

2017



**PARENT & STUDENT
HANDBOOK**

VERSION 1 JANUARY

ABOUT ALTA-1 COLLEGE

Alta-1 College is a multi-campus Christian school that provides an alternative education program designed to engage community resources and groups to train, support and equip students who are marginalized by mainstream education. By addressing their socio-emotional and spiritual needs in a supportive community setting, participants receive educational services and workplace learning options that can assist them achieve high school graduation as well as receive training from a vast number of sources, opening opportunities for employment and further education.

While most of our classes operate from church buildings, our home-based ConnectEd program serves students who have a diagnosed reason that makes class attendance impossible. Using the internet, phone and face to face contact, ConnectEd provides assistance to young people in working through social and emotional issues, as well as providing educational support.

The Alta-1 College educational program has a *recovery* as distinct from a *remedial* emphasis. It is designed to lead participants through a socio-emotional developmental process involving the following stages:

- *Belonging*. The student is integrated into a caring community that allows him/her to become connected.
- *Healing*. The units of study facilitate a process whereby the student needs to face the issues that are impeding his/her personal development.
- *Restoration*. The student has the opportunity to re-build his/her life and become a better person.
- *Identity Formation*. The student develops a new understanding of his/her self-worth and relationship to family, church and the wider community.
- *Purpose-Driven*. The adoption of a beliefs and values system and the development of identity provide reasons and motivation to engage in life.

While students are never forced to adopt a particular belief and value system, the Alta-1 program is delivered from a predominantly Christian perspective. Consequently, all Alta-1 staff members are committed Christians, living lives consistent with their faith, having a passion for and commitment to seeing broken young lives transformed through the vehicle of education.

Alta-1 College is a member school of Christian Schools Australia (CSA) and the Association of Independent Schools of Western Australia (AISWA).

Alta-1 College is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people and expects all staff, parents and volunteers to share this commitment.

We are pleased to extend a welcome to you as part of our learning community.

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Office Unit 4a, 14 Uppill Place, Wangara

ALTA-1 STATEMENT OF FAITH

- a) We are committed to a journey that will practise Jesus' priority to demonstrate God's Kingdom here on earth through both practical and supernatural means. (Acts 10:38)
- b) We are committed to a journey that will practise the value that people matter to God. (John 3:16)
- c) We are committed to a journey that will practise a Gospel that is seen and proven by showing justice and kindness towards 'the least of these', 'the poor & broken', through practical means. (Mat 25:35-40)
- d) We are committed to a journey that will practise the restoration of all things, the reconciliation of humanity through Jesus Christ and the redemption of the earth. (Acts 3:21; Rev 21:5)
- e) We are committed to a journey that will practise the value of Jesus' church, the gathering of disciples, the sharing of our lives. (Heb 10:25)
- f) We are committed to a journey that will practise the equipping of the saints, the making of disciples, the teaching and preaching of the Word of God in our communities of faith. (Eph 4:8-16).
- g) We are committed to a life's practice that bears witness of God's plan to Redeem, Transform, Empower and Influence people in every area of life through the power and work of the Holy Spirit. (Acts 1:8)

ALTA-1 PRINCIPLES OF TEACHING AND LEARNING

- Alta-1 implements a recovery based social/emotional model of teaching in which students are challenged and supported to confront the need for personal change. The majority of the curriculum that the students are engaged with and the methods by which staff interact with students are based on the therapeutic model developed by the Alta-1 Senior Psychologist.
- Alta-1 endorses a firm but friendly style of discipline. This ensures that relationships are built, successes are celebrated and boundaries are clear. Students are confronted with the reality that choices have consequences.
- Alta-1 encourages a relational teaching style, whereby teachers are not just actively involved with the academic progress of students but also with their social/emotional well being.
- Alta-1 promotes a supportive environment that values student centred teaching where the needs, backgrounds, perspectives and interests of students are reflected in the learning program. We believe that this approach to teaching eliminates frustration for both the teacher and the student and in turn fosters a culture of achievement and success.
- Alta-1 requires teachers to model through their deportment in the classroom the biblical Christian values, positive attitudes and ethical behaviours which we challenge our students to embrace.

KEY CONTACTS

Administration Wangara

- Principal: Dave Stevens
- Educational Manager: Kim Palmer
- Business Manager: Kevin Thomson
- Lead Psychologist: TBA
- Finance Administrator: Annalien Erasmus
- Enrolments Administrator: Kelly Louise
- Receptionist: Anna Johnston
- Promotions: Mark Godfrey

Administration North Metro

- Regional Manager: Darryl Baker
- Administration Assistant: Alison Dowling

Administration South Metro

- Regional Manager: Gary Dixon
- Administration Assistant: Amanda Halkias

Administration Albany

- Regional Manager: Steve Sharp
- Administration Assistant: Kathryn Davis

Administration ConnectEd

- Manager: Maree Atkinson
- Administration Assistant: Anna Johnston

Albany Middle Campus

- Teacher: Craig Bottomley
- Chaplain: Anita Hamersley

Albany Senior Campus

- Teacher: Josh Hotchkin
- Chaplain: Mel Johnson

Belmont Campus

- Teacher: Kym Rogers
- Chaplain: Luke Wright

Canning Vale Campus

- Teacher: Ben Szumskyj
- Chaplain: Jessica Hamilton

Cockburn Campus

- Teacher: Ben Loughton
- Chaplain: Bill Bogdanoski

Como Campus

- Teacher: Aggie Ansell

ConnectEd North Metro Middle School Program

- Teachers: Jodi Koepke and Anj Thompson

ConnectEd North Metro Senior School Program

- Teachers: Maree Atkinson, Karlee Brown and Stella McCoy

ConnectEd South Metro Middle School Program

- Teacher: Rebecca Flack

ConnectEd South Metro Senior School Program

- Teachers: Josh Webber and Rachel Rodriguez

ConnectEd Albany Program:

- Teacher: Corrine Thompson

Ellenbrook Campus

- Teacher: Geoff Dunjey
- Chaplain: TBA

Girls' Middle Campus (Joondalup)

- Teacher: Yolande Gomez
- Chaplain: Anne-Marie Churchill

Joondalup Campus

- Teacher: Hannah Kay
- Chaplain: Leeann Stewart

Malaga Campus

- Teacher: Geoff Borrett
- Chaplain: Evana Lam

Merriwa Campus

- Teacher: Ross Hack
- Chaplain: Jan Lowton

Mullaloo Campus

- Teacher: Simon Wilson
- Chaplain: Jessica Elliott

TERM DATES 2017

Term 1	Wednesday 1 February – Friday 31 March
Term 2	Wednesday 26 April – Friday 30 June
Term 3	Tuesday 18 July – Friday 22 September
Term 4	Monday 9 October – Friday 8 December

ATTENDANCE

For most young people, attendance at school is a legal requirement. Likewise, schools are obliged to keep accurate records of student attendance and absences.

Consequently, if a student is going to be absent on any occasion the school needs to be advised by telephone, text message or email by 9:30am on the day. Contact can be made either with the relevant site or central administration. Alternatively a note from parent/guardian explaining the absence can be presented to the teacher on the day that attendance is resumed.

CURRICULUM

As a school specializing in recovery education, not educational remediation, Alta-1 College is unable to offer particular assistance to students who have diagnosed learning disorders. Further, the Alta-1 program is designed to be effective only when individual students desire personal change and choose to positively engage with the activities.

For students who fit within these parameters, the Alta-1 **senior school curriculum** is structured to meet three broad goals:

1. To enable students to achieve access to mainstream education through to school graduation, with entry to TAFE or other tertiary institutions, so that they can live productive lives as Australian citizens.
2. To assist students to address personal issues that hinder emotional, social, behavioural and educational development.
3. To provide the opportunity for students to evaluate various belief and value systems, making decisions that give them purpose and direction for their lives.

Whilst the curriculum is delivered in an alternative way, there are still two distinct stages comprised of Years 11 and 12.

Stage 1: Year 11

There is no specific time limit on completion of this phase of the course, but there is an expectation that it would be completed inside two years. The course includes:

- English (Foundation or General level units 1 & 2)
- Mathematics (Foundation or General level units 1 & 2)
- Religion and Life (General level units 1 & 2)
- Option to include a unit of Applied Information Technology (Foundation level)
- Option to include a unit of Food Science and Technology (General level)
- Personal Recovery
- Workplace Learning
- VET Certificate II (or higher)

Stage 2: Year 12

When participants are ready and capable, they are able to complete (ideally in one calendar) year a course that leads to WACE completion, articulating to further training or a bridging course to a number of universities. They are placed on a program that is comprised of:

- English (Foundation or General level units 3 & 4)
- Mathematics (Foundation or General level units 3 & 4)
- Religion and Life (General level units 3 & 4)
- Workplace Learning

Camping Program

Integrated into the formal curriculum, the camping program is designed to take students out of their comfort zones, expose them to new and exacting physical and emotional challenges that can only be overcome through teamwork, relationship building and intense emotional connection. There are a couple of elements to this program:

- Annual Camp. Each Alta-1 class participates in at least one campus camp. In 2017 this is to be a two night camp in term two.
- Overseas service trip. The focus of this activity is the development of emerging student leadership within the context of service opportunities in a remote location, most likely Timor Leste, to where the school has conducted trips in conjunction with a partner organization since 2010.

While middle school students follow Individual Education Plans, the **middle school curriculum** is organized around 4 to 5 week thematic integrated learning projects that emphasise literacy and numeracy development whilst incorporating cross-curricular learning

activities designed to meet requirements of state and national curricula. Recent themes taught include:

- Natural Disasters
- Ancient China
- Puppet Theatre
- Water
- Self Identity
- Ancient Egypt
- Local Area Study
- Careers and Life Skills
- Bush Survival Skill

COLLEGE RULES

Alta-1 College is in essence a relationship-based school. As such, rules are intentionally kept to a minimum. The following, however, are those considered necessary to facilitate the care of one another and achieve Alta-1 goals.

- Bullying will not be tolerated.
- Illegal and recreational drugs, including alcohol, may never be brought onto school premises.
- Clothing is to be modest and non-revealing. Items of clothing displaying offensive language and/or symbols such as profanity, blasphemy, drug references, sexual connotations and racist slurs are not to be worn.
- Smoking cigarettes and tobacco products is not permitted on school premises. While discouraged, smoking may be permitted upon written consent from a parent/guardian. Students given permission to smoke must do so only in designated out-of-school areas at specified times under supervision. Being allowed to smoke during the school day is a privilege and is not to be abused.
- Music may be allowed if deemed appropriate by the teacher at the time but students must have head phones. (This is to prevent too much extra noise.)
- The use of personal mobile electronic devices at school is a privilege. Students bringing such devices to school do so at their own risk. Mobile phones must be switched to silent mode during class times, placed out of sight or given to the teacher, and used only with specific teacher permission. They may not be used for calls, texts or social media during class time.

- Use of offensive language will incur a consequence.
- No student is permitted to leave the school grounds without staff member consent.
- Students who have their driver's licence are not permitted to have other students in their vehicle unless written permission is given by parents/guardians of both parties.
- Students who drive vehicles to school must submit the ignition keys to their teacher on arrival. The keys will be returned at the conclusion of the school day.
- Computers, including those with internet access, are provided for school-based educational purposes only. Misuse of this privilege will result in access being withdrawn.

The most important requirements, however, are these:

- An expressed desire and willingness for change.
- Commitment to regular attendance.
- A preparedness to undergo medically supervised testing for illegal substances if and/or when required by an Alta-1 teacher or the Principal.

BEHAVIOUR MANAGEMENT

The underlying values of the Alta-1 behaviour management system are that classroom management must be fair, firm and friendly, but that there must be appropriate consequences for non-compliance with a reasonable request from an Alta-1 staff member. Alta-1 staff members will use their own methods to deal with minor breaches within the program. If minor breaches continue, or there is deliberate defiance or disobedience, the staff member will initiate the Behaviour Management System.

This entails:

- That an initial verbal warning be given and measures taken to help the student manage the issue.
- Continuing misbehaviour will result in the student being withdrawn to a private place to discuss the behaviour with a staff member and to be issued a final warning.
- If the student does not respond and take responsibility for his/her behaviour or deliberately sabotages the efforts to assist change, he/she will be placed into isolation and the parent contacted to remove the student.
- Teacher will complete a report on Seqta or, if unavailable, an Unacceptable Behaviour Form (UBF).

Upon receipt of the first Seqta report (or UBF), the student enters the Alta-1 Discipline System which escalates through the following levels:

Step 1

At this level the student receives a one day out of school suspension, and parents and relevant support agencies are contacted, informed of the situation and asked to bring the child in for a re-engagement interview. A contract is completed specifying the nature of the infringement, targets for the student to address and a review timeframe developed.

If a student acts in an inappropriate way not listed in the contract then the above process is enacted again.

If a student is acting in a way that is likely to breach their contract, all reasonable reminders and steps need to be taken to assist the student in their personal behaviour management. **If then a student breaches their contract they move up to the next level.**

Step 2

A case meeting is convened to discuss the individual case. The discussion to make clear:

Is the student making change in any area outlined in the Contract; personal life or academic studies?

Is the students' presence in the program impacting on the group in a positive or negative manner?

How many times has the above cycle been repeated and is another attempt at addressing the issue in the current context/situation, in the students' best interest.

Are there any steps that will help the student? E.g. changing peer groups, different work experience days.

Step 3

If the student is making change then a step 1 contract be set in motion and the whole process re-engaged with.

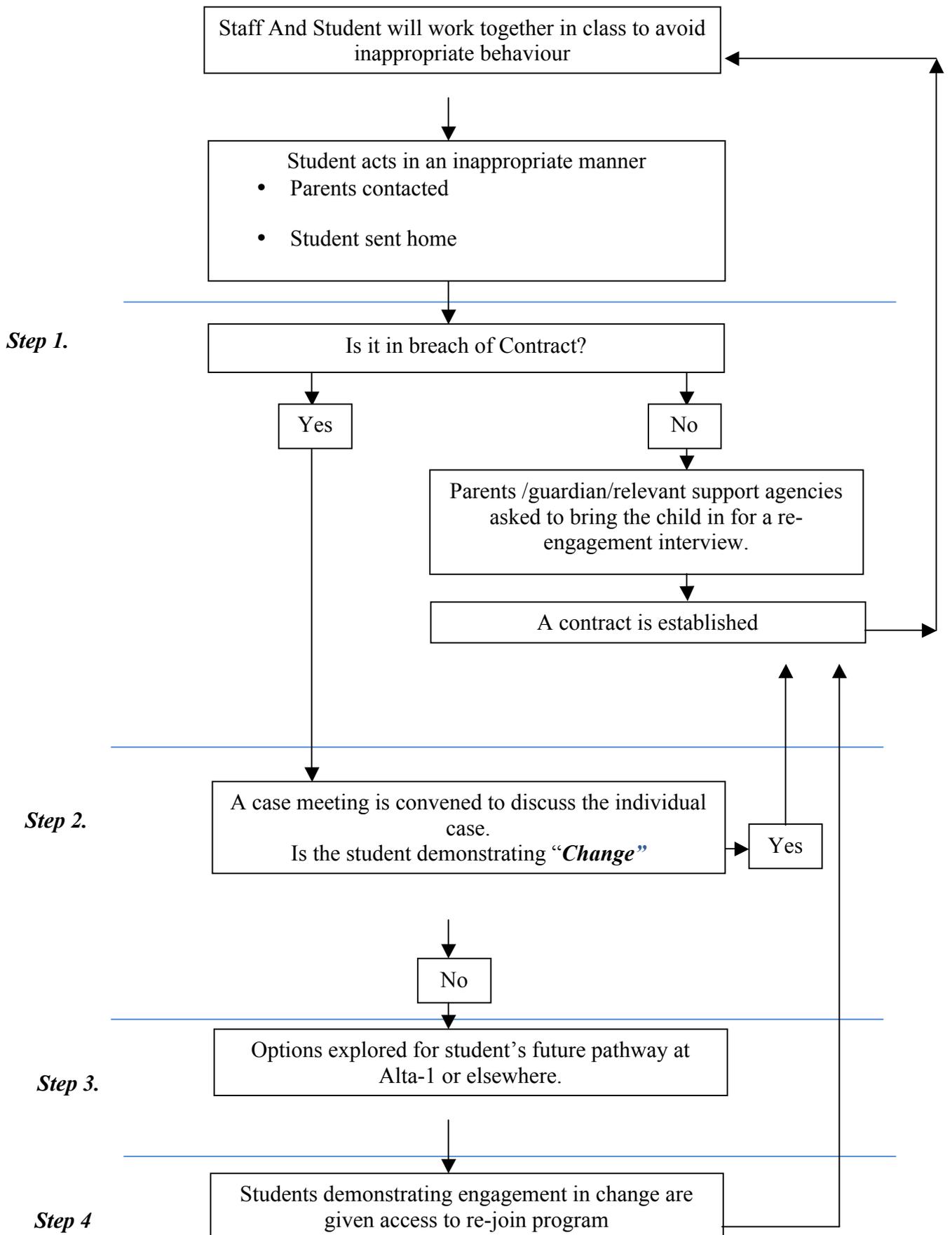
If a student is not engaging in "change" then options need to be explored, that assist the student in their future pathway. Options may include changing sites, re-entering a transition group, looking at different education providers.

If a student is unwilling to engage in the process of self change he/she could be asked to seek an alternative education provider.

Step 4

When a student seeking alternatives to the program can demonstrate a willingness to take ownership for change in their life, then they will be given access to the program again.

Behaviour Management Flow Chart



SUBSTANCE ABUSE POLICY

Rationale

Within the context of a school that enrolls students who may have a history of substance abuse, the purpose of this policy is to address drug use at Alta-1 with fairness and in accordance with the law.

Principles

1. The underlying belief of Alta-1 and the basis for this policy is an attitude of minimal tolerance towards drugs as defined below, based on the attitude of protecting the student body.
2. Because Alta-1 believes in procedural fairness, each case will be reviewed on its merits.

Definitions

For the purpose of this policy, the term, “drugs” will refer to physiological and/or mind-altering substances that are available over the counter, by prescription, as well as substances available deemed illegal by the criminal code of Western Australia. It also includes any substance that is misused from its original/intended purpose to induce a physiological/mind altering state. It specifically includes alcohol.

Procedures

If a student comes to school under the apparent influence of drugs, a parent will be contacted and arrangements made for the child to be returned home. Should a parent be un-contactable, then the student will be supervised in isolation from the main class.

If at school a student is found to be in possession of drugs, or using drugs, or supplying drugs to others, they will immediately have the drugs removed, a parent will be contacted to collect the student and an enrolment review will be initiated by the Principal or his/her delegate. In determining the outcome of the review, each situation will be considered on its merits.

Note:

Previous Violation of this policy. No matter what the previous level of violation of this policy any student who violates this policy in terms of possession twice will be permanently expelled from Alta-1 with no option of appeal.

SEXUAL HARASSMENT, ACTIVITY and GROOMING POLICY

Alta-1 supports the right of all students and staff to study and work in an environment free from sexual harassment and inappropriate sexual activity.

Sexual Harassment

Sexual harassment is any form of sexual attention that is uninvited, unwelcome or unreciprocated and which makes a person feel humiliated, intimidated or offended. It can be a single incident or a persistent pattern of behaviour. It may be intentional or unintentional and is not confined to gender.

Examples of sexual harassment include, but are not restricted to:

- uninvited touching;
- uninvited kisses or embraces;
- smutty jokes or comments;
- making promises or threats in return for sexual favours;
- displays of sexually graphic material including posters, pin-ups, cartoons, graffiti or messages left on notice boards, desks or lockers;
- repeated invitations to go out, especially after prior refusal;
- ‘flashing’ or sexual gestures;
- sex based insults, taunts, teasing or name-calling;
- staring or leering at a person or at parts of their body;
- unwelcome physical contact such as massaging a person without invitation or deliberately brushing up against them;
- touching or fiddling with a person’s clothing e.g. lifting up skirts, flicking bra straps, ‘dakking’, ‘wedgieing’;
- requests for sex;
- sexually explicit conversation;
- persistent questions or insinuations about a person’s private life;
- offensive phone calls or letters;
- stalking;
- sexual insults or taunting;
- offensive e-mail messages or computer screen savers;
- suggestive comments or innuendoes about a person’s physical appearance

A person (student or staff member) can be sexually harassed by a:

- staff member
- student
- contractor
- visitor to the school
- service provider
- parent

Sexual harassment can occur in any school activity, on or off the campus.

The aim of dealing with sexual harassment is to acknowledge what has happened, to work towards conciliation between the parties where possible, and to bring about change in behaviour.

Depending on the severity of the case, consequences could include:

- counselling;
- disciplinary action against the harasser (e.g. formal warnings placed on file, demotion, detention, suspension, probation or dismissal/expulsion);
- disciplinary action against the complainant if there is strong evidence that the complaint was vexatious or malicious;
- a written apology;
- conciliation/mediation conducted by an impartial third party where parties agree on a mutually acceptable resolution;

Retaliation or reprisals will not be tolerated, and disciplinary action will be taken against anyone who victimises a person for complaining of sexual harassment.

Student Sexual Activity

No form of sexual activity between students will be tolerated on school property and at school events, including camps, excursions and extended trips.

Sexual activity includes, but is not restricted to, consensual:

- sexual kissing
- touching genitals
- sexual intercourse

Students found to be acting in breach of this policy will enter the behaviour management system, leading to parental contact and disciplinary consequences.

GROOMING OF CHILDREN FOR SEXUAL ACTIVITY BY ADULTS

Both staff and students of Alta-1 College should be aware of how to detect grooming behaviours of adults towards children and how to report such grooming behaviours.

Defining Grooming:

The term 'grooming' refers to actions deliberately undertaken with the aim of befriending and influencing a child, and in some circumstances members of the child's family, for the purpose of sexual activity with the child. These actions are designed to establish an emotional connection in order to lower the child's inhibitions and gain access to the intended victim. In this respect grooming involves psychological manipulation that is usually very subtle, drawn out, calculated, controlling and premeditated' (Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, 2013).

“Grooming involves a clever process of manipulation, typically initiated through a nonsexual approach, which is designed to entice a victim into a sexual encounter.” (Brown, 2001)

“The inhibitions of a child are lowered through active engagement, desensitization, power and control. It is often characterized as a seduction, involving a slow and gradual process of learning about a child and building trust. This also contributes to the difficulty in detecting the activity. Predators are skilled at gaining the trust of a child before luring them into interactions. The process of grooming through the formation of a close bond creates a victim who is more likely to comply with sexual advances.” (Berson, 2003)

“The process by which sex offenders carefully initiate and maintain sexually abusive relationships with children. Grooming is a conscious, deliberate and carefully orchestrated approach used by the offender. The goal of grooming is to permit a sexual encounter and keep it a secret.” (Knoll, 2010)

Grooming Techniques

Some techniques used to groom and entrap children and young people include:

- gaining trust and being a friend (e.g. sometimes favouritism);
- gaining trust of family and other members of the child’s community;
- giving gifts (e.g. often as bribes);
- giving attention (e.g. to help build the idea of an exclusive relationship);
- isolation (e.g. finding opportunities to be alone with the child);
- coercion through flattery;
- shaming and blackmail;
- sexual desensitization (e.g. inappropriate sexual talk);
- invading personal space (e.g. inappropriate touch which is sometimes ‘accidental’);
- and
- threats.

The more these techniques are present, the higher likelihood the behaviour represents grooming or entrapment.

Reference: Bennett, N. and O’Donohue, W. (2014). The Construct of Grooming in Child Sexual Abuse: Conceptual and Measurement Issues. *Journal of Child Sexual Abuse*. 23, (8). Pages 957-976.)

Identifying Grooming:

Grooming Stages	Grooming behaviours
Identifying potential victim	Offenders identify a vulnerable child. They look for a child who is easy to manipulate, that will go along with what the offender says (Conte et al, 1989). Offenders in a teaching role select victims who will be compliant and keep a secret. They look to victimize students who they have control over (Shakeshaft, 2004).
Grooming the environment	Offenders can spend years gaining the trust of members in the

	community before actually sexually abusing any children (Van Dam 2001).
The use of attention and coercion	<p>Giving attention can include:</p> <p>“the offender sharing private information with the victim” (Berliner and Conte, 1990) .</p> <p>Offenders can give attention by acting like the child’s friend (Budin and Hohanson, 1989).</p> <p>The offender may give special attention to the child and get the child to feel safe talking with them (Conte, 1989).</p>
Sexual Desensitization	Study by Knoll (2010) found that once offending teachers had gained the trust of the student conversation about sexual matters with the student started to emerge.
Boundary violations	Offenders will violate boundaries in a number of ways during the grooming process including sexually explicit conversations (Christiansen and Blake 1990).
Secrecy	<p>The goal of grooming is to permit a sexual encounter and keep it a secret (Knoll, 2010).</p> <p>The offender maintains the child’s secrecy to avoid disclosure. (Caven, Brown and Gilchrist, 2006).</p>

Reporting Grooming Behaviours:

If you observe or are the recipient of what you interpret to be grooming behaviours:

- Alta-1 College will take you seriously, so talk to someone in the school you trust
 - If you are a student, then talk to a staff member or, if you prefer, directly to the Principal
 - If you are a staff member, talk directly to the Principal or another senior staff member.
- If you are not satisfied with the response, you can talk to the chairman of the college board.

MEDICATION AND COMMUNICABLE DISEASES

Staff cannot administer medication without express parental request and permission, and will never take responsibility for the administration of any medication by injection. If students are on antibiotics or other medication they should remain at home until the course of medication is finished. The best place for students who are unwell is at home. Students should not have medication of any kind in their bags.

At the time of enrolment, through the enrolment form, the school is to be informed of any medical issues or particular needs of each student.

When a need is identified (eg asthma, allergy), the parent/guardian is to present the school with a specific management plan, usually developed in consultation with a medical practitioner. The plan will be communicated to all relevant staff and a copy displayed at the relevant site.

Parents of students who are on any other regular preventative medicine need to discuss the management of their child's needs with the site teacher.

The following is some useful information relating to common ailments:

CHICKEN POX

Transmission: Airborne or droplet infection; direct contact with the fluid from a vesicle of an infected person. Once the scabs are dry they are no longer infectious.

Incubation Period: 13 to 17 days.

Period of communicability: From 2 days before rash until all blisters have crusted.

Exclusion: Exclude until at least 5 days after the eruption first appears. Some remaining scabs do not justify exclusion.

Contacts: Any student with an immune deficiency (e.g. leukemia); or receiving chemotherapy, should be excluded for their own protection.

CONJUNCTIVITIS

Transmission: Direct or indirect contact with secretion from infected eyes.

Incubation Period: 1 to 3 days.

Period of communicability: While eye discharge is present.

Exclusion: Exclude until discharge from eyes has ceased. **Contacts:** Not excluded.

DIARRHOEA, e.g. *Campylobacter*, *Giardia*, *Rotavirus*, *Salmonella*, *Shigella*

Transmission: Many modes of transmission, depending on causative organism, usually through contaminated hands, food or drink.

Incubation Period: Hours to days.

Period of Communicability: Days to weeks.

Exclusion: Exclude until diarrhoea has ceased. **Contacts:** Not excluded.

HEAD LICE

Head lice are extremely contagious. If a student is found to have head lice or nits, a parent or guardian will be contacted to pick the student up from school.

Transmission: Close contact with an infected person

Incubation Period: The eggs usually hatch in 7 to 10 days. Once hatched the lice are capable of laying eggs in 10 days.

Period of Communicability: Until lice and nits (eggs) are destroyed.

Exclusion: Exclude until treatment has commenced. **Contacts:** Not excluded.

IMPETIGO (SCHOOL SORES)

Transmission: Direct contact with an infected person.

Incubation Period: 1 to 3 days.

Period of Communicability: Until sores are healed.

Exclusion: Exclude until treatment has commenced. Sores on exposed surfaces may be covered with a dressing. **Contacts:** Not excluded.

INFLUENZA

Transmission: Airborne or droplet infection or direct contact with contaminated nose or throat secretions.

Incubation Period: Usually 1 to 3 days.

Period of Communicability: Usually 3 to 7 days.

Exclusion: Exclude until well. **Contacts:** Not excluded.

MEASLES

Transmission: Airborne or droplet infection, or direct contact with contaminated nose or throat secretions.

Incubation: 7 to 18 days.

Period of Communicability: About 4 to 5 days before rash begins until 4th day after rash appears.

Exclusion: Exclude for at least 4 days after onset of rash. **Contacts:** Immunised contacts should be excluded until 14 days after the first appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.

Immunisation: Measles/mumps/rubella vaccine is recommended at 12 months and 4 years.

MENINGOCOCCAL MENINGITIS INFECTION

Transmission: Direct contact with contaminated nose and throat secretions.

Incubation Period: 3 to 4 days.

Period of Communicability: Until *N. meningitis* is no longer present in nasal and throat secretions.

Exclusion: Exclude until well. **Contacts:** Not excluded. Public health authorities may arrange for close contacts to be given a course of antibiotics.

MUMPS

Transmission: Airborne or droplet infection, or direct contact with saliva of an infected person.

Incubation Period: 12 to 21 days. Usually 18 days.

Period Communicability: From 5 days before to 9 days after the onset of swelling.

Exclusion: Exclude for at least 9 days after onset of symptoms. **Contacts:** Do not exclude. Recommend immunisations if not vaccinated.

Immunisation: Measles/mumps/rubella vaccine is recommended at 12 months and after the 4th birthday.

RINGWORM, e.g. Tinea

Transmission: Direct contact with infected person, contaminated articles or animals.

Incubation Period: 4 to 14 days.

Period Communicability: As long as lesions are present and viable spores persist on contaminated materials. **Exclusion:** Exclude until the day after treatment has commenced.

RUBELLA, GERMAN MEASLES

Transmission: Airborne or droplet infection, or direct contact with contaminated nose or throat secretions.

Incubation Period: 14 to 23 day. Usually 16 to 18 days.

Period of Communicability: From 7 days before to at least 4 days after the onset of the rash.

Exclusion: Exclude until at least 4 days after the onset of the rash. **Contacts:** Not excluded.

Immunisation: Measles/mumps/rubella vaccine is recommended at 12 months and again at the 4th birthday.

SCABIES (ITCH MITE)

Transmission: Skin contact with infected person or contact with infected clothing, towels or bedding.

Incubation Period: 2 to 6 weeks before onset of itching in individuals not previously infected. Those individuals who have been previously infected develop itch 1 – 4 days after re-exposure

Period of Communicability: Until mites and eggs are destroyed

Exclusion: Exclude until the day after treatment has commenced. **Contacts:** Not excluded. Family contacts will probably be infested and should be treated.

FOR THE MEDICAL SAFTEY OF ALL STUDENTS, PLEASE NOTIFY THE SCHOOL IMMEDIATELY IF YOUR CHILD HAS A CONTAGIOUS DISEASE.

THERAPEUTIC SUPPORT SERVICES FOR STUDENTS

Information for Parents

During the period of his or her enrolment at Alta-1 College, your child may be referred by his/her teacher or chaplain, or he/she may request, to speak to a psychologist, social worker or counsellor. This document outlines the services that will be provided to your child, as agreed to by you upon his/her enrolment.

Procedures

Alta-1 College will provide therapy that will address your child's social, emotional and educational well-being. The therapists providing the service have specialized in either psychology or counselling. These therapists are also supported and supervised by experienced psychologists/counsellors. Therapy will ordinarily be conducted every fortnight during school hours for approximately 45minutes, depending on your child's willingness to engage. This will be an opportunity for your child to talk about issues that might be concerning him/her in a confidential and supportive environment. As part of the therapy your child may be invited to complete questionnaires and engage in role plays. The length of treatment will vary according to the nature of the problem and the student's individual needs.

In addition to this, if deemed necessary, we may request that a diagnostic assessments be completed by a service provider that we deem appropriate. Further, if deemed necessary, your child may have access to a social worker employed by Alta-1 College.

If your child is enrolled with the ConnectEd program, he/she will have access to online counselling and psycho-education, provided by a registered psychologist employed by Alta-1 College.

Please note that our services are provided to your child as an individual and his/her emotional health and wellbeing are our priority. Also note that as a service we are unable to provide crisis/emergency services (a list of relevant agencies is provided).

Confidentiality

Generally we will keep the information shared with us in strict confidence. There are some limitations to this confidentiality and it is important that you understand these.

- Therapists will share information with their professional supervisors to ensure that the student is getting the most appropriate support. The supervisor will keep this information confidential.

- In some situations we may request your consent and your child's consent to exchange information with a third party e.g. teacher, doctor or other professionals.

- In other situations, we may be required to disclose information by law, or by the guidelines of our profession; whether or not we have your permission or your child's permission. We have listed these situations below.

Confidentiality cannot be maintained when:

1. There is suspected abuse (physical, sexual or neglect)
2. There is a potentially high risk of suicide or self harm
3. There is a potentially high risk of harm to another
4. There is a court order and we are requested to release records

Every effort will be made to discuss the situation with you before any disclosure of information occurs.

Records

Information will be collected, recorded and stored so as to maintain confidentiality. The therapist and his/her supervisor will have access to this information. The information will be kept for a minimum of 7 years or until the student reaches the age of 25.

Participation

Please note that participation is voluntary and therefore you can withdraw your permission at any time, in writing, through the office. Refusal to participate will not result in any prejudice or discrimination. If necessary, you may be requested to support the therapeutic process by providing additional information. In the event that this occurs you will be provided sufficient notice to schedule an appropriate time.

Questions or Concerns

If you have any questions or concerns about any of these procedures and wish to discuss them with a staff member, please call or email the office.

Cost

If required, your child may be referred to an external agency/agencies for additional support. In the event that this occurs we will discuss all options with you and provide you with information about the agency, their services and/or possible costs.

PRIVACY POLICY

Rationale

The College is bound by the Australian Privacy Principles contained in the Commonwealth Privacy Act. This policy sets out how the College manages personal information provided to or collected by it.

Collecting Information

The College collects and holds personal information about pupils, parent/guardians, job applicants, staff members, volunteers, contractors and other people who come into contact with the College.

This information is collected by:

- Personal information you provide through filling out forms, face to face meetings, interviews, emails and phone calls.
- Personal information provided by others such as former school records and medical professionals.

Using Information

The purposes for which the College uses personal information include:

Pupils and parent/guardians

- Informing through correspondence, newsletters and reports
- Administering the day to day functions of the College
- Caring for pupils' educational, social and medical wellbeing
- Discharging the College's duty of care

Job applicants, staff members and contractors

- Administering individual employment contracts
- Providing insurance cover
- Discharging the College's legal obligations

Disclosing Information

The College may disclose personal information held about an individual to:

- Another school
- Government departments
- Medical practitioners
- People providing services to the school such as counsellors
- Recipients of school publications
- Parent/guardians
- Anyone you authorise the College to disclose information to
- Anyone to whom the College is required to disclose information by law

Treating Sensitive Information

Sensitive information will be used and disclosed only for the purpose for which it was provided, unless you agree otherwise, or the use or disclosure is required by law.

Management and Security of Personal Information

The College's staff members are required to respect the confidentiality of pupils' and parent/guardians' personal information and privacy. They are required to use locked storage of paper records and password access rights to computerised records.

Access to Personal Information

Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information held by the College about them and to advise the College of any perceived inaccuracy. To access this information, please apply to the Principal in writing.

Consent and Rights of Access to the Personal Information of Pupils

Generally, the College will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's parent/guardians. The College will treat consent given by parent/guardians as consent given on behalf of the pupil, and notice to parent/guardians as notice given to the pupil.

As noted above, parent/guardians may seek access to personal information held by the College about them or their child. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where release may result in a breach of the College's duty of care to the pupil.

The College may, at its discretion, on the request of a pupil grant that pupil access to information held by the College about him/her, or allow a pupil to give or withhold consent to the use of their personal information, independently of his/her parents. This would be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

Complaints

The College will investigate any complaint and notify the complainant of a decision as soon as practical after it has been made.

COMPLAINTS GUIDELINES AND PROCEDURES FOR PARENTS/GUARDIANS OF STUDENTS ENROLLED AT ALTA-1

Alta-1 welcomes suggestions and comments from parents/guardians and takes seriously complaints and concerns that may be raised.

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

A complaint may be made if a parent/guardian thinks that the school has:

- Done something wrong
- Failed to do something it should have done, or
- Acted unfairly, unjustly or improperly

A complaint may be made about the school as a whole, about a specific site or about an individual staff member.

It is Alta-1's intent that complaints made by parents will be treated with respect and confidentiality.

“How should I complain?”

Try to resolve any problems yourself with those directly involved. If it is impossible to resolve the conflict, then seek assistance. Take the initiative in talking to those involved. Don't wait for them to come to you.

Members of staff will endeavour to help. They may be able to sort things out quickly with a minimum of fuss. When you contact the school, ask to speak with the person most closely concerned with the issue e.g. site teacher. Be as clear as possible about what is troubling you. If not satisfied you can take the matter to a more senior member of staff or the Principal.

“I don't want to complain as such, but something is bothering me”

The school is here for you and your child and we want to hear your views and ideas. Contact a member of staff as described above.

“I am not sure whether to complain or not”

If as a parent/guardian you have concerns, you are entitled to raise them. If in doubt you should contact Alta-1 as we are here to help.

“What will happen next?”

If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction.

If you have made a complaint or suggestion in writing, we will contact you within five working days to respond to your concerns and explain how we propose to proceed.

In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time

you will receive a response. If a detailed exploration of the issue is needed, a letter or report will be sent to you as quickly as possible. This will tell you of the outcome of your complaint. It will explain the conclusion, the reasons for it, and any action taken or proposed.

“What happens about confidentiality?”

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the Alta-1 Board may also need to be informed. It is the school’s intent that complaints made by parents should not rebound adversely on their children.

We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk, mandatory reporting is required or it becomes necessary to refer matters to the police.

While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints may not be pursued.

Action, which needed to be taken under staff disciplinary procedures as a result of complaints, would be handled confidentially within the school.

“What if I am not satisfied with the outcome?”

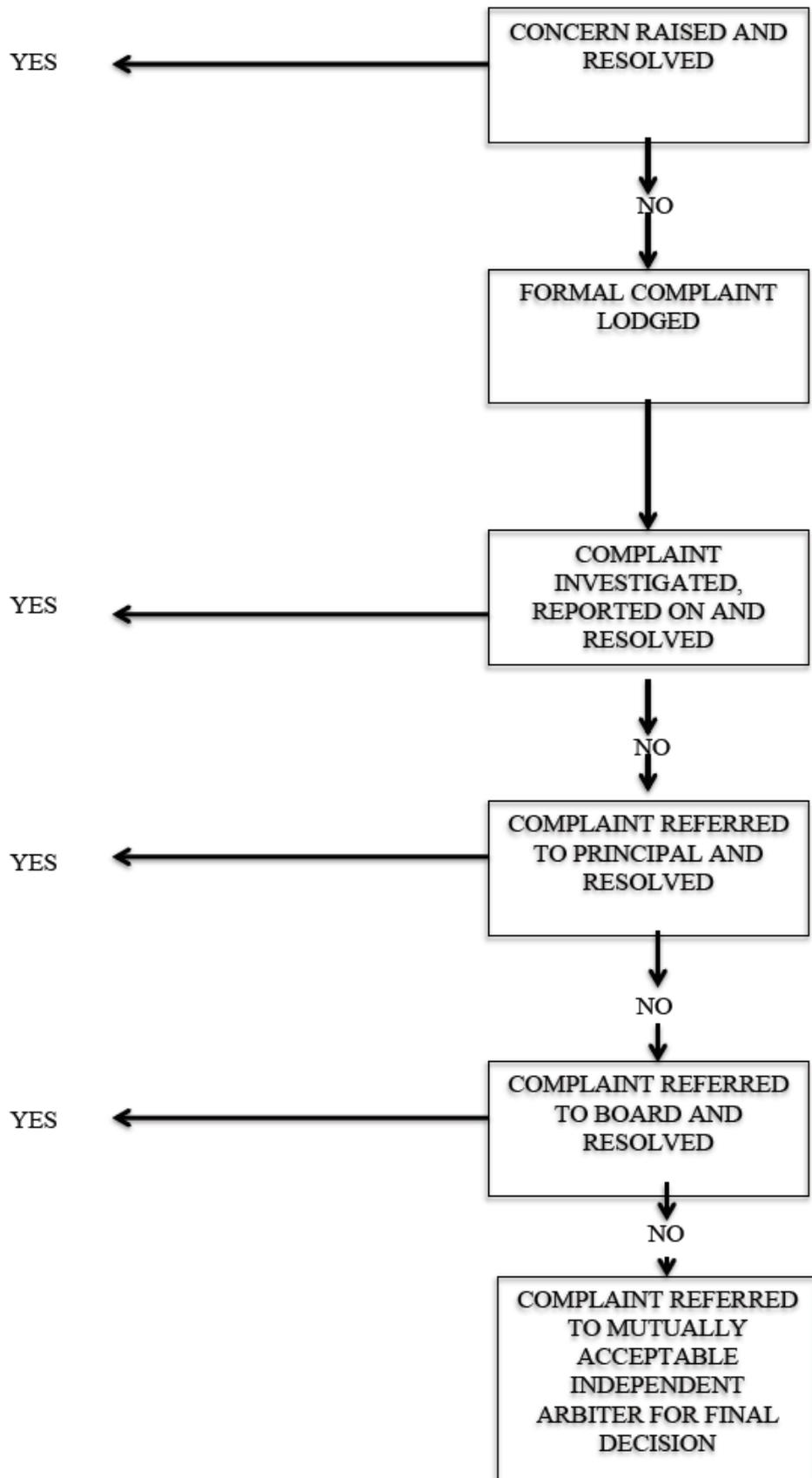
We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Chairman of the Alta-1 Board. Alternatively, you may wish to write directly to the Chairman. The Chairman will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a positive solution, but if it does not, the Chairman will invite you to a meeting. You may wish to be supported by a friend.

If the meeting does not bring about a resolution, the matter would be referred to the full Alta-1 Board. The Board will look at the issues in an impartial and confidential manner. If you are still unhappy you can request a meeting with an independent mediator.

Alta-1 recognizes and acknowledges your entitlement to complain and we hope to work with you in the best interests of the young people in our care.

COMPLAINTS FLOW CHART





Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

what is the benefit for my child?

The aim of the national data collection is to collect quality information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and submit data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to improve target support and resources to benefit students with disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

What information will be collected?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

Who will collect information FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will count the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgments
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

How will my child's privacy be protected?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

USEFUL CONTACTS

Alcohol & Drugs.

Al-Anon/Alateen– 08 9325 7528.
Alcohol & Drug information service (ADIS)
08 9442 5000.

Counselling online–
www.counselingonline.org.au.
DAYS– Drug and Alcohol Youth Service
08 9222 6300.

Crisis Contacts & helplines.

Ambulance, Fire & Police–
000 (emergencies only) Or 13 14 44
Crisis Care (24Hrs)- 08 9223 1111
Family Helpline– 089223 1100
Kids Help Line– 1800 551 880
www.kidshelp.com.au
Lifeline WA– 13 11 14
www.lifeline.org.au
Poisons Information center– 13 11 26
Reach Out! Online Information–
www.reachout.com.au
Sexual Assault Resource Center (SARC)
Crisis Line (24Hrs)- 08 9340 1828
or 1800 199 888
Youth Accommodation Support Services–
08 9470 4080
www.missionaustralia.com.au

Education, Training & Employment.

Australian Apprenticeships–
www.australianapprenticeships.gov.au
Career Information Center– 1800 026 134
Centerlink– Youth & Student Services–
13 24 90 www.centerlink.gov.au
Department of Education & Training–
08 9264 4111 www.det.wa.edu.au
Getjobs.com– www.getjobs.com.au
Getaccess now (career adviser)-
08 9264 4760 www.getaccess.wa.gov.au
Hippo– for part time and casual jobs–
1300 788 874 www.hippo.com.au

Health.

Department of Health– 08 9222 4222
or www.health.wa.gov.au
Beyondblue– Information Line– 1300 224 636
Mental Health Emergency Response Line
1300 555 788
Office of Mental Health– 08 9222 4099
www.mental.health.wa.gov.au

Hospitals (Public)

Fremantle Hospital– 08 9431 3333
Joondalup Health Campus–
08 9400 9400
King Edward Memorial Hospital–
08 9340 2222
Princess Margaret Hospital for Children–
08 9340 8222
Royal Perth Hospital– 08 9224 2244
Sir Charles Gairdner Hospital–
08 9346 3333

Legal Issues.

Citizens Advice Bureau of WA–
08 9221 5711 www.cabwa.com.au
Crime stoppers- 1800 333 000
www.wa.crimestoppers.com.au
Legal Aid WA– 1300 650 579
Youth Legal Service of WA Inc–
08 9202 1688
www.youthlegalserviceinc.com.au

Recreation, Sport & Arts

Art Gallery of WA– 08 9492 6600
www.artgallery.wa.gov.au
ArtsWA– 08 9224 7310 or 1800 199 090
www.artswa.wa.gov.au
AWSOME– 08 9485 0560
www.awsomearts.com

Welfare

Anglicare– 08 9325 7033
www.anglicarewa.org.au
Centrecare– 08 9325 6644
Department for Child Protection–
08 9222 2555
UnitingCare– 08 9260 9800
YES Housing– 08 9325 7033 or
0409 112 309 www.anglicarewa.org.au

Youth Groups & Organizations

CanTeen WA– 08 9287 5111
City of Perth Life Saving Club–
08 9382 9232 www.citysurf.asn.au
Girl Guides WA– 08 9355 4586
www.guidswa.org.au
Scouts WA– 08 9321 2814
www.scoutswa.com.au
The Boys Brigade of WA Inc.– 08 9227 9187
www.boys.brigadeaustralia.org
The Girls Brigade of WA Inc.– 08 9478 1822
www.brigadeaustralia.org
Volunteering WA– 08 9482 4333
www.volunteering.org.au
YMCA– 08 9473 8400
www.ymcaperth.org.au

