



**CHANCELLOR
STATE COLLEGE**

The best we can be

Prospectus

PREP to YEAR 12

Care Courtesy Cooperation Commitment Challenge

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Welcome from the Executive Principal

Welcome to Chancellor State College, a Prep to Year 12 educational institution located on two campuses, linked by the University of the Sunshine Coast. Our Primary Campus opened in January 1997, whilst the Junior Secondary opened in January 2004 (with Years 7 and 8) and progressed to Year 9 in 2005. The College extended into the Senior Secondary with Years 10, 11 and 12 in 2006 to 2008. At Chancellor State College we offer students the ability to enter our College at Prep level, continue their education through to Year 12 at the Secondary Campus and go on to employment or further study at TAFE, the University of the Sunshine Coast or other universities across Queensland.

We provide unrelenting focus on improvements in individual student outcomes and we are committed to generating a 'futures' focused curriculum that prepares students for their world. The foundations of this curriculum require that teachers embrace 'life long' learning, whilst fostering creative thinking, intellectual rigour, learnings that are 'connected' and a sense of individual and team success. Our professional staff aim to continually enhance student programs to ensure they are challenging and connected, and assist our students to become confident and personally responsible young adults. We ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. Our growing International program and exchanges permit deeper understanding and acceptance of student's role in a global community.

Our Primary, Junior Secondary and Senior Secondary teachers work closely to ensure a smooth transition from the Primary Campus (Year 6 to Year 7) and then transition to the Junior Secondary Phase of Learning (Year 9 to Year 10). Staff deliver to the different phases of learning based on current research.

On the Primary Campus, we seek to develop children in a way that will see them become responsible, active and aware citizens. In order to do this we aim to develop personal strength and ability through dynamic learning programs that support children's intellectual, social, physical, cultural and spiritual development. We provide the individual care and attention required for children to be 'the best we can be'. In addition, the Primary Campus offers an attractive and well resourced campus that supports the learning needs of our children to ensure that student outcomes are maximised.

The Secondary Campus comprises of the Junior Secondary for our Year 7 – 9 students and the Senior Secondary for Years 10 – 12. Our students are encouraged to take ownership and responsibility for their learning journeys through developing their own personal learning goals, reviewing and reflecting on their progress, then receiving feedback on their work. We aim to strengthen students' resilience to make choices and pursue 'the best we can be'. As our students reach the Senior Secondary they will produce a Senior Education and Training Plan which builds on the goals and aspirations explored in the Junior Secondary and establishes a pathway forward.

Chancellor State College students benefit from being located in the Sippy Downs Educational Precinct. Extensive partnerships with the University of the Sunshine Coast and Education Queensland's Institute of Professional Learning Centre create genuine and relevant learning experiences for our students and staff.

Our 'state of the art' facilities and professional team of teachers focus on the integration of ICTs as a tool for every day working and learning. Our teachers are continually developing their own performance by reviewing, reflecting and refining their own professional skills in line with the internationally researched framework, e.g. 'The Art and Science of Teaching'. This commitment assists our College to create challenging, innovative and relevant learning experiences for our students.

We invite you to be part of the 'Chancellor' experience. We look forward to partnering with you and your children on their learning journey and, importantly, encouraging them to be *'the best we can be'*.



LEANNE JENSEN-STEELE
Executive Principal
Chancellor State College

College Contacts

EXECUTIVE PRINCIPAL

Leanne Jensen-Steele

PRIMARY CAMPUS PRINCIPAL

Mark Birchall

SECONDARY CAMPUS PRINCIPAL

Victoria Anstey

STREET ADDRESS

Primary Campus
8 Scholars Drive
Sippy Downs QLD 4556

Secondary Campus
164 Sippy Downs Drive
Sippy Downs QLD 4556

POSTAL ADDRESS

PO Box 7066
Sippy Downs QLD 4556

TELEPHONE

Primary Campus
5453 3111
Student Absence Line
5453 3160

Secondary Campus
5453 3222
Student Absence Line
5453 3260

EMAIL

admin@chancellorsc.eq.edu.au
office_pri@chancellorsc.eq.edu.au
office_sec@chancellorsc.eq.edu.au

WEBSITE

www.chancellorsc.eq.edu.au

P & C Association Contacts

PRESIDENT

Kylie McDonald

VICE PRESIDENTS

Svend Villsen & Vanessa Adamson

TREASURER

Matt Bryant

OPERATIONS MANAGER

Debra Davenport

P & C OFFICE PHONE

5453 3241

P & C EMAIL

pandc@chancellorsc.eq.edu.au

College Council Contact

CHAIR

Kylie McDonald

COLLEGE COUNCIL EMAIL

schoolcouncilchair@chancellorsc.eq.edu.au

Chancellor State College Charter

“To be the Best We Can Be”

Vision: We are innovative, inspirational and inclusive in our pursuit of excellence.

CARE

We value one another and our environment. We celebrate together and recognise health and wellbeing needs within our community.

COURTESY

We respect and value our differences, ensuring we embrace an inclusive approach throughout our community.



CHALLENGE

We aspire to excellence in 21st Century teaching and learning to build life-long learners.

COOPERATION

We create a common purpose through strong communication and collaboration across our community.

COMMITMENT

We are a community of learners focussed on continuous improvement in our journey of life-long learning.

The Core Four

At the core of student academic success is the focus on ensuring the right conditions for learning. These conditions include **regular attendance, active engagement, being well resourced and completing all assessment** tasks. These areas of focus are referred to as the CORE FOUR.

It is an expectation that students, with the support of their families and the College, meet their CORE FOUR commitments with the intention to attain positive academic outcomes. Explicit targets in each of these areas have been set by the College to support students as they develop and embed their learning routines for continued success.



The targets are:

| CORE FOUR | EXPLANATIONS | TARGET |
|---------------|---|---|
| 1. Attendance | Students are at school ready to learn , they present in uniform each day with the intention to ensure that every lesson counts. | 93% attendance rate or higher (all absences justified and explained) |
| 2. Engagement | Students attend each lesson and are committed to learn , their behaviour and work ethic choices reflect their commitment to be the best they can be. | Very Good behaviour and effort results (There has been no student disciplinary action) |
| 3. Resourcing | Students are resourced to learn , having presented at class with the necessary materials and equipment as outlined in stationery and student resource lists. | Access to all resources (provided through either financial membership of the SRS or by parents providing resources) |
| 4. Assessment | Students take up the challenge of learning and demonstrate this learning through actively completing classwork and assessment tasks. | All assessment is completed and submitted (as per College policy) |

As a community, we can be proud of the way the majority of our students already meet these expectations. The challenge is to avoid complacency and ensure that every child in every class, every day can be 'the best that they can be' by committing to the Core Four.

School Routine

PRIMARY CAMPUS (P – 6)

Supervision for students is provided at 8.15am. Students arriving before this time who are not enrolled in the before school care program must sit in the General Covered Area near the canteen until dismissed. Students should not arrive before 8.00am unless they are scheduled to attend a program on that day, such as the Instrumental Music program. Once dismissed, students may take their bags to classroom port racks and enter classroom if the teacher is present. They can play handball or engage in a quiet activity in areas near their classroom. No playground equipment can be used before School commences.

The Primary Campus has combined first break and a split program for the second break to maximise student use of playground space. Details of times are included below.

| | | |
|----------------------|---------|---|
| School Day Commences | 8:50 | Bell to get ready for first session |
| First Session | 8:55 | Session begins |
| First Break | 11.00 | Lunch in eating areas – Whole school |
| | 11:15am | Play in play areas – Whole school |
| | 11:45am | Warning Bell to finish play |
| Middle Session | 11:50am | Session begins |
| Second Break | 1:15pm | Afternoon Tea – Senior sector |
| | 1:30pm | Play – Senior sector / Afternoon Tea – Junior sector |
| | 1:45pm | Line up – Senior sector / Play – Junior sector |
| | 1:55pm | Warning Bell to finish play |
| Afternoon Session | 2:00pm | Session begins |
| School Day Finishes | 3:00pm | |

At eating times, students sit in covered areas within sight of the duty teacher.

During play time, students are allocated areas for class groups and are provided with equipment for games and activities. No large ball games are permitted in covered areas or around buildings. Hats are to be worn at all times whilst outside. Students without hats are to sit on the stage area in the General Covered Area.

SECONDARY CAMPUS (7 – 12)

The Secondary Campus timetable is included below. Senior Secondary Year 11 and 12 students conclude their school day on Wednesdays at the end of Period 3.

| | | |
|----------------------|-------|---------------------|
| School Day Commences | 8.25 | Warning Bell |
| Form Class | 8.30 | Roll Marking |
| Period 1 | 8.40 | Session begins |
| Period 2 | 9.50 | Session begins |
| | 11.00 | First Break |
| Period 3 | 11.40 | Session begins |
| | 12.50 | Second Break |
| Period 4 | 1.20 | Session begins |
| School Day Finishes | 2.30 | |

The canteen is not open during changeover.

Curriculum P – 9

Chancellor State College is implementing the Australian Curriculum under the guidelines outlined by the Queensland Curriculum and Assessment Authority (QCAA). Schools are required to implement the whole Australian Curriculum (F-10) Version 8. Content areas include:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- The Arts
- Technologies
- Languages

The Australian Curriculum also includes seven General Capabilities; these are:

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The General Capabilities are addressed through the content learning areas where appropriate.

Teachers and Heads of Department work together to design engaging, relevant and challenging units of work that will prepare our students to live and work successfully in the twenty-first century as agreed upon in the National Declaration on the Educational Goals for Young Australians.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

We are very proud of our curriculum and teaching and learning expertise and are uniquely placed as a P–12 College to provide a seamless transition for our students through the many junctures experienced across the years of schooling.

See also the ***P–12 Curriculum Plan*** on the Chancellor State College website for further information.

Curriculum 10 – 12

Curriculum in Senior Secondary has been designed to allow maximum flexibility in the study options for our students. Students are able to build on the experiences of the Junior Secondary curriculum by choosing specific subjects offered in Senior Secondary. These subject offerings are outlined in full detail in the Subject Selection handbook.

See also the ***Year 10, and Year 11 and 12 Subject Selection Handbooks*** on the Chancellor State College website.

Specialist Subjects

■ LOTE

Students from Year 3 – 8 receive specialist lessons which encourage understanding the language and culture of another country. Students study **Japanese** from Year 3 – 8. Students in Year 9 – 12 may elect to continue their studies in LOTE as a subject selection offering.

■ Music

All students (P – 6) receive a weekly music lesson from the music specialist teacher. From Year 7 – 12, students can choose to study music through ELOs and subject selection offerings.

■ Instrumental Music

Instruments are available for children from Year 3. Entry into this program is determined by student interest, aptitude and the availability of instruments. Students who have their own instruments may join the program. An annual tuition fee applies. When an appropriate standard is achieved, students will be invited to join one of the following College ensembles – Concert Band, Wind Symphony, Stage Band or Orchestra.

To join the program, families need to complete an Instrumental Music Program enrolment form which is included in the enrolment package and can also be sourced through the College office.

Our Instrumental Music students perform annually at a variety of College and community functions, competitions and events. Additionally, every two years, students have the opportunity to participate in a music tour.

■ Choir

Interested students are invited to join the College choirs. These choirs perform at College events, celebrations and in Choral competitions.

■ Sport and Physical Education

It is recognised that Sport, Health and Physical Education play an important part in an individual's holistic growth and development. The College has a range of opportunities for all to develop these skills further including the HPE Curriculum, Specialty Programs of Development, Sport and Recreation programs and Active Classrooms.

We aspire to be recognised as one of the premier schools for talented young sports people and as such, provide speciality programs with a different learning environment within the HPE Domain.

Carnivals

Our College community also embraces Athletics Sports Carnivals, Cross Country, Swimming Carnivals and leadership challenge days. These events foster participation, College/house spirit, community spirit/challenge and learning in a different environment. We encourage parent/guardian support for these programs.

PRIMARY CAMPUS

All students receive a weekly physical education lesson.

- Prep and Year 1 receive 60mins/week
- Year 2 – Year 6 receive 30mins/week

Swimming

Swimming lessons are held for all Year 1 – Year 6 students in Term 4. Instructors teach children in ability groups.

Year 5 and 6 Sport

Students in these year levels are involved in an inter-school program in a variety of winter sports including rugby league, soccer, touch football and netball.

SECONDARY CAMPUS

Health and Wellbeing (Junior Secondary)

Health and Wellbeing recognises and addresses the inclusion of physical activity, physical education, sport, health, personal development and skill acquisition as integral to the Chancellor State College curriculum and the students' personal growth.

Sport

Sport is part of our College curriculum. It is linked to life learning, healthy lifestyles and wellbeing of individuals. Throughout the year students are involved in a wide range of Interschool Sporting events, organised sport and recreational programs.

There are also a wide range of Interschool Sporting Competitions that are run throughout the year. These are usually played in the afternoons and evenings once a week for a season. In addition to this, there are opportunities for students to be involved in sporting gala days and specialised competitions and events throughout the year.

Cultural and Sports Houses

Sport and cultural activities play an important part in our College curriculum. They are linked to life learning, healthy lifestyles and wellbeing of individuals. Throughout the year students have the opportunity to be involved in organised sport, cultural and recreational programs.

Students are allocated to a House once enrolled. Students within the one family will be placed in the same House.

House names are indigenous words for local fauna:

| | | |
|---------------|------|----------------------|
| Gooroy | Gold | (Ringtail Possum) |
| Gula | Navy | (Koala) |
| Mari | Jade | (Kangaroo) |
| Waruma | Red | (Red Breasted Eagle) |



Whole school approach to differentiated teaching and learning

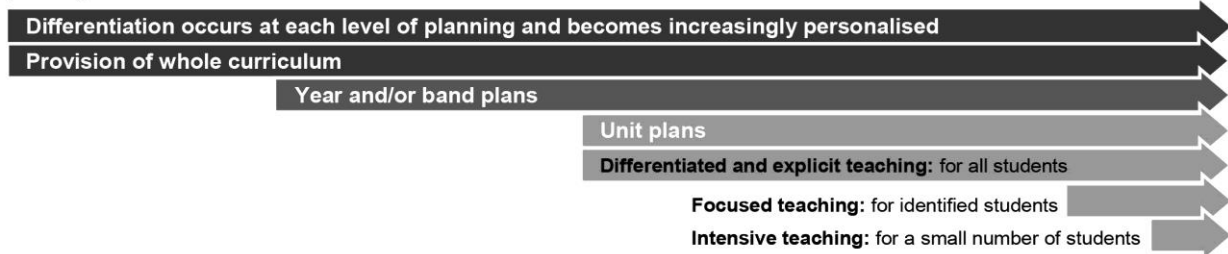
At Chancellor State College the requirements for differentiated teaching and learning are specified in the *P-12 curriculum, assessment and reporting framework*¹ with additional information provided below. Differentiated teaching and learning in our school, is based on a deep understanding of the Australian Curriculum².

Use of a whole school approach to differentiated teaching and learning for **ALL** our students.

The diverse³ learning needs of our school community, cohorts, classes, groups and individuals is identified through the school data profile and assessment and reporting data.

Analysis of the data informs the provision of the Australian Curriculum articulated in our school's whole school curriculum, assessment and reporting plan through the three levels of planning⁴.

At Chancellor State College we respond to the diverse learning needs of our students by identifying differentiated teaching and learning in **all three levels of planning**. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.



Provision of our whole curriculum plan:

School decisions are mapped in the provision of the whole curriculum plan and respond to the diverse needs of the school community. Our school improvement focuses on ensuring:

- effective implementation (teaching, assessing and reporting on) of all eight learning areas and/or subjects and the appropriate implementation approach
- effective resourcing (human and financial) including learning environments, facilities and technology.

Year and/or band plans

Differentiated teaching and learning is planned in the year and/or band plans for each learning area and/or subject in response to the diverse needs of all the students in the cohort and shows:

- effective coverage of the relevant achievement standards in response to assessment and reporting data
- the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence
- whether there are to be multiple opportunities for particular aspects of the achievement standard to be assessed
- flexibility in the choice of resources that supports the delivery of the learning area and/or subject
- the range and balance of summative assessment including the types and conditions suitable for equitable access for all students.

Unit plans

Differentiated teaching and learning is detailed in unit plans, responds to the diverse needs of all students in the class and identifies:

- assessment and reporting data to determine starting points for teaching the unit and inform differentiated teaching
- the curriculum, pedagogy and assessment aligned to:
 - the targeted aspects of the relevant achievement standards being assessed
 - the content descriptions targeted for differentiation and explicit teaching, that lead to summative assessment
- formative and summative assessment tasks designed to be inclusive and consider the needs of all students
- adjustments to teaching and learning sequence to meet the needs of all students
- effective pedagogical practices.

¹ The bold statements (in blue) throughout this document are the requirements from the *P-12 curriculum, assessment and reporting framework*.
² A deep understanding of the organisational and structural curriculum elements supports school decisions about differentiation.



Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

In the context of each unit, differentiation for ALL students is provided through teaching which becomes increasingly personalised: differentiated and explicit teaching, focused teaching and intensive teaching.

Differentiated and explicit teaching and learning for all students provides adjustments that will not impact the integrity of the unit.

These include:

- assessment and reporting data to determine:
 - starting points for teaching the unit
 - the groups and individuals who will require additional support
- key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
- the literacy and language demands
- conditions of the summative assessment task including any SPECIAL PROVISIONS for individual students
- effective pedagogical practices that respond to the specific learning needs of groups and individual students
- the behaviours leading to learning that enable specific students to participate
- opportunities to teach metacognition for students to support their own learning
- formative assessments that monitor student progress and provide feedback on student learning
- monitoring tools, such as the *P-10 Literacy continuum* track progress and inform the differentiation
- alternative resources that support specific pedagogies
- additional support, which may be ongoing
 - focused teaching for identified students
 - intensive teaching for a small number of identified students
- opportunities for collaboration with support staff.

Within the context of the units being delivered in each learning area and/or subject some students may require focused and/or intensive teaching for short periods of time; those students who are not yet meeting or are exceeding the year or band of years achievement standards may require this for a more prolonged period of time.

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and the necessary support. Parents/carers are consulted if prolonged additional support is required.

Focused teaching for identified students

At the same time as focused teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class.

Focused teaching for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning. This may include:

- varying the pace of teaching and learning, allowing more time for deeper investigation or fast tracking the learning
- activating prior knowledge by making explicit connections to new learning
- adjusting the literacy and language demands
- providing a variety of instructional methods
- scaffolding tasks.

Following planned focused teaching and analysis of formative assessment teachers identify students who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching.

Focused teaching may be documented in *OneSchool* in *Personalised Learning* tab.



CHANCELLOR STATE COLLEGE


Intensive teaching for a small number of students

At the same time as intensive teaching is being provided, students continue to access the differentiated and explicit teaching planned within the context of the unit being provided to the class. Intensive teaching for individual students is provided in response to the analysis of monitoring tasks and diagnostic tools and addresses specific understandings and skills. It includes explicitly teaching discrete understandings and/or skills from particular content descriptions.

This may include:

- developing personal and specific learning goals
- scaffolding the literacy and/or language demands
- investigating and using alternative pedagogies and additional resources
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses to tasks
- use of assistive technology
- For some students, intensive teaching may be needed for a short period of time to master discrete understandings and skills for extension or enrichment.

Intensive teaching may be documented in OneSchool Personalised Learning tab.

| | | |
|--|---|--|
| <p>Attachments:</p> <p>Inclusive Education</p> | <p>School policy:</p> | <p>School policy is supported by:</p> <ul style="list-style-type: none"> o Age Discrimination Act 2004 (Cwth) o Anti-Discrimination Act 1991 (Qld) o Australian Human Rights Commission Act 1986 (Cwth) o Disability Discrimination Act 1992 (Cwth) o Disability Standards for Education 2005 (Cwth) o Education (General Provisions) Act 2006 (Qld) o Multicultural Recognition Act 2016 (Qld) o Racial Discrimination Act 1975 (Cwth) o Sex Discrimination Act 1984 (Cwth) o Inclusive education o A whole school approach to support student learning o P-12 curriculum, assessment and reporting framework o Curriculum provision to gifted and talented students o Curriculum provision to students with disability o English as an additional language or dialect (EAL/D) learners |
| |  <p>CHANCELLOR STATE COLLEGE Inclusive Education Policy</p> <p>Chancellor State College Inclusive Education Policy</p> <p><i>Hyperlink: to school-based Inclusive education policy</i></p> | |

General Information

ASSEMBLIES

Our College gathers each fortnight in year levels or sectors to celebrate the efforts and achievements of students. Students and Year Level Coordinators are responsible for leading these assemblies to develop skills in leadership and public speaking. Assemblies are an opportunity for us to celebrate the success of students' academic, sporting, social and cultural achievements.

ATTENDANCE

It is a parent's responsibility to ensure their child attends school regularly in order to ensure satisfactory learning outcomes. If your child is absent from school, please notify the College on the day of absence:

- by **phoning the student absence line** on the day of absence
Primary Campus – 5453 3160, Secondary Campus – 5453 3260
- or by **email** on the day of absence
 - Primary Campus primary_absence@chancellorsc.eq.edu.au
 - Secondary Campus junior_absence@chancellorsc.eq.edu.au (Years 7–9)
 - senior_absence@chancellorsc.eq.edu.au (Years 10–12)
- or through the **QParents** App (register at <https://qparents.qld.edu.au>)
- or in **writing**
Absentee & Late/Leaving notes can be found in the rear of the student diary for students in Years 4–12.

Parents who are registered with the QParents App, will receive notification of unexplained absences.

If your child has a prolonged absence of more than 10 days due to illness or family commitments, please contact the College to apply for an Exemption from Compulsory Schooling. It should be noted that not all exemption requests will be granted.

Unexplained absences of more than two days are reported to the Deputy Principals for further action. This ensures our accountability and your child's safety/wellbeing.

■ Absenteeism

Teachers will report unexplained student absences to the Administration – assuming no other communication has been made. Parents will receive daily notification of unexplained absences and periodic communication of additional unexplained absences. The Administration team will request that communication be made, to work towards support structures or otherwise. If school communication is not responded to, the College may engage with other government agencies to ensure your child's safekeeping.

■ Late Arrivals and Early Departures

PRIMARY CAMPUS

Late arrivals and early departures must collect electronic slips at the College office. These are then taken to the classroom teacher. It is important for children to be ready to begin the day on time and to complete class activities prior to the end of the day.

SECONDARY CAMPUS

In order to ensure accurate school attendance records and to provide a safe and secure environment, students who arrive late must sign in at the Administration block 'Late Student and Uniform Pass' window until 9.00am, then after this time in the Student Services Office, Lower L Block.

If required to depart prior to the end of the school day, all students must sign out through the Student Services Office, lower L Block. Students should have a note from a parent/guardian explaining this variation, to ensure their safety. If late arrivals are unexplained, students will need to 'make up' missed class time in their breaks.

ASSIGNMENTS / KEY ASSESSMENT TASKS / HOMEWORK

All students will be engaged in completing learning tasks that require investigation, application and synthesis of knowledge. These tasks will challenge students and require them to be committed learners.

Student Responsibilities

- Develop a plan for completing tasks on time and add due dates to student diary
- Complete all work by due dates (including drafts and final products)
- Ask for assistance when needed
- Use class time assigned for assessment tasks/assignments efficiently
- Special considerations including extensions need to be negotiated with appropriate HODs BEFORE the due date
- A medical certificate is required for incomplete or late work

Teacher Responsibilities

- Support students in planning to complete tasks by due dates
- Provide some class time for completion of tasks
- Provide detailed task and criteria sheets for student reference
- Contact parents/guardians for support when work is incomplete or late
- Liaise with year level coordinators and College administration for persistent incomplete or late work
- Provide feedback to students re performance in tasks/assignments

Parent/Guardian Responsibilities

- Discuss with student tasks/assignments due for the term
- Encourage student to plan and work towards task completion through appropriate time management
- Assist student in accessing resources needed for task completion
- Contact class teacher for support if required

See also the ***Secondary Assessment Policy*** on the Chancellor State College website for further explanation of this code.

HOMEWORK POLICY

At Chancellor State College, we consider homework to be an important aspect of a student's learning. Regular, meaningful homework assists students to develop the required study routines for current and future educational pathways and instils a sense of responsibility. Revisiting or extending the knowledge and skills taught at school is an important learning strategy. Additionally, the revision of work completed in class allows parents/guardians to monitor the work and progress of their child's learning.

■ Homework Guidelines relating to time

| Year Level | Daily | Weekly |
|------------|----------|---|
| Prep | | Generally students will not be set homework. Home reading starts in Semester 2 |
| 1, 2, 3 | | Up to but generally not more than 1 hour per week |
| 4, 5, 6 | | Approximately 2–3 hours per week |
| 7, 8, 9 | 60 mins | 300 minutes (5 hours) |
| 10 | 90 mins | 450 minutes (7 hours 30 minutes) |
| 11 | 120 mins | 600 minutes (10 hours) |
| 12 | 150 mins | 750 minutes (12 hours 30 minutes) |

See also the ***Homework Policy*** on the Chancellor State College website for further explanation of this code.

BOOKWORK

Student bookwork provides a record of the daily learning experiences and a reference for ongoing learning. As your child moves through their years of schooling, the need to develop skills that allow for well presented and organised notes and diagrams allow for effective review of the material.

Student Responsibilities

- Bring appropriate resources including diaries to class each day
- Use stationery as indicated in the College Stationery lists
- Use a margin and date all written work
- Ensure that all resources are kept in a neat and organised fashion
- Write legibly

Teacher Responsibilities

- Model appropriate standards for bookwork
- Check work regularly

Parent/Guardian Responsibilities

- Ensure student has the materials/resources required for classes

STUDENT CODE OF CONDUCT

Chancellor State College expects and achieves a very high standard of behaviour from all members of our College community.

Our Goal

We believe we must work together to help students create productive partnerships and successful outcomes in a community environment.

See also the ***Student Code of Conduct*** included in the enrolment package and on the Chancellor State College website for further explanation of this code.

UNIFORM POLICY

The Chancellor State College Parents and Citizens' Association on behalf of the College community and the Executive Team of the College, have jointly determined that our College is a **full uniform** College. The College strictly enforces this uniform policy.

Our College community believes that our uniform is important in that it encourages a sense of self-esteem, pride in our College and self-discipline in students. Our College uniform is designed to create a sense of unity in our College and with unity comes strength and a real sense of purpose. The wearing of the College uniform also contributes to student safety because it ensures that outsiders to our College community are readily identifiable.

All students are expected to observe the details of College Uniform while on their way to, during and from College. If a situation occurs that a student does not have a uniform, or part thereof, on any school day, a note needs to be sent from a parent/guardian. The student is then able to acquire a Uniform Exemption Pass, or a loan uniform from our supply pool to be returned after laundering.

These expectations are explained at the enrolment interview and are agreed to by parents and students.

See also the ***Uniform Policy*** on the Chancellor State College website for further explanation of this code.

COMMUNICATION BETWEEN COLLEGE AND HOME

Ongoing communication between the College and home plays a vital role in your child's learning experience. We encourage you to be involved and to communicate with teachers about your child's progress. **It is important to notify us if you have a concern or if you believe your child is experiencing a problem.**

Some ways of Communicating are:

Parent/Guardian – Teacher Meetings

You are welcome to discuss your child's progress with the teachers concerned. Please organise a mutually agreeable meeting time. Teachers are unable to meet with you while they are responsible for supervising other students. Please telephone or email to coordinate a mutually agreeable time.

Student Performance Interviews

Student Performance Interviews are arranged twice a year. These interviews provide an opportunity for teachers to discuss student progress, classroom procedures/issues and teacher/student expectations. We strongly recommend students from Year 4 – 12 attend these interviews with their Parent/Guardian.

Parent/Guardian – Administration and Support Personnel interviews

Parents/Guardians are welcome to discuss their child's progress with any of the above mentioned support personnel. Each year level has an assigned Administration person to support communication and consistency. Please telephone the office to make an appointment.

Positive Complaints Management

Effective partnerships between parents, students and our school are important to educational success. From time to time you may have concerns or complaints relating to our school. It is important that you share these with us.

See also the ***Putting Things Right – Our Commitment to Positive Complaints Management at Chancellor State College*** brochure included in the enrolment package and on the Chancellor State College website for further explanation of this process.

Messages

Contact with the College can always be made by telephone, email, letter or through the Student Diary. Letters that contain sensitive information should be sealed and addressed to the intended reader. Phone messages will be relayed to teachers as soon as possible. Please note due to the complexity of front office staff roles and busy periods, not all messages are able to be delivered in short time frames. All class teacher email addresses are listed on our College website.

Change of Details

To notify the College of a change to family details, complete a Change of Details form located on the College website or obtained at either campus Administration Office. Changes must be received in writing from parents for changes to be made on OneSchool.

QParents App

Upon enrolment to the College, parents will receive an email invitation to register with the online parent portal called QParents. The QParents web and mobile application provides an easier way for parents to interact with our school. Parents will have secure, online access to their child's student information, anytime, anywhere, through a smartphone, tablet or computer.

QParents allows parents to connect instantly with our school to access and manage their child's student information, including:

- Attendance and absence details, as well as the ability to notify the school of an absence
- Academic report cards
- Class timetables
- Viewing unpaid invoice details, payment history, and making payments online
- Viewing and updating personal student details, including medical conditions and address
- Enrolment details

QParents assists both staff and parents in sharing and responding to information in an efficient and effective way.

QSchools App

The QSchools app is a user-friendly and convenient way to receive up-to-the-minute information from Chancellor State College.

The app integrates with the College's website, allowing users to:

- receive real-time notifications about state-wide emergency alerts as well as school push notifications
- access the latest news, newsletters and calendar of events
- access your schools tuckshop information
- view information about class times and contact details
- view social media feeds

Push notifications allow the College to push essential information directly to your device, including notifications of upcoming events and emergency alerts. The app can manage updates from multiple schools which is useful for parents who have students in different schools. Find and 'favourite' your school by searching for the school by name, searching a map or by searching for schools near your current location. Download QSchools App from <http://deta.qld.gov.au/about/app/qschools-app.html>.

EXCURSIONS

Excursions and camps are organised for classes throughout the school year as part of the curriculum. You will be notified of costs and venues for these events in advance. Students wear **full formal College uniform** on excursions unless otherwise advised. Families who may find it difficult to meet the costs involved should approach the Business Manager or a member of the Administration team. Notes and payment must be received by the due date for students to be included on excursion rolls.

HEALTH

■ Accidents and Illness

Students who are sick or injured receive treatment from staff trained in First Aid. Parents or primary care givers will be notified where a condition cannot be treated by First Aid and when students present with head injuries or as indicated on individual health plans.

If a sudden illness or suspected serious injury occurs, the Ambulance will be called and if necessary will take your child to the nearest hospital or doctor. Parents are contacted to inform them of serious injuries. If you cannot be contacted, your child will still receive treatment. Treatment provided will be at your expense.

Contact Details must be kept up to date to ensure that you, or the emergency contacts you have submitted on your enrolment form can be contacted in an emergency. You should also update any medical information relevant to your child's health and safety.

■ Anaphylaxis

Anaphylaxis is a serious allergic reaction that affects a number of our students. Each of these students has a severe life-threatening allergy to a particular common plant or animal product. Contact with the product, even very minor can cause a severe anaphylactic reaction, which in its most serious form can be fatal.

The allergens that can react with our students include any of the following – nuts and nut products, eggs and shellfish. We work closely with the parents of the affected children to ensure that they do not come into contact with their individual allergen. We seek your support in assisting the College to make the year level areas safe for these students. You can help by giving careful thought to the foods that your children bring to College and considering not including eggs, nuts (eg peanut butter) and shellfish. As well you can help us to educate your child on the importance of not sharing food with others and washing hands after eating. If you require further information about anaphylaxis, please refer to our College website.

■ Dental Van

The Child and Adolescent Oral Health Service offers free general dental treatment to all students from Prep up to and including Year 10 who are permanent Queensland residents. Treatment is provided by an oral health team, which consists of a Dentist, Dental/Oral Health Therapist and Dental Assistant.

Offers of dental care occur on a rotational basis. Dental care is provided at a Mobile Dental Van or Dental Clinic, as advertised when treatment is offered. Emergency dental treatment is available between College visits. Contact numbers for the service are: Clinic 0419 799 367 Emergency 5491 1311.

■ Head lice

This is a problem within schools and can only be managed by consistent and persistent support from parents. **Check weekly. Treat quickly. Tell the school.** Please report any infestation to the College office so that a reminder letter can be sent to all parents in that class to check children's hair. Further information and facts related to the treatment of head lice can be found on the Queensland Health Department website www.health.qld.gov.au or can be requested at the office.

■ Immunisation

There is no policy requiring immunisation of students but parents whose children are infectious should inform the College so other families can be informed. Some infectious diseases require exclusion from College. See the Queensland Health Department website www.health.qld.gov.au.

■ Medical Conditions

If your child has a serious medical condition, please inform College administration during enrolment and of the emergency procedures required. This information is collated into health plans and provided to staff for quick reference.

■ Medication

If medication is to be administered during school hours, parents must provide the school with the 'Request to Administer Medication at School' document completed by their medical practitioner. Please take this form with you to your child's medical appointment. Forms are available from the College office or can be downloaded from the Education Queensland website.

<http://education.qld.gov.au/strategic/eppr/health/hlspr009>

All medication must have a pharmacy label, which has been prescribed by a doctor, with the student name, dosage and specific time medication is to be administered included on the label. Any homeopathic medications must be accompanied by a letter from your practitioner. If these guidelines are not adhered to, College staff cannot be authorised to give medication to a student.

■ Asthma Medication

Students can be responsible for inhalers at College with written permission from a parent or legal guardian. Please address your request to the campus Principal.

■ Infectious Diseases Chart

Latest information can be accessed from the Queensland Health Department website www.health.qld.gov.au.

LUNCH ACTION

PRIMARY CAMPUS

A range of organised activities for all year levels may be available at lunchtime. These could include chess, sports, games, visual arts, music and a range of other choices spread over the year. The library is also open at first break to support student access to a range of activities. The Lunch Action program is central to our proactive behaviour management program as well as providing a range of artistic, cultural, sporting and athletic opportunities to students by our staff.

NEWSLETTER

All editions of the College newsletter are electronic, delivered to you via email and are also located on our College website. Newsletters contain information about College activities, student achievements, coming events, and educational information. An archive of past newsletters is also available on our College website. As part of the enrolment process, you will be automatically registered on the newsletter distribution list to receive the fortnightly newsletter via email.

For parents who are unable to receive the newsletter electronically, we have a limited number of paper copies at both offices of the College.

PAYMENT OF ACTIVITIES

■ Payment Requirements

Payments for all excursions, camps and activities must be received at the office at least three (3) days prior to the excursion. For all other on-line methods of payment, payment must be made six (6) days prior to the excursion to allow accurate processing. Notes are issued to all students detailing relevant costs. Permission forms must also be signed and returned to the office.

Chancellor State College operates a Student Resource Scheme which offers parents an economical alternative to the purchase of classroom resources for their child. More information about this Scheme is available on the College website. For members of the Scheme, student participation in excursions, camps or activities may be restricted if fees are not fully paid or a payment plan is not in place and up to date. Essential learning activities will not be restricted.

Families experiencing financial difficulties are encouraged to make an appointment at either the Primary or Secondary Campus office to meet with a member of Administration to discuss payment options, or email finance@chancellorsc.eq.edu.au.

■ Application for Refund

- All requests for refunds must be made within 30 days of the activity on the 'Application for Refund Form'.
- If payment in advance is made by the College to the venue, no refund will be available. Transport cost may also be deducted from refunds due to our costing schedule.

Please note that any refund processed will be automatically credited to your College account if there is money owing. If there is no money owing on your family account a refund will be processed into your nominated bank account.

RELIGIOUS INSTRUCTION

PRIMARY CAMPUS

A Religious Instruction (RI) program is provided at Chancellor State College for Primary Campus students.

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs. Under the Education (General Provisions) Act 2006, schools are to provide RI if approached by a faith group seeking to provide RI and students of that faith attend the school.

RI informs students about the beliefs and values of a particular religion and its values. It is delivered by volunteers of a faith group using instructional materials approved by that faith group. RI is required to be consistent with legislation and Department of Education policies and procedures.

All RI instructors must hold a blue card and participate in compulsory Student Protection and Code of Conduct training. RI instructors are only entitled to deliver the RI program outlined below. A school staff member will be present during the delivery of RI.

Participation in RI is not compulsory. Any student (except Prep students) may participate in RI if a parent has provided written instructions to the school.

Students are allocated to RI based on information provided by parents on the completed **One School 'Application for Student Enrolment' form**, unless other written instructions have been provided to the school. **Note:** *This consent remains in effect unless the parent informs the school otherwise in writing.*

See also **Religious Instruction** on the Chancellor State College website for further information.

REPORTING STUDENT PROGRESS

Written reports are completed at the end of Term One (Secondary students) and at the end of each semester – in June and December.

Student Performance Interviews to discuss your child's progress are arranged twice per year, the first in Term 1 and another in Term 3. These interviews are important as they are an effective way for parents and teachers to work together and provide a valuable opportunity to keep informed of your child's specific needs and achievements. It is expected that all parents/guardians attend.

As partners in your child's education we seek to build a cooperative relationship so that we can all provide the most supportive and appropriate learning environment possible.

Additional interviews may be arranged at any time throughout the year. Please contact teachers to discuss a mutually agreeable time.

SAFETY AND WELFARE

■ Evacuation and Lockdown Procedures

Evacuation procedures are displayed in rooms throughout the College. Families, volunteers and students should be familiar with these in case of an emergency. Regular practice sessions are provided as part of the College routine so that children are familiar with routines for evacuation or lockdown.

In the advent of a severe external event, students and teachers will lock themselves in classrooms to ensure maximum safety.

■ Mobile Phones and other Electronic Devices

Many parents now feel the need to carry a mobile telephone is a safety/security issue for their child. However, if a parent needs to contact their child during school hours this must be done through the College office. Should a student need to go home because of illness or any other reason during school hours, it is the College responsibility to contact parents to coordinate arrangements.

■ Money and Valuables

Students are discouraged from bringing valuables such as Ipods, mobile phones and other valuables or toys to College. The College cannot and does not accept responsibility for any theft, loss or breakage.

■ Out of Bounds Areas

To ensure your child's safety, the following areas are out of bounds:

- Bicycle Racks – after dropping off bicycles in the morning
- Car Park (teacher/parent/guardian supervision required)
- Grounds Persons' shed
- Classrooms (unless with teacher's permission)
- Paths around the College once school has begun
- Gardens
- Environmental Area (teacher supervision required)
- Neighbouring bush lands, University facilities, Youi grounds
- 'Play Areas' before or after school

■ Photos and Videos

Please be aware that some parents have requested that their children not be photographed or videoed. Check with staff before using cameras and videos to record events at the College and help to maintain the confidentiality of all our families.

■ Playground Equipment

Playground equipment is not to be used before or after school when it is not under the supervision of a member of staff.

■ Scooters and Skateboards

Scooters and skateboards should not be brought on to College grounds. This is due to safety and security issues. Any scooters or skateboards on the College grounds must be locked in the Primary Campus bike cages / Secondary Campus bike racks. Secondary students are not to ride or walk bikes, scooters or skateboards through the Primary or Secondary Campus grounds. Students travelling between the Primary and Secondary campuses, using the University of the Sunshine Coast as a thoroughfare, must use the external pathway provided around the USC and not travel through the campus. The University of the Sunshine Coast requests consideration for staff and students safety is adhered to whilst moving across the campus.

■ Sun Smart

Chancellor State College has a Sun Smart policy. A broad-brimmed or bucket hat is necessary for students to participate in a full range of outdoor activities and during breaks throughout the day. This policy is supported by the College P & C.

■ Use of College Grounds After Hours

Parents are asked to discourage students from remaining in the College grounds once school has finished unless they are participating in a supervised after school activity.

The Education Precinct, comprising Chancellor State College Primary and Secondary Campuses and the University of the Sunshine Coast, are monitored and secured by University of the Sunshine Coast security staff. All visitors after hours must identify themselves to security staff who will always be in uniform. It is advisable for all Secondary School students visiting the College after hours, to carry their student ID card.

Unauthorised persons on the College premises will be regarded as trespassers, unless accompanied by a member of staff, or by a person who has written authorisation from the Principal.

■ Visitors to the College

A safe and secure College environment is a priority. It is important that all visitors in the College grounds are easily identified. All visitors (classroom helpers, library aides, volunteers, and workers) must report to the office and sign in through the Visitor's iPad and collect a Visitor's Lanyard. Visitors are to sign out on departure. Visitors are to use staff toilet facilities only. We ask that all parents and visitors support these measures in the interest of the security of our students. Students are encouraged to report anyone in the College whom they cannot identify.

SENIOR EDUCATION AND TRAINING PLANS

The Senior Education and Training Plan is designed to map individual learning pathways through the Senior Phase of Learning. It is mandated that all students complete a plan during Year 10 and lodge it with the Queensland Studies Authority. Chancellor State College begins preparing your students for this process during the My Journey lessons in the Junior Secondary.

Each student develops the plan in consultation with parents/guardians, teachers and our Student Services staff. It is designed to assist young people to make good choices about the future pathways.

The Senior Education and Training Plan:

- provides the young person with a clearly thought out set of achievable goals, a learning plan and a cohesive transition to further study or work
- provides education and training providers with a starting point to monitor students' progress as they move towards achieving the QCE, QCIA, Certificate III vocational qualification or full time employment
- serves as a starting point and a reference point for the student's pathway through our Senior Secondary
- promotes on-going dialogue between your student, you and our College
- promotes learning that is aligned with your student's aspirations

Further information is given in the Subject Selection Handbook and at the Queensland Studies Authority Website (<http://www.qsa.qld.edu.au/>).

SPECIAL PROVISION

■ Special Provision – Access Arrangements and Reasonable Adjustments (AARA)

Chancellor State College recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Special Provision – AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. **Access arrangements** are action/s taken by the school so that a student **with an eligible impairment** that may not be covered by the definition of disability can access assessment. **Reasonable adjustments** are action/s taken by the school so that an eligible student **with impairment as a result of disability and/or medical conditions** or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The application of Special Provision – AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

STATIONERY LIST

A list of required stationery is available for each year level from Years 3 – 12. Stationery for Prep, Year 1 and Year 2 is included in the Student Resource Scheme. Order forms are available in September for the following year's book requirements.

STUDENT LEADERSHIP

As a College, we value the input of our students into Chancellor life. Across each campus, age appropriate leadership structures are designed to meet the needs of the children.

On the Primary Campus, Year 6 students have the opportunity to nominate and be elected by peers and staff as School Captains, Vice Captains, Sports Captains and Portfolio Captains – Cultural, Environmental, Sport and Community. These Captains make up the Student Council Executive. Each Year 4, 5 and 6 class elect a student to represent the class as a Student Councilor in the areas of Community, Culture, Environment and Sport (i.e. each class has four Student Councilors). These student councilors join the captains to make up the Student Council for the Primary Campus. Teachers and administrative staff then work with the Student Council on a broad range of issues, activities, events and fundraising.

The Secondary Campus continues the four leadership portfolios – Multicultural, Creative Industries, Environmental, Sport and Community. Students from each year level team are elected by their peers to be representatives in each of the portfolios. Each year, College Ambassadors are selected through an interview process. These are Year 12 leaders who have a 'civic duty' responsibility to support all aspects of our College community and represent us at all community events. Sports House Captains will also be selected to assist the Sports portfolio.

STUDENT RESOURCE SCHEME

Chancellor State College operates a Student Resource Scheme which offers parents an economical alternative to the purchase of classroom resources for their child. Participation in the scheme is voluntary, but those parents who join the scheme are asked to pay a fee in return for their child to access materials and resources managed by the scheme.

This scheme has been fully endorsed by the Chancellor State College Parents and Citizens' Association. Details of the costs involved for the scheme, and resources supplied are included in the Enrolment pack.

See also the ***Student Resource Scheme*** on the Chancellor State College website.

TRAVEL TO AND FROM COLLEGE

■ Bike Riders / Scooters / Skateboards

Bike riders must dismount and walk across the road at crossings. Bikes are also to be walked in the area in front of the College and wheeled, not ridden, in College grounds to prevent injury to themselves or other students. Students are required by law to wear a helmet whenever they ride their bicycles and should use a bicycle lock and chain to secure their bikes to the bike rack located within the College grounds. **As we are an integral partner in the University of the Sunshine Coast Education Precinct, all students are required to walk bicycles in College grounds and the University Precinct except on designated bikeways.**

PRIMARY CAMPUS

All bikes, scooters or skateboards on the Primary Campus are to be locked in the bike cages provided. The bike compound near the multi-purpose courts is locked during the school day (9am – 3pm), but not on weekends or outside of these times. Students should also take extra precautions and individually lock their bikes within the compound. Secondary Campus students are not to bring bikes, scooters or skateboards on to the Primary Campus. Bikes should not be left on College grounds overnight or on weekends.

■ Bus Transport

Bus transport is available for students. For more information, visit the [CDC Queensland](https://cdcqueensland.com.au/bus-services/sunshine-coast-schools/) website <https://cdcqueensland.com.au/bus-services/sunshine-coast-schools/> or call CDC Sunshine Coast on 5476 6622. School Travel Assistance Scheme information is available through Queensland Transport, Ph: 5452 1800.

PRIMARY CAMPUS

Primary Campus students wait for buses inside the front gate and do not leave the College grounds until buses arrive and park. Each afternoon, Secondary Campus students wait near the front entrance of the College.

■ Parking, Pick Up and Drop Off

PRIMARY CAMPUS

At the primary school, children wait inside the College gates for the arrival of transport. Parents are requested to remain in their vehicles while waiting for children.

Parents are requested not to drop off or pick up children inside the Primary school gates in the car park area near the Administration building. This endangers the safety of children as they enter or leave the College grounds. These College gates are locked in the afternoon until 3.15pm.

Parents/Guardians who drive their children to and from College are asked to use dedicated spaces effectively, including the primary campus car park adjacent to the College hall.

SECONDARY CAMPUS

Parents/Guardians who drive their children to and from College are asked to use the dedicated parking spaces effectively. Parents are requested to use the 2 minute 'Pick Up and Drop Off' zones located at the front and rear car parks. Parents/Guardians should not park across other parked cars, on traffic islands, footpaths or across walkways and pedestrian crossings.

Students and parents are reminded to utilise the designated crossing when moving from the campus grounds to the car park and to adhere to the speed limits in the carpark and designated school zone road speed controls.

Parents are also reminded that the carpark is owned by the Sunshine Coast Regional Council and as such may impose parking restrictions. Parents are encouraged to check signage when parking.

Student Services

AFTER HOURS ACTIVITIES AND CARE

PRIMARY CAMPUS

■ After Hours Care and Vacation Care Programs

Chancellor State College Parents and Citizens' Association operates the Before and After Hours School Care service for students aged 5 to 12 years. The program is available each week day during the term from 6.30am to 8.45am and from 3.00pm to 6.30pm in the multipurpose hall, located on the Primary Campus. Email oshcinfo@cscpandc.org.au or visit the College website for further information.

FOOD SERVICE

PRIMARY CAMPUS

The tuckshop operates five days a week. The menu supports Education Queensland's Smart Choices Healthy Food and Drink policy, and is available from the tuckshop, office or on-line. The tuckshop is staffed by a manager and volunteers. New helpers are always welcome. Please contact the manager on 5453 3112.

Orders are placed in classroom containers at the beginning of the school day. Nominated students collect the completed orders prior to eating times. Students can purchase extra food from the tuckshop at the completion of the set eating time before going to play. Students must sit down to eat.

Ordering Procedures: Use separate bags for first break and second break orders. Write the order on the bag with the child's name and class. Enclose money. Change will be returned with the bag if it is required. Alternatively, parents may choose to make use of the College's on-line ordering system. More information about on-line ordering is available from the College website.

SECONDARY CAMPUS

The cafeteria operates five days a week. It provides an array of food types to meet students' needs and to raise funds for the P & C. The menu supports Education Queensland's Smart Choices Healthy Food and Drink policy. The cafeteria should only be accessed at break times. Students will not be served outside of the breaks, apart from before 8.20am. Parents may choose to make use of the College on-line ordering system. More information about on-line ordering is available from the College website. Volunteers are always welcome. Please contact the manager on 5453 3242.

■ Healthy Eating Guidelines

At Chancellor we see the promotion of healthy and pleasurable eating as an integral part of learning about, and developing lifelong healthy habits. We see healthy eating as part of each person's social, emotional, physical, cultural and spiritual wellbeing.

Chancellor's Healthy Eating Policy reflects current research which suggests optimal nutrition will positively impact on cognition, concentration, activity levels, interaction with peers and self esteem. The health promoting schools framework underpins this policy.

Some of the ways this will be demonstrated include:

- Encourage teachers to role model healthy eating practices
- Continue and promote initiatives that promote positive social interactions and experiences surrounding healthy eating
- If extra snack breaks are offered include only fruit, vegetables and water
- Encourage drinking of water during school breaks and use of water bottles in class
- Maintain the College edible gardens through partnerships with the P & C working with the canteens to provide them with produce they need in their menus

LOST PROPERTY

Please label all clothing and belongings clearly. Lost property boxes are positioned in the Administration building of each campus. At the end of each school term, unmarked property will be used as loan property or donated to charity.

RESOURCE CENTRE

PRIMARY CAMPUS

Our library contains an extensive collection of media for student use both recreationally and as part of their studies. We encourage children to become regular borrowers of library books and resources. The library also has a collection of games which children can access as part of the Lunch Action program.

Borrowing

Please supply your child with a large waterproof bag to protect items borrowed from the library. (Library Bags are available for purchase from our Retail Shop). Maximum loan time is two weeks but books can be returned prior to due date or have the borrowing date extended at the library. Parents or guardians are asked to replace any items that are lost or damaged while in student possession. If books are misplaced or lost please contact the library. You will be notified and a request made to you to replace books that cannot be traced. If items are not returned, they will be deemed lost and the cost will be added to the student's school account.

SECONDARY CAMPUS

Chancellor State College is set in the unique Sippy Downs education precinct. Students may access resources from both College campuses. Many classes use the library at the University of the Sunshine Coast under guidance of their teachers to further their research. Senior Secondary students are encouraged to become members of the USC library, allowing them to borrow items as well as use the facilities for private study and research. Students will be required to abide by the terms and conditions of the USC Acceptable Use Policy.

For additional resources, students are encouraged to become members of the Sunshine Coast Regional Council libraries.

The Secondary Campus Resource Centre houses an up to date, quality fiction and non fiction collection for student borrowing. Reference materials are available to use on site as well as a variety of popular and educational magazines and newspapers. Computers, scanners and a colour photocopier/printer are available for students to use.

The Resource Centre is open from 8.00am until 3.30pm each day. Students are welcome at lunchtimes to use a variety of games and puzzles.

Borrowing – Student Policy

- Students may borrow two fiction books and up to six other items depending on curriculum demands
- Senior Secondary have no borrowing limits
- Items are usually loaned for a two week period except for textbooks which are loaned for varying periods
- Reservations may be made
- Loan renewals are allowed providing the item has not been reserved. Renewal requests must be made in person at the Resource Centre and the item must be produced
- It is preferable that students present identification when borrowing resources

Overdue Policy

When items become overdue, the following procedures occur:

- Students are notified on a class overdue list for two weeks
- After third week an individual overdue notice is mailed to home address
- If items are not returned, they will be deemed lost and the cost will be added to the student's school account

Overdue items do not attract fines but borrowing privileges are usually blocked for that period. Should a resource item become lost or damaged whilst lent to a student, the parent/carer will be notified and asked to meet the cost of replacement.

RETAIL SHOP

The Retail Shop is located at the Secondary Campus. It is open on Monday, Tuesday and Wednesday from 8.00am – 12 noon, Thursday from 2.00pm – 6.00pm and Friday from 12 noon – 4.00pm. Please phone 5453 3246 for more information. Online ordering is available on the College website via the *flexischools* link.

SCHOOL PHOTOGRAPHS

School photographs will be arranged during the year. Students are required to wear their **full formal uniform**. Dates for school photographs will be published in the College Newsletter. At the Secondary Campus, Student ID photos will be taken in Term 1 and for new students upon enrolment.

SPECIALIST SERVICES

PRIMARY CAMPUS

To support student progress and development, Chancellor State College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be obtained where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

A **Guidance Officer** provides counselling and assessment support three days a week. Students and parents/guardians are welcome to access our Guidance Officer by appointment.

Support Staff are based at the Primary Campus designing programs of enrichment or learning support as required and working with students within classrooms and in small groups. Support staff also support children who have special needs, designing Individual Education Programs and inclusive strategies to best meet individual student needs.

A **Chaplain** provides support to students, staff and parents of the College community and is available two days a week.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies.

SECONDARY CAMPUS

Chancellor State College has access to various visiting educational specialists. Your permission for referral and testing will be obtained where a teacher considers that your child would benefit from specialist support. Parents/Guardians, teachers and specialists work closely together.

Two **Guidance Officers** are based on the Secondary Campus full-time. The role of the Guidance Officer is to provide counselling and assessment support to students and families. The areas in which we work include:

| | |
|--------------------------------|---|
| Educational Counselling | Study skills, goals development, Education Adjustment Profiles (EAP), psycho educational assessments, special considerations, subject considerations and decision-making. |
| Career Counselling | Enhancing student knowledge of job descriptions, career information and vocational direction. |
| Personal Counselling | Conflict resolution, stress and time management, behavioural concerns, grief, mental health issues and personal development. |

Students and parents/guardians are welcome to access our Guidance Officers by appointment.

The **Education Support Team** is also based at the Secondary Campus. The Teachers and Teacher Aides assist students by:

- Working closely with teachers to develop strategies to support student learning
- Designing individual curriculum plans
- Working in classrooms and with small groups / individuals

We also access the part-time skills of a **Youth Support Officer**, a **School-based Nurse** and a **School Chaplain**. These services are coordinated through the Student Engagement Head of Department.

Office Support and Services

PAYMENTS TO THE COLLEGE

Parents and caregivers are encouraged to use QParents and BPoint to pay invoices. Your customer Reference Number (CRN) is listed on your invoice and statement.

Payments can also be made by EFTPOS, Credit Card or Cash at the Administration building in either campus. The Primary Campus also has a collection box located in the window of the Administration building. Please label your envelope clearly before depositing it in the box. A receipt will be issued and sent home with your child.

The finance counters are open to students before school, after school or during break times.

Please note the due date for payment of money, as payments cannot be accepted after that date.

OFFICE HOURS

Members of the College office staff are available from 8.00am until 3.30pm.

PHONE CONTACT

Please make after school arrangements with children before the day begins. Administration staff will make every effort for messages to be provided to students, however the College cannot guarantee that a message will reach a student who may not be in their classroom at the time of the call, especially late in the day.

While many parents now feel the need to carry a mobile phone as a safety/security measure for their child, it is the College Policy that mobile phones/electronic devices must be switched off during lesson times. Should a student need to go home due to illness or any other reason during the school day, it is the College responsibility to contact parents to coordinate arrangements.

Disclaimer: *The policies and procedures of Chancellor State College may be subject to change throughout the school year. Any changes will be notified to parents and carers through the College Newsletter and updated on the College Website. Students will be advised through email and student assemblies.*

P & C Association

The College P & C represents one of the many ways you can become an active member of the College community, contributing to its future direction.

Meeting Date: 2nd Wednesday of each month

Time & Place: 6.30pm, Primary Campus library

The P & C is maintained through a constitution accredited by Education Queensland. With close cooperation from College Administration and staff, the P & C works to develop an optimum learning environment for all students. The P & C supports the College through:

- P & C Activities and Services
- Canteens and Uniform Shop
- Funds for purchase of additional facilities and resources
- Memberships of working parties
- Assistance with special College events

SUPPORT FOR STUDENT REPRESENTATIVES

Students representing the College in sporting or special interest groups can apply for financial assistance from the P & C. You need to apply in writing to the P & C and provide confirmation from the College or Education Department sponsored body stating the student's representative status. The College P & C Executive can assist you in this process.

PARENT INVOLVEMENT

We are a College that is owned and loved by its community. Parents are provided with opportunities to be actively involved in their College and experience a sense of ownership and partnership. Opportunities for involvement are promoted through the College newsletter. Feel free to contact the College or your child's teacher to discuss your involvement.

Parents are encouraged to keep in close contact with staff regarding student progress. Parent support for College functions, sporting events and classroom volunteers is also encouraged.

If you feel there is a way you would like to contribute, please talk to classroom teachers, P & C or Administration personnel. Parents can offer their services as volunteers in the College, sharing their expertise and knowledge, helping in the classroom and assisting in College events. Your assistance is welcomed by classroom and specialist teachers, library staff, special needs teachers, Administration, P & C and Canteen staff.

Volunteers in the school community need to have a Blue Card. This is a Workplace Health and Safety requirement. For further information please contact either campus office.

College Council

The College Council leads the strategic development and enactment of curriculum across the College. This will ensure a seamless approach to all areas of study in order to maximise student learning outcomes and foster life long learning.

Functions of the College Council are to:

- monitor the school's strategic direction
- approve plans and policies of the school of a strategic nature, including the annual estimate of revenue and expenditure for the school
- monitor the implementation of the plans, policies and other relevant documents
- advise the school's Principal about strategic matters.

The school council plays a role in monitoring and informing the school's strategic direction in a way that achieves the best learning outcomes for the school's students.

Membership of the College Council includes the Executive Principal, P&C President, Deputy Principals, Heads of Department, Guidance Officers and representatives from staff, students and parents of the College. The council also welcomes representatives from its outside partners including the University of Sunshine Coast, TAFE, private providers, consultants, local business and industry members and other P-12 curriculum networks.