

College Handbook 2016



TACAPS

Toowoomba Anglican College and Preparatory School

Mission Statement

Toowoomba Anglican College and Preparatory School is committed to:

Quality learning in a Christian environment for each boy and each girl.

Welcome by the Head of College Years

Welcome to the College Years! It will be a fantastic year for the College as the students and curriculum move into Year 10. 2016 was an amazing year for both students and staff in the College and we are looking forward to all that 2016 has to offer, creating an educational partnership with students, parents and staff as positive learning environments are created by building on quality relationships.

Our world is, and will continue to be, a swiftly changing one. Successful young people will be confident in themselves, creative, independent learners, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate in a dynamic setting and to operate the ICT landscape of the interconnected and globalised 21st Century. This is what an education at TACAPS is about, supported by a safe and secure environment of high expectations.

The College Years is large enough to offer the full range of academic and pastoral opportunities for students but is also small enough to have a very individually created educational program for each student. Anglican ethos allows for student growth in faith and strong values of acceptance, honesty and compassion and this drives our student welfare philosophy.

The College co-curricular opportunities form an important contribution to student growth and development. Students are encouraged to discover and further develop their abilities in all areas of school life. Many of the lessons of life and social interactions come from experience and our active Outdoor Education program provides those experiences in the College Years. Students develop resilience, teamwork and leadership as they challenge themselves through these programs.

Bringing this breadth and depth of programs together is at the heart of the College Years. The pastoral care, spiritual and personal growth of each student is organically woven through our daily interactions, highlighted by our Chapel and Assembly programs and the genuine care and individual attention of our wonderful staff.

As 2016 unfolds, I look forward to further encouraging students to shine in all that they undertake.



Miss Trina Faint
Head of College Years

CONTENTS

1.	Key Contacts and Inquiry Guide	5
2.	College Years Hours	6
3.	General Information and Procedures.....	7
	Office Hours	
	Visitors	
	Telephone	
	Student Preparation for the Day	
4.	Communication	9
	Letters	
	Newsletter	
	Friends for Life Magazine	
	St Aidan's Magazine	
	Handbooks	
	Student Diaries	
	Galileo and QKEYLM for Kindy	
	Website	
	Email and Telephone	
	App	
	Social Media	
	Information Sessions	
5.	Worship and Assemblies	11
6.	Teaching and Learning.....	12
	Year 7 Program	
	Year 8 Program	
	Year 9 Program	
	Year 10 Program	
	Reporting to Parents	
	Assessment Policy	
	Awards and Certificates	
7.	Pastoral Care and Student's' Wellbeing.....	23
	New Families Induction	
	Student Leadership	
	School Service	
8.	The E-Learning Centre and Library.....	27
	Library	
	Technology	
	ePassport	
9.	Outdoor Education and Tours.....	30
	Camps	
	Tours	
	Duke of Edinburgh Award Scheme	
10.	Boarding	32
	Full Boarding	
	Weekly Boarding	
	Temporary Boarding	
	Day Boarding	
	Taking Boarders on Leave	

Names of Houses and House Parents

11.	Sports and Activities.....	33
	Training, Rehearsal and Club Schedule	
	School Sport	
	Club Sport	
	Activities and Clubs	
12.	The Arts.....	35
	PACE – Performing Arts Centre of Excellence	
	Visual Art	
13.	Safe School Network.....	36
14.	Behaviour Management.....	37
15.	School Uniforms.....	40
16.	Volunteers and Visiting Staff	42
17.	Evacuations and Emergencies.....	42

1. KEY CONTACTS AND INQUIRY GUIDE

Inquiry	Who to ask?
Extended Absence from School, including appointments	Mentor Teacher and Student Reception
Reporting short-term student absence from School	School Reception
Student Wellbeing	Mentor Teacher and then Head of College Years
Boarding	Boarding Office, House Parent, Head of Girls Boarding, Director of Boarding
Curriculum, Teaching and Learning	Mentor Teacher, Subject Teacher Miss Trina Faint, Head of College Years
C@PS Uniform Shop	Kym Wildman
Policies and procedures, child protection and staff related matters and teaching standards	Miss Trina Faint, Head of College Years
Enrolments	Mrs Karen Morris
General Enquiries, School events and activities	School Reception
Gifted and Talented Programs	Mr Steve Wright
Learning Support	Mrs Fiona Goodall, Director of the Learning Enhancement Centre
P&F Activities	P&F President
Music: Performances, Musical, Ensembles, Eisteddfod and Private Instrumental Music Lessons	Mrs Nerida Eckert, Director of Performing Arts
Sport Selections, Fixtures and Coaching	Mr David Wigan, Head of Sport
Head of School	Mr Simon Lees
Deputy Head of School	Mr Gordon Oldham
Health and illnesses	Health Centre

2. COLLEGE HOURS

Preparatory School (Year 7 – 9)		Mon, Tues, Thurs & Fri	Wednesday
Communication	10 minute session	8:30 am – 8:40 am	8:30 am – 8:40 am
Period 1	70 minute lesson	8.40am – 9.50am	8.40am – 9.50am
Period 2	70 minute lesson	9.50am – 11.00am	9.50am – 11.00am
Morning-tea	25 minutes	11:00am-11:25am	11:00am-11:25am
Period 3	70 minute lesson	11.25am – 12.35pm	11.25am – 12.35pm
Period 4	35 minute lesson	12.35pm – 1.10pm	12.35pm – 1.10pm
Lunch	60 minutes	1:10pm – 2:10pm	1:10pm – 2:10pm
Period 5	70 minute lesson	2.10pm – 3.20pm	2.10pm – 3.20pm

3. GENERAL INFORMATION AND PROCEDURES

Office Hours

The School Reception hours are 8.00 am until 5.00 pm each day. When telephoning the School, please endeavour to do so between these hours. All enquiries, including account and enrolment enquiries should be directed initially to School Reception.

Visitors' Procedures

All visitors to the School are required to report to the School Reception upon arrival. This is **without exception** - and includes parents and grandparents who visit during the school day.

Telephone

Parent-student communication during school hours should not disrupt teaching and learning. Notifications should be managed through School Reception.

Outgoing Calls

If students need to make a telephone call to their parents, they must first obtain approval from their teacher.

Incoming Calls

Messages can be passed onto students, please call Student Reception. Parents should be aware that it is difficult to pass messages on to students after 2.00 pm.

Student Preparation for the Day

Parents are asked to ensure their children arrive at school fully prepared with all the necessary equipment required for that school day. This includes sports uniform, musical instruments, packed lunch and drink bottle. Any items that a student requires for the day, but which are inadvertently left behind, should be brought to the Student Reception in the first instance.

Student - Before school

Students must not arrive before 8.00 am unless attending a scheduled practice or tutoring session. Students who arrive at school before 8.00 am and have no set sport, music or other practices to attend, must go to the Centre for Innovation and Learning.

Student – After school

College Years students who do not have siblings in the Preparatory Years are allowed to make their own way to their parent's parked car adhering to all road and traffic rules, crossing at the designated crossings. Parents are expected to be aware of the Look Out Program's designated pick-up and drop-off points and are asked to park in appropriate areas. College Years students who have siblings in the Preparatory Years are required to stay with their siblings and adhere to the Look Out zone expectations until being pick up by parents. A duty teacher will remain with students at the Look Out zone until 3.45pm. All students should be collected by this time. The duty teacher will take any students who have not been collected to the Student Reception and their families will be contacted.

Look Out Program

The Look Out Program is designed to improve the safety and efficiency of the loading and pick-up system at our School. Outlined below is a summary of the core elements of the program. This program has been recommended to us by the Department of Transport.

How does the program work?

1. **The Marshall**

Students whose parents pick them up after school are marshalled on the Handball Courts near the front of the school. A staff member acts as a marshall to keep students organised and ready for departure.

2. **The Caller**

The marshall knows when to send students as another member of staff utilises a two-way radio to inform the marshall of the parents in cars that are waiting.

3. **The Loader**

The students are loaded into their car by a member of staff. For the safety of students, the first three car spaces outside the School Gatehouse are the only places where students are loaded. Students are not allowed to run or walk along the line of cars in the queue within the loading zone. The loading zone allows 2 minutes for parents to stop, pick up and move on. If students are not present, the vehicle needs to move and perform a loop to re-enter the queue. While we encourage parents to utilise this system, it is not compulsory. However, parents who do not participate need to be aware that they cannot park in no parking zones.

4. COMMUNICATION

Open, supportive communication between school and home is very important and will assist students to receive the optimal benefits from their education. The School sees itself as a community of students, teachers and parents, where the correct emphasis is placed upon effective communication. Parents are urged to consult with relevant staff at the School if a problem is perceived. On page 5 of this document is a Key Contacts list and an Inquiry Guide. This list informs parents as to who is the best person to talk to in a range of circumstances. Please be aware that, rarely, if ever, would the School rely upon students to bring home verbal messages from School. The role of the Mentor Teacher within the College School is key in the effective communication between the School and the home. The Mentor Teacher is a parents' first point of contact should there be any exciting news or matter of concern regarding a student.

The following means of communication are also used by the School:

Letters

The main form of communication between the school and parents or guardians is via letter. These letters can be addressed to individual sets of parents, groups of parents of various sizes or the whole community. Letters to individual parents will be posted in the mail, whereas letters to groups of parents or the whole school community will be sent via email, on Galileo and on the School's App.

Newsletter – Prep and College News

The TACAPS News is published within the fortnightly Newsletter sent home to parents by email each fortnight, on Thursday afternoons. The Newsletter can be posted home to parents by request, through the School Reception. The Newsletter is available on our website and also within Galileo. The Newsletter provides up to date information on a range of school-related programs, along with information about upcoming events.

Friends for Life Magazine

The School publishes three editions of Friends for Life each year. This magazine-type publication provides the extended community with information and news about our School.

St Aidan's Magazine

At the end of each school year, the School publishes the St Aidan's Magazine, which provides a record of all which has been achieved during the previous twelve months.

Handbooks

Each year the School publishes a range of Handbooks for Parents, including this one, so as to provide parents and the broader community with detailed information about our School's wide range of programs. These Handbooks include:

- College Years Parent Handbook
- Sports and Activities Handbook
- PACE Handbook

Student Diaries

Student Diaries are distributed to each student at the beginning of the academic year. The diary provides written information on day to day matters concerning school life and it is the place in which the students write their homework tasks. In the front of the book is recorded detailed information on various procedures such as absence from school, ordering tuckshop lunch and office hours at the School. The Student Diary has been reformatted in 2016 and also includes training schedules, rehearsal schedules,

information about Clubs and Activities, and a calendar of special events. On Thursday and Friday each week, each Mentor Teacher will write in each student's Diary, a brief summary about the student's progress during the week. This will also include information about the student's effort and engagement during the week and any behavioural concerns which may have arisen that have not already been communicated to the parents. It is the School's expectation that the parents sign and discuss any of these comments with their child before the beginning of the following week.

Galileo

Galileo is the School's learning management system. Galileo is also the School's portal and intranet. The portal provides students, parents and teachers with access to the latest news and notices, the latest and most current School Calendar, a personalised calendar for each student and information about each of the learning courses in the School. Increasingly, parents will be able to access information and complete jobs within the School environment through Galileo. Students have Galileo as their intranet, meaning that they can save files into the system and access them at any time that they are connected to the internet.

Website

The School's website is the point from which the world views us. It is an essential medium for us to communicate important daily information as well as to inform prospective families about the value of becoming part of our school community.

Email and Telephone Communication

Each teacher and student has their own email address through the School's email servers. Email communication between parents and teachers is an important way for information to be shared. It is, however, a poor way of communicating sensitive information about children and events which may upset them. Therefore, it is recommended that when these types of matters arise, that communication happens by telephone or in person. While there are a number of mobile phones owned by the School and operated by key members of staff, classroom teachers do not generally have mobile phones provided by the School. Therefore, we encourage teachers not to share their mobile phone numbers with parents and families, but in some circumstances, it is necessary. It is not appropriate, however, for parents to communicate sensitive information about their children to teachers by text message. We therefore ask that this information be communicated in person or via the telephone.

App

The School has a sophisticated App available through the App Store or on Android. This App has a section for notices and another section for calendar items. The School will also 'push out' notifications, through the App, reminding parents about upcoming meetings and information sessions, along with estimated arrival times of excursions back at the School. All letters from the School to groups of parents or the whole school community are also posted to the App.

Social Media

The School has a Facebook page and Twitter account where we regularly post highlights about exciting things that have happened around the School.

Information Sessions

Throughout the year, the Head of the College Years will host a series of Information Sessions for parents about important aspects of the College Years programs.

5. WORSHIP AND ASSEMBLIES

Students in the College Years have weekly Assemblies and Worships in the Chapel. These Chapel and Assembly services will alternate from week to week from 12:35pm – 1:10pm on Thursdays.

Both services will have a spiritual element and will be led to some extent by students and teachers. On occasions, the whole school body may unite for an Assembly or Chapel Service. When this occurs, it will normally happen at the time allocated for the College Years' from 12:35pm – 1:10pm on Thursdays. Parents will be advised of this the week before the change of Assembly or Chapel time. We would like to extend an open invitation to parents to attend Assembly or Chapel Services. On occasions, we will invite parents specifically to either of the services should their child be directly involved.

The Head of the College Years may also call Year Level meetings and House meetings during important times of each term.

Weekly Routines

Assembly / Chapel

College Years Thursdays 12:35pm – 1:10 pm

School Sport Fixtures

College: Wednesday 1:10 pm – 3:20 pm

6. TEACHING AND LEARNING

The aim of middle school is to blur the boundaries between primary and secondary school. With our curriculum we aim to foster our young adolescents' intellectual development and provide experiences which will enable every student to be creative, to solve meaningful problems, to communicate and collaborate with others, to develop habits of thinking and tools for working. It will also provide opportunities for increased independence and self-responsibility as students begin the transition to senior school and beyond.

TACAPS offers a broad curriculum where students can develop their skills, literacy and twenty-first century fluencies in a variety of learning areas. Students from Years 7 to 10 have the opportunity to take the following subjects:

- English
 - Literature
 - Creative Writing
 - Language

- Mathematics
 - Number and Algebra
 - Measurement
 - Geometry
 - Statistics
 - Probability

- Science
 - Scientific Investigation
 - Chemistry
 - Biology
 - Physics
 - Earth Science
 - Agricultural Science
 - Marine Science

- Humanities
 - History
 - Geography
 - Business and Enterprise
 - Civics and Citizenship

- Languages
 - French
 - Mandarin

- Health and Physical Education
 - Physical Education
 - Health

- Technologies
 - Design Technologies
 - Digital Technologies

- Arts
 - Dance
 - Drama
 - Music
 - Visual Art

With our diverse Curriculum we aim to give students a wide breadth of experiences so that they can discover what they are good at and where their interests may lie. The processes and skills of learning are often as important as the content at this stage.

Students are encouraged to develop appropriate study habits and are supported with scheduled homework and are prompted towards becoming responsible for their own learning.

Year 7 Program

For many years, the School has run Year 7 with a secondary-like structure. Students have had a Mentor Teacher and have been taught by Specialist Teachers across the curriculum. Within this system, students have attended each of their subjects with the same class. The Mentor Teacher has brought students' learning experiences together, and has been the primary supporter for both students and parents. This structure has been in place and refined since the late 1990s. This successful structure will continue in Year 7 in 2016. This means that our Year 7 students, our youngest College Years students, will have the opportunity of organisation, guidance and care of a central Mentor Teacher. Conversely, Year 7 students will have the benefit of a specialist secondary school teacher in each subject. They will move from classroom to classroom, according to their subject, as is normally the case in the secondary years of schooling. Year 7 students will also mix among the other College Year students and the College Years teachers, making them feel a sense of identity within the School. This organisational system will provide students with a seamless transition from their preparatory schooling into their secondary years of education.

The following is the Program Structure for Year 7 in 2016:

Year 7A				
LEARNING AREAS	TACAPS SUBJECTS			
	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
English	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing
Mathematics	Number & Algebra Measurement	Number & Algebra Statistics and Probability	Number & Algebra Geometry	Number & Algebra
Science	Scientific Investigation Biology	Scientific Investigation Physics	Scientific Investigation Chemistry	Scientific Investigation Earth & Environmental Sciences
Humanities	History – Ancient Asia Business and Finance	History – Ancient Greece Civics and Citizenship	History – Ancient Egypt Geography – The Blue Planet	History – Ancient World Geography- Liveability
The Arts	Drama Art	Music Art	Music	Music
Technologies	Design Technologies – Hard Materials	Design Technologies – Hard Materials	Design Technologies – Digital Design Technologies – Soft Materials	Design Technologies – Digital Design Technologies – Soft Materials
Health and Physical Education	Physical Education	Physical Education	Physical Education Health	Physical Education Health
Religious Education	Religious Education	Religious Education		
Languages	French Mandarin	French Mandarin	French Mandarin	French Mandarin
Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership
Sport	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm

Year 7B

LEARNING AREAS	TACAPS SUBJECTS			
	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
English	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing
Mathematics	Number & Algebra Measurement	Number & Algebra Statistics and Probability	Number & Algebra Geometry	Number & Algebra
Science	Scientific Investigation Biology	Scientific Investigation Physics	Scientific Investigation Chemistry	Scientific Investigation Earth & Environmental Sciences
Humanities	History – Ancient Asia Geography – The Blue Planet	History – Ancient Greece Geography – Livability	History – Ancient Egypt Business and Finance	History – Ancient World Civics and Citizenship
The Arts	Music Art	Drama Art	Music	Music
Technologies	Design Technologies – Digital	Design Technologies – Digital	Design Technologies – Hard Materials Design Technologies – Soft Materials	Design Technologies – Hard Materials Design Technologies – Soft Materials
Health & Physical Education	Physical Education Health	Physical Education Health	Physical Education	Physical Education
Religious Education			Religious Education	Religious Education
Languages	French Mandarin	French Mandarin	French Mandarin	French Mandarin
Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership
Sport	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm

Year 8 Program

Year 8 will provide the beginning of an opportunity for students to begin to try new subjects and become involved in all that is on offer in the School's co-curricular programs. Students are encouraged to consider joining, or continuing their involvement, in the many groups and clubs offered at TACAPS and broadening their experiences and friendships in this way. Year 8 is a part of a stage of learning when students build breadth and depth, remembering that, at TACAPS, students receive additional time for the subjects within Science, Mathematics and English than would be the case at other schools. They progress well beyond the foundations of their literacy skills and become more developed from the expanded curriculum programs. The Year 8 teachers work hard to ensure that there are interesting and challenging opportunities for all students in each subject. It is vital that students take up the opportunities and challenges that are offered as they continue their educational journey.

The following is the Program Structure for Year 8 in 2016:

Year 8A				
LEARNING AREAS	TACAPS SUBJECTS			
	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
English	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing
Mathematics	Number & Algebra Geometry	Number & Algebra Measurement	Number & Algebra Statistics and Probability	Number & Algebra
Science	Scientific Investigation Chemistry	Scientific Investigation Earth & Environmental Sciences	Scientific Investigation Biology	Scientific Investigation Physics
Humanities	History – Middle Ages Geography – Changing Nations	History – Western and Islamic World Geography – Land- forms & Landscapes	History – Asia and the Pacific Business & Finance	History – Expanding Contacts Civics & Citizenship
The Arts	Music Art	Music Art	Drama	Music
Technologies	Design Technologies – Digital	Design Technologies – Digital	Design Technologies – Hard Materials Design Technologies – Soft Materials	Design Technologies – Hard Materials Design Technologies – Soft Materials
Health and Physical Education	Physical Education Health	Physical Education Health	Physical Education	Physical Education
Religious Education			Religious Education	Religious Education
Languages	French Mandarin	French Mandarin	French Mandarin	French Mandarin
Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership
Sport	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm

Year 8B				
LEARNING AREAS	TACAPS SUBJECTS			
	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
English	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing	Literature Language Creative Writing
Mathematics	Number & Algebra Geometry	Number & Algebra Measurement	Number & Algebra Statistics and Probability	Number & Algebra
Science	Scientific Investigation Chemistry	Scientific Investigation Earth & Environmental Sciences	Scientific Investigation Biology	Scientific Investigation Physics
Humanities	History – Middle Ages Business & Finance	History – Western and Islamic World Civics & Citizenship	History – Asia and the Pacific Geography – Changing Nations	History – Expanding Contacts Geography – Land- forms & Landscapes
The Arts	Music Art	Music Art	Music	Drama
Technologies	Design Technologies – Hard Materials	Design Technologies – Hard Materials	Design Technologies – Digital Design Technologies – Soft Materials	Design Technologies – Digital Design Technologies – Soft Materials
Health and Physical Education	Physical Education	Physical Education	Physical Education Health	Physical Education Health
Religious Education	Religious Education	Religious Education		
Languages	French Mandarin	French Mandarin	French Mandarin	French Mandarin
Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership	Personal Development & Leadership
Sport	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm	Wednesdays 1:10pm – 3:20pm

Reporting to Parents

Written reports are prepared at key junctures during the year including:

- Interim Report, Term 1
- Comprehensive Semester Report, end of Semester 1
- Comprehensive Semester Report, end of Semester 2

Parent/Teacher interviews are held three times a year following the issue of the Interim Report, then again after the issue of the Comprehensive Semester Reports.

Parents are welcome to contact the school and make an appointment to speak with any of their child's teachers at any time during the year. Teachers will contact parents if they have any concerns or issues. When contacting teachers, please be aware that they are in class most of the day. Please leave a message and they will return your call at their earliest convenience. Many staff and parents use email as a quick and efficient method of contact.

Assessment Policy

The school's assessment policy has been devised to ensure that the school can provide broad and rich feedback to assist students in the learning process. This summary briefly lists and explains student responsibilities. Parents are encouraged to read the full policy to gain a full understanding of principles within the policy.

For All Assessment Tasks:

1. If a student is absent when an assessment task is set, it is the student's responsibility to find out the details of the task upon their return to school.
2. If a student is unable to submit an assessment task when it is due, the student should:
 - download and complete a Special Consideration Application form from Galileo
 - inform the teacher of the reasons that prevent the submission of the assessment task
 - where possible, inform the teacher of reasons that prevent submission of an assessment task well in advance of the due date
 - present appropriate documentation for those reasons for example Medical Certificate (Senior School) or parental documentation (Middle School)
 - meet with the Head of College Years to gain authorisation
3. The subject teacher in consultation with the Head of the College Years will determine whether the reasons are valid.
 - If the reasons are deemed valid, the Head of College Years may:
 - grant an extension
 - provide an alternative task
 - require the student to complete the assessment prior to the due time and date
 - in exceptional circumstances the result for the course based on other assessments.

If the reasons given are not valid, special consideration will not be granted.

Special Notes:

1. The Mentor Teacher, Subject Teacher and Head of College Years must be consulted if a student is unable to sit for an examination. Documentary evidence substantiating the reasons for the inability to sit the examination is required.
2. All assessments must be attempted.

Awards and Certificates

Recognising Excellence in Learning Service, Conduct and Citizenship (Awards and Certificates) TACAPS seeks to recognise all students who have achieved excellence or who have sought to achieve excellence. Excellence is recognised as a one-off or series of outstanding achievements or an obvious effort or series of efforts dedicated towards achieving a goal or goals. The School recognises students throughout the year at Chapel Services, Assemblies, Year Level meetings and also at special ceremonies. Awards are also presented to students at the End of Year Sports Assembly, Performing Arts Assembly and Speech Day Presentations.

These awards and certificates provide students with recognition of their achievements while at the same time providing other students with examples to emulate. However, we manage and monitor the quantity and quality of the awards we give so as not to detract students' attention away from the real motivation for their achievements. During the year, students can be formally recognised with the presentation of three types of certificates. The three types of certificates are for Merit, Service and Leadership.

Merit Certificates

Merit Certificates are awarded by Mentor Teachers, Specialist Teachers or Subject Teachers to students who have, throughout a period of time, demonstrated Merit in regards to any aspect of their schoolwork including, in particular, improvement in an area set out as a goal by himself or herself or by his or her teacher or parent. A Merit Certificate may also be awarded by a teacher to a student who has applied a particular amount of effort towards a particular task. Merit Certificates can be awarded for the same reasons by Sports Coaches, Ensemble Teachers and Instrumental Teachers. The Head of Boarding and House Parents may also nominate boarder students for Merit Certificates to be presented at Chapel or Assemblies.

Service Certificates

Service Certificates may be awarded to students by Teachers, Coaches or House Parents for providing service to the School and its community or its broader community in any way which the nominating teacher feels is of benefit and of credit to the student.

Leadership Certificates

Leadership Certificates are awarded to students by teachers or House Parents for one-off or regular acts of leadership which benefit the School or groups within the School, in any way highlighted by the nominating teacher as being of credit to the student. Teachers may also nominate students for a Leadership Certificate requiring great acts of moral or social courage.

End of Year Ceremonies

In 2016, there will be a total of four Ceremonies during the final weeks of the school year recognising students' achievements across the year. The Performing Arts Ceremony and the Sports and Activities Cermeony will be held in November. During these Assemblies, students will be recognised for excellence, commitment, contribution across the seasons, and positive attitude in the many performing arts, sporting and activities throughout the school year.

Students in the Early Years will be presented with their Early Years Celebration of Learning Ceremony at the end of the School Year with final details to be provided closer to the time. The 2016 Speech Day and Prize Giving Ceremony will be held following the Early Years Celebration of Learning Ceremony with final details being provided closer to the time.

8. PASTORAL CARE AND STUDENTS' WELLBEING

New Families Induction

During 2016, all new students and their families will have a close liaison with the Deputy Head of School. While new families will share the same pastoral care, student wellbeing and academic processes with all other students, one of the Deputy Head of School's responsibilities is to ensure that all families that are new to our community have been welcomed and inducted properly.

The Deputy Head of School will make regular contact with all new families to the school community throughout the year and will be an important point of contact for students, their parents and families. The purpose of this role is to ensure that new families have all the important information that they require to support themselves and their children through their first year at TACAPS. The Deputy Head will assist students and parents in the right direction as important questions arise throughout the first year in the school community. It is important to note that this role of the Deputy Head does not supersede or replace the important pastoral care, wellbeing and academic oversight roles of the Mentor Teacher and the Head of College Years. In this capacity, the Deputy Head will purely act as a facilitator of information and liaison with commencing families.

Student Leadership

TACAPS seeks to develop the leadership potential within every student. Our leadership program is based on the values which the School endorses and promotes. Our school has a strong tradition of student leadership that has been developed over many decades.

TACAPS seeks to develop the leadership potential within every student. Our leadership program is based on the values which the School endorses and promotes. Our school has a strong tradition of student leadership that has been developed over many decades.

Every student in the School has an opportunity lead and to serve the school community in many ways. A good leader has usually developed their leadership ability over time through opportunities and reflection. Students have an opportunity to develop these skills in a variety of ways. Students can undertake personal development in this area completing the Certificate, Diploma and Honours Leadership programs. They can participate in the many sporting cultural and service areas of the College gaining recognition in the colours programs. Or they can simply be positive role models for their peers and younger students by encouraging, supporting and affirming appropriate standards of behaviour and by promoting a positive culture within the school.

The following continua shows the pathways to leadership:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Certificate of Leadership						
Half Colours						
Year 9 Leaders						
Diploma of Leadership						
Peer Support Leaders						
Full Colours						
Leadership Honours						
School Captains and Prefects						

Certificate of Leadership, Diploma of Leadership and Leadership Honours

These two year programs are specifically designed to develop leadership skills. Students will undertake some leadership training and will be expected to assist in different areas of the community. These could encompass different sporting, cultural or service to community activities. Each of these opportunities give credit towards the programs. Each of the programs will have differing credit points required. Students being awarded with Certificates, Diplomas or Honours will be formally acknowledged at a suitable ceremony.

Colours

Students can achieve Half Colours and Full Colours by consistently participating in and achieving recognition of talent in many areas of the sporting, cultural and service areas of the School. Students will receive Half Colour at the end of Year 9 with credit points being contributed from Years 7, 8 and 9. Full colours offers students a similar opportunity by contributing credit points from Years 10, 11 and 12. Students who enrol into the College within the three year period can still be awarded Colours. The number of credits needed will be proportionally calculated. Students being awarded Colours will be announced presented with colours for their blazer pocket and formally acknowledged at a suitable ceremony. A detailed criteria regarding Colours selection will be published shortly.

Year 9 Leaders

Students can apply to be considered a Year 9 Leader in any of the following positions: House Captain, Service Captain, Performing Arts Captain and Sport Captain. Students applying for these positions will hold a Certificate of Leadership. A short list of applicants will be collated. The short listed students will be asked to attend an interview after which the panellists will present recommended candidates to the Head of School for his endorsement. Leaders will be announced following the completion of this process and presented with badges and formally acknowledged at a suitable ceremony.

Peer Support Leaders

Students in Year 10 can nominate to be Peer Support Leaders. This program connects students in Year 10 to students in Year 7. These connections can then be carried through until the year 10 student finishes Year 12. As the name suggests it is a peer connection that can take many forms. There will be some school programs to help facilitate this, but much of the role will need students to initiate appropriate opportunities for connecting with the younger students. Being a Peer Support Leader contributes to the Diploma of Leadership and may even contribute towards Full Colours in the service area.

School Captains

The School Captain and Prefect roles are positions of the highest honour. These leadership positions are a whole school TACAPS position and not that of just the College Years. Students can apply to be considered for any of the following positions: School Captains, House Captains, Service Captain, Performing Arts Captain, Boarding Captain and Sport Captain. Students applying for these positions will be working towards their Leadership Honours, has continued to be a Peer Support Leader through the senior years. After the application process a short list of applicants will be collated. The short listed students will be asked to attend an interview after which the panellists will present recommended candidates to Mr Lees for his endorsement. Leaders will be announced following the completion of this process and presented with badges and formally acknowledged at a suitable ceremony.

Every student has an obligation as a leader and, although not everyone can receive a badge, each student has an opportunity to lead and to serve the school community. We look to all College Years students to be positive role models for their peers and younger students by encouraging, supporting and affirming appropriate standards of behaviour and by promoting a positive culture within the school.

Within the College Years this year, there are a number of formal student leadership positions as well as other supportive service positions. The formal leadership positions are College Years' Service Captain, College Years Sports Captain, College Years Performing Arts Captain and House Captains (Boy and Girl). In addition, students in Years 7 & 8 will have the opportunity to take on rotational positions on the School's Student Representative Council (SRC).

Students will be selected for leadership based on merit, with a formalised nomination process in place. In general terms, merit is taken to mean personal attributes; competency to perform duties; and potential to grow in the role. Students appointed to leadership positions are deemed to be the best candidate for the roles by demonstrating an understanding of the responsibilities and willingness to undertake the duties.

Students' leadership at camp and in and around school will be taken into consideration as well as their contributions to school life in previous years. Students new to the school can be appointed to leadership roles.

Leadership is much more than wearing a badge. Leadership requires action and all students, regardless of whether they receive a badge or not, are encouraged to be the best leader they can be. The school seeks to develop our young leaders and to give them the tools and strategies to equip them as the future generation of leaders.

The College Years Student Leadership Handbook contains further detail about the structure and role descriptions for student leadership.

School Service

'To serve is to love and to love is to be like Christ'. Service to oneself, to one's family, to one's school and to one's community is at the heart of TACAPS Anglican faith and Christian values. Students in each year level from across the College Years can lead service in each of these ways:

- Service to oneself. Students serve themselves when they act in a way which maintains their integrity, builds their self-respect, seeks to achieve excellence, demonstrates resilience, and maintains and improves their health and wellbeing. When students maintain themselves in this way they lead others to do the same.
- Service to One's School. The ways in which students from across the College Years can serve their School are too numerous to describe comprehensively. These acts of service don't need to be highly visible, expensive or time consuming. They need only to be valuable to the school. One example of service to the School - expected of all students at all times - is never to step over a piece of rubbish without picking it up and putting it in the bin, whether it is their own rubbish or not. Another example of school service is never to allow another student to eat or play by themselves unless they wish to do so.
- Service to the Community. At various times across the year students will have the opportunity to serve their local and broader communities. This will happen through their sporting teams and the Performing Arts Ensembles, their year level groups and their class groups, or as a whole School. While on occasions, students will be invited to make small financial donations usually in the form of a gold coin, they are equally encouraged to consider and act on ways of serving the community which goes beyond a financial contribution.

Service and Leadership Certificates

Service Certificates may be awarded to students by teachers, coaches or House Parents for providing service to the School and its community or its broader community in any way which the nominating teacher feels is of benefit and of credit to the student.

Leadership Certificates are awarded to students by teachers or House Parents for one-off or regular acts of leadership which benefit the School or more groups within the School, in any way highlighted by the nominating teacher as being of credit to the student. Teachers may also nominate students for a Leadership Certificate requiring great acts of moral or social courage.

9. THE E-LEARNING CENTRE AND LIBRARY

Library

The Fairfax Library is the information and resource centre of our school and home to thousands of books. Our goal is to assist our students to grow beyond being information fast food consumers (e.g. Google, Bing, Wikipedia) to become information connoisseurs by improving their critical literacy skills and being more proficient in choosing the most appropriate source(s) for the task at hand.

A major purpose of our Library is to be the hub of eLearning and to support teaching and learning across the entire school. In collaboration with classroom teachers, the teacher-librarian plans, implements and evaluates learning programs including the integration of ICT and literacy. Each class has at least one timetabled lesson per week in the Library to complete planned tasks.

Lunchtime activities, targeting different age levels, are offered throughout the year to encourage and inspire students to read for pleasure and to consider this academic learning area as an exciting and interesting place to be. Students can also visit the Library before school from 8:10 to 8:25 am.

Scholastic Book Club leaflets are sent home once a term to provide families the opportunity to purchase quality, age-appropriate reading material at affordable prices. The annual Book Fair is held in May and runs for a week.

Keep abreast with current Library news through Galileo!

Technology

WiFi access points have been installed throughout our main school campus and are available to anyone who has a network username and password.

Every classroom has an interactive whiteboard or LED panel. There are many benefits to having this type of resource. Not only does it accommodate different learning styles, it allows immediate access to all the Internet has to offer. The interactive whiteboards or panels allow notes, discussions and lessons to be preserved and accessed at a later time. Students are therefore able to refresh their knowledge and absent students can access material covered previously.

In 2016, we continue to implement a one-to-one program in the College Years with the introduction of the ACER R13 Laptop. The majority of the students' textbooks are now electronic. E-Books offer a much richer content for the students as they often have web or multimedia tie-ins, hence the students are more engaged with the material.

Currently, our school policy stipulates that students are not permitted to bring their own electronic device to school.

ePASSPORT

In 2014, the ePassport was introduced to staff. It is a compilation of different ICT programs which provides the basis for staff professional development in Technology. Staff members are not only expected to understand how each program works, but how it can be utilised in teaching twenty-first century learners.

Each program has been attributed a list of specific tasks which must be completed to ensure minimum standards of proficiency are met. Each program has also been placed on the Bloom's Taxonomy scale to indicate the level of thinking required to use the program.

The ePassport will be extended to include the student population in 2016. It will serve as a guide in the teaching of ICTs. As students complete a task with a level of proficiency, it will be signed off by the teacher. Each ePassport will therefore become a record of technology accomplishments for that student.

10. OUTDOOR EDUCATION AND TOURS

Year 7 Camp: Emu Gully

Date: 24 – 26 February
Venue: Emu Gully

After packing the bus and heading down the range to Emu Gully, students and teachers prepare for three days of 'character building' adventure camping. From the moment of arrival, students are required to work cooperatively together to put up overhead tarps and cook tents before setting up their own individual tents. Students receive their 'mess' kits (an army style water bottle, cutlery, stove, cooking utensils, etc.) and watch a demonstration on how to cook on the stoves very carefully – especially as they will be responsible for cooking their own meals. Throughout the camp, students work to complete challenges and activities that require cooperation and communication. Some of the activities of the camp will be driving twister buggies, jumping off the tower into the dam, helping one another through some of the stickiest mud they are ever likely to come across in the aptly named 'Kokoda Track'. The motto of Emu Gully is '*attitude, not ability determines destiny*'. This camp is usually enthusiastically embraced and becomes a truly memorable experience for all of the students involved.

Year 8 Camp: Expedition Ravensbourne

Date: 20 - 23 March
Venue: Ravensbourne National Park

On Day One, students are led through a series of theory and practical lessons to prepare them for life in the field and the impending embarkation the next day. These lessons will include navigation, shelter creation, introduction to ration packs, packing for hiking and water proofing. Students will spend the first night at the College. On the morning of the second day, students hike out through the front of the school on route to the night's location. During this first leg of the hike, students will conduct navigation and problem solving before arriving mid-afternoon at their destination. They will receive a refresher on establishing a communal camp and set about constructing camp. Day Three continues with the hike until lunch time. At this location, students receive instruction on establishing bush shelters, gathering water and basic bush survival in a 'disaster' situation. As 'comforts are removed' for this night, students' reactions are monitored as is the success or failure of their afternoon's shelter and survival preparations. Day Four is the return leg of the hike back to TACAPS, where students are met by the school community. A hearty BBQ is a precursor to the inevitable 'Camp-war-stories'.

Year 9 Camp: Duke of Edinburg Award Scheme Expedition

Date: 20 - 23 March
Venue: Murphy's Creek

Students are led through a series of theory and practical lessons to prepare them for life in the field and a lead-in practice for the Duke of Edinburgh Bronze Award Scheme. Over the duration of the camp, students will participate in activities including basic map-to-ground and celestial navigation, problem solving, food hygiene, camp cooking, shelter construction and basic field construction and bush survival. Students will develop leadership and resilience skills developing the bond between the entire class taking the students out of their comfort zones.

Year 10 Camp : City Camp

Date: September

Venue: Brisbane

Students will experience life in the city of Brisbane. Utilising the extensive and varied public transport system students will make their way to multiple sites around the city. These will include universities, TAFEs, business colleges, museums, art galleries, sporting and cultural centres. It will be a time to listen to guest speakers, celebrate diversity and start planning career pathways. Students will not only work in teams to make their way around the city but they will also work as a team to plan their week including food requirements, public transport details and communication devices.

Year 11 Camp – Outward Bound

Date: - TBA

Venue : TBA

Students will undertake an adventure that will take them out of their comfort zones seeking to promote and develop integrity, responsibility, resilience, compassion, environmental awareness, and tenacity in pursuit of a goal. The custom designed program uses experimental teaching techniques and incorporates challenging activities and initiatives. Some of the activities include: expedition, ropes course (high and low), abseiling, rock climbing, rafting, canoeing, navigating, bush-cooking, solo and team building games.

Year 12 Camp – Retreat

Date: - TBA

Students will take a few days before the beginning of their final year of education to meet as a group, plan and prepare for the year ahead. This camp will take the form of a retreat where students reflect on the years in the College, continue the development of leadership skills of the Leadership Honours Program.

Additional Camp Opportunities

Great Victorian Bike Ride

Date: November/December

Venue: Victoria

This is one of the College Years only experiences. It will run every two years for students in the College. Each year, hundreds of school kids, teachers and supporting adults join the RACV Great Victorian Bike Ride for the ultimate school camp. The RACV Great Victorian Bike Ride provides a challenging, yet fun experience with people from all age groups and walks of life. Bicycle Network takes care of food, campsites and medical. There are a number of key benefits that students will take out of this adventure. These include: practical bicycle maintenance skills, better physical fitness, heightened spatial awareness skills from riding and communicating in groups, improved self-confidence, resilience and personal development.

Duke of Edinburgh Awards Scheme

TACAPS is now registered with the Queensland Department of Education, Training and Employment as a licensed operator for the Duke of Edinburgh International Award.

This flexible, interesting and challenging program will be offered to students from Year 9 (14 years of age) through to Year 12.

The structure of the program promotes ownership and responsibility by requiring each participant to design his or her own unique set of activities, based on their interests and passions.

There are three award levels to The Duke of Edinburgh Scheme: Bronze/Silver/Gold.

There are four mandatory sections to the Award. For each section, participants choose and undertake an activity that fits in with the purpose of that section, for the minimum amount of time specified for their chosen level.

1) Physical Recreation	Purpose: To break a sweat and improve your physical fitness. This could be through a team sport, individual pursuit or simply getting out and working up a sweat.
2) Skill	Purpose: To unleash your talent and broaden your abilities. Anything from refereeing, learning a musical instrument, jewellery making, etc.
3) Service (Volunteering)	Purpose: To connect with your community and give service to others and their communities. Any area of interest in the community, such as youth work, the environment, charity work, etc.
4) Adventurous Journey	Purpose: To discover a spirit of adventure and discovery while undertaking a journey in a group. An expedition or exploration with a clear purpose - bushwalking, canoeing, cycling - staying overnight and testing your resilience.

To successfully complete each section, participants must show commitment, progress and improvement in their chosen activity.

The following are the **minimum time requirements** for each section of The Award. The participants must be regularly involved in their chosen activities (1 hour/week; 2 hours/fortnight) for the periods of time stated below:

	Bronze	Silver	Gold
Physical Recreation	3 months	6 months	12 months
Skill	3 months	6 months	12 months
Service (Volunteering)	3 months	6 months	12 months
Adventurous Journey	2 days + 1 night	3 days + 2 nights	4 days + 3 nights
Residential Project	N/A	N/A	5 days + 4 nights
Minimum age to start	14 years	15 years	16 years

Though involvement in the Duke of Edinburgh is usually entirely voluntary, all students at our school, who are enrolled in Year 9, will participate in the scheme and work towards receiving their Bronze Award.

Bridge Award

The Bridge Award is for young people aged 11 and a half to 14. If you are unable to enter The Duke of Ed Award due to special circumstances, then you can complete the Bridge Award instead. You design your own program around the things that interest you most. There are no activities that you have to do but you need to work with your Award Leader, Instructors and Assessors to decide on activities for each section. The Bridge Award can also help you get started on the bronze level of the Duke of Edinburgh Award.

Award sections

For each award level you need to complete 4 sections: physical recreation, skill, service and adventurous journey.

The Bridge Award levels

There are 2 Bridge Award levels to choose from:

- Level 1: recommended age 12
- Level 2: recommended age 13.

Start at the award level that matches your age.

The minimum time required for each award is shown below. The award sections are the same as The Duke of Ed Award so once you have finished Level 2 of The Bridge Award, it's easy to move up to the Bronze level of The Duke of Ed Award.

When you have finished the 4 sections at your chosen level you receive a certificate and award badge.

Award level time commitments

Service

Level 1:

- visit 3 local services for at least 5 hours in total; or
- do a practical community service activity for at least 5 hours in total.

Level 2:

- study or develop interest in 1 social service for at least 10 hours in total; or
- do a practical community service activity for at least 10 hours in total.

Skill

Level 1—explore an interest or hobby for at least 2 months.

Level 2—participate in a structured interest or hobby for at least 4 months.

Physical Recreation

Level 1—learn and practice a physical activity for at least 6 hours over a minimum of 2 weeks.

Level 2—participate in organised physical activity for at least 12 hours over a minimum of 4 weeks.

Adventurous journey

Level 1—4 hours travel over 1 day in your local area.

Level 2—at least 4 hours travel each day for 2 days in an unfamiliar area.

11. BOARDING

For many day parents, there can come a stage when boarding makes sense for the child and for modern family life. Weekly, Temporary and Day Boarding at Toowoomba Anglican College and Preparatory School gives your son or daughter the opportunity to board for some or most of the week without detracting from the principles of Full Boarding. Priority is always given to full boarding students.

Living in a Boarding House

Residential Life is a vital element of Toowoomba Anglican College and Preparatory School. Our family-style boarding houses and strong sense of community help our students to feel at home in their surroundings. Every effort is made to see that their residential life is rich, varied and rewarding. Dedicated, well-qualified staff work with students to create a balanced program where there is focus on the development of students as people of sound character. The students enjoy the camaraderie of their friends and the support of the staff as they learn to grow well.

Full Boarding

Toowoomba Anglican College and Preparatory School will be utilising three Boarding Houses (Arnott, Bligh and Brewster), which have been physically designed and resourced to achieve an environment where every boy and girl boarder can feel safe and happy. House Parents are appointed to look after each Boarding House and are assisted by a wide range of support staff. Each Boarding House develops its own structures and procedures appropriate to the age and number of boarders in the House under the guiding principles and policy as decided by Senior Management. These procedures cover such matters as learning respect for oneself, for others and their belongings, and the taking on of responsibilities. Guidelines for the effective operation of each House will be displayed so that all boarders can become familiar with the expectations.

Weekly Boarding

Weekly Boarding is classified as arriving on Monday morning and departing school on Friday afternoon. This arrangement benefits families who live geographically closer to school than full-time Boarders and who have the option to travel home at weekends. Some families also use this option to assist parents with their work commitments.

Temporary Boarding

Temporary Boarding is classified as short stays (1 to 4 days in length). Any period hereafter is classed as a longer term stay (eg: 2 weeks) and is permissible.

Day Boarding

Day Boarding is classified as an arrangement where day students can arrive at school for breakfast and stay until dinner with a maximum length of stay from 7.00am to 7.00pm. Day boarding includes all meals and snacks. In addition, boarder activities, homework and boarder music are daily options. It is only available to students in Years 4 and above and must be booked in advance.

Taking Boarders on Leave

For Boarders to be taken out on leave, the following process is to be followed:

- Host parent contacts the parent of the boarder student to liaise on suitable times, dates, etc.
- The parent of the boarder student to be taken out on leave, completes a leave request and forwards this to Mrs Judy Quinn in the Boarding Office
- Once the leave request has been approved, the host parent must sign the boarder student out at the Boarding Office and on return to the School, sign that student back in.

12. SPORTS AND ACTIVITIES

Training, Rehearsal and Club Schedule

This is the term by term schedule which can be seen in the Sports and Activities Handbook and also the PACE Handbook.

School Sport

Sport at TACAPS is organised into two programs, school sport and club sport. School sport can be characterised by those sports that happen in and around the normal school timetable. The School is a member of the Toowoomba Primary Schools Sports Association and the Toowoomba Secondary Schools Sports Association. The Preparatory Year's sports afternoon is Friday from 12.30pm and the College Year's sports' competitions happens each Wednesday afternoon from 1.10pm.

Different sports are offered across the year as detailed below. Training for these sporting fixtures occurs during the week during the day at lunchtime. For the College Years training will be on Mondays. All students are expected to attend these training sessions.

Club Sport

In addition to the School's sports programs, TACAPS has clubs entered into a variety of club competitions within the town. This also has a representative pathway for students. These club sports include the rugby union competitions for teenagers and juniors on Saturday mornings during Terms 1, 2 and 3; the netball competition on Saturday mornings in Terms 2 and 3; the football club competition which is held on Saturday mornings in Terms 2 and 3; and the club touch football competition which is held for the teenagers on Wednesday evenings and for the juniors on Friday evenings.

A full description of these sports and their representative pathways can be found in the Sports and Activities Handbook.

Activities and Clubs

All clubs and activities provide students with a range of high-interest, educational opportunities after school and during some lunch breaks. They are an important complement to our Sports and Performing Arts activities. While we aim to provide a range of activities at TACAPS to cater for a wide range of interests, we also recognise the need for students to avoid over-committing themselves. Students, with their parents' support, are guided to choose and manage their wider-curricular choices based on their academic, social and family commitments.

Guidelines for Activities which take students out of the classroom

On occasions students are required by the Sports and Activities and Performing Arts programs to spend time out of their normal classroom, timetabled lessons. The Sports and Activities and Performing Arts programs greatly enhance and add to each student's overall educational journey at our School. While the School recognises the contribution that both programs contribute to each student's learning, the time which each student spends away from their normal curriculum program needs to be managed and monitored closely. Therefore, we have the following guidelines in place to assist teachers, parents and students in the proper management of their school commitments. It is not the intention of these guidelines to limit the experience of students at our school within the co-curricular program.

School Sporting Fixtures

Measures have been taken to limit the amount of school invitational fixtures which takes place during a school day. However, there are a number of invitational fixtures across the school year which require the students to spend part or full days away from school, including the Andrews Cup competition for girls. This is in addition to the maximum five days recommended spent away from school for representative sport. We encourage students to spend no more than three days in total, away from school, at school invitational fixtures.

Other Sporting Fixtures

The School recognises the wide diversity of physical activities and sports which involve our students outside our own Sports and Activities Program. Furthermore, we recognise that many of our students compete for clubs and other groups. As part of these activities, we recommend that no more than eight days in total are spent away from the school in any school year inclusive of other sports, representative sports and school invitational fixtures.

Training and Specialised Coaching

Some students will receive specialised training and coaching for their particular sport or activity. The School recommends that these sessions occur outside the regular school week.

Performing Arts

Like the Sports and Activities Program, the Performing Arts is a highly valued program within our school's curricular program. Therefore, it is appropriate for some students to spend time away from their regular timetabled lessons for instrumental lessons, Eisteddfod competitions, examinations and rehearsals. However, it is very important that these commitments are managed carefully so as to not detract from the overall students' educational journey. Therefore we recommend the following:

- Instrumental Lessons. The School recommends that a student in the College Years spend no more than two lessons in any academic week away from their regular timetabled program. This includes weeks when they may be required to have make-up lessons. Should a student be learning more than two instruments then the school will take measures to fix one lesson outside the timetable, during lunch, before school or after school. Should a student require a make-up lesson during the week when they already have two lessons timetabled inside their normal timetabled program, the Instrumental Teacher must plan that lesson during lunch, before school, after school or on the weekend. Alternatively, the Instrumental Teacher will plan this lesson for another week or another time outside the timetable.
- Eisteddfods. TACAPS has a long and proud history in participating in the Toowoomba Eisteddfods. Students should not be taken out of their normal timetabled classes on more than four occasions across the three Eisteddfods in 2016. In addition to this, students will be taken out of class for no more than two special rehearsals or lessons for these Eisteddfods
- Examinations and Special Performances. Students sitting AMEB and Speech and Drama exams, or others, should be limit the number the number of sessions spent away from their normal timetabled lessons to two, in 2016.
- Unscheduled Ensemble Rehearsals. For 2016 the School has taken steps to schedule the Sports and Activities and Performing Arts training and rehearsal sessions into lunchtimes, before school and after school. Ensemble Rehearsals therefore should not interrupt the timetabled lessons of any student. Should a Special Ceremony or Service require an unscheduled rehearsal that falls within the timetable, these will not exceed two across 2016 for any of the ensembles.
- Tours and Special Days. The guidelines above do not include Tours and Special Days such as Music Days of Excellence. The number of days spent on these types of activities will not exceed two for any one student across the school year in 2016;
- Managing students' programs when commitments exceed these guidelines.

In planning and preparing a student's year of Sporting and Performing Arts commitments, should a student's commitments exceed the maximum number of eight days recommended spent outside the school's curriculum program, then families must, through the Mentor Teacher, make an appointment to see the Head of College Years with the Class Teacher and to make the necessary arrangements to support the student through their extended absence from school.

13. THE ARTS

PACE – Performing Arts Centre of Excellence

The Performing Arts activities offered at TACAPS are exciting and invigorating, offering a diverse range of opportunities from work in the classroom, through group and individual tuition, to co-curricular activities for larger groups including Dance, Music and Drama. In 2016, TACAPS will launch our Performance Arts Centre of Excellence (PACE) program. Your child's involvement at PACE will develop their talent, creativity and performance ability in instrumental and vocal music, theatre and dance. Around 80% of students from Year 2 to Year 10 are involved in Performing Arts Individual or small group lessons.

Our program provides:

- Specialist Classroom Performing Arts teaching across all areas of the School.
- Classroom Instrumental Music from the Early Years commencing with the Year 2 String Program and Year 3 Music Program and expanding to other instruments, continuing throughout the secondary school to the Senior Music Extension Program.
- Instrumental, Vocal and Speech and Drama tuition lessons leading to AMEB and ACM qualifications.
- All students from the Prep Year to Year 4 with the opportunity to sing in a choir and all students from Year 3 to year 6 to be involved in an annual School Musical.
- An annual Secondary Musical with the opportunity to perform on the stage, play in the band or work behind the scenes.
- Guest speakers and performances.
- Individual programs tailored to suit each student.
- Opportunity to perform at the Anglican Schools Music Festival at QPAC.
- Opportunity to perform at school assemblies and events, lunchtime and boarder music concerts and community events.
- Opportunity to perform at the TACAPS Performing Arts Festival held in Term 4 each year.
- Award winning choirs, bands and ensembles, talent development camps, events.
- Eisteddfodau and local, national and international tours.
- Programs from K to Year 12.

PACE will also be implementing a parent supporters group (to be established in 2016).

TACAPS is renowned in Queensland for its excellence in teaching and performing in the Performing Arts. The commitment of students and staff to achieving excellence in the area of performance has earned them an impressive reputation in the wider community.

Visual Art

"The aim of art is to represent not the outward appearance of things, but their inward significance".
Aristotle

At TACAPS Visual Arts lessons are a wonderful way to examine the inward significance of "things" as well as becoming more attentive to outward appearances. Students are encouraged to sharpen their observation skills and to pay attention to details around them. They are also inspired to look deeper at hidden meanings, historical contexts and artists' intentions to become truly visually literate. Of course, children learn by playing, experimenting and having fun and these elements also play a part in time spent in the Art's Studio. Children who have a particular interest in the Visual Arts have many opportunities to show their work at district, regional and state events. All students from Kindergarten to College create works for our Annual Art Show, Cloisters. This is a fun, family event, an opportunity to be immersed in the Visual Arts and to celebrate the joys of Art-making in its many forms.

14. SAFE SCHOOL NETWORK

The Toowoomba Anglican College and Preparatory School aims to provide a safe environment for each student and each person who comes into our School. It is our aim to provide each student and each other person with an environment that is safe from physical injury and/or risk. Therefore we have a number of positions which are creating this safety network. The School has Child Safety Officers as required under the Anglican Schools Commissions' Child Safety Protocols:

Mr Ian Basset, Head of Boarding and Head of Brewster House

Mr Steve Box, Head of the Preparatory Years

Mrs Trina Faint, Head of the College Years Mr Gordon Oldham, Deputy Head of School

Ms Tanya Hopgood, Head of Girls Boarding

Mrs Bianca Lingard, Year 4 Teacher

Mr Rick Lingard, Head of Facilities

Mr David Parrington, Dean of Senior Secondary Studies

Mr Dave Wigan, Head of Sport

Mrs Michele Wright, Dean of Early Years and Kindergarten Teacher

While students, and other people, can report any potential or existing dangers or risks to safety to any staff members, students are all advised that the School Safety Officers can be talked to in a non-confrontational and non-judgemental way.

15. BEHAVIOUR MANAGEMENT

While students, and other people, can report any potential or existing dangers or risks to safety to any staff members, students are all advised that the School Safety Officers can be talked to in a non-confrontational and non-judgemental way.

Code of Conduct

Toowoomba Anglican College and Preparatory School is a Christian school in the Anglican tradition: We are committed to the care and wellbeing of all students and staff and a relationship of mutual respect and support.

In coming to Toowoomba Anglican College and Preparatory School, students must be prepared to accept that certain standards of behaviour will be expected of them. The School cares about the way in which students interact with one another and respect the property of others.

Students are helped to understand the School's expectations, to endeavour to gain the benefits of being well-behaved and to learn that there are positive as well as negative consequences of different behaviour choices. Good behaviour is not taken for granted. Every endeavour is made to teach the students how to behave and to help them develop self-respect and care and concern for others. Inappropriate forms of behaviour, such as bullying or stealing, will not be tolerated at the school.

Partnership with parents in developing and maintaining confident, positive behaviour and attitudes of students is essential. We want parents and students to feel confident to speak to teachers about their concerns. Our staff has adopted a guidance approach to managing children that encourages that we teach children how to be considerate of others and to think about the effects of their actions on others.

It is essential that behaviour management is consistent as this minimises confusion and ensures that children are clear about what behaviour is expected from them and from each other. Some causes of inappropriate behaviour include; anger and frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high activity levels and too much choice or lack of choice. Our behaviour management strategies may depend upon the personality of the individual child, their developmental level and the probable cause of the behaviour. The staff aim to provide children with an understanding of the limits of acceptable behaviour, the reasons for these limits, consistency in the management of our behaviour, and to provide good role models for acceptable behaviour. To do this the staff aims to provide a warm, safe, happy and secure environment as the springboard from which learning can occur.

Nurturing Good Behaviour and Great Manners

The Toowoomba Anglican College and Preparatory School aims to maintain a Christian Environment for each student and each other person feels welcome, accepted and safe. The focus on our behaviour management is on the nurturing good behaviour and great manners. Students are explicitly taught the manners which are expected while students are on campus, including how to wear their uniform. Students are recognised for being consistent and is a daily part of their behaviour. While we do not wish to create an environment where students are congratulated whenever they display good behaviour which is expected, we do seek opportunities to acknowledge students for recognition when their behaviour has been of significant merit. With this knowledge, then this becomes the pervading culture within the School.

Disciplinary Guidelines

On occasions when students make poor or careless decisions, there are corrective measures and mentoring and sanctions which may be required. The School has an extensive and very clear procedure for the delivery of sanctions to students. Sanctions can come in the form of lunchtime detentions, lunchtime catch-up sessions, after school detentions on either Monday or Friday afternoons, internal suspension and external suspension. On extremely rare occasions, students may be asked to leave the school when their behaviour is such that their continued enrolment at the School is untenable.

Disciplinary Sanctions Plan

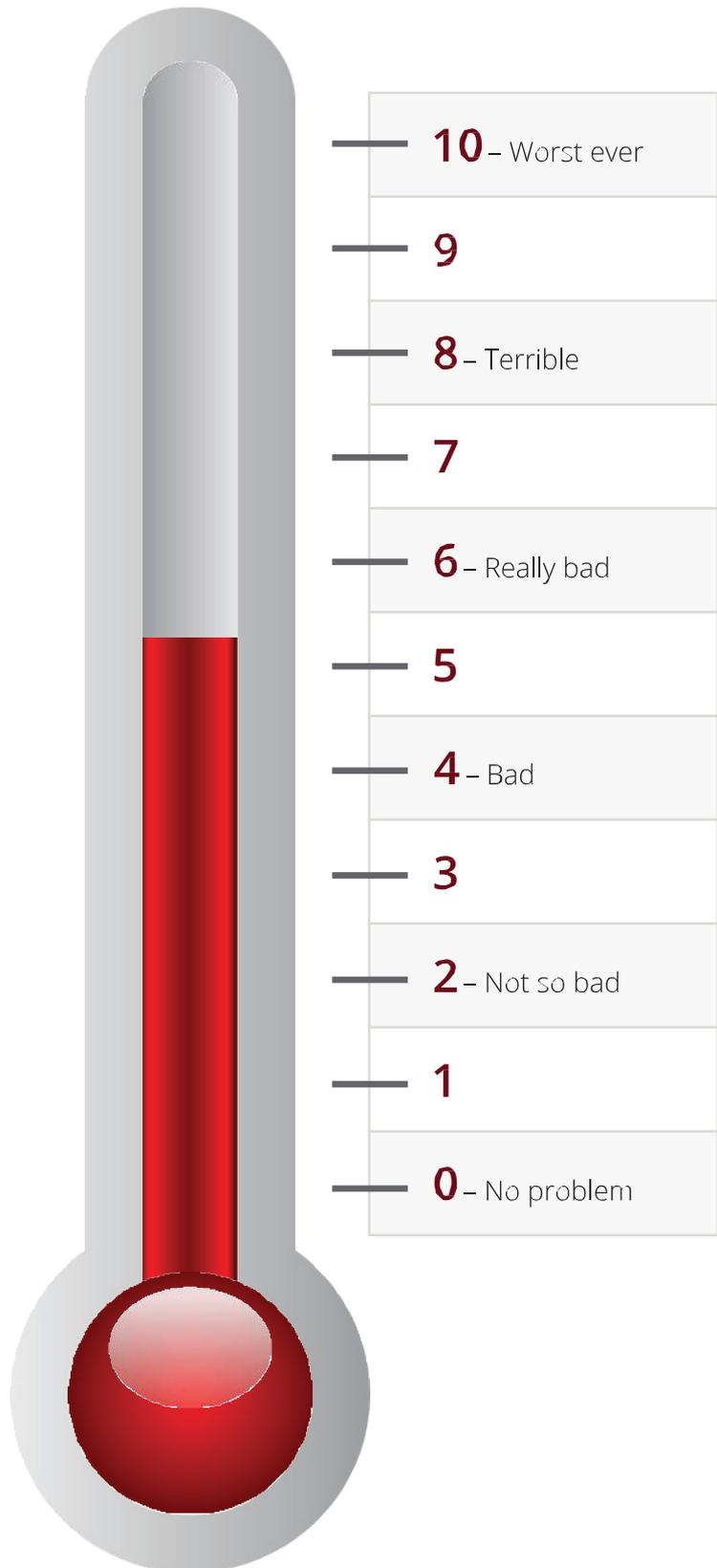
	Minor	Moderate	Major
Responsibility	<ul style="list-style-type: none"> Teacher who witnessed behaviour who coordinates the activity 	<ul style="list-style-type: none"> Class Teacher or Class Mentor to coordinate the follow-up actions with teacher who witnessed behaviour to remain involved. Referred to class teacher/mentor and College Coordinator 	<ul style="list-style-type: none"> Director. Class teacher or Class Mentor to remain involved. Deputy Head and Head informed in that order.
Communication	<ul style="list-style-type: none"> Behaviour recorded in diary thereby informing parents. Year 3 – 12 Behaviour recorded in email to parents. Referred to Class teacher or Class Mentor Record in Teacher Kiosk only 	<ul style="list-style-type: none"> Recorded in diary thereby creating a record for student, teachers and parents. Year 3 - 12 Parents of perpetrator and recipient/s informed by telephone immediately following the incident House Parent/Director of Boarding Informed Class Teacher or Class Mentor to make follow-up call to parents after 1 Week. Record of all communications noted in Teacher Kiosk (Behaviour) 	<ul style="list-style-type: none"> Interview with parents with follow-up letter sent to parents Teacher to record using Behaviour Incident Form in Teacher Kiosk and circulate to appropriate staff, including Directors Follow-up meeting as required. Record made in Teacher Kiosk Director / Deputy Head to follow-up with a phone call to parents 2 weeks and then 4 weeks after the incident.
Possible Action and Sanctions	<ul style="list-style-type: none"> Counselling with teacher who witnessed behaviour and others Picking-Up rubbish during play sessions Playground suspension Catch-- Up Detention for late or non-completed work. See Student Detention Procedure. Playground suspension Restriction of access to spaces, ie Centre for Innovation and Learning, Learning Centre 	<ul style="list-style-type: none"> Counselling with teacher who witnessed behaviour and others Picking-Up rubbish during play sessions Playground Suspension Catch-- Up Detention for late or non-completed work. See Student Detention Procedure and Process. Removal of Student from Class for Disruptive Behaviour Afternoon Detention (Director, Deputy Head of School) Yellow Card (Director, Deputy Head of School) 	<ul style="list-style-type: none"> Counselling with teacher who witnessed behaviour and others Picking-Up rubbish during play sessions Playground suspension Catch- Up Detention for late or non-completed work. See Student Detention Procedure and Process. Playground suspension Removal of Student from Class for Disruptive Behaviour Afternoon detention Yellow Card (Director, Deputy Head of School) Yellow Card (Director, Deputy Head of School) In-school suspension (Deputy Head and Head of School only) Suspension (Deputy Head of School and Head of School only) Combination of any of the above. Exclusion (Head of School only)

What is the Catastrophe Scale?

TACAPS uses the Catastrophe Scale to help students and adults put their problems into perspective and to equip us with the skills to deal with each issue.

How bad is it?

Problems may be rated from 0 (no problem) to 10 (worst ever). This helps us understand that some problems may not be as bad as first perceived (ratings 0 – 5) and can be easily overcome, while more challenging problems (ratings 6 – 10) need different strategies and help from other people.



16. SCHOOL UNIFORMS

As well as nurturing good behaviour and good manners, we feel high expectations of their presentation in their school uniform is an important part of each child's education. Therefore, students are expected to learn how to organise themselves so that they can wear the correct uniform in a neat and tidy fashion at all times. Students not complying with this may be sanctioned until the problem is rectified.

GIRLS	BOYS
<p>GIRLS SUMMER UNIFORM - Terms 1 and 4</p> <p>Navy dresses Grey ankle socks Panama hat (Years 3 to 6) Blue Sports hat Hair ribbons in school colours – navy, gold, maroon</p> <p>GIRLS WINTER UNIFORM – Terms 2 and 3</p> <p>Navy tunic Mid blue long sleeve shirt School tie Maroon vest (optional) Maroon jumper Blazer (Years 3 to 12) Grey striped long socks Winter Cap</p>	<p>BOYS SUMMER UNIFORM - Terms 1 and 4</p> <p>Navy shirts Navy shorts Grey striped long socks Akubra hat (Years 3 to 6) Blue sports hat</p> <p>BOYS WINTER UNIFORM – Terms 2 and 3</p> <p>Long grey pants Mid blue long sleeve shirts School tie Maroon vest Maroon jumper Grey ankle socks Winter cap</p>
ALL STUDENTS	
<p>SPORTS UNIFORM</p> <p>Sports polo shirt House polo shirt Navy sports shorts Short white socks with stripes Tracksuit Joggers – white and navy TACAPS Swimming togs TACAPS Sun shirt House Swimming cap TACAPS sports bag</p> <p>HOUSE COLOURS</p> <p>GILL: MAROON FAIRFAX: NAVY CONNAL: GOLD</p>	<p>OTHER REQUIREMENTS</p> <p>Black leather lace-up school shoes Garters (for long socks) TACAPS School bag – carry or backpack TACAPS school badge</p> <p>SPORT EXTRAS IF REQUIRED</p> <p>Girls netball top, skirt and visor Girls softball pants Soccer shirt, shorts and socks Short navy bike shorts Athletic singlet Rugby jersey, shorts and socks Pair shin guards for soccer, hockey Rugby head gear (optional) TACAPS water bottle (optional)</p>

17. VOLUNTEERS AND VISITING STAFF

This School recognises and values the contribution made by volunteers and visiting staff. We ensure our volunteers are protected and are provided with a healthy and safe environment. We make every endeavour to ensure volunteers and visiting staff know what their role is and make sure they feel welcomed, valued and safe at all times. All existing educators treat volunteers and visiting staff as valuable team members and will look forward to passing on their knowledge and experience.

The Toowoomba Anglican College and Preparatory School is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life. Our community grows in an environment where our values are embraced; where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and faiths; and where excellence in every endeavour is sought and applauded. To this end, volunteers and visiting staff are an important and welcome part of our School's community.

18. EVACUATIONS AND EMERGENCIES

It is the policy of Toowoomba Anglican College and Preparatory School that in the event of a fire or critical incident deemed to endanger life, evacuation procedures are put into place. No-one is exempt from an evacuation drill under any circumstances. The School will conduct evacuation drills on a regular basis.

Toowoomba Anglican College and Preparatory School recognises the importance of proper fire schemes and critical incident responses, for the protection of students, staff and visitors and for the safeguarding of property and plant.

1. Responsibility

It is the responsibility of the School and its staff to ensure the safety of all students, teachers, members of the School community and visitors. Firefighting and similar incident responses are a secondary consideration. Toowoomba Anglican College and Preparatory School is responsible for maintaining firefighting equipment according to legislative requirements and for providing appropriate training for its staff.

It is the responsibility of every employee to see that fire hazards are avoided by observing safe practices and good housekeeping and to understand and observe the School's evacuation instructions.

2. Evacuation Procedures

Emergency evacuation procedures will be clearly displayed near the entrances of each building.

Educators will ensure that all exits are kept clear and unlocked to enable a quick departure. Any comments or issues relating to these preventative measures will be noted and brought to the attention of the Fire Safety Warden.

Emergency evacuation and lockdown procedures will be carried out at least once a term for each School department, including Boarding, regular school days, Morning and Afternoon Care and at the beginning of each Vacation Care program. The drills will occur on different days of the week so that all educators, other staff members and children are familiar with the procedures. Any parent or visitor on campus during these procedures will also need to comply with evaluation directions.

Emergency telephone numbers will be clearly displayed within the Service.

In an emergency situation, the educator who first discovers the emergency will sound the alarm bell and all persons on campus at that time are to follow the directions of the teachers. PLEASE NOTE: It is imperative that students, staff and visitors do not re-enter the buildings for any reason until the Stand Down signal is given. After fire wardens have checked and cleared buildings they are not to allow entry to any persons other than the emergency services personnel.

Assembly Areas

Main Campus

The assembly area is Main School Close. All persons in all buildings will meet on the central lawn, known as Main School Close.

Millennium Centre and Early Years Learning Centre

The assembly area is on Bogunda Oval. All persons in the Millennium Centre and Early Years Learning Centre meet in the centre of Bogunda Oval.

Evacuation Routes

Evacuation routes vary for each different building. Staff members need to familiarise themselves with the Evacuation Plans and procedures for each building.

Procedures For Persons With Disabilities

Where practical, an up-to-date list of names and other necessary information about persons with disabilities should be kept by the Chief Fire Warden. The strategies for helping persons with disabilities should be discussed with the individuals concerned.

In an emergency, persons with disabilities, whose disability is such that they require assistance, should be assembled in a safe place and attended by a member of staff. The presence of the staff member dispels any impression of abandonment and encourages persons with disabilities to remain calm. Those incapable of using stairs should be evacuated under the control of the attending emergency services.

Lifts

The evacuations should be planned on the assumption that lifts will not generally be used. However, if lifts are required for use, they should only be used with the authority of the attending emergency services.

3. Procedures For Students

During an evacuation, students are to:

- Remain calm and quiet
- Follow the directions of teachers and boarding house supervisors
- Move in a rapid but orderly manner to the assembly area
- Assemble in class groups with their teachers, in the designated assembly area.

4. Procedures For Visitors

During an evacuation, visitors should:

- Remain with their host during the evacuation drill and take guidance as directed.
- Move in a rapid but orderly manner to the assembly area.

5. Procedures For All Staff, Relief Teachers, Coaches, Volunteers

During an evacuation or evacuation drill all persons currently on campus are to evacuate; there is no exception. Evacuation drills are held on a regular basis and it is the responsibility of all staff, relief teachers, coaches and volunteers to report to the assembly area.

