Personal Details

Student Name: __________________________ Year Level: ________

Address: __________________________________________

Telephone: __________________________

Email: ________________________________

Important Medical Information: ________________________________________

______________________________________________________________

Parent/Guardian Contact

Name: ________________________________

Address: __________________________________________

Telephone: __________________________ Mobile: _______________________

Email: ______________________________

Name: ________________________________

Address: __________________________________________

Telephone: __________________________ Mobile: _______________________

Email: ______________________________
Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, each other and the environment. Our school seeks to provide a holistic education, striving for excellence through the teaching and demonstration of the Christian message. We endeavour to provide a student-focussed education in a safe environment and which creates equal opportunity for all to develop their full potential.

Traditional Land Owners Acknowledgement

We acknowledge the traditional land owners of this area, the Gubbi-Gubbi people. We pay our respects to the elders past, present and future, for they hold the memories; the traditions; the culture and hopes of all Australia.

Staff Directory

Principal                      Rudy Goosem  
Head of Primary                Steve Chapman 
Assistant Principal: Curriculum Mark Ballam  
Assistant Principal: Religious Education Lindell Johnstone 
Learning & Teaching Coordinator Debbie Holmes  
Learning & Teaching Coordinator Anne Chambers 
E Learning Coordinator/ICT Integration Jenny Wilson

College Song

Unite, Inspire, Succeed

When we come together as one, we unite in God’s love
When we show God’s love to all, we inspire others to grow, for
When we grow to be the best we can, we succeed, we fulfil God’s plan
We unite, we inspire, we succeed.

For Unity is the key, what Christ desired for all
And Unity is our creed, our answer to God’s call

When we share our love each day, we unite in a special way
When we meet in a special way, we inspire others to pray
When we come together and pray as one, we succeed and God’s will is done
We unite, we inspire, we succeed.

(Jo Keates: 2005)
Prayers

Prayer of Welcome
God of Welcome,
May I be a person who greets each day with hope and happiness,
May I bring joy in times of sadness,
May I be a sign of hope in times of despair,
May I show love in times of hurt and suffering and may I always open my eyes to the great possibilities each day brings.

Prayer of Hospitality
O God of Hospitality, give me a heart of compassion. Teach me how to serve others with respect, to give of myself and not to ask for reward and to be strong where there is injustice. When we choose to share, when we choose to forgive and when we choose to receive others, we choose to be a sign of God’s love. Forgive me Lord, when I choose to turn away from those who seek my friendship and help.

Prayer of Contemplation
Lord, in our stillness may we come to know your plan for us.
Lord, in our times of need, be our friend.
Lord, in our weakness, be strength for us.
Lord, in our silence, may we hear your voice, which calls us to be people of hope.
Lord, as we stop to listen, help us to feel Your presence in our lives each day.

Prayer of Stewardship for Nature
Creator God, Everything we are and everything we have is Your gift. We praise You for this wonderful world, which reminds us each day of Your creative love. You chose to create us in Your own image and made us stewards of creation. Help us to show respect for this precious universe by using Your gifts wisely and generously.

Prayer of Wonder
God of Wonder, we are filled with awe and amazement for the way You constantly surprise us by coming to us when we least expect it.
We give You thanks for those whose generous actions open our eyes to Your truth, whose wisdom open our ears to Your voice, and whose lives open our hearts to the power of the Holy Spirit. We ask that the spirit of joy and gratitude may colour every part of our lives, so that we too may make a difference in the lives of those around us.

Prayer of God’s Infinite Love
Gracious God, like the circle, Your love for me is never-ending. You are the alpha and omega, the beginning and the end. Lord, You call me to serve You, You challenge me to care, You send me to share Your message of love with those less fortunate. Fill me with Your presence, so that I may fully become the person You created me to be.

Diary Prayers by Lin Johnstone 27/7/13
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Name</th>
<th>Colour</th>
<th>Element</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goath</td>
<td>Gold</td>
<td>Wind</td>
<td>Source of energy. Symbol of empowerment. The wind from the south-east that blows freely at Unity. The breath of life.</td>
</tr>
<tr>
<td></td>
<td>(Pronounced Gwey)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Talamh</td>
<td>Green</td>
<td>Earth</td>
<td>Source of community. Symbol of sustainability. The foundation upon which our College has been built and the footprints that have left their mark from our forbearers.</td>
</tr>
<tr>
<td></td>
<td>(Pronounced Tah-live)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Tine</td>
<td>Red</td>
<td>Fire</td>
<td>Source of energy. Symbol of refinement. The warmth of the natural fires that reignite our landscape.</td>
</tr>
<tr>
<td></td>
<td>(Pronounced Tin-a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uisce</td>
<td>Blue</td>
<td>Water</td>
<td>Source of life. Symbol of replenishment. The water of the ocean that surrounds us.</td>
</tr>
<tr>
<td></td>
<td>(Pronounced Ish-ka)</td>
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</tbody>
</table>

Jesus told Nicodemus, “You must be born again. The wind blows wherever it pleases. You hear its sound, but you cannot tell where it comes from or where it is going. So it is with everyone born of the Spirit”. (Jn 3:7-8)

The kingdom of God is like someone scattering seed. All by itself the soil produces grain - first the stalk, then the head, then the full kernel in the head. As soon as the grain is ripe, he gathers, because the harvest has come. (Mk 4:26-28)

“On the beach they saw a charcoal fire with fish and bread cooking. Jesus said, “Come and share the meal.” He took the bread and gave it to them and the same with the fish. (Jn 21:9, 13)

Jesus answered the woman, “Everyone who drinks this water will be thirsty again, but whoever drinks the water I give them will never thirst. Indeed, the water I give them will become in them a spring of water welling up to everlasting life”. (Jn 4:13)
Vision for Learning and Teaching

Unity College aims to be a welcoming and supportive community of people who respect each other, the environment and ourselves. Our school seeks to provide a holistic education, striving for excellence through the teaching and demonstration of the Christian message. We strive to provide a student focused education in a safe environment and which creates equal opportunity for all to develop to their full potential.

Lesson Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Friday</td>
<td></td>
</tr>
<tr>
<td>8.30am – 9.00am</td>
<td>Prayer, Pastoral Care &amp; Roll Marking</td>
</tr>
<tr>
<td>9.00am – 10.30am</td>
<td>Session 1</td>
</tr>
<tr>
<td>10.30am – 10.50am</td>
<td>1st Break</td>
</tr>
<tr>
<td>10.50am – 12.20pm</td>
<td>Session 2</td>
</tr>
<tr>
<td>12.20am – 1.00pm</td>
<td>2nd Break</td>
</tr>
<tr>
<td>1.00pm – 2.35pm</td>
<td>Session 3</td>
</tr>
</tbody>
</table>

Term Dates 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Wednesday 27 January – Thursday 24 March</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 11 April – Friday 24 June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 11 July – Friday 16 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 4 October – Friday 2 December</td>
</tr>
</tbody>
</table>
How to Use the Diary

**The purpose of this diary is:**
1. To facilitate effective communication between a student’s teachers and parents/guardians.
2. For students to effectively plan their homework and study commitments.
3. For students to record their daily homework, assignments and other school related events.

**Homework**

Students as they move through the junior phase, will be increasingly requested to record their homework in the diary each day. It is expected that parents would check this on a regular basis to ensure their son/daughter is consistently recording homework and note whether any communication has been sent home by the teacher via the diary.

**Communication**

An important aspect of the College is regular and meaningful communication with parents/guardians and various members of the College. **ALL NOTES** between parents and teachers/College staff must be written in the diary. The types of communication include:

**From parents:**
- Notes explaining any absence from the College.
- Notes explaining lack of equipment.
- Notes giving permission for involvement in a school activity.
- Requests for contact with a teacher.
- Requests for information from a class teacher.

**From staff:**
- Requests for contact with parents.
- Progress reports.
- Uniform and behaviour infringements.

The diary is an essential document. **Students must have their diary with them every day,** and should not be decorated with inappropriate stickers, pictures or writing. If it is lost or defaced it must be replaced at the student’s own expense. New diaries are available from Student Reception. All students must respect the privacy of other students and refrain from writing in a diary that is not their own. Each student is ultimately responsible for the condition of his/her own diary and may be required to replace the diary if others have used it inappropriately.
College Procedures

School Hours:
School starts at 8.30am, all students are expected to be in class at that time. Students who arrive after Pastoral Care must report to Student Reception and be issued with a late slip. It is the student’s responsibility to have this signed by the class teacher. Late arrivals require a note from a parent in the diary.

Early Departures:
The student must report to Student Reception immediately before leaving the grounds. No student is to leave the grounds without permission. Students cannot sign themselves out. They can only be signed out by a parent or with parental permission.

Student Illness:
Students must report to staff in Student Reception. Students are not to call parents to collect them without Administration permission. Students who are too ill to remain in the classroom will be sent home. No medication will be dispensed unless prescribed by a doctor, with written authorisation and the appropriate medication forms have been submitted to Student Reception prior.

School Absences
When your child cannot attend school for any reason, it is expected that a parent/legal guardian will notify College administration before 8.30am on the day of absence. This can be done by:

Telephone: College Absentee Line 5490 5700
Parent Portal: Click on Report Student Absence

This is important for the safety of your children.
Our staff are expected to follow up on unexplained absences as a part of their duty of care to your children. If we can significantly improve the percentage of absences explained by parents, we can also significantly improve the time teachers can spend focussing on their core business of teaching and learning.
We thank you for partnering with us to ensure all unavoidable absences are explained.

ABSENTEE LINE: 5490 5700

Apart from emergencies, it is expected that students do not attend medical/dental appointments, or driving lessons and tests in school hours. Pastoral Care periods and sport periods are regarded as school hours. Students are expected to maintain a 94%+ attendance record. If there are medical or personal factors preventing this, please discuss this with your child’s teacher or year level co-ordinator.

Lost Property:
This may be claimed from Student Reception. Unclaimed items will be dispensed to a charitable organisation after they have been kept for one month. The school takes no responsibility for lost items. ID cards and diaries must be replaced at the student’s own expense.

Messages:
Messages will be passed onto students at a convenient time. The College cannot guarantee message delivery to students after a lunch-time phone in. Students could may be engaged in a variety of activities that could render this impossible.

Fees/Money:
Students carrying large amounts of money for payment of bills, etc. should hand it into Student Reception before the start of school. A secure mail box in Student Reception is also available for the quick payment of accounts that are clearly marked in an envelope.

Supervision:
It is expected that students will remain in designated supervised areas when they arrive at school. Supervision begins at 8.15am. Under no circumstances are students to leave the College grounds to visit the local shopping centre or to meet with friends.
**Transport:**
It is expected that all students follow the directions of the supervising teacher in the ‘drop off and pick up’ areas or bus loading zone. For the safety of our students, we ask for drivers not to park in the designated bus zones.

**Medication:**
The only medication administered to students will be medication prescribed by a doctor with an accompanying doctor’s authorisation letter, this includes paracetamol. Medication forms are available at Student Reception.

**Drink Bottles:**
Students are not to share water bottles etc. Please help us teach students about the risk of spreading disease. Students are encouraged to take a water bottle to class during the summer months.

**Healthy Eating Policy:**
It is Unity College’s aim to make healthy eating an easy and informed choice for the entire school community. The College is committed to setting a good example by promoting and offering healthy eating options. Unity College will always endeavour to:

- Ensure the school curriculum is rich with learning opportunities that encourage and aid students in making wise choices when selecting food and drink.
- Make healthy food a very easy option for students and staff to purchase, via the College Café.
- Put health considerations above profit concerns.
- Promote the drinking of water as the first and best choice.
- Promote healthy eating in all school activities.
- Model healthy choices when eating in public.

As a health promoting school, we encourage parents to send simple, nutritious, minimally packaged food to school.

**Mobile Phones:**
Mobile phones have become a common accessory in society. We do accept that in some circumstances parents will provide them to students for security and transportation reasons. However, usage is not permitted during school hours. Mobile phones are prime targets for theft. Students and parents need to be aware of this security risk and understand that the College does not accept responsibility for the safekeeping of individual belongings.

Use of mobile phones at school raises two other important issues:

1. Disruption to the educational program.
2. Disruption to normal socialisation during breaks.

For these reasons, the College policy is that mobile phones are to be stored safely in a student’s classroom in a location designated by the class teacher. The phone will be available for collection from the class teacher at the end of the school day. Students who use their phone inappropriately will have the phone taken and their parents/guardians will be required to come to the College for an interview to collect the phone.

**Valuables At School:**
As with mobile phones, students frequently bring valuable items to school. Items such as iPods, MP3 players, and electronic games should NOT be brought to school. If they are, they should be used only to and from school and stored safely in the student’s classroom. The risk of theft should be a factor in deciding whether to allow your son or daughter to bring such items to school as the College will not take any responsibility for their safety. The use of devices to listen to music is not permitted during class times and their use is discouraged at breaks as it interferes with socialising with peers.
www.uc.qld.edu.au

We encourage all students and parents to regularly visit the College Parent Portal. It is regularly updated with relevant information pertaining to what is happening at Unity College.

**College Newsletter**

The College newsletter is published online on the College’s website and Parent Portal each Friday. The newsletter contains important information about upcoming events at the College and is another way in which communication is maintained between the College and the parents. It is expected that students and parents read the newsletter each week.

**Daily Procedures**

At the beginning of each school day:

- Move to class as soon as the bell is sounded.
- Late arrivals after Pastoral Care should be accompanied by a note of explanation from a parent and arrive at Student Reception.
- Morning Pastoral Care will start with a prayer and teachers will read notices and check uniform. Students are expected to be seated in their rooms whilst this is happening.

At the end of breaks:

- Move promptly when bell rings to signify the end of both breaks.
- Students are to line up outside the classroom in preparation for the lesson.

At the end of the school day:

- Uniform will be checked and students must leave the College in full and correct College uniform, including the hat.

**School Wide Positive Behaviour Support**

Unity College uses a School Wide Positive Behaviour Support (SWPBS) framework to improve educational and behavioural outcomes for all students.

In practical terms, SWPBS is about:

- proactive school wide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive learning environments
- creating and sustaining school wide, classroom and individual systems of support
- building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.

Elements of our SWPBS framework in the Junior Phase include:

- The College Code of Conduct
- Safe School Policy – Bullying
- Safe School Policy - Student Protection
- Sun Smart Policy
- Uniform Code
- Behaviour Matrix
- You Can Do It Program (Junior Phase)
- Happy Hearts
- Student of the Week
- ‘Do the Five’
- Class Covenants (Junior Phase)
- Healthy Eating Policy
- Rainbows Program (Grief and Loss Program)
‘You Can Do It!’ Program

‘You Can Do It! Education is a program designed specifically to help young people to achieve to the best of their ability and experience positive social-emotional wellbeing. It is a program designed to directly teach students 5 foundational behaviours and 12 positive Habits of the Mind leading to a variety of positive outcomes in children, including health, feeling safe, achievement and positive contributions.

The Five Foundations – You Can Do It.

Confidence
Knowing that you will likely be successful. It means not being afraid to make mistakes or to try something new. It means looking and sounding confident. Examples of confident behaviour from P-6 may include: raising your hand in class to answer a hard question, doing hard work without asking for help, sharing a new idea with a teacher or the class, starting a conversation with a new classmate and standing up straight and speaking with a firm voice.

Persistence
Trying hard to do your best and not giving up when something feels like it’s too difficult or boring. Examples of persistent behaviour from P-6 may include: continuing to try even when school work is hard, not being distracted by others and checking work when it’s finished to make sure it’s correct.

Organisation
Setting a goal to do your best in your school work, listening carefully to your teacher’s instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of due dates. Examples of organised behaviour from P-6 may include: making sure you understand the teacher’s instructions before you begin work, having all your school supplies ready at a neat desk, using your college diary, and planning when you’re going to do your homework so that you have enough time.
Getting Along
Cooperating with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to the college, home and the community. It also means following the college rules of respect for self, respect for other and respect for the environment. Examples of getting along behaviour from P-6 may include: being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, following your class covenant, helping others in need, participating in college activities and cleaning up the environment.

Resilience
Being able to cope with and adapt in the face of challenges, difficult tasks and or problems. It also means being able to control your behaviour when you are upset so that you bounce back from difficulty and return to work or play.

In the Junior Phase teachers, report twice yearly on the five foundations using a four-point scale.

College Code of Conduct
Unity College is more than a place of scholarship. It is a community guided by Christian values. The Unity College Code requires that students acknowledge and accept the College’s Mission Statement which embodies the conduct of:
• Respect for self
• Respect for others
• Respect for the environment
This code underpins each class covenant.
## College Expectations

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each person has the right to be accepted and treated with understanding and compassion.</td>
<td>• I have the responsibility to accept others – students, teachers and staff – and to treat them with understanding and compassion.</td>
</tr>
<tr>
<td>Each person has the right to be treated with respect and compassion.</td>
<td>• I have the responsibility to treat others with politeness and respect.</td>
</tr>
<tr>
<td>Each person has the right to obtain maximum benefit from all lessons and classes to ensure full potential growth.</td>
<td>• I have the responsibility to cooperate with teachers and other students, to ensure that lessons proceed productively and that I keep on track with the required work.</td>
</tr>
<tr>
<td>Each person has the right to be aided in the growth of self-control and self-discipline.</td>
<td>• I have the responsibility to exhibit willingness to learn self-control and self-discipline.</td>
</tr>
<tr>
<td>Each person has the right to have a clean, well-maintained College and grounds.</td>
<td>• I accept that teachers/supervisors may more readily see dangers than I do and I have the responsibility to obey their instructions.</td>
</tr>
<tr>
<td>Each person has the right to be free from physical danger at school.</td>
<td>• I have the responsibility to tell teachers or staff about defective buildings or fittings.</td>
</tr>
<tr>
<td>Each person has the right to be safe.</td>
<td>• I have the responsibility to make the College safe by cooperating in all procedures, and to be non-threatening in my behaviour.</td>
</tr>
<tr>
<td>Each person has the right to expect his/her property to be safe.</td>
<td>• I have responsibility to use my allocated locker to store my property.</td>
</tr>
<tr>
<td>Each person has the right not to have his/her health interfered with.</td>
<td>• I have the responsibility to use my allocated locker to store my property.</td>
</tr>
<tr>
<td>Each person has the right to express his/her concerns about school matters through the appropriate channels.</td>
<td>• I have the responsibility to obey both the criminal law and College regulations in relation to alcohol and drugs.</td>
</tr>
<tr>
<td>Minimum standards operate in conjunction with our College Code. They are designed to engender the values of consistency, justice, courtesy, tolerance and respect with regard to persons and property and to assist in shaping appropriate relations/interaction between students and staff and with the wider community.</td>
<td></td>
</tr>
<tr>
<td>Rule</td>
<td>All Areas</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Respect for Self</td>
<td>Always speak politely</td>
</tr>
<tr>
<td></td>
<td>Always be on your best behaviour</td>
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<td></td>
<td>Always wear your uniform the right way</td>
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<td></td>
<td>Always wear your hat outside of the classroom</td>
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<td></td>
<td>Bring to school only what you need for school</td>
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<td></td>
<td></td>
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<tr>
<td>Respect for Others</td>
<td>Listen to your teachers</td>
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<td></td>
<td>Always treat others nicely</td>
</tr>
<tr>
<td></td>
<td>Use computers the right way</td>
</tr>
<tr>
<td></td>
<td>Keep mobile phones in your school bag</td>
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<tr>
<td></td>
<td>Join in with all activities at school</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Environment</td>
<td>Always keep our school clean</td>
</tr>
<tr>
<td></td>
<td>Keep our bag-racks tidy</td>
</tr>
<tr>
<td></td>
<td>Keep our toilet areas clean</td>
</tr>
<tr>
<td></td>
<td>Use pathways to get to places in the school</td>
</tr>
<tr>
<td></td>
<td>Look after school buildings</td>
</tr>
<tr>
<td></td>
<td>Tell a teacher if you see something that is broken</td>
</tr>
</tbody>
</table>

Unity College Junior Phase front pages 2016.indd   14
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Safe School Policies

Anti-bullying Policy

Procedures: Students

Students have the right to feel safe and respected at Unity College. Our school community is one where students are encouraged to care for themselves, the school and environment and one where bullying is not acceptable behaviour.

Students have the responsibility of treating others with respect by:

- Showing courtesy.
- Being considerate.
- Being tolerant of others’ view.
- Obeying instructions and respecting property and equipment.

Bullying behaviour results in hurt, fear, loss of self-esteem and not feeling safe at school.

If a student is victimised:

**Do the Five**

‘Do the Five’ is a 5 step problem solving strategy that is used in the classroom, in the playground and for perceived bullying incidents at Unity College in the Junior Phase. It is an effective strategy to develop problem-solving strategies for our students when faced with challenging behaviour from other students.

Through the program ‘Do the Five’, we endeavour to promote pro-active strategies to prevent incidents becoming bullying. As a College, we explicitly teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise social and resilience skills.

**Ignore**

- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

**Talk Friendly**

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use “I” statements - I feel ....... when you........ because.........
Walk Away
- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact. Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don’t run.

Talk Firmly
- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your “I” statement. eg. I said.......  
- State the consequences of continued bullying.

Report
- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

If a student witnesses someone being bullied:
- Tell the person to stop the inappropriate behaviour.
- Don’t laugh or take part.
- Be a friend to the person who is upset.
- Refer the incident to the teacher.

Procedures: Parents
- Listen calmly to your child’s concerns.
- Reassure your child and encourage them to ‘Do the Five’.
- Make an appointment to speak with your child’s teacher about the incident.
- Work with the school to solve the problem.

Student Protection Policy
Feeling safe and free from harm is the right of every student at Unity College. The Queensland government has mandated that teachers report concerns of harm. This may be any form of physical, psychological or emotional abuse or neglect that impact on a student’s wellbeing.
- Who should I talk to if I feel unsafe at school or home?
Talk to anyone on staff or if talking face to face is difficult, a student can write a letter or email and send it to someone they trust.
- What will happen if I report what is happening to me or another student?
The staff member will discuss your concerns with the student and support them at school. If the student or another student is at risk of harm then the staff member will discuss this with the Head of Primary or a member of the Leadership Team. In some cases, this will need to be referred directly to the Principal.
• What will the Principal do?
Concerns will be kept confidential as much as possible; however, the law says that if the student or another student is being harmed or at risk of harm then the Principal must report this to the authorities. The Principal may also ask the College Counsellor to support the student at school. The most important thing is that the student feels safe and free from harm.

Safe and Supportive Policy
Parents are asked to refer to this policy that sets out the approach of the College and our community in addressing issues of bullying, harassment and violence. We act in a way to ensure we provide a safe and supportive learning environment for all. (Refer to the website for this policy).

Sun Smart Policy
Unity College has adopted a Sun Smart Policy. All students are to comply with the policy by wearing the school hat to and from school, during all outdoor activities, during class time and during recess breaks. It is important that a SPF50+, broad spectrum, water-resistant sunscreen is applied at home before leaving for school. Students will be expected to fully participate in Sun Smart education programs.

Bikes/Skateboard/Scooter Policy
These methods of transport are not to be ridden in the College grounds due to safety concerns. All bikes are to be locked in the rack provided. Skateboards and scooters are to be stored in the area provided next to the Administration building. When using these modes of transport to and from school, students are to wear a helmet.
Uniform Code

Unity College adheres to a strict uniform code and expects all students to wear their College uniform with pride and diligence. The College expectations are:

1. Complete and correct uniform is to be worn between home and school at all times.
2. Uniforms are to be clean, pressed and in good condition.
3. All items of uniform should be clearly and permanently marked with the student’s name.
4. School shoes should be clean and polished.

Failure to wear the College uniform correctly will be referred to as a serious matter. If there is a genuine reason for a student not wearing the full, correct College uniform this should be noted by a parent/guardian in the diary. If a student persists in not wearing the uniform correctly, then the student will be referred to the Reflection Room, and repeat attendance will result in an afternoon detention.

The College Uniform Shop stocks all uniform items at reasonable prices. Opening hours are:

- Monday: 8.00 am – 9.30am & 10.15am – 11.00am
- Tuesday: 8.00am – 1.00pm & 2.00pm – 3.30pm
- Thursday: 12noon – 1.00pm & 2.00pm – 3.30pm

Uniforms can also be ordered online via https://www.flexischools.com.au/

Compulsory Formal Uniform: Junior Phase

| Girls: Prep | ➔ Regulation Unity College sports shorts, sports shirt, socks  |
|            | ➔ Junior College Hat                                      |
|            | ➔ Sports shoes that are predominantly white and lace up     |
|            | ➔ Regulation Unity College Wool Jumper (cooler months only) |
|            | ➔ Regulation College Bag                                   |

| Girls: 1 - 6 | ➔ Regulation ink navy skort with Unity College girl’s blouse with tie OR |
|              | ➔ Regulation Unity College girl’s dress with tie.          |
|              | ➔ Regulation Unity College socks or ink navy stockings (in winter only). |
|              | ➔ Regulation Unity College Wool Jumper (cooler months only) |
|              | ➔ Standard black, lace-up, leather shoes, low heels only.  |
|              | ➔ College Hat.                                            |
|              | ➔ Regulation College Bag                                   |

| Boys: Prep   | ➔ Regulation Unity College sports shorts, sports shirt, socks |
|              | ➔ Junior College Hat                                       |
|              | ➔ Sports shoes that are predominantly white and lace up      |
|              | ➔ Regulation Unity College Wool Jumper (cooler months only) |
|              | ➔ Regulation College Bag                                    |

| Boys: 1 - 6  | ➔ Regulation ink navy shorts.                             |
|              | ➔ Unity College formal shirt.                             |
|              | ➔ Regulation College knee high socks.                     |
|              | ➔ Standard black, lace-up, leather shoes.                  |
|              | ➔ Regulation Unity College Wool Jumper (cooler months only) |
|              | ➔ College Hat.                                            |
|              | ➔ Regulation College Bag                                   |
Parents Please Note: When buying shoes, care should be exercised. Many styles of shoes available are not acceptable at the College. If in doubt, please contact the College Uniform Shop prior to purchasing.

Correct College Junior Formal Uniform
Correct Formal School Shoes
Correct College Hat
Correct College Bag

Compulsory Sports Uniform: Junior Phase

Boys & Girls
- Regulation ink navy sports shorts
- Regulation sports shirt, socks and bucket hat
- Sports shoes that are predominantly white, non-porous material on upper and are lace ups
- No skate shoes or Volleys are to be worn with sports uniform – this is a workplace health and safety requirement.

Please Note: Sports uniform can be worn as negotiated at the start of the year depending on class timetable.

Correct College Bucket Hat
Correct College Junior Phase Sports Uniform
Correct Sports Shoes (non-porous upper)

Additional Uniform Requirements

Tracksuit
The College tracksuit is an optional sports uniform item. It is able to be worn in place of the sports uniform at the appropriate times. It may not be worn as part of the Formal Uniform.

College Bag
The College bag is to be used at all times. If it is in need of repair at any time, this should be done as quickly as possible and a note should be placed in the student’s diary to indicate that the bag is being repaired including approximately how long it will be until the bag is ready to use again.
T-Shirts

Visible t-shirts are NOT to be worn under the College shirt or sports shirt.

Grooming: Girls

The wearing of make-up and nail polish is not permitted. Body art of any form must not be visible. Girls’ hair must be well groomed and of a natural colour. Shoulder length hair or longer will be tied back and fringes will be worn in a manner which keeps hair off the face, out of the eyes and off the shoulders. Hair ties, headbands and ribbons are to be navy blue or of the student’s College House colours as sold by the Uniform Shop. Hairstyles should accommodate the wearing of the College hat with ease.

Grooming: Boys

Hair must be well above the collar, out of the eyes, well groomed and clean. Extreme (or fashion) hairstyles and/or colours are not acceptable. Hair will be off the face and all boys will be clean-shaven at all times. Body art of any form must not be visible.

Jewellery

The following jewellery items are permitted to be worn:

- A Christian religious symbol on a chain - both symbol and chain are to be conservative.
- Girls may wear ONE pair of plain gold or silver studs or sleepers, in the lower ear lobe.

The following items of decoration are NOT permitted to be worn:

- Any earrings by boys.
- Tongue, eyebrow, lip or nose studs.
- Charity bands/bracelets/bangles
- Rings.
- Spacers of any type.
- Visible permanent markings.
- Necklaces other than with a Christian religious symbol

Inappropriate jewellery items will be confiscated and kept by the teacher until the end of the day.

Digital Citizenship

Digital technology has become part of nearly every person’s daily life. Consequently it is important that we teach our students how to act responsibly with technology. Digital Citizenship can be described as the norms of appropriate, responsible behaviour with regard to technology use. Mike Ribble (2011) describes nine elements that serve as the basis for appropriate technology use and these form the basis of digital citizenship that we make explicit to students so that they can learn to recognize inappropriate technological behaviour wherever it occurs.

Nine Elements of Digital Citizenship:

Digital Access: Full electronic participation in society. Can all users participate in a digital society at acceptable levels if they choose?

Digital Commerce: Electronic buying and selling of goods. DO users have the knowledge and protection to buy and sell in a digital world?

Digital Communication: Electronic exchange of information. Is there an understanding of the digital communication methods and when they are appropriate?
Digital Literacy: The capability to use digital technology and to know when and how to use it. Have users taken the time to learn about digital technologies? Do they share that knowledge with others?

Digital Etiquette: The standards of conduct expected by other digital technology users. Do users consider others when using digital technologies?

Digital Law: The legal rights and restrictions governing technology use. Are users aware of laws (rules, policies) that govern the use of digital technologies?

Digital Rights & Responsibilities: The privileges and freedoms extended to all digital technology users and the behavioural expectations that come with them. Are users ready to protect the rights of others to defend their own digital rights?

Digital Health & Wellness: The elements of physical and psychological well-being related to digital technology use. Do users consider the risks (both physical and psychological) when using digital technologies?

Digital Security: The precautions that all technology users must take to guarantee their personal safety and the security of their networks. Do users take the time to protect their information while creating precautions to protect others’ data as well?

(Digital Citizenship in Schools: Mike Ribble; 2011)

PLEASE READ THE FOLLOWING CAREFULLY:

Students of Unity College agree to the following terms and conditions:

- To follow teacher direction.
- To use the digital resources in a way that reflects the College ethos. This includes refraining from the downloading or saving of non-related curriculum resources and accessing social networks or websites.
- To backup and store own files.
- To keep password confidential at all times.
- To care for Unity College digital resources and assist in monitoring all equipment for damage or malfunction and reporting this to the class teacher.

Students also understand that:

- All electronic information held on the Unity College network remains the property of Unity College.
- Unity College reserves the right to view files on any device that is used at Unity College.
- There are consequences for the misuse of Unity College resources as per the College Behaviour Management processes.
- By accessing the Unity College network, students understand and agree to all terms and conditions of Unity College and Brisbane Catholic Education.
Homework

What is homework? There is no such thing as “no homework”.
Homework includes the following activities:

- Completion of tasks assigned by the subject teacher.
- Revising work covered that day.
- Reading ahead in the text book.
- Research and reading for an assessment task.
- Working on an assessment task.
- Reading a novel/play or watching films/documentaries.
- Studying for a quiz/examination.
- Creating a mind map of key information about a topic.
- Making study notes to prepare for exams and reinforce learning.

How Should You Approach Your Homework?
Given the different nature of subjects and courses being undertaken by students, homework requirements can quite easily vary from one student to the next, from subject to subject and from night to night. Parents are encouraged to help their children make effective use of their home study time.

A general guideline for students in the Junior Phase is:

- Prep: A small activity relevant to work done that day/week
- Year 1: 10 minutes per school night
- Year 2: 15 minutes per school night
- Year 3: 20 minutes per school night
- Year 4: 25 minutes per school night
- Year 5: 30 minutes per school night
- Year 6: 45 minutes per school night

No specific time has been suggested for weekends as this needs to be something students organise into their study plan to fit in with other commitments.

Why is it important?
Homework has the following benefits:

- It provides a significant opportunity to learn and extend classwork.
- It identifies areas of work that have not been fully understood in the classroom and that should be followed up with the subject teacher.
- It helps build self-discipline, personal responsibility and independent learning.
- It develops skills in thinking, concentration, time management and research.
- It enhances self-esteem as the student successfully completes subject-related tasks on a regular and on-going basis.
- It exposes students to the concept of life-long learning.
Reporting

At Unity College we believe that reporting should focus on and about learning. As such, it has three main purposes...

1. Effective Communication
2. Improved Student Learning
3. Accountability

Effective Communication

• By working in positive partnerships, where effective communication takes place, the College is able to provide parents / caregivers, teachers and the learners themselves with comprehensive, accurate, reliable and constructive information concerning the learner’s academic and non-academic progress and achievements.

Improved Student Learning

• Reporting when viewed in its holistic sense forms an integral part of the teaching and learning cycle.
• When reporting to parents and students we provide them with useful information about progress and what can be done to improve student learning.

Accountability

• Reporting involves a professional judgement made on a body of evidence about a student’s progress and achievement against the standards of the curriculum of each learning area. These indicate standards of typical development aligned with particular year levels. Reporting provides parents with a progress point along this framework as well as a statement of achievement that indicates whether progress is at the expected level, above or below it.
• Reporting to parents and the wider community about how the college is working towards improved student learning outcomes.

‘Reporting is a process, not simply a format for a report card.’ (Brisbane Catholic Education: Assessment and Reporting Practices)

Consequently reporting should be regular and aimed at improved learning outcomes.

• It is aimed at informing and identifying what the learner can do,
• it needs to be flexible and
• Recognise the partnership that exists between the learner, college and home.

Reporting at Unity College is made up of a number of practices that we have negotiated with our community and are applied regularly and routinely in a cyclic manner. At Unity College we draw from a range of reporting practices, both formal and informal, to build home-college partnerships as we strive to improve student learning. These practices include but are not limited to …
### Reporting (cont)

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### Conferences/Interviews

Conferences often referred to as Parent Teacher Interviews are an open exchange of information between parents, teachers and the learner.

We value conferences because they engage all stakeholders in open honest dialogue. For parents they present an opportunity to become an active participant in their child’s learning and to hear about the progress their child is making. For teachers they provide an opportunity to report both on and about a student’s learning. While for the student, when they are present, they provide an opportunity for the student to reflect on and speak about their own learning.

Conferences may take place at any time during the school year, at the request of the parent or teacher. Specifically, however, there are formal opportunities late in Term 1 or earlier in Term 2 and then again early in Term 3.

### Written Report Cards

Reporting involves a professional judgment made on a body of evidence about a student’s progress and achievement against the curriculum. A teacher’s professional judgment is at the heart of reporting student achievement. It is informed by assessment data and referenced to the curriculum, but this data does not replace a teacher’s judgment. In Years P-6 a teacher’s knowledge and observation of a student’s progress also contributes to their professional judgment.

At Unity College in the Junior Phase, students receive a formal written report twice a year. The end of Semester Reports reflect judgments made twice yearly, a teacher aligns assessment judgments with the standards of the curriculum framework and records an achievement ‘label’ that best reflects the student’s progress at that point. Making reporting judgments is more apparent when it is based on a body of evidence rather than a single piece of evidence.

In Prep to Year 6 the written report uses a 5 point scale with the following descriptors:

- Achieving Well Above the Expected Level
- Achieving Above the Expected Level
- Achieving at the Expected Level
- Achieving Below the Expected Level
- Achieving Well Below the Expected Level
Unity College Community Days

House Day is held at the start of Term 2 and its purpose is to facilitate relationships with groups within the College that recognise and celebrate the Celtic Spirituality that is an integral part of the College. The day begins with a whole school liturgy, facilitated by Student Leaders, Campus Ministers and APRES. Students from Prep to Year 12 gather at morning tea to share a house cake and then participate on a variety of activities. The day concludes with a short reflection.

Unity incommUNITY Day is held each year on the last day of Term Three. Its purpose is to mark the turning of the first sod on the Unity College site September 22, 2005. The day is an opportunity for us to celebrate the great sense of community that we have at Unity College and to further build the relationships within House groups.

The day begins with a whole school liturgy that is facilitated by student leaders. Students from Prep to Year 12 and staff participate in the ‘Silver Slipper’ relay race that is run in house groups over varying distances. The winning house is awarded the Silver Slipper Trophy. All students gather at morning tea to share a house cake. Students in the Junior Phase participate in team building activities while students in Years 7 to 12 participate in an inter-house quidditch competition with the winning house receiving the ‘Quidditch Broomstick’ trophy. The day concludes with ‘Unity’s Got Talent’, where students are able to share their talents with the College community and prizes are awarded for Junior, Middle and Senior phases.

Annual Awards Night Criteria

Criteria for Unite, Inspire And Succeed Awards & Nominated Special Awards Unity College Junior Phase.

Certificates

| Unite Awards | All recipients are presented with a certificate. (Achievement Awards) Students who willingly contribute to uniting the community through their words, actions and deeds. (2 Unite Awards per PC class in the Junior Phase.) |
| Inspire Awards | All recipients are presented with a certificate. (Achievement Awards) Students who through their actions and deeds applied him/herself diligently to their schoolwork to show improvement in academic ability over the school year. (2 Inspire Awards per PC class in the Junior Phase.) |
| Succeed Awards | All recipients are presented with a certificate. (Academic Excellence Awards) Students who consistently achieve academic results well above and above the expected standard in the majority of Learning Areas. (2 Succeed Awards per PC class in the Junior Phase.) |

Trophies

JUNIOR PHASE ACADEMIC EXCELLENCE AWARD: The Year 6 student who achieves most consistently in all areas of the academic curriculum by achieving consistent results above the expected standard in all Learning Areas for the year level.

JUNIOR PHASE RELIGIOUS EDUCATION AWARD: The student who embraces the school’s religious life, is respectful of the Uniting and Catholic churches’ traditions and who excels academically within the Religious Education curriculum.

JUNIOR PHASE MASONIC CITIZENSHIP AWARD: The student who demonstrates service throughout the life of the College and the broader community.

JUNIOR PHASE QUIET ACHIEVER AWARD: The student who quietly works behind the scenes, consistently tries hard, giving 100% effort and is not required to have achieved above the expected level.
JUNIOR PHASE SPORTSWOMAN AND SPORTSMAN OF THE YEAR AWARDS: These students will have shown consistent participation within the College sporting area and the broader community.

JUNIOR PHASE SPIRIT OF UNITY AWARD: The recipient, in the spirit of Unity College, consistently demonstrates behaviour with: Respect for self, Respect for others and Respect for the environment.

JUNIOR PHASE UNITY CULTURAL AWARD: The student who consistently demonstrates enthusiasm and ongoing commitment to the cultural atmosphere of the College and has participated in a range of cultural activities throughout the year.

PRINCIPAL’S AWARD: A student in any phase who demonstrates exemplary conduct and makes selfless contributions to the life of the college.

Rainbows and Spectrum Programs

Rainbows is a Grief and Loss program that supports students who have experienced loss or grief in their lives. This is usually due to separation of parents, divorce or death of a close family member. It can also be due to a parent being incarcerated or from parents working away for extended periods of time. Rainbows (Junior Phase) and Spectrum (Middle and Senior Phases) provide students the opportunity to meet with a trained facilitator, using an age appropriate program and to spend time with other students, who are dealing with similar experiences.

Our Mission Statement advocates that Unity College aims to be a welcoming and compassionate environment. For students to be able to learn successfully, they need to feel safe and supported. The Rainbows Program allows them to share their grief and to find strategies and tools to assist them in coping with their loss. It is well documented that this program has significant benefits for the children who participate, whilst providing supportive partnerships to build resilience. Rainbows and Spectrum Programs generally take place after school over two terms for one hour culminating with a small celebration and are beneficial programs to support students who have experienced grief or loss in their lives.

Guidance & Counselling Services

The Guidance & Counselling role at Unity College is designed to support the mental health and well-being for all students at the school. We provide personal counselling for students for any issue that they feel that is impacting upon their life, or is otherwise something that they would like some help with. As guidance counsellors we just listen to what students have to say and try to support you in finding ways to move forward positively. We all experience difficulties from time to time and the guidance counsellor can simply be thought of as an extra support person, outside of family and friends.

Counselling is on a consensual basis and the service that we offer is confidential. When you visit the guidance counsellor whatever we talk about will be kept private unless we have concerns that you or somebody else might get hurt. If this happens we will talk about what to do and who needs to be told.

If you would like to talk to the guidance counsellor, please ask your parents or teacher about this. Your parents or teacher can then contact us about making an appointment for you. If you need to contact the counsellors, Anthony Ross or Tamara Miller, their offices are located in the Student Services building. They can also be contacted by phone on (07) 5490-5777.
Music at Unity College

Music at Unity College forms a vitally important and integral part of College life. It includes every student from Prep to Year 8 with selected students continuing into Year 9 to Year 12 elective programs. Our students will experience between 8 and 13 years of music education at Unity College.

There is enormous research supporting the benefits of a quality music education and the nature of learning in this discipline inflames and inspires ways of thinking and knowing that extends across each school subject and more importantly, assisting students to effectively negotiate their post-schooling lives. In combination with classroom music studies, students have the opportunity to partake in private instrumental tuition on a ‘user pays’ system. Tuition is available as follows:

**Prep – 3:** Violin, Fife, Recorder, Ukelele/Guitar, Piano/Keyboard, Voice

**Years 4 – 12:** Brass, Strings, Woodwind, Percussion, Ukelele, Acoustic Guitar, Electric Guitar, Bass Guitar, Voice, Piano/Keyboard, Theory, Speech & Drama.

For more information please see the Parent Portal.

**Instrumental Immersion Program & Gifted & Talented Program**

This program provides students with opportunities to be successful learners in their pursuit of excellence by enhancing their musicianship and ultimately extending their capacity beyond the classroom into other learning areas.

For more information please see the Parent Portal.

Unity College Café

Our cafe is open from Monday through to Friday each week. We are very proud of our extensive menu that offers healthy choices. Mr Alan Moore is the Convenor.

Save Time, order online! We now have a great new online system to make the ordering of morning tea and lunches easier and more convenient. **Online orders must be placed by 8.30am for the current day.**

We have a great online system to make the ordering of morning tea and lunches easier and more convenient.

- Order at a time convenient to you in the morning, night before, or weeks in advance!
- No searching for cash required It’s already paid online!
- Teach students healthy eating in a fun way
- Order from home or work
How Does It Work?
Go to www.flexischools.com.au and click “Register Now” in the Login Box. Then enter your student’s name, school and class, and add funds (say $50) into a pre-paid account. You can log into the website at any time to place orders, typically up until just before school starts. As purchases are made, the funds are taken from your pre-paid account. The account can be topped up again in the same way, or set to automatically top-up via credit card when the balance falls below a pre-set minimum. Each order is sent automatically to the kitchen, where an easy-to-read label is produced with the student’s name, class and order details. At lunchtime, students can simply pick up their order in the fast track lane without the need for cash or big queues.

The Junior Phase will continue to receive their food in the baskets delivered to the classroom

1. Go to www.flexischools.com.au
2. Click “Register Now” to create account
3. Top-up your balance
4. Start ordering immediately

To view a demonstration go to the www.flexischools.com.au website and in the “Find Your School” box, enter a few letters from our school name and click the name when it appears below.

What Does it Cost?
The online menu is the same price as the usual menu. However, there is a small fee for the online orders to help pay for the labels and the website system. So why not order your next lunch online!

What payment methods can I use?
FlexiSchools accepts payment via Visa, Mastercard, Payclick and Bank Transfer. To perform a bank transfer to your FlexiSchools account, click ‘Topup Account’ when logged into the FlexiSchools website and select ‘Bank Transfer’; you will be given your unique EFT code. You can then make a transfer via your bank’s internet facility or at your branch.