believe that Christ-centred care and support is an essential and integral part of our school's fabric.

While our School Chaplain is the overall face of our Pastoral Care provision, each of our staff are valued for their contribution to communicating care and concern within our community.

We aim to maintain a community culture that is inclusive and safe for everyone attending Carey Forrestdale. There are many regular activities that are offered at Carey Forrestdale with this in mind. Some examples include:

- Programs designed to promote healthy life frameworks for issues such as self esteem building or anxiety management.
- Chaplain class visits incorporating tailored lessons.
- Individual/small group Chaplain appointments.
- Mentoring Program.
- Youth Group (fortnightly sessions for Secondary School aged students).

Pastoral care is central to relationships at Carey Forrestdale between students, parents and staff and we actively look for opportunities each day to express care and concern for people in our school community. We view this as a privilege and as such continually seek to encourage those we interact with. We choose to model kindness and compassion as we seek to serve Christ in our everyday lives.

It is envisaged that as Carey Forrestdale grows so will our team of Pastoral Care Professionals.



Next Gen Pastor - Shelby O'Reilly

Carey Youth is a space for secondary students to explore relationships, big issues, and faith in a fun and nurturing environment. It runs fortnightly, meeting at school in the Forrestdale Community Hub.

This youth program is an initiative of Carey Baptist Church, Forrestdale and is coordinated by the Next Generations Pastor, drawing volunteers from both the church and school community.



Curriculum

Year 7 Timetable 2022

Subject	Sessions per Week
English	4
Mathematics	4
Humanities and Social Sciences	4
Science	4
Physical Education	2
Health Education	1
Indonesian	1
Beliefs and Values	1
Pastoral care session	1
Dance	1
Drama	1
Media Arts/Visual Arts (Semester rotation)	1
Music	1
Digital Technology	1
Outdoor Education	1
Choose 2 from: Horticulture Food Technology Woodwork (Semester Units)	2
Total	30

Year 8 Timetable 2022

Subject	Sessions per Week
English	4
Mathematics	4
Humanities and Social Sciences	4
Science	4
Physical Education	2
Health Education	1
Indonesian	1
Beliefs and Values	1
Pastoral care session	1
Dance OR Music	1
Drama / Outdoor Education (Semester Rotation)	2
Design Photography / Visual Arts (Semester Rotation)	2
Digital Technology	1
Choose 2 from: Horticulture Food Technology Woodwork (Semester Units)	2
Total	30

Year 9 and 10 Timetables 2022

Subject	Sessions per Week
English	4
Mathematics	4
Humanities and Social Sciences	4
Science	4
Physical Education	2
Health Education	1
Beliefs and Values	1
Pastoral care session	1
Careers Education	1
Choose 4 subjects from: Dance Design Photography Drama Food Technology Media Arts Outdoor Education Permaculture Robotics Specialist Sport Visual Art Woodwork	8
Total	30

Extra-Curricular and Special Events

Extra-Curricular Sport

Carey competes in several Inter-School competitions including the ACC Junior Sports Competition known as JSAS (Junior Southern Associated Schools).

Students with limited or extensive experience are welcome to come to trials and try out for a team. The aim of the program is to learn new skills, make new friends and belong to a community of people who are working together to achieve the same goals. Students also have the opportunity to compete in Inter-School Swimming, Cross Country and Athletics.

Outdoor Learning and Nature Pedagogy

We believe that opportunities to get outside and be immersed in the natural world are essential for healthy lives. We use the phrase 'Going Outside - Growing Inside'. Our teaching philosophy includes a Nature Pedagogy - a belief that nature is a great teacher, that incorporating aspects of outdoor learning is good educational practice and valuable for mental and spiritual health. Teachers are encouraged to incorporate this approach in their learning area, and as a school we offer students a range of outdoor learning opportunities.

Year Level Camps

All students attend a 5-day residential camp, as a focus point for outdoor learning and an opportunity to build our school community. Each of the camps includes outdoor activities such as bushwalking and kayaking at an age-appropriate level. Each camp includes action-reflection cycles where students try new experiences and spend time in small group discussion reflecting on what they have learnt. Full details for year level camps are provided to families well ahead of the program.

Year 7 Geographe Camp - Term 1

Our incoming secondary students head off to camp to establish our new community and have fun and adventure in the outdoors. This camp provides a range of outdoor opportunities and community time. Based at Scripture Union Camp Geographe near Busselton, students stay in cabins by the beach. Activities include introductory caving, an indigenous cultural experience, high ropes course and an Op-Shop fashion challenge.

Year 8 Walpole Adventure Camp - Term 4

This program is placed near the end of the school year and provides a range of outdoor opportunities and community time. The program is based in a caravan park by an inlet on the South Coast. Students camp in tents, and participate in kayaking, bushwalking and an eco-education boat tour. We focus on building independence, creating community and working cooperatively with others.

Year 9 South Coast Camp - Term 4

Our new year-level camp for 2022 will be based at the Kennedy Camping Centre on the South Coast to the west of Albany. Right by the beach, and located on the Bibbulmun Track, this is a great venue to get outside and enjoy the natural beauty of the wild South Coast of WA. Accommodation is in cabins with full catering provided. Students will be offered a range of activity options in and around the area.

Year 10 Coral and Gorges Camp - Term 2

We are offering an exciting new program for our 2022 Year 10 students; a once-in-a-lifetime opportunity to explore two spectacular WA icons - the gorges of Karijini National Park, and the stunning coral coastline of the Ningaloo Reef. 'Coral and Gorges' camp will run for 9 days / 8 nights at the end of Term 2 2022, taking students on a road trip North into the Pilbara. Along the way we will go on gorge adventures, experience indigenous culture, tour an Iron Ore mine, swim and snorkel with amazing marine life and camp in the outback.

Each camp includes action-reflection cycles where students try new experiences and spend time in small group discussion reflecting on what they have learnt. Full details and costs for the 'Coral and Gorges' camp will be provided to families well in advance.

All Carey Forrestdale outdoor programs have specific safety plans, and are run by suitably qualified and experienced teachers and instructors.



College Policies and Guidelines

Attendance

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

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

Absence Notification

Absences from school for a half day or more should be notified by 8:30am, either by the SMS hotline: 0429 796 628 or email hotline: f.absentees@carey.wa.edu.au

You only need to communicate your child's absence once; however, a medical certificate is required to explain prolonged absences of more than three consecutive days.

Students who need to attend appointments, or who will be absent during class times, should notify Absentees prior to the event.

All absentee communication to the College should contain the following:

Student name: Jane Smith

Home Room: 7Marri

Date of Absence: 6 May 2022

Reason for Absence: Unwell (or as applicable)

Parent/Guardian Name and Relationship to the

Child: Mary Smith, Mother.

If a student is going to be absent for a prolonged period, a letter should be sent to Absentees advising the proposed dates and reason for the absence, this letter will be forwarded to the Principal. Given they will miss their curriculum related course work, encourage students to speak to each of their teachers.

Supervision on College Grounds

The College grounds are not supervised until 8:20am and students should not arrive before this time.

Students should also leave the grounds as soon as possible at the end of the school day unless they have approved school commitments after hours: sport teams, training clubs etc.

Late Arrival at School

Students who arrive late to school should go to reception with their Smart Rider card accompanied by one of the following:

- An explanatory note in the student's diary written and signed by parent/guardian in the communication column on the day of the student being late; or
- A separate signed explanatory note from parent/guardian; or
- Parent/Guardian to sign in student on iPad kiosk at reception.
- Email absentees with the explanation for late arrival.

Parents/Guardians may send an SMS including the student's name, date and reason for lateness.

On signing in on the iPad or touchscreen, students will receive a printout for that day and this will need to be shown to the teacher upon arrival at class.

Early Departure from School

Any student leaving school early will need to:

- Have a signed note from a parent/guardian either written in their diary on the day or a separate note; and
- Go to reception and wait to be collected; and
- Have his/her parent/guardian sign them out on the iPad kiosk;
- Email absentees with the reason and time of departure.

Any student feeling ill after arriving at school will need to go to reception with a blue, "Student Movement Advice" signed by the class teacher, with instructions for reception. In the event a student is collected by a parent/guardian, the parent/guardian will need to sign the student out on the iPad Kiosk.

In the case of emergency (eg. bereavement, accident) parents must contact reception to arrange for the removal of a student from class. Parents are asked not to contact students directly on their mobile phone.

Attendance

Attendance and participation in class is a key to every student's achievement and success. Studies show that students who attend College regularly are more likely to succeed. Students should aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance at a College activity such as an excursion. Parents who make regular school attendance a priority are helping their children to value learning, accept responsibility and develop work readiness skills. Attendance patterns and attitudes to school and learning are formed early. Children who develop good attendance habits are more likely to maintain them throughout their school years. Irregular attendance comes at a cost to each student's education and seriously jeopardises their further opportunities.

If a student's attendance falls below 90%, the College will initiate procedures to discuss attendance with both the students and their parents.

Extended leave for other than medical reasons is not advised, but if necessary, parents should advise the College Principal in writing prior to the absence. Sometimes students stay at home for reasons that are not acceptable.

For example:

- The student's birthday.
- Too tired to come to school because of a late night.
- Staying home with a sibling or parent who is sick.
- Staying away for the whole day when an appointment is booked for a short time in the morning or afternoon.
- Going to the airport.
- Family holidays.
- Weather conditions, for example too hot.

Please remember that we require a detailed explanation for any absence, as records are essential and part of the legislative requirements placed upon schools.

Mobile Phones

Student devices are stored during the school day in a secure box. Students may access them before and after school to assist in travel and communication arrangements. During home room they place them in the storage box, receiving them back at the end of the school day.



Uniform Policy

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. The uniform is a symbol of the College and will help students identify with their school and develop a sense of belonging. Wearing a uniform encourages a sense of pride in appearance. Students are encouraged to wear their uniform with a sense of respect and honour.

Scope

This policy applies to students on all Carey Baptist College Campuses.

The uniform is designed to support students by:

- being a mechanism to reduce social anxiety;
- being comfortable and supportive for all-day wear;
- promoting principles of good hygiene; and
- being a vehicle for demonstrating the ability to show respect and self-discipline.

The uniform is designed to support staff by:

- being easy to work with;
- meeting safety and movement requirements across all learning areas and activities;
- being simple to enforce;
- providing a platform for engaging positively with students to enforce boundaries; and
- promoting a positive image of the College both on campus and when representing the College in external activities.

The uniform is designed to support parents and families by:

- being a cost-effective solution for school wear;
- being serviceable - long wearing, easy to clean;
- being easy to obtain; and
- being simple to enforce.

Uniform requirements may change over time to take advantage of new technologies, keep pace with developing trends and support the image of the College.



Carey Baptist College Forrestdale Uniform

GIRLS | Summer

- College summer dress, touching top of knee
- College socks
- Black leather school shoes with laces
- College teal jumper

GIRLS | Winter

- College winter skirt, touching top of knee or grey College trousers
- College shirt, tucked in
- College tie
- College teal jumper
- College jacket
- Black tights
- Black leather school shoes with laces and a low heel (see below)
- Optional College Scarf

Please note: The College jumper is a compulsory part of the winter uniform. The College jacket may be worn outside the classroom only, over the top of the jumper and then removed once inside the classroom.

The College wide-brimmed hat **MUST** be worn when outside.

BOYS | Summer

- College shirt, tucked in
- College shorts
- College socks
- Black leather school shoes with laces
- College teal jumper

BOYS | Winter

- Grey College trousers
- College shirt, tucked in
- College tie
- College teal jumper
- College jacket
- College socks
- Black leather school shoes with laces and a low heel (see below)
- Optional College Scarf

Example of recommended shoe:

Polished black leather school shoes with laces and a low heel.



Uniform Change-over Date			
Term 1	Term 2	Term 3	Term 4
Summer Uniform	Winter Uniform	Winter Uniform	Summer Uniform

Physical Education | Unisex

- Physical Education
- College teal sports shorts or tracksuit pants
- College polo shirt
- Sports shoes - mostly black or mostly white (no skate, canvas or fashion shoes)
- During cooler weather, the College tracksuit may be worn
- College wide-brimmed hat **MUST** be worn when outside

Example of recommended sports shoe:



Cultural additions to the uniform are permitted only in the following forms:

black leggings, a plain long-sleeve white top, a plain black or white head covering.

Additions to uniform must not obscure the College uniform or logo, and faces must be visible at all times.

Body Piercing and/or Tattoos

Visible body piercing, other than the lower ear lobe, and tattoos, are not permitted.

Please note: Leniency will not be shown to students who choose to have extra visible piercing or tattoos done before or during the school year. Piercings with clear plastic studs or plugs; piercings or tattoos with a band-aid or other cover is not acceptable. If in doubt, please check with your Year Manager beforehand.

Excursions/Incursions

Students are required to wear appropriate College uniform when attending excursions/incursions. The organising teacher will advise parents and students of uniform requirements as part of the excursion planning/permission process. Students who do not have the correct uniform may be given the opportunity to rectify this (where possible) prior to leaving on the excursion. Alternatively, students may be required to remain at school.

Hats

It is compulsory to wear the College hat whilst outside.

'Uniform Free' days

When the College has a 'Uniform Free' day, appropriate clothing and footwear must be worn by students.

'Uniform Free' days require students to dress in a way which honours the College values and represents the College in a positive manner. Some guidelines are as follows:

- There should be no offensive wording or graphics on any clothing worn to school;
- The material which students are wearing to the College must not be see-through in any way;
- Undergarments may not be visible;
- The shoes worn must be enclosed (this is an occupational health and safety issue);
- Hair must be tied up for classes that require it (this includes Science, Metalwork, Woodwork, Textiles, Food, Art and P.E.);
- All tops need to be full-length and cover the stomach (this is an occupational health and safety issue);
- The length of any shorts or skirts should be a minimum of mid-thigh;
- Students wearing tights or jeggings must ensure their top is long and loose fitting;
- Students with P.E. classes must either wear clothes suitable for physical activity (including sports shoes) OR they must change into their P.E. uniform for class;
- Students who are unsure about their clothing or costume choices should approach their Home room teacher or Assistant Principal to discuss their clothing PRIOR to the Uniform free day.

If students are at school dressed in a manner which contradicts Carey's guidelines and ethos, their parents may be asked to bring a change of clothes for the student on the morning of the Uniform free day.

Hair

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

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

Boys: Beyond shoulder length, the hair is to be entirely tied or clipped back off the face with the College black hair tie. Faces should be clean-shaven.

N.B.: Please check with the Dean of Pastoral Care before proceeding with any hairstyle that the College may consider a fashion extreme.

Jewellery

The only jewellery that is permissible is:

- Students may wear one pair of small, plain gold or silver, sleeper or circular stud earrings or plain diamantes, 3mm or less, in the lower lobe. No other piercings or Jewellery additions are permitted.
- A plain necklace with a Christian cross or fish symbol.
- A watch.
- Medic-alert jewellery.

Students who choose to wear other jewellery will risk its confiscation. Although care will be taken with these items, the College accepts no liability for confiscated items.

Make-up

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

Orthotics

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

Physical Education and Sport

College polo shirt, sport shorts, sport socks and hat with sports shoes. College tracksuit for winter wear and for Inter-school sport. All students are required to have the sports tracksuit.

Students representing Carey in the Interschool Swimming team are required to wear the College bathers. In PE, students can wear their PE shorts over their bathers for swimming. Girls representing the College for interschool swimming cannot wear additional non-Carey bathers underneath the College's official racing bathers.

Black College sports bags are available from the uniform shop. Non-College sport bags are not acceptable.

Sport Specific Uniforms: Students in sporting teams are required to wear correct team attire.

Healthy Practices and Sun Protection: a water bottle, sunscreen, sunglasses, mouth-guard and other protective equipment are recommended. For health reasons, students should refrain from sharing water bottles.

Nails

Nails should be kept short (length suitable for sport) with no colour.

Social Functions (e.g. Year 12 Ball)

Dress standards are expected to reflect the College values. The College reserves the right to exclude students from a function if their attire is considered inappropriate by the Assistant Principal or the Principal.

Shoes

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

Unacceptable shoe styles include:

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



Student Code of Conduct - Secondary

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness.

We believe that all people are made in God's image, having equal value and the right to be treated with dignity and respect. The student Code of Conduct sets out the responsibilities and expectations for every student at Carey Baptist College.

Courage

- We persevere in our learning to develop our strengths and overcome our weaknesses.
- We protect ourselves and others from harm.
- We take care of our environment.
- We do not stand by and allow others to be mistreated.
- We report unsafe behaviour to trusted staff members.

Respect

- We treat everyone with respect, courtesy and professionalism.
- We encourage teamwork in an effort to achieve common goals.
- We wear the College uniform with a sense of respect and honour.
- We do not touch, push or otherwise physically engage with others in a manner that is harmful.
- We do not engage in romantically physical displays of affection at school or at College events.
- We do not engage inappropriately in a sexual manner, online, at school or at College events.
- We do not use any harmful or illegal substances including narcotics, drugs or alcohol on campus or at any College-related activity.

Humility

- We accept responsibility for our actions and celebrate our achievements with grace and humility.
- We behave in a way that honours others and does not offend.
- We do not behave in a way that discriminates, belittles or abuses others.
- We treat others as we would like them to treat us.

Kindness

- We choose to be kind in our interactions with others.
- We act appropriately to keep ourselves and others safe.
- We respect the privacy and confidentiality of others.
- We do not engage in any form of harassment or violence; online, at school or at College events.
- We do not share others' personal information without their agreement.

Integrity

- We speak with truthfulness and act honestly.
- We attend school and all appropriate College events.
- We use technology in ways that are consistent with College policy.
- We do not cheat or plagiarise.
- We do not steal or damage property belonging to others or the College.
- We do not create, share or look at harmful content such as offensive, pornographic or violent text messages, images or digital content.
- We do not put ourselves in unsupervised locations around the College.
- We uphold the values of Carey Baptist College.



Behaviour Management Process

Behaviour (During lessons)

The student has the right to:

- Learn free from disruption
- Be treated courteously and with respect

The student has the responsibility to:

- Refrain from disrupting the learning of others
- Speak to teachers and students with respect
- Avoid interfering with others' belongings
- Avoid any behaviour that endangers the health or safety of another person

Positive Behaviour

The majority of students at Carey Baptist College Forrestdale consistently behave in a way that demonstrates respect for themselves, their peers and their teachers. In an effort to recognise these students, teachers are encouraged to:

- Give a word of encouragement to these students
- Contact parents
- Issue the student with a Learning Asset Certificate

Prevention of Behaviour Management Issues

In order to prevent potential behaviour management issues from arising in class, teachers are encouraged to:

- Demonstrate respect for each student in their care, loving them as God loves us.
- Provide an engaging and relevant teaching and learning program. Lessons will be well-organised and demonstrate sound practices.
- Use good behaviour management strategies such as using seating plans, moving disruptive students, asking for students to raise their hands if they have a question, proximity, having a quiet discussion with the disruptive student.

If these strategies do not bring about a change to unproductive behaviour, teachers will follow the following process:

1. The teacher will name the student and explain the behaviour that is unacceptable. The teacher will put the student's name on the board.
2. If the unacceptable behaviour continues after the teacher has made every effort to assist the student in de-escalating the behaviour, the student will receive a mark next to their name. The teacher will tell the student that any further unacceptable behaviour will result in the student visiting the

Dean of Pastoral Care and receiving a Breach of Behaviour Form (Minor).

3. If the student continues to misbehave, and the teacher has made every effort to assist the student in de-escalating the behaviour, the student will be sent to the Dean of Pastoral Care where they will fill out a reflection sheet.

The Dean of Pastoral Care will discuss the matter with the student. After discussing the matter with the student and the student's teacher, a Breach of Behaviour Form (Minor) may be issued to the student. This form will specify a consequence for the breach and must be signed by a parent or guardian and then returned to the Dean of Pastoral Care.

The student will not return to class until the session finishes. If the Dean of Pastoral Care is not available when the student is sent out, the student will see the Head of Secondary or will sit outside the office until the next class starts. The Dean of Pastoral Care will follow up this matter with the student at the next available time.

The student will be followed up by their Year Manager during the day or in homeroom time the next day to ensure that this behaviour does not continue.

4. If a student is sent out a second time, they will receive a Second Breach of Behaviour Form (Minor). This form will specify a consequence for the breach and must be signed by a parent or guardian and then returned to the Dean of Pastoral Care.

The student will be followed up by their Year Manager during the day or in homeroom time the next day to ensure that this behaviour does not continue.

5. If a student is sent out a third time, they will be given an in-school suspension. A parent interview with the Year Manager and the Dean of Pastoral Care will also be requested so that the intervention plan can be reviewed.

A formal Behaviour Management Plan is formulated and implemented. The student will work closely with their Year Manager and, if necessary, the chaplain to ensure that the student's behaviour improves.

6. If a student is sent out a fourth time, they will be given an at-home suspension. A parent interview with the Head of Secondary and the Dean of Pastoral Care will also be requested. At this meeting, the Head of Secondary and Dean of Pastoral Care will review the support measures provided and discuss the student's enrolment at the College.

7. If a student receives any further 'reflection sheet' incidents, they will be given an immediate at-home suspension and the student will not return to school until the student and their parents meet with the College Principal and Head of Secondary to discuss the student's enrolment at the school.
8. Exclusion from the College.

Behaviour (During breaks)

The student has the right to:

- Be treated courteously and with respect
- Work and learn in a clean, safe and healthy environment

The student has the responsibility to:

- Speak to teachers and students with respect
- Avoid intimidation, bullying and abuse
- Avoid interfering with others' belongings
- Avoid entering classes without the permission of a teacher
- Clean-up after any mess that is made
- Avoid any behaviour that endangers the health or safety of another person

Positive Behaviour

The majority of students at Carey Baptist College Forrestdale consistently behave in a way that demonstrates respect for themselves, their peers and their teachers. In an effort to recognise these students, teachers are encouraged to:

- Give a word of encouragement to these students
- Contact parents
- Issue the student with a Learning Asset Certificate

Prevention of Behaviour Management Issues

In order to prevent potential behaviour management issues from arising outside of class, teachers are encouraged to:

- Be on time to their yard duty
- Be vigilant on yard duty – keep watching and moving
- Interact with students
- Target potential 'blind spots'

If a student is found to be contravening the behaviour policy, the following process will apply:

Level 1 Behaviours including:

- Bringing electronic equipment to school other than that specifically approved
- Using inappropriate language
- Littering
- Chewing gum
- Not wearing a hat whilst in the sun
- Engaging in inappropriate physical contact

The teacher will impose a penalty such as:

- Yard duty, parent notification, loss of privileges
- The teacher will also record this on Seqta for the Year manager to follow up

Level 2 Behaviours including:

- Truancy
- Fighting
- Committing minor theft or causing minor vandalism
- Repeated Level 1 behaviour

Students will be sent to the Dean of Pastoral Care who will impose a penalty such as:

- Breach of Behaviour Form, parent interview, restitution of the stolen or damaged property and/or suspension

Level 3 (Severe) Behaviours including:

- Threatening a staff member
- Striking a staff member
- Causing significant vandalism to school or personal property
- Possessing or using tobacco products (including e-cigarettes) on school grounds; whilst in school uniform or at school functions
- Possessing or using controlled or illegal substances such as alcohol or other drugs whilst in school uniform
- Repeated Level 2 behaviour

Students will be sent to the Dean of Pastoral Care who will discuss the matter with the Head of Secondary and Principal. Consequences may include:

- Restitution of the stolen or damaged property
- Suspension
- Exclusion from the College
- Referral to the Police

Please note: If a student is suspended three times during the year for any reason, their enrolment at the College may be terminated.

Bullying

What is bullying?

Bullying is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological harm. Bullying behaviours can be verbal, physical or social. Bullying can happen anywhere - at home, online, with friends, in a group, on the bus or at school.

Bullying behaviour will not be tolerated at our school. Students who engage in bullying behaviour will be subject to the following disciplinary process:

STEP ONE

'No Blame' approach. A discussion with the Year Manager and/or the Dean of Pastoral Care to discuss the matter. If the victim is willing, the Year Manager or Dean of Pastoral Care will mediate with the students to ensure that both parties have resolved the issue. If the victim does not wish to meet with the student who has bullied them, the Year Manager and/or the Dean of Pastoral Care will ensure that the offending student is aware of the behaviour that needs to change and the consequences if the behaviour were to continue.

STEP TWO

If a student who has been previously warned for bullying continues their inappropriate behaviour, they will be given an in-school suspension. Their parents will be invited to the College to speak with the Year Manager and Dean of Pastoral Care to discuss a plan for moving forward. The victim will be encouraged to speak to the chaplain and/or counsellor to discuss the matter.

STEP THREE

If a student has been given an in-school suspension for bullying behaviour and continues their bullying behaviour, they will be given an at-home suspension. Their parents will be invited to the College to speak with the Dean of Pastoral Care and Head of Secondary to discuss a plan for moving forward. Parents are told that any further bullying behaviour may result in exclusion from the College.

STEP FOUR

If a student has moved through the previous three steps and continues to exhibit bullying behaviour, the student and their parents will meet with the College Principal and Head of Secondary to discuss possible exclusion from the College.

Complaints Resolution Policy

Rationale

Our values of integrity, kindness, courage, respect and humility help to shape the way that we live and work at Carey. Chords of hope, compassion, family and learning continue to resonate across our College (2026 Deep Foundation - Widening Reach) as together we seek to build a community where students, families and staff can flourish.

The relationships we share with parents, caregivers and students are important to us, and we value the educational partnership we share. We are a Christian organisation and our intention is always to treat others in a way that honours God and follows the teachings of Jesus, but we recognise in the complexity of human interactions, concerns, complaints and grievances will naturally occur. We also recognise the importance of working together to resolve any issues that arise, in a manner that is positive and solution-focused. To this end, we see concerns, complaints and grievances as an opportunity for learning and growth that will help us to strengthen relationships, and bring about change where it is needed.

Members of the Carey Community can be confident that staff will listen and respond to their needs and concerns. We would love to have a conversation about an issue rather than have community members feeling dissatisfied and unheard, and we welcome the opportunity to work together to find a resolution.

Scope

This policy applies to all Carey Baptist College Campuses, all students, families and members of the community. This policy sets out the process for students, parents and members of the community to have enquiries, concerns and complaints addressed by the staff and leadership of Carey Baptist College.

Policy Statement

Objectives

The objectives of the policy are:

- To provide for a fair, transparent and responsive management of complaints about the functions, practices and services of Carey Baptist College;
- To have complaints handled promptly and as close to the source as is possible;
- To ensure that there is an effective monitoring of complaints;
- To identify and implement service and system improvement opportunities that arise from the process.

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

The following principles apply to the management of all complaints:

- Complainants are able to make enquiries, raise concerns or lodge complaints about the provision of education or the conduct of Carey Baptist College staff and have these dealt with efficiently, fairly and promptly.
- Complaints relating to child protection, discrimination, harassment or bullying may be referred to Codes of Conduct, Behaviour Management or Child Protection policies and procedures.
- Complaints may be raised by students with or without the support or knowledge of their parents in the first instance.
- In all matters, the educational well-being of students is the first priority.
- The process is accessible to all aggrieved parties and is underpinned by a commitment to cooperate on the part of Carey Baptist College staff.
- Procedural fairness is afforded to all parties.
- Confidentiality is maintained, to the extent that it is consistent with legislative requirements and the other principles outlined in this section.
- The subject of the complaint is informed of the substance of the complaint.
- Warranted investigation will be pursued with or without the active involvement of the complainant.
- Complaints are monitored and their management evaluated so as to reduce the occurrence of systemic and recurring problems.
- All persons in the College community including students, parents, administrators, teachers and support staff, have a right to be treated with respect and courtesy.
- Vexatious, trivial or previously finalised issues are not pursued.
- Information about the process for making enquiries, raising concerns or complaints is to be available to parents, students and members of the local community.
- Complaints from former students and/or their parents or guardians are accepted and dealt with despite enrolment of the student having ceased.

Definitions:

A concern is the expression of a worry, something that has made a person troubled or anxious about an issue and is expressed at a 'first level' i.e. to a class teacher at the classroom door or by telephone or email directly to the relevant staff member. Depending on the nature of the concern, it can often be resolved at this 'first level' in a more informal manner.

A complaint is an "expression of dissatisfaction made to an organisation, related to its products, or the complaints handling process itself, where a response or resolution is explicitly or implicitly expected" (as defined by the Australian Complaint Handling Standard ISO AS 10002-2006). Within a school this would usually equate to an expression, in writing, of protest, objection, dissatisfaction with a real or perceived problem, accusation, or criticism and is usually dealt with in a formal manner. Irrespective of whether the complaint was first expressed as a concern, it would be expected to be in the form of a written communication, a letter or email, addressed directly to the relevant staff member, their line manager, the Principal or the Chair of the school's governing body.

A complaint may be made if a complainant thinks that the College or an individual staff member has, for example:

- done something wrong;
- failed to do something they should have done; or
- acted unfairly or impolitely.

A complaint may be made about the school as a whole, about a specific department in the school, about a particular school activity, about an individual member of staff or about one or more students.

Concerns and complaints treated as constructive suggestions can facilitate rectification and improvement and may prevent cause for further complaint.

Education-related Concern

If the issue is related to teaching and learning, e.g. curriculum, student behaviour, uniform, or excursions etc.

Speak to the Teacher

- Class Teacher
- Home Room Teacher

If not resolved - go to a Manager

- Head of Department
- Year Manager
- Deans / Assistant Principals
- Secondary Principal

If the issue is not resolved, fill out a complaint form available from the Carey website. Your complaint will go directly to the Compliance Officer and be referred to Senior Leadership.

If not resolved refer to the **Executive Principal**

If not resolved refer to the **Governance Council Chairman**

Property, Finance or Other Concern

If the issue is not related to teaching and learning, e.g. traffic issues, non-College activities on campus or anything finance related.

Speak to Secondary Reception

You will be referred to the appropriate person

If not resolved request referral to the appropriate Manager from Secondary Reception

If the issue is not resolved, fill out a complaint form available from the Carey website. Your complaint will go directly to the Compliance Officer and be referred to Senior Leadership.

If not resolved refer to the **Executive Principal**

If not resolved refer to the **Governance Council Chairman**

Serious Concern

If the issue is serious and urgent, for example, you feel your own or another student's safety is at risk.

Take serious issues directly to leadership

- Deans
- Assistant Principals

If not available got to

- Secondary Principal
- Executive Principal

If the issue is not resolved, fill out a complaint form available from the Carey website. Your complaint will go directly to the Compliance Officer and be referred to Senior Leadership.

If not resolved refer to the **Executive Principal**

If not resolved refer to the **Governance Council Chairman**

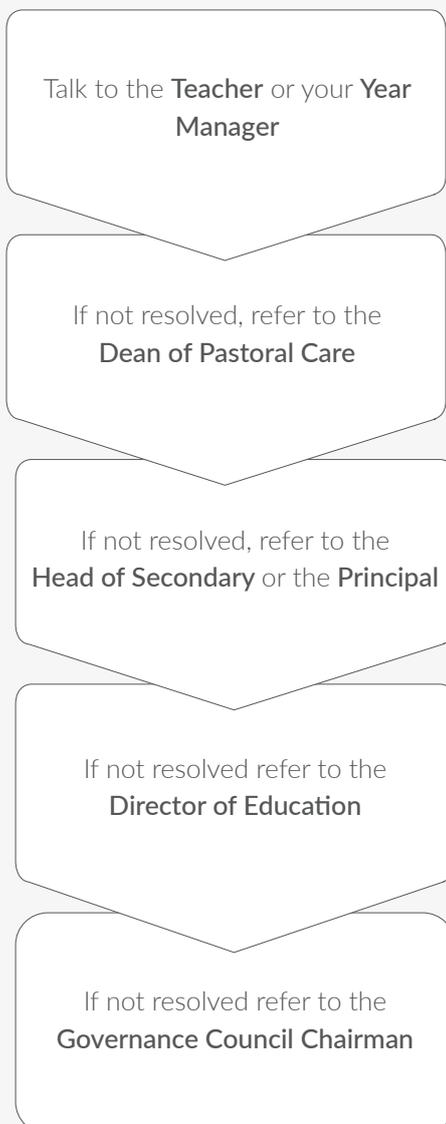
NOTE: At times, there may be a decision to refer a matter to the Equal Opportunity Commission, the Western Australian Police Service, Child Protection Agencies and the Crime and Corruption Commission. In such instances the Principal will be part of the decision making and action taken with expedience.

Student Concern Flowchart

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. If you have a concern we recommend you follow these procedures to achieve the best outcomes.

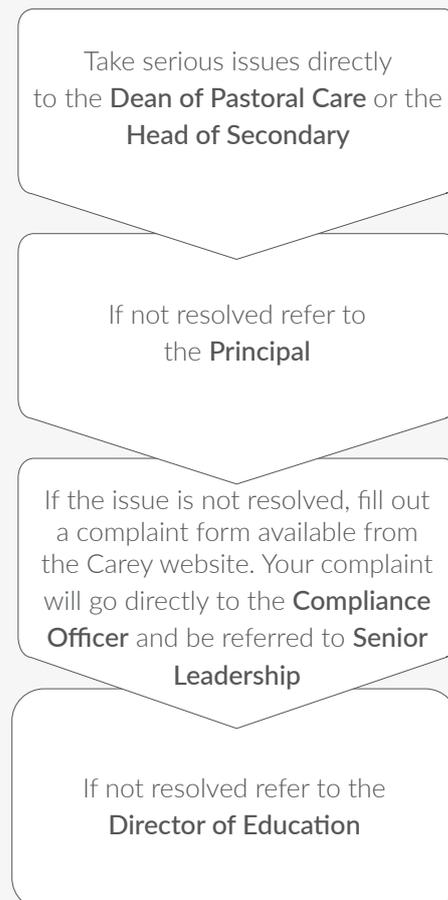
You can talk to whomever you feel most comfortable to help you with your concern or complaint. It is also okay to ask a friend or parent for help. You can contact staff at the College by phone, in person or by email. Our full complaints policy is available on the College website.

General Concern



Serious Concern

If the issue is serious, for example, you feel your own or another student's safety is at risk.



Protective Behaviours and Reporting

Parent Information

Carey Baptist College is committed to being a child safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes the provision of support to children who have been abused, or are affected by abuse or neglect.

It is our policy that Carey staff will:

- Take all actions and make decisions based on the best interests of the child;
- Apply child safe principles;
- Report all concerns relating to possible child abuse and neglect; and
- Comply with the procedures relevant to their position.

At Carey we have a range of policies, procedures, practices and strategies for the prevention of grooming and child abuse. Our policies are informed by an authoritative and context-appropriate child-safe organisation framework, approved by the governing body, reviewed regularly and updated in light of experience and relevant research.

This includes the following:

- A Protective Behaviours Curriculum developed by experts in child abuse prevention, and covering what the boundaries are between appropriate and inappropriate interactions and when, how and whom to tell when a boundary is crossed;
- The Staff Code of Conduct which:
 - includes guidelines on how to comply with it;
 - clearly delineates the boundaries between appropriate and inappropriate interactions between students and adults;
 - requires all staff to report objectively observable behaviour which is not permitted by the Code; and
 - outlines Mandatory Reporting requirements.
- The Student Code of Conduct outlining:
 - acceptable and expected behaviours;
 - prohibiting bullying, harassment and other forms of peer-to-peer abuse;
 - requiring respect for the privacy and dignity of others.
- Regular professional learning for all staff on the recognition of grooming and child abuse and appropriate prevention practices and strategies and covers Mandatory Reporting requirements.

If you have any concerns about the welfare of a child, particularly relating to grooming or child abuse, or inappropriate behaviour of College staff members, please contact the relevant Principal.

Carey Attempt the Extraordinary



Carey
Baptist
College
Forrestdale

E f.secondaryadmin@carey.wa.edu.au
T (08) 6166 2222
540 Nicholson Rd Forrestdale WA 6112
PO Box 1409 Canning Vale WA 6970
carey.wa.edu.au



Carey
Baptist
Church



Carey
Baptist
College



Carey
Centre



Jump
Carey Early
Development