Dear Parents,

A warm welcome to 2015.

This handbook provides detailed information for parents on both the philosophical and practical details of Moreton Bay Boys’ College. Please take the time to familiarise yourself with the contents to assist making your son’s time with us a successful one.

We very much look forward to working with you as we share the wonderful journey of your son’s education. Together we can help nurture his adventurous spirit and assist him to discover his own path and realise his potential.

We are very proud of the achievements of MBBC boys. They have responded magnificently to the relationships they develop with our caring and committed staff, the quality of our programs, the broad range of opportunities and the Christian values we espouse.

I wish you and your son every success this year.

Regards,

Tony Wood
Head of College
TERM DATES FOR 2015

TERM 1  Wednesday 28 January to Thursday 02April
TERM 2  Monday 20 April to Friday 19 June
TERM 3  Tuesday 13 July to Friday 18 September
TERM 4  Tuesday 6 October to Wednesday 2 December

Final day for Year 12 students: Friday 20 November

Public holidays and Pupil Free Days are listed in the Student Diary and on the MBBC website.

COLLEGE HOURS

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Years 1 and 2</th>
<th>Years 3 and 4</th>
<th>Years 5 and 6</th>
<th>Years 7 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>8:15 am</td>
<td>8:15 am</td>
<td>8:15 am</td>
<td>8:15 am</td>
<td>8:15 am</td>
</tr>
<tr>
<td>Class commences</td>
<td>8:25 am</td>
<td>8:25 am</td>
<td>8:25 am</td>
<td>8:25 am</td>
<td>8:25 am</td>
</tr>
<tr>
<td>Break time</td>
<td>10:41 am</td>
<td>10:41 am</td>
<td>10:41 am</td>
<td>10:41 am</td>
<td>10:41 am</td>
</tr>
<tr>
<td>Break time</td>
<td>1:03 pm</td>
<td>1:03 pm</td>
<td>1:03 pm</td>
<td>1:03 pm</td>
<td>1:03 pm</td>
</tr>
<tr>
<td>Class concludes</td>
<td>2:15 pm</td>
<td>2:25 pm</td>
<td>2:45 pm</td>
<td>2:50 pm</td>
<td>3:05 pm</td>
</tr>
<tr>
<td>After School Care commences</td>
<td>2:30 pm</td>
<td>2:30 pm</td>
<td>2:45 pm</td>
<td>3:00 pm</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

There will be a teacher on duty from 8.00 am each day. There is no supervision prior to this time. Boys are discouraged from arriving at College before 8:00 am. The only care provided prior to this time is through Before School Hours Care.

The pick-up zone is supervised until 3.15 pm and all Prep to Year 6 boys not collected from College by this time (unless they are participating in an after College activity) will be sent to the Student Reception and their families contacted. Costs will be incurred for those boys who are subsequently placed into After School Care.
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MBBC BOARD OF GOVERNORS

Mr Graham Dredge, Chairman
Ms Jackie Branch
Mr Peter Davey
Mr John Eisenmenger
Mr Ken Freer
Ms Sylvia Grigg
Mr Mike Hennessy
Ms Samantha O’Brien
Mr Col Sutcliffe
Dr Tania Burgess
Mr Robert Ritchie
Mr James Sloman, Executive Principal MBC & MBBC
Mr Andrew Moore, Director of Business and Finance

SENIOR LEADERSHIP TEAM

The role of the Senior Leadership Team

- Advocating, nurturing, and sustaining a College culture and educational program conducive to student and staff learning
- Initiating, facilitating and sustaining the process of keeping MBBC as a College community which seeks and embraces ‘best practice’ in education
- Generating, advocating and securing broad support for agreed change and reform agenda
- To instigate responsible decision making about the day to day running of the College in accordance with best practice
- To develop significant policy in respect to the College Aims and Vision and the Strategic Direction
- To provide a mechanism for staff, parent and student opinion to be shared and considered within a leadership forum
- To provide leadership to staff, parents and students in the organisation and planning of significant College events and activities, to ensure that these will be successful and that the people involved will feel fulfilled by their involvement.

MEMBERS OF THE SENIOR LEADERSHIP TEAM

Principal
Head of College
Director of Teaching and Learning
Business Manager
Head of Middle/Senior
Head of Primary
### STAFF LIST FOR 2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr James Sloman</td>
<td>Executive Principal MBBC &amp; MBC</td>
</tr>
<tr>
<td>Mr Tony Wood</td>
<td>Head of College *</td>
</tr>
<tr>
<td>Mrs Lesley Cosgrove</td>
<td>PA to Head of College</td>
</tr>
<tr>
<td>Mr Damien Barry</td>
<td>Head of Senior/Middle *</td>
</tr>
<tr>
<td>Mr Joel Weekes</td>
<td>Head of Primary *</td>
</tr>
<tr>
<td>Mr Jason Day</td>
<td>Director of Teaching and Learning *</td>
</tr>
<tr>
<td>Mrs Nardene Lumley</td>
<td>PA to Deputy Head of College&amp; Director of Teaching &amp; Learning</td>
</tr>
<tr>
<td>Mrs Sonja Bancroft</td>
<td>Business Manager *</td>
</tr>
<tr>
<td>Mrs Rachel Wilkinson</td>
<td>Marketing Manager</td>
</tr>
<tr>
<td>Mrs Kerrie Smiley</td>
<td>Accounts Officer</td>
</tr>
<tr>
<td>Ms Rosie Barberi</td>
<td>Registrar</td>
</tr>
<tr>
<td>Mrs Jackie Luscombe</td>
<td>Administrative Assistant to Head of Primary &amp; Head of Middle &amp; Senior School</td>
</tr>
<tr>
<td>Mr Shane McCarthy</td>
<td>Chaplain</td>
</tr>
<tr>
<td>Mr David Peckham</td>
<td>Prep - Year 3 Team Leader</td>
</tr>
<tr>
<td>Mr Paul Dack</td>
<td>Years 4 - 6 Team Leader</td>
</tr>
<tr>
<td>Mrs Leigh Ann Cadzow-Andreas</td>
<td>Middle School Team Leader</td>
</tr>
<tr>
<td>Mrs Sarah Devonshire</td>
<td>Senior School Team Leader</td>
</tr>
<tr>
<td>Ms Mary Youngman</td>
<td>PYP Coordinator</td>
</tr>
<tr>
<td>Mrs Leigh Ann Cadzow-Andreas</td>
<td>MYP Coordinator</td>
</tr>
<tr>
<td>Mr Joe Lewczuk</td>
<td>E Learning Co-ordinator</td>
</tr>
<tr>
<td>Ms Naomi Williams</td>
<td>Senior Studies Co-ordinator</td>
</tr>
<tr>
<td>Mr Des Schinkel</td>
<td>Property Manager</td>
</tr>
<tr>
<td>Miss Suzy Hasenkam</td>
<td>Administrative Assistant (Main Reception)</td>
</tr>
<tr>
<td>Mrs Paula Jowitt</td>
<td>Administrative Assistant (Student Reception)</td>
</tr>
</tbody>
</table>
## Inquirry Flowchart

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Who to ask?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence, including appointments</td>
<td>Class/Form/House Teacher and Student Reception</td>
</tr>
<tr>
<td>Abuse</td>
<td>Mr James Sloman, Executive Principal MBBC &amp; MBC; Mr Tony Wood, Head of College</td>
</tr>
<tr>
<td>College – behavioural expectations and pastoral program</td>
<td>Class/Form/House Teacher Pastoral Leaders</td>
</tr>
<tr>
<td></td>
<td>Mr Joel Weekes, Head of Primary</td>
</tr>
<tr>
<td></td>
<td>Mr Damien Barry, Head of Middle/Senior</td>
</tr>
<tr>
<td>College – curriculum</td>
<td>Class/Form/Teacher PYP/MYP Coordinator</td>
</tr>
<tr>
<td></td>
<td>Mr Jason Day, Director Teaching and Learning</td>
</tr>
<tr>
<td>College – expansion and building plans</td>
<td>Mr Tony Wood, Head of College</td>
</tr>
<tr>
<td>College – policies and procedures and staff related matters and teaching standards</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>Enrolments</td>
<td>Ms Rosie Barberi, Registrar</td>
</tr>
<tr>
<td>General Inquiries, College events and activities</td>
<td>Administration Office</td>
</tr>
<tr>
<td>Leave – during term time and extended</td>
<td>Mr Tony Wood, Head of College</td>
</tr>
<tr>
<td>Outside School Hours Care (OSHC) and vacation care</td>
<td>Coordinator, Bianca Donnelly</td>
</tr>
<tr>
<td>P&amp;F Activities</td>
<td>P&amp;F President, Mr Michael Long</td>
</tr>
<tr>
<td>Private music lessons/tutors</td>
<td>Ms Meagan Pearse</td>
</tr>
<tr>
<td>Sport – Primary (Years 1-7)</td>
<td>Mr Scott Emble Head of Sports</td>
</tr>
<tr>
<td>Sport – Secondary (Years 8-12)</td>
<td>Mr Scott Emble Head of Sports</td>
</tr>
<tr>
<td>Student – academic progress (MYP/PYP co-ordinator)</td>
<td>Class/Form teacher Mr Jason Day, Director Teaching and Learning</td>
</tr>
<tr>
<td>Student – behaviour</td>
<td>Class/Form/House Teacher Team Leader</td>
</tr>
<tr>
<td></td>
<td>Mr Joel Weekes, Head of Primary</td>
</tr>
<tr>
<td></td>
<td>Mr Damien Barry, Head of Middle/Senior</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

OFFICE HOURS
The College Office hours are 8.00 am until 4.00 pm each day. When telephoning the College, please endeavour to do so between these hours. All enquiries, including account and enrolment enquiries should be directed initially to the Administration Office.

VISITORS
All visitors to the College are required to report to the Administration Office 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 the Administration Office.

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

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

STUDENT - PREPARATION FOR THEIR DAY
Parents are asked to ensure their sons arrive at College fully prepared with all the necessary equipment required for that school day. This includes sports uniform, musical instruments and packed lunch.

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.

Primary students who arrive at College before 8.00 am and have no set sport, music or other practices to attend, must go to the OSHC centre. Students found in the Primary College area before 8.00 am will be sent to Before School Care. Middle and Senior school students may attend the study lab from 7.30 am.

AFTER SCHOOL PROCEDURES
Prep students are to be collected from the Prep room in Semester 1 (Term 1 and 2) and from the pick-up zone in Semester 2 (Terms 3 and 4).

A teacher will remain with students at the pick-up zone until 3.15 pm. All students should be collected by this time.

At 3.15 pm the teacher will take any students who have not been collected to the Student Reception and their families will be contacted.

After 3.30 pm
Students may remain in the Student Reception until 3.30 pm, however, it is expected that this will only happen in exceptional circumstances.

Students who have not been collected by 3.30 pm will be sent to After School Care - providing a place is available for them. (Costs will be incurred by those boys placed into After School Care).

After school activity procedures
Students who attend after school activities are to follow one of the following procedures:

1. Go to their chosen activity under the supervision of a rostered parent supervisor or a coach
OR
2. Go to the allocated waiting areas to be supervised by a member of staff until the designated co-curricular lesson time. This will vary from activity to activity.

Please note: Primary children not directly involved in co-curricular activities and who are waiting at College
after 3.15 pm will be taken to the Administration Office and their families contacted. There are two options available to parents when a student is remaining for a co-curricular activity:

1. Parents may choose to collect students from class and supervise them personally until the start of the co-curricular session

OR

2. Students will be supervised by staff until the activity commences. Prep - Year 3 students will be escorted to the activity; Years 4 -12 students will make their own way to the activity.

At the close of a particular activity, students are to be collected promptly. If a student has not been collected promptly at the conclusion of an activity, he will be taken to the Administration Office and their families contacted and subsequently placed into After School Care (which will incur additional costs).

CHANGE OF CONTACT DETAILS

The College is unable to make changes to its databases unless these changes of address and contact numbers are notified in writing.

Please notify the Administration Office in writing or update the records via Parent Lounge on the MBBC website. If you are going away and leaving your son with other people, please advise the College of the new contact details so staff and records remain up-to-date and correct.

COMMUNICATION

Communication between the School and home is vital. There are a number of ways to contact staff. Please refer to the Inquiry Flowchart to identify the appropriate staff member to address your query.

The Homework Diary also provides an important way for the College and home to stay in touch. Parents should initial any notes from staff in the homework diary to indicate these have been sighted.

Please note: Teachers are unable to take telephone calls during class time.

COMPLAINTS

Moreton Bay Boys' College accepts that parents, students and staff have a right to raise concerns, questions or bring complaints they may have against behaviours, decisions or persons and have them addressed appropriately.

Complaints should be handled objectively and with sensitivity, and not in a reactive or subjective manner.

This policy and set of procedures seeks to ensure that complaints will be dealt with in a fair and transparent manner, displaying cognisance to the legal obligation of the College in relation to its duty of care to students and staff, but also guaranteeing procedural fairness and natural justice to all.

It is our stated intent that, in the first instance, concerns must be raised, addressed and resolution sought through open communication with teaching staff, and senior staff of the College. Telephone contact is encouraged and appointments can be made with relevant staff to discuss the concern.

Only when this does not result in a resolution of the concern should a complaint be lodged. The complaint should be forwarded to the respondent’s immediate supervisor.

For full details on the complaints Policy, please refer to College website. This policy does not apply to allegations of sexual abuse or harm to children which are dealt with by the two policies called the “Child Protection – Procedure for the Reporting of Harm” and the “Child Protection – Procedure for the Reporting of Actual or Suspected Sexual Abuse by Employees”.

PERSONAL ITEMS AT COLLEGE

Students are to ensure that all personal items, which they intend to use at school, are covered by their own household/personal insurance as the College takes no
responsibility for damage or loss.

Boys should not bring personal items to College to sell or swap with other boys. Trading cards are acceptable but may be banned from time to time if they are deemed to be creating difficulties.

PROTECTION OF PROPERTY AND PERSONAL ITEMS

All students at the College should take great care of their property and under no circumstances may any student interfere with the possessions of another.

Students should avoid bringing expensive items to College. If for any reason, circumstances require bringing an item of value to College, students should ask their teacher to look after the item, secure it in their locker or leave it at the Student Reception.

Students must avoid bringing the following items to the College:

- Large amounts of cash
- Expensive computer materials or software
- IPods, MP3 players
- Expensive sports gear or runners.

There is a “No Toys from Home” rule. If toys are brought from home they may be confiscated and parents will be required to come and collect them from the Class Teacher. Toys are NOT suitable as “Show and Tell” items.

PERSONAL LAPTOP USE AT COLLEGE

MBBC supports the positive, educational use of technology. The majority of the campus is provided with wireless connectivity so students can access the College intranet and the resources of the internet.

All personal laptops must be registered with our IT department, prior to network access being granted.

Charging, file maintenance and safety of the laptop are the student’s responsibility. It is expected that the use of laptops at school is purely for educational purposes and within the guidelines outlined in the Computer and Information Security Policy (see page 56).

Middle and Senior School students are encouraged to bring a laptop to school if they have access to one and they believe it will enhance their learning.

Students are to ensure that all personal items, such as laptops, which they intend to use at school, are covered by their own household/personal insurance as the College takes no responsibility for damage or loss.

MOBILE PHONE USE

The College discourages boys from bringing mobile phones to College as they are expensive and easily mislaid.

Students are to ensure that mobile phones are covered by their own household/personal insurance as the College takes no responsibility for damage or loss.

The increased ownership of mobile phones requires that College administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly. While it is acknowledged that providing a child with a mobile phone gives parents reassurance that their child can contact them in emergency situations or in risk situations involving personal security and safety, this does not apply during the College day when students have access to College phones and personnel.

At the same time it is acknowledged that senior students, in particular, are more mobile than previously as they may be involved in traineeships, university programs and other activities which take them away from the College campus on a regular basis.

Responsibility

- It is the responsibility of students who bring mobile phones onto College premises to adhere to the guidelines outlined in this document.
- The decision to provide a mobile phone to their
children should be made by parents or guardians and parents should be aware if their child takes a mobile phone onto College premises.

Security

1. Students are responsible for the security of their mobile phones.
2. The College accepts no responsibility for replacing lost, stolen or damaged mobile phones.
3. The College accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from College.
4. Mobile phones should be clearly marked with the name of the owner.
5. Phones should be kept in a secure place at all times during College hours; students are advised to keep them well concealed and not ‘advertise’ they have them.
6. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised calls cannot be made on their phones. Students should keep their passwords/pin numbers confidential.
7. Mobile phones which are found in the College and whose owners cannot be located should be handed to the Student Reception.

Acceptable Use

Middle and Senior School are permitted to have mobile phones in their possession during the school day. Mobile phones must be on silent or turned off at all times whilst on College grounds.

Students in the Middle and Senior School are permitted to use mobile phones breaks but this should be limited. At the discretion of the class teacher, mobile phones may be used in class for educational purposes.

During scheduled exams and QCS testing mobile phones must be left in lockers. Students should not have mobile phones in their pockets during examination sessions. Students who arrive at examinations with a mobile phone will be required to hand the mobile phone to staff.

Use of mobile phones during off campus activities arranged by the College including excursions, camps and tours will be determined by the teacher in charge of that activity.

Staff will have mobile phones switched off or on silent in class and other times that could disrupt or distract from their duty at the time.

Primary Students are permitted to have mobile phones in case of after-school emergencies.

Unacceptable Use of Mobile Phones

1. The use of mobile phones during class time is forbidden unless under instruction from the teacher.
2. Unauthorised use of a mobile phone will result in confiscation of the phone which may be collected at the end of the day. The second time a mobile phone has to be confiscated for unauthorised use, parents will be contacted.
3. Any student/s caught using a mobile phone to cheat in examinations or assessments will face disciplinary action as sanctioned by the Head of College. The assessment piece will be classed as invalid.
4. Parents should be aware that the College does not authorise a student to phone his parents requesting that they collect him from school due to illness or otherwise. This will always be done by a College staff member.
5. It should be noted that it is a criminal offence to use mobile phones to menace, harass or offend another person. Students who use their phones to engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking or sending photos or objectionable images or bullying other students, or who use vulgar, derogatory or obscene language while using a mobile phone will have their phones confiscated for a period decided by the Head of College. Students should note that, in extreme cases, the school may consider it appropriate
to involve the police.

VISITORS TO MORETON BAY BOYS’ COLLEGE

A ‘visitor’ is any person attending Moreton Bay Boys’ College for a meeting or appointment who is not a paid employee of the College. This extends to parent volunteers (including grandparents) and casual employees, but not to parents attending functions or collecting children.

All visitors must:
- Report to the Administration Office upon arrival
- Sign in
- Accept issue of badge and wear same for the duration of the visit
- Sign out on departure and
- Return the badge at the end of their visit.

All staff of the College are expected to wear an identification badge during College hours.

PARENTS WORKING AT MORETON BAY BOYS’ COLLEGE

At MBBC we welcome and appreciate all support for the programs we offer. It is a wonderful opportunity for parents to contribute to our developing College and we thank them for their efforts. The following are some of the ways that parents can be involved when helping at MBBC:

- Assisting in the Library – working on administrative tasks for staff and students
- Working with a variety of students in the classrooms
- Working with small groups of students in the classrooms
- Working with individual students in the classrooms
- Assisting with administrative tasks
- Assisting with excursions
- Coaching and managing sporting teams.

We encourage our visiting parents to:
- Be proactive
- Use the teacher for reference/discipline
- Be discreet.

Please note: It is expected that parents wishing to be involved in classrooms attend a Parent Helper Workshop offered during the year at MBBC or MBC.
Parents of MBBC students are exempt from holding a Blue Card if they are working at the College.

TRAVEL

Bus

If possible, students should purchase a Go Card and then register it with Translink and clearly name it in case it is mislaid.

For information regarding routes and times, the two bus companies which service the College are:

- Mt Gravatt Bus Service 3841 3722
- Veolia Bus Lines 3248 6100

Bus travel

- Years 1-2 students will be escorted to the bus pick up area
- Years 3-12 students are responsible for making their own way to the bus pick up area
- Boys catching buses will do so from the bus zone on the central roundabout
- The teacher on bus duty supervises all students at the bus pick up area.

When at Moreton Bay College awaiting onward transport, boys are to wait quietly for the appropriate bus. There is no supervision at MBC. Students misbehaving on buses or whilst waiting at MBC may be ‘banned’ for a period of time from using bus transport.

Car

All boys being collected by car are to be collected from
the pick-up zone near Manly Road. As parents drive in the College gates, turn left into the marked road and undertake a U turn at the top roundabout.

*Please do not drive down to the lower or central roundabouts or block the upper roundabout which prevents cars from exiting the car park.*

- Years 1-3 students will be escorted by a primary school staff member to the designated pick up zone
- Years 4-12 students are responsible for making their own way to the pick-up zone
- Parents are asked to be patient, wait in line and, in order to keep the traffic flowing, remain in your car. Please do not form two lanes
- There is a **10 km speed limit** in the College
- Please endeavour to collect your son by 3.00 pm. All pick-ups from the drop off/pick up zone must be completed by 3.15 pm
- The pick-up zone is supervised until 3.15 pm and all Prep to Year 6 boys not collected from College by this time (unless they are participating in an after school activity) will be taken to the Student Reception and their families contacted and subsequently placed into After School Care (which will incur additional costs)
- A secondary age sibling may assume responsibility for a primary student.

Parents who wish to see a teacher, should park in the College car park (on the left as you enter the gates).

**Train**

Pre-purchased yearly, semester or term tickets are available from Queensland Rail at a discounted rate for travel to and from College. Go Cards can also be purchased for student travel. If you require more information please contact:

- QR School Rail Travel on 3235 2810 or
- TRANSINFO on 13 12 30.

**TRANSPORT ARRANGEMENTS**

At the beginning of the year, parents, especially of younger boys, are asked to notify the class teachers of travelling arrangements. The teachers should be advised of any change in these arrangements during the year.

Any variations to the normal mode of transport/travel should be advised, not merely a major change such as “train” rather than “bus”, but even matters such as being collected by a different person to normal.

Primary boys are assumed to be proceeding directly to and from College each day and should not venture into shops unless accompanied by a parent. Middle and Senior students may do so, but should be in complete uniform.

**Transport Arrangements - Cancellation of Afternoon Sport**

In the case of inclement weather, please call the Wet Weather line on **3906 9450** (after 2:00 pm) for updates of sport training/games.

Where possible, parents of primary students will be contacted if after-school sport is cancelled. Students will then revert to their usual pick-up arrangements.

Students who are unable to follow their usual pick-up procedure, should proceed to the Student Reception where their parents will be contacted.

Booking boys into After School Care remains the responsibility of the family.

**Parking and driving within College grounds**

Please drive slowly and carefully at all times within the College grounds, observing the 10km speed limit.

Grounds staff are on duty during the day (and during special events) please follow any directions they may give.

Please note: The College does not accept responsibility for vehicles parked on College grounds.
**Student Car Drivers**

All boys who drive to and from the College must complete the required forms and register the following details with the Student Reception.

- Driver’s name
- Vehicle make/model
- Vehicle registration number
- Permission from the driver’s parent/guardian to drive to/from College
- Passengers (if applicable)
  - Permission from driver’s parent/guardian to carry another student(s) as passenger(s) to and from College
  - Permission from passenger’s parent/guardian to authorise student travelling as passenger with a student driver to/from College
- For travel other than to and from College, i.e. after College sport, written permission from both driver’s parent/guardian and passenger’s parent/guardian must be obtained. This form must be submitted to the Coordinator of the activity before 12noon on the day of event.

*Forms are available from Student Reception.*

Student drivers must park in the College car park and submit their keys to and sign in with the Administration Office upon arrival at College each day.

**Travel Assistance**

Families may be eligible for rail travel assistance from the Queensland Government if they receive:

- Above the minimum levels of Family Allowance (paid by Centrelink), including families in receipt of income tested pensions
- The Department of Veterans Affairs Dependent Child Add-On
- AuStudy Living Allowance Youth Allowance
- Are under a Care and Protection Order

Families may also be eligible for Conveyance Allowance or Bus Travel Assistance. For further information regarding assistance in any of the above areas please telephone 3862 9841.

**COLLEGE Bounds**

Within the wider College grounds the areas which are out of bounds are:

- The Nature Refuge
- Nature buffer zones
- The car parks
- Any bushland
- Beyond the College fence.

**ID Card Replacement**

Boys who require a replacement ID Card must register Name, Form Group and reason for replacement with the Student Reception. Payment of $5.00 must be made at the time of ordering the replacement.

**Litter**

Moreton Bay Boys’ College has beautiful grounds and littering pollutes this environment. Boys found littering the College grounds will be dealt with severely. All members of the College Community are asked to assist in keeping the grounds clean.

**Locked Box**

This box is situated on the wall outside the front door to the Administration Office and is to be used for P&F business only.

**Lockers**

From Year 7 a student will be allocated a locker and a lock. All belongings must be kept in the student’s locker. Musical instruments and larger pieces of sporting equipment are exceptions. These items should be stored on the shelves provided.

Each lock has its own combination. Students must **not** give the combination to any other student for any reason. Students will have the same lock for their time at MBBC.

- A student who gives the combination to another student will lose the privilege of having a locker.
- Students who lose their locks will be charged a replacement fee.
Please note: items are left at the student’s own risk. The College will not be responsible for any property lost in these locker areas. Lockers must be locked at all times.

Form Teachers will have a register of locks allocated to students, each lock has a serial number and a combination number. The Property Manager has the master key.

Locks are to be handed in to the Form Teacher at the end of each year. Locks given to Year 8 and above need to have student’s name attached for re-allocation the following year.

NEWSLETTER
The newsletter is distributed electronically each Wednesday. Parents may provide up to four email addresses for distribution. It is also placed on the College website on the day of publication.

PARENTAL ABSENCE
When parents are absent either interstate or overseas, we require that the College be notified, in advance and in writing, of all contact details for both parents and for the adults responsible for the student(s) until their parents return.

P & F
The College has one formally recognised support group - The Parents and Friends Association.

Please give your support to this organisation and to any function that may be organised by them. Details of their meeting times will be notified in the MBBC weekly newsletter.

TUCKSHOP
The College Tuckshop is open every school day for both Primary and Secondary students. Breakfast, morning tea, and lunch may be purchased. The Tuckshop is open from 7.30am - 11.15am.

Orders may be placed through the Tuckshop Online Ordering system, by going to the link on the College website.

Cash orders may also be made as follows:

Primary - Tuckshop bags are required for all orders from Primary students. Students in Years 3-7 may purchase additional snack items over the counter at the tuckshop at lunch time (hot food/sandwiches can not be purchased over the counter and must be ordered through the bag system). It is recommended that students use two bags when ordering a mix of hot and cold items Primary students should not purchase food prior to catching public transport or going home by car in the afternoon. Prep boys are able to order tuckshop in semester 2.

Middle and Senior– Middle and Senior students are able to order lunch in the morning to ensure that it is ready for them to be picked up at lunchtime. Alternatively, over the counter sales are permitted for all Middle and Secondary boys for breakfast, morning tea, and Lunch.

TUITION FEES
Tuition Fees are to be paid in four instalments and are due on the first day of each term. To ensure a student’s continued enrolment, all fees need to be paid.

We understand that in some cases it would be more convenient for families to pay fees by instalments. A suggested payment schedule and direct debit request form can be found on the College website and should be completed and forwarded to the Administration Office prior to the start of each school year.

Other payment options include online payment, either by BPay or direct deposit to the College’s bank account; by Visa/Mastercard either over the phone or in person at the Administration Office; or by cash or cheque.

Students must not give fees to teachers. All fees must be handed in at the Administration Office.

WEBSITE
The College website contains a wealth of information, including College policies and the weekly newsletter. Staff often place assignments and resources under the Moodle site available through the MBBC website: www.mbbc.qld.edu.au
OUTSIDE SCHOOL HOURS CARE (OSHC) PROGRAM

MBBC offers to our families an Outside School Hours Care service that includes:

- Before School Care,
- After School Care and
- Vacation Care

The before and after school program operates on site for Prep to Year 7 students from 7:00 am to class start and again from class finish until 6.00 pm.

The program is currently managed by an onsite coordinator and all enquiries should be directed to them on 3906 9428 or 0401 744 066.

We endeavour to provide a quality service for the College families and appreciate your support and continued interest in our programs. Any donations of paper or craft materials will be gratefully received.

We would also welcome any suggestions you may have to assist us to continue to improve our service and meet the needs of every child. Any parents thinking they may utilise this program on a casual basis at anytime during the year are advised to register their child’s details at the start of the year. Registration forms are available via the OSHC website www.oshclub.com.au. Priority is always given to working parents.

To make casual bookings or contact MBBC Outside School Hours Care staff, please call them directly on 3906 9428 / 0401 744 066.

Osh Clubs staffed hours are 7.00 am – 8.30 am
2.00 pm – 6.00 pm

Please note: Casual bookings are not always possible.

Programs

The OSHC program is based in the C Block and is only available to MBBC students (Prep to Year 7). It provides our families with a safe, fully supervised option for students outside of College hours. Siblings and outsiders may use the vacation care program.

- Before and After School Care operates during term time only.
- All children attending the OSHC program must be registered.
- All students are to be collected from the OSHC C5 by 6.00 pm and must be signed out by a parent or authorised adult

Before School programs consist mainly of quiet activities which allow the boys to prepare for their day.

After School Programs are designed to meet the needs of the children and will vary from day to day and from week to week. There are a variety of activities available each day, including art and craft, reading, games, puzzles, computing and outdoor play. Time is also available for students to do their homework (or at least make a start on it!)

Please note: Breakfast and afternoon tea is provided.

OSHC Fee Payment

Fees for this service are totally separate from MBBC Tuition Fees.

All sessions booked must be paid for. If your child will be absent for any reason the Coordinator must be notified. Any changes to bookings, contact details or co-curricular drop-off or collection details must also be notified immediately. Casual bookings are accepted but are subject to places being available. 24 Hours’ notice is needed for Cancellations.

Please contact our OSHC Coordinator on 3906 9428 / 0401 744 066 for further information regarding these programs.

Before/After and Holiday Programs are approved for Childcare Benefit. For more information on the discount and tax rebate that you may be eligible for please contact the Parent Hotline on 1800 460 870.
# OSHC Session Times

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<tr>
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<th>Before School Care</th>
<th>After School Care</th>
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<tbody>
<tr>
<td><strong>Year 2 - 7</strong></td>
<td>7:00 am - 8:00 am</td>
<td>College finish until 6:00 pm</td>
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<tr>
<td><strong>Year 1</strong></td>
<td>7:00 am - 8:15 am</td>
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<tr>
<td><strong>Prep</strong></td>
<td>7:00 am - 8:15 am</td>
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COLLEGE INFORMATION

STRATEGIC PLAN

For our Students

1. MBBC provides a safe, happy and secure environment
2. MBBC offers an integrated, innovative relevant and engaging curriculum
3. MBBC provides a range of opportunities and pathways that optimise successful development of the potential of each boy.

MBBC will achieve these goals by:

- Promoting the Christian foundation for life;
- Fostering a supportive College environment that encourages self responsibility and resilience;
- Developing innovations in curriculum;
- Providing all students with a strong foundation in literacy and numeracy;
- Developing science as a pre-eminent subject;
- Further developing our environmental education program;
- Establishing opportunities for service in the community;
- Pursuing co-educational opportunities with MBC;
- Offering different learning pathway options catering for an individual’s interests and abilities;
- Offering a variety of co-curricular activities; academic, cultural, environmental, spiritual, sporting and social;
- Ensuring boys are exposed to a range of organised sporting opportunities;
- Further developing the P-12 pastoral program;
- Providing opportunities for student leadership;
- Providing appropriate guidance and counselling.

For our Staff

1. MBBC will provide a supportive respectful and innovative environment for staff.
2. MBBC will recruit and retain well qualified teaching and support staffs who identify with MBBC core values and goals and who strive to achieve excellence.
3. MBBC will create an environment where staff are able to demonstrate a range of academic, sporting, creative and other skills and interests.
4. MBBC will provide an environment where all staff can act as exemplary role models.

MBBC will achieve these goals by:

- Designing an effective recruitment and retention strategy;
- Ensuring staff skills and abilities are maximised;
- Increasing support for the professional development and learning of staff;
- Exploring mentoring and coaching relationships that enhance staff skills;
- Investigating and implementing appropriate reward and recognition strategies;
- Fostering a culture of continuous improvement;
- Retaining staff who enjoy and are challenged by working at MBBC;
• Ensuring that all staff engage with the vision, philosophy and operating principles of the College;
• Ensuring that all staff are treated in keeping with the values of the College.

With our Community

1. Establish appropriate links with the community
2. Increase MBBC brand awareness in the community.
3. Establish stronger and sustained enrolments at MBBC from its catchment area.

MBBC will achieve these goals by:
• Contributing positively and in a meaningful way to the community;
• Developing our marketing plan and communication strategy;
• Joint branding where possible with Moreton Bay College;
• Planning, establishing and delivering effective fund raising activities;
• Developing and promoting our business network;
• Improving communication lines between Board, Principal, Parents, Community and MBC;
• Being highly visible in the community;
• Ensuring all members of the College are able to promote the benefits of MBBC to the community.

For our Assets & Finance

1. Develop and maintain a five year rolling development plan.
2. Allocate appropriate funding to ensure sustainability.

3. From 2009, being to pay down our borrowings.

MBBC will achieve these goals by:
• Meeting our enrolment forecasts;
• Meeting all fiscal responsibilities;
• Developing an annual financial implementation plan;
• Accurately determining our funding requirements;
• Developing a sustainable future financial model for MBBC;
• Developing a strong long term relationship with lenders and guarantors;
• Increasing our range of revenue streams;
• Ensuring optimal use of assets;
• Identifying options for infrastructure development that take into account our current and projected financial position.

Our Leadership will:

1. Ensure that the leadership practices that are employed at the College are consistent with its long-term goals, and extend where appropriate to devolving responsibilities amongst staff.
2. Effectively oversee the management of operations within the College.
3. Provide effective and accountable governance for the College.

MBBC will achieve these goals by:
• Valuing distributed leadership and management within the College;
• Ensuring that leaders and managers within the College are accountable;

• Winning Parent and Community support for College efforts and activities;

• Liaising with the College community and key community organisations for the benefit of the College;

• Ensuring that stakeholders receive easy and appropriate access to relevant information;

• Ensuring decision making is informed;

• Developing the corporate structure for the College;

• Advocating on behalf of the College;

• Identifying milestones/trigger points for action/review of all plans.
COLLEGE MOTTO

Fide et Integritate

(To serve) with faith and integrity

MBBC MIRROR & IB LEARNER PROFILE — ATTRIBUTES OF AN MBBC BOY
### MBBC Mirror vs. IB Learner Profile

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<tr>
<th>MBBC Mirror</th>
<th>IB Learner Profile</th>
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<td><strong>M</strong></td>
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<tr>
<td>• Merciful</td>
<td>Caring</td>
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<td><strong>I</strong></td>
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<td>• Independent</td>
<td>Inquirers • Knowledgeable</td>
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<td><strong>R</strong></td>
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<tr>
<td>• Resourceful</td>
<td>Thinkers • Communicators</td>
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<td><strong>R</strong></td>
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<td>• Respectful</td>
<td>Principled</td>
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<td>• Open-minded</td>
<td>Open-minded • Reflective</td>
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<td><strong>R</strong></td>
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<tr>
<td>• Resilient</td>
<td>Balanced • Risk-takers</td>
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### MBBC VALUES

Our College community incorporates the core values of:

- Faith and integrity;
- Learning and engagement;
- Community;
- Sustainability; and
- Accountability and these underpin everything we do.

### MBBC VISION

Moreton Bay Boys’ College strives to be a leading internationally minded school that offers its boys an innovative, broadly based educational experience.

Our philosophy is built on the foundation of Christian values and aims to develop each boy’s critical thinking, and individual abilities, equipping them with the skills necessary to be successful, productive and responsible global citizens.

### COLLEGE SONG

*(to the tune of ‘Moreton Bay’ circa 1840)*

**Words**—Diana Patchett, 2009

We are the Eagles of Moreton Bay Boys’

We soar together to reach new heights

With our school pride and determination

We face each challenge with strength and might

In blue and gold, we will strive for victory

and celebrate with our mates today

So raise your voices in jubilation

We are the Eagles of Moreton Bay

### COLLEGE WAR CRY

Eagles, eagles
Reach new heights
Pride and courage
Strength and might
Blue-Gold victory
Mates today
Eagles, eagles
Moreton Bay
HOUSE SYSTEM

There are four houses: Flynn (Red), Dunlop (Blue), Doherty (Green), Nicholls (Gold). All boys are placed into a house and remain in that house throughout their time at the College. The Houses provide for boys of different year levels to interact. There will be regular inter-house competitions.

DOHERTY

Doherty House has been named in honour of Dr Doherty to affirm Moreton Bay Boys’ College’s commitment to academic excellence.

Professor (Dr) Peter C. Doherty is Professor of Microbiology and Immunology at the University of Melbourne and also holds the position of Professor of Biomedical Research and Chair of the Immunology Department at St Jude Children’s Research Hospital, Tennessee. He was joint winner of the 1996 Nobel Prize for Physiology or Medicine. He has displayed an outstanding commitment to science and medicine.

DUNLOP

Dunlop House has been named in honour of ‘Weary’ Dunlop because he embodied the very qualities that we seek to develop in our young men at Moreton Bay Boys’ College.

Sir Edward ‘Weary’ Dunlop, an Australian Wallaby, is best known for his commitment to his comrades during and post-World War II. As a prisoner of war, his selfless struggle to improve the health and well being of his fellow prisoners saved countless lives. Against adversity, Dunlop spent more than four years providing medical assistance and leading and motivating his men. He then went on to pioneer new techniques and advances in medicine in the 20th century.

FLYNN

Flynn House has been named in honour of The Rev. Flynn to recognise Moreton Bay Boys’ College’s commitment to Christian education.

The Reverend John Flynn “Flynn of the Inland” was founder of The Royal Australian Flying Doctor Service. He was ordained into the Presbyterian Church in 1911 and took up missionary work in northern South Australia. Flynn was appointed Moderator-General of the Presbyterian Church in Australia in 1939, a position he held till 1942.

NICHOLLS

Nicholls House has been named in honour of Sir Douglas Nicholls to affirm Moreton Bay Boys’ College’s commitment to assist our boys to be young men of faithful service.

Sir Douglas Nicholls was Australia’s first Aboriginal State Governor. As well as being an excellent sportsman, he devoted much of his life to social work. As a minister of the Church of Christ he worked to uphold the rights of the Aboriginal people. He was awarded two medals by Queen Elizabeth II and became Governor of South Australia in 1976.
WORSHIP IN THE COLLEGE

Chapel is held each Monday morning. Through Chapel we seek to:

- Realise that we can be with God, and to give Him reverence,
- Have a time of quiet,
- Offer spirited and beautiful music,
- Think about His message for us, which is not only for grown-ups,
- Encourage everyone to take part.
- All boys in the College are expected to attend the Easter and Christmas Chapel Services conducted by the College each year. Parents are requested to seek permission from the Principal for students to be excused from these compulsory events.

CHAPLAINCY AT MBBC

The Moreton Bay Boys’ College chaplaincy program exists to provide pastoral care for the students, staff and families of the MBBC College community. This focuses on the spiritual and emotional needs of the College community and is achieved through a variety of avenues, which include the following:

- Pastoral intervention and care.
- Crisis care.
- Spiritual and emotional guidance.
- Values education.
- Facilitation of social, emotional and spiritual programs
- Christian education: RE, Chapel.
- Liaison with local Churches, youth groups and support agencies.
- Community activities: Christian fellowship groups, Wynnum Wipe-Out, combined youth group events.

Our Chaplain is Reverend Shane McCarthy. Shane is a qualified Teacher and an Ordained Pastor who has extensive experience working with young people. He has been involved in youth ministry in a variety of capacities, including church and College chaplaincy roles for the last 20 years.

Shane is available for appointments with College and family members and can be contacted by telephone through the Administration Office or by email: mccarthys@mbbc.qld.edu.au
COLLEGE HYMN

God is our strength and refuge

God is our strength and refuge, our present help in trouble;
And we therefore will not fear, though the earth should change
Though mountains shake and tremble, though swirling floods are raging,
God the Lord of hosts is with us ever more.

There is a flowing river within God's holy city.
God is in the midst of her she shall not be moved!
God's help is swiftly given, thrones vanish at His presence
God the Lord of hosts is with us ever more.

Come, see the works of our Maker, learn of His deeds all powerful;
Wars will cease across the world when He shatters the spear!
Be still and know your Creator, up-lift Him in the nations
God the Lord of hosts is with us ever more.

COLLEGE PRAYER

(words – Sir Francis Drake, 1577)

O Lord God,

When you give to your servants to endeavour any great matter,
Grant us also to know that it is not the beginning,
But the continuing of the same, until it be thoroughly finished,
Which yields the true glory.

Disturb us, to dare more boldly, to venture on wilder seas
Where storms will show Your mastery;
Where losing sight of land, we shall find the stars.

We ask you to push back the horizons of our hopes;
And to push back the future in strength, courage, hope and love.
This we ask in the name of our Captain, who is Jesus Christ.

Amen.
THE COLLEGE BIBLE READINGS

COLLEGE OLD TESTAMENT BIBLE READING

Isaiah 61:1-3 (CEV)

The Spirit of the Lord God has taken control of me! The Lord has chosen and sent me to tell the oppressed the good news, to heal the broken-hearted, and to announce freedom for prisoners and captives. This is the year when the Lord God will show kindness to use and punish our enemies. The Lord has sent me to comfort those who mourn, especially in Jerusalem. He sent me to give them flowers in place of their sorrow, olive oil in place of tears, and joyous praise in place of broken hearts. They will be called “Trees of Justice” planted by the Lord to honour his name.

COLLEGE NEW TESTAMENT BIBLE READING

Philippians 4: 4-8 (CEV)

Rejoice in the Lord always. I will say it again: Rejoice! Let your gentleness be evident to all. The Lord is near. Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God.

And the peace of God, which passes all understanding, will guard your hearts and your minds in Christ Jesus.

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.
STUDENT CARE

COLLEGE EXPECTATIONS

THE COLLEGE CODES OF CONDUCT

As an MBBC student

Each student is responsible for his own behaviour in any situation in which he finds himself.

1. It is particularly important that no student either through deliberate action, neglect or lack of concern interferes with the rights of others.

2. Students are to follow all directions of and respect the position of staff at all times.

3. The College does not tolerate any form of discrimination. We believe all staff and students have the right to work in an environment free of discrimination and harassment. Bullying is a form of harassment and will not be tolerated.

4. Offensive behaviour will not be tolerated whether in College or class, on or off campus, on excursions or camps, or during any College activity.

5. STUDENTS WILL NOT UNDERTAKE ANY OF THE FOLLOWING (non exclusive) ACTIVITIES:

   a) Smoking
   b) Drinking of alcoholic liquor
   c) Use or supply or possession of drugs (unless medically prescribed)
   d) Misuse of prescription drugs
   e) Gambling
   f) Stealing and other law breaking offences
   g) Cause injury to another person
   h) Use objectionable or obscene or abusive language
   i) Engage in any activity likely to compromise or endanger himself or other students or likely to jeopardise the standing and reputation of the College.
   j) Bring knives or any dangerous implements to school

The College advises parents, in the strongest possible terms, that attendance by students at functions where alcohol or other drugs are being consumed by students or where students are conducting themselves in an inappropriate manner contradictory to the College Code of Behaviour is fraught with risk. Students finding themselves in this type of situation should make every reasonable attempt to leave and parents should support them in their endeavours.
Rights and Responsibilities

As members of the Moreton Bay Boys' College community, students have:

1. The right to be treated respectfully, courteously and justly.
2. The right to learn and play in a quality, supportive, clean and safe environment.
3. The right to open communication and a positive relationship with peers and staff; and
4. The right to be involved in the full educational program.

Accompanying all rights come responsibilities. Students have a pre-eminent responsibility to adhere to the student Code of Conduct.

Students have the responsibility to:

1. Be respectful, courteous and just to others and to respect property.
2. Contribute to a co-operative, supportive, clean and safe environment for all.
3. Communicate openly and seek to build and maintain positive relationships with peers, parents and staff.
4. Support actively all the College rules, procedures and expectations.
5. Make the most of the educational opportunities offered by the College and;
6. Not undertake any of the following activities:
   (a) Cause injury to another person
   (b) Use objectionable or abusive language
   (c) Name calling or use of put downs
   (d) Aggressive play.

At sport

The College believes that we should encourage good behaviour and sportsmanship on the sports field and considers that the following directions should be observed.

In General

1. Conduct all competition in friendship and with fair play and uphold the spirit of the rules.
2. Be aware that competitive sport is for enjoyment and that winning is only part of the process.
3. Observe the special position of a host College and a guest College.
4. Be aware of the fundamental philosophical differences between the games played and professional games shown on television. The professional is an entertainer and a wage earner whose play often reflects these facts.
Participants

1. Maintain a high standard of conduct at all times, both on and off the field. Each and every player should be an example of good sportsmanship.

2. Appreciate the good play of opponents and accept the mistakes made by fellow players.

3. Play the game hard but not unfairly.

4. Never show ill-temper or spite. Give assistance to opponents, where it appears desirable.

5. Meet the coach and captain of an opposing team when possible.

6. Give congratulations, thanks and cheers, as appropriate, to captains and/or players of opposing teams.

7. Obey the orders or instructions of the umpire, referee or designated official quickly and cheerfully and accept any decisions, however unfavourable, without question.

8. The use of drugs, including pain killers, to improve or maintain the performance of any individual player or group of players is contrary to the philosophy of this Code.

9. Contribute to the team effort as well as to one’s personal performance.

10. Use barracking to encourage but not to hinder.

Parents and Spectators

1. Remember that children learn best by example. Always applaud good performances by the visiting team as well as your own. Never use profane language or harass coaches or officials.

2. Teach your child that honest effort is as important as victory so that the result of each game is accepted without undue disappointment.

3. Help your child work toward skill improvement and good sportsmanship. Never ridicule or yell at your child for making a mistake or losing a competition.

4. Support all efforts to remove verbal and physical abuse from children’s sporting activities.

5. Recognise the value and importance of coaches. Support them in their decisions and do not coach from the sideline unless the sport permits this.

Coaches

1. Be reasonable in your demands on the young players’ time, energy and the enthusiasm. Remember that they have other interests.

2. Accept the decisions of referees and umpires; this does not preclude rational clarification of decisions at a subsequent time.
3. Teach your competitors that rules of the sport are mutual agreements which no one should evade or break.

4. Under no circumstances is there to be deliberate bending of the General Competition Rules and By-Laws for the various sports. Discourage time wasting and time wasting actions, over-vigorous play and deliberate use of illegal tactics.

5. Develop team respect for the ability of opponents as well as for the judgement of officials and opposing coaches.

6. Remember the children need a coach they can respect. Be generous with your praise when it is deserved and set a good example.

7. Follow the advice of a physician when determining when an injured player is ready to play again.

8. Ensure that equipment and facilities meet safety standards.

Students must understand that the College views these behavioural expectations seriously and any breach of the same can result in exclusion or suspension from the College.

On excursions or tours

The College has high expectations of the conduct and behaviour of boys whilst on excursions and whilst representing the College.

Students are expected to:

1. Follow ALL directions of and respect the position of teachers in charge of the group.

2. If in a billeting position, respect the position of the host billeting family and not engage in conduct which would compromise or embarrass that host family.

3. Act responsibly at all times whether with the entire group or separated from supervision.

4. Understand and respect cultural and social differences and behave with sensitivity and due consideration for others.

1. Follow ALL regulations and codes specified by places of accommodation and the requests of billeting hosts.

5. At all times observe the College’s team members code of behaviour.

6. At all times observe the College’s team members code of behaviour.

STUDENTS WILL NOT UNDERTAKE ANY OF THE FOLLOWING (non exclusive) ACTIVITIES:

1. Smoke.

2. Drink alcoholic beverages, whether in private or in public.

3. Purchase duty free alcohol and cigarettes.
4. Use or supply drugs (*unless medically specified*).

7. Souvenir or appropriate any property which is not their own or commit any other law breaking offences.

8. Accept any invitation from other groups.

9. Enter clubs, nightclubs or bars, at any time.

10. Leave their place of accommodation without permission from teachers in charge or billeting hosts.

11. Venture off on their own. Students must at all times be accompanied by at least two other students or preferably a group, and only then with permission from teachers or billeting hosts.

12. Question any decisions or directions given by teachers in charge or billeting hosts.

13. Use objectionable or obscene language.

14. Engage in any activity likely to compromise or endanger the student or students or likely to jeopardise the standing and reputation of the College.

15. Bring knives or any dangerous implements to school.

**Students must at all times understand when on College excursions, whether domestic or overseas, that they are ambassadors for Moreton Bay Boys’ College and, when overseas, for Australia. The College considers it reasonable to expect a high standard of behaviour and self-discipline.**

Serious breaches of this code of behavioural expectations will result in the student's parents being notified. The College reserves the right to send students home by the first available transport. Any additional expense incurred in this regard will be the responsibility of the student's parents.

Students must understand that the College views these behavioural expectations seriously and any breach of same can result in expulsion or suspension from the College.
ATTENDANCE

ABSENCE FROM THE COLLEGE

It cannot be over-emphasised that ANY ABSENCE OF ANY SORT SHOULD BE NOTIFIED TO THE COLLEGE.

If a child is absent for any reason, a telephone call at the earliest opportunity on the particular morning is the minimum requirement.

ILLNESS

Absentee Line: 3906 9494

If a student is ill, parents/carers are required to telephone the Absentee Line by 8:15am.

Please clearly state the name of the student, their class and your name, relationship to the student and your contact telephone number.

Under no circumstances may a student remove himself from the College campus - without permission of the College administration. Not complying with this rule may lead to suspension or exclusion.

ARRIVAL AT THE COLLEGE

Parents are to use the drop off zone to drop children at the College, but no parking is allowed. Primary school students should not be dropped at the College before 8.00 am, unless participating in an activity as there is no playground supervision. Middle and Senior school boys may attend Study lab in the library from 7.30 am.

LATE ARRIVALS AND EARLY DEPARTURES

Any student who arrives at College after 8.15 am must report to Student Reception. Primary students must be accompanied by his parent/guardian who is required to sign a late arrival slip available from the Student Reception. If a student needs to leave the College grounds before the normal departure time, he has to be collected from Student Reception and present a note which must be signed by his parent/guardian, or complete the late arrival / early departure slips at the back of the student diary, signed by a parent/guardian.

MEDICAL APPOINTMENTS DURING COLLEGE TIME

To avoid disruption to the day’s routine, parents are advised to make appointments (dental, medical, etc) out of College hours, or in the vacation periods. If this is not possible, e.g. orthodontist or specialist appointments which are often made in advance, please advise the class teacher at the earliest time.

SPECIAL LEAVE PROCEDURE

As each day is important and as there are regular holiday periods, families are strongly discouraged from taking boys out of College during term time, or leaving early on the final day of term. If, under exceptional circumstances, absence from the College is necessary, parents should apply in writing to the Head of College as early as possible for leave of absence for their son.
STUDENT CARE

It is central to the success of our boys that their time at College is well spent, not only in constructive academic pursuits, but in the practice of developing positive relationships — with themselves, each other, the wider community and nature. With the support of the staff, the boys are learning to control themselves and for many it is the opportunity to be a big brother or little brother to other boys. The environment we have created is steeped in the Australian values of doing your best, responsibility and integrity whether in the classroom or the playground. Best of all, the boys are looking out for each other, and have the confidence to stand up and do the right thing. As the College matures, so do the students; and the seeds we nurture becoming young trees. Our focus on positive relationships means that we will continue to reap these rewards, for generations to come.

ENGAGED LEARNING TIME

– attend all classes at all times
– be committed to active learning in both lesson and homework time
– practise time management, especially with exam and assignment preparation
– catch-up, in own time, on all work or assessment missed through non-attendance.

PREPAREDNESS/PUNCTUALITY

– have knowledge of subject specific requirements (materials, ingredients etc) and be consistently compliant with them
– organise materials before the beginning of the lesson
– be on time and focussed before lessons begin
– submit all assignment items on or before the due date
– use recess breaks to attend to personal matters.

LANGUAGE AND COMMUNICATION

– communicate in an appropriate and respectful manner in line with College expectations (without swearing or derogatory language)
– be responsible for the delivery of official communiqués (eg. Newsletter) to home.

PERSONAL PRESENTATION

– wear the appropriate College uniform for the specific activity/occasion.
– demonstrate a high standard of personal presentation, grooming and hygiene at all times.

HOMEWORK

– possess Homework Diary
– record all homework given
– complete all set homework
– list assignments in planner
– complete work on the due day/date
– complete work to a high standard
– negotiate exceptional circumstances.

QUALITY OF WORK
– complete work to best of ability
– have knowledge and understanding of subject specific standards
– have knowledge and understanding of criteria based standards.

BEHAVIOUR
– have knowledge and understanding of all aspects of the College’s Behaviour Management Policy
  "The Eagle’s Flight"
– follow promptly all directions given by Staff members
– be responsible for own behaviour
– accept consequences of own behaviours.

LEADERSHIP AND INVOLVEMENT
– participate in activities that develop initiative, sense of responsibility, involvement, team membership and communication skills
– be willing to participate in co-curricular activities
– display pride in being a Moreton Bay Boys’ College student through involvement, dress, behaviour and attitude
– demonstrate a high level of community awareness and involvement
– maintain a balance between academic, family, community and co-curricular activities.

COMPULSORY COLLEGE EVENTS
All Primary students are expected to attend the Easter and Christmas Chapel Services during the year. Students from Year 4 to 12 are expected to attend the Prize Giving Night. Parents are requested to seek permission in writing, and in advance, from the Head of College should there be cause for a student’s non-attendance.

(FREE DRESS) DAY
Students participating in Free Dress days must adhere to the following rules:
– Covered/closed footwear only to be worn
– No torn clothes
– No t-shirts with offensive slogans
– Normal College rules apply re hair and jewellery
– Students may travel to and/or from College by public transport in free dress clothes
– No singlets.
– No T Shirts with offensive slogans
PERSONAL GROOMING

Boys attending Moreton Bay Boys’ College are expected to maintain high standards of good manners and good grooming. Due attention must be paid to a neat and tidy appearance, both within and outside the College grounds. It is hoped that each boy (with the help of his family) will take pride in his personal appearance and so ensure that his uniform is complete, fits well, is clean and tidy and in a good state of repair.

HAIR

Boys’ haircuts should be neat, sensible and conservative in nature. Punkstyles, coloured or streaked hair, undercuts, spikes, wedges, ridges or any other unusual lines or stripes cut into the hair are unacceptable. The minimum blade for an all over clipper cut is blade 3. Hair must be of natural colour and not dyed. Excesses of current fashion in relation to style, colour and length are not acceptable. The length of the hair is to be above the collar, above the eyebrows and off the face. Boys must also be clean shaven at all times.

NAILS

Boys should learn to care for their nails and keep them clean and trimmed.

JEWELLERY/TATTOOS

Other than watches, boys are not to wear visible jewellery e.g. chains/wrist bands/earrings etc. no body piercing or tattoos are allowed. This also includes all types of temporary removable tattoos.

SUNCARE

Sunscreen
Personal sun screen should be carried to College each day and used by every boy of the College. The College provides sunscreen dispensers in the PE areas and at strategic locations around the College; however, it is primarily a family responsibility.

SUNSHIRTS

The MBBC sunshirt is compulsory for swimming.

HATS

MBBC has adopted a “no hat, no play” policy. Bucket hats/MBBC caps are compulsory for all boys. During any break or before or after School, boys must wear their hats.
### UNIFORM

**Formal uniform** is worn by students Years 4 to 12. It is worn at Captain’s Inaugurations, ANZAC Day, Terms 2 and 3 Winter Chapels and Assemblies, prize giving, sports awards, Easter, Christmas services and other events as directed.

<table>
<thead>
<tr>
<th>Years P-3</th>
<th>Years 4-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>To &amp; from the College → Bucket Hat</td>
<td>To &amp; from the College → Panama Hat</td>
</tr>
<tr>
<td>First &amp; Second Break → Bucket Hat</td>
<td>First &amp; Second Break → MBBC Cap Bucket Hat</td>
</tr>
<tr>
<td>PE &amp; Sport → Bucket Hat</td>
<td>PE &amp; Sport → MBBC Cap Bucket Hat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P – 3</th>
<th>4 – 6</th>
<th>7 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAL</strong></td>
<td><strong>FORMAL</strong></td>
<td><strong>FORMAL</strong></td>
</tr>
<tr>
<td>Blue check full button shirt</td>
<td>Blue long sleeve shirt with College crest</td>
<td>Blue long sleeve shirt with College crest</td>
</tr>
<tr>
<td>Grey elastic back shorts</td>
<td>Tie</td>
<td>Tie/Seniors tie</td>
</tr>
<tr>
<td>College socks (short grey)</td>
<td>College jumper</td>
<td>Long grey trousers with black belt</td>
</tr>
<tr>
<td>Black lace up sport shoes</td>
<td>Grey marle shorts with black belt</td>
<td>College socks (knee high grey)</td>
</tr>
<tr>
<td>Bucket hat</td>
<td>College socks (knee high or trouser socks)</td>
<td>Black leather shoes</td>
</tr>
<tr>
<td></td>
<td>Black leather shoes lace up</td>
<td>Grey panama hat</td>
</tr>
<tr>
<td></td>
<td>Grey panama hat</td>
<td>Blazer</td>
</tr>
</tbody>
</table>

Term 2 and 3 Winter Chapel and Assemblies
Year 4-6 – Mondays and Thursdays
Year 7-12 Mondays and Thursdays

**Day uniform** is worn by students on other days unless specifically directed. It is also worn during Terms 1 and 4 by students Years 4 – 12. The Day uniform is worn all year by students P – 3.
Items of the sports uniform are not to be worn with the formal uniform and vice versa.

**CO-CURRICULAR ACTIVITIES**

Boys should wear the uniform consistent with the activity, e.g.:

- 4 Sporting events – sports uniform (including tracksuit) may be worn
- 4 Music functions – formal uniform (hats are not required at evening functions)
- 4 Other College events (e.g. Musical, Parent/Teacher evenings) – day uniform, unless otherwise specified
- 4 On days when a student has before or after school training, appropriate training uniform may be worn to and from school. Once training is complete students are to change into their day uniform.

Boys attending activities held at MBBC are to wear appropriate College uniform as stated above.

**Sport**

Boys in Prep and Year 1 may wear their sports uniform (not their house shirt) to College on days they have PE.

All other boys are to arrive/depart College in their College uniform and change at College for their sports uniform.

The complete sports uniform is listed below.
<table>
<thead>
<tr>
<th>PE / SPORT</th>
<th>4 – 6</th>
<th>7 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In winter – full tracksuit should be worn with top zipped up (optional)</td>
<td>Before College training</td>
<td>Before College training</td>
</tr>
<tr>
<td>Worn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before College training</td>
<td>PE lesson</td>
<td>After College training</td>
</tr>
<tr>
<td>Worn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before College training</td>
<td>PE lesson</td>
<td>After College training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOUSE COMPETITIONS</th>
<th>4 – 6</th>
<th>7 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navy Blue shorts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bucket hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College sports socks</td>
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<tr>
<td>Black sport shoes</td>
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<td></td>
</tr>
<tr>
<td>House shirt</td>
<td></td>
<td></td>
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<tr>
<td>Navy Blue shorts</td>
<td></td>
<td></td>
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<tr>
<td>Bucket Hat / MBBC cap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College sports socks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport shoes</td>
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</tr>
<tr>
<td>College tugs / Racer or Jamme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College sunshirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracksuit top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swim Cap (optional)</td>
<td></td>
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</tbody>
</table>

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<tr>
<td>Tracksuit top</td>
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<tr>
<td>Sports shoes</td>
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**SWIMMING**

College ‘speedos’ or ‘jammers’ will be required for all students. Boys in Middle and Senior school may wear the College board shorts as an alternative when participating in HPE or Inter-House swimming. All boys require a house sun shirt (rashie) for water based activities.

When representing the College, ‘speedos’ or ‘jammers’ are to be worn.
HOUSE SHIRTS

All boys require a House shirt. House shirts are worn at House competitions. They are not to be worn if travelling by public transport to/from College.

BADGES

Badges other than College badges are not to be worn without special permission:
4 If worn, the College badge is worn on the left collar of the shirt, the tie or the left hand side of the hat band.

INCOMPLETE UNIFORM

Boys may not discard various parts of their uniform when travelling to and from College. If boys accompany their parents into shops when travelling home from College, the full College uniform must be worn, including a hat.
During exam periods, boys on study leave, who come to College during College hours, for any reason, e.g. to deliver assignments, attend practices, must be dressed in full College uniform.

RIDING, SKATEBOARDING OR SCOOTER

Students must wear the complete regulation uniform with a helmet to and from school. Footwear such as Vans, Ethies etc. are not permitted.
Students should respect others and give way to pedestrians on footpaths. Bikes, skateboards and scooters are not to be ridden inside the college grounds.

SENIOR JERSEYS

The wearing of the Senior Jersey is a privilege not a right. It is not part of the school uniform. It is made available to commemorate the final year of senior schooling and give Year 12 students something distinctive as a mark of their position in the school.
Boys should not wear the jersey with/as formal school uniform. If students are cold they should wear the school jumper or blazer. The jersey cannot be worn under blazers or with formal uniform.
The jersey cannot be worn on public transport.
The jersey can be worn with sports uniform whenever that is worn and at sporting events, on athletics/swimming/cross country/free dress days and with normal uniform during examination blocks and QCS.
WET WEATHER APPAREL

College raincoats and umbrellas can be purchased through the Uniform Shop. No other raincoats will be permitted.

TOUR APPAREL

These must never be worn with any College Uniform. The only time they may be worn in the College grounds is when accompanying civilian dress for a particular reason.

ATTENDANCE AT MBBC & MBC EVENTS

Boys attending events at MBC as a spectator may wear civilian dress except for the following MBC occasions: MBC Speech Night, MBC Church services, and combined MBC/MBBC events (eg music nights) that involve MBBC students.

FOOTWEAR

At all times, when on campus or at MBC, boys must wear regulation footwear, except at the MBC pool. Boys may not move around the grounds without shoes, even when leaving after sports practice or similar activity. The only time that boys may be without footwear is under direct instruction from a coach or staff member for a specific activity.

COLLEGE SHOES

For years P-3, black lace up sport shoes should be worn. For Years 4-12, students need to wear black leather College shoes, which should be cleaned each day. College shoes take a lot of wear so shoes should be replaced as necessary and cleaned regularly. Velcro shoes are not permitted.

SPORT SHOES (YR 4-12)

Sport shoes or gym shoes must NOT be worn when travelling to and from College unless with sport or House uniform. Sport shoes should be predominately white. Boys who are wearing unacceptable College or sports shoes will be required to replace them with an appropriate style.
COLLEGE BAGS

→ The College bag carrying the College insignia is compulsory. It is available in various sizes.
→ The College sports bag is the only one permitted for carrying items for swimming and other sports. (Years 4-12)
→ The College bag is considered to be part of a boy’s uniform and therefore should be kept in good condition. Boys who deface their bags will be required to clean off graffiti, stickers and so on. If the bag is considered by the College to be too defaced, it will need to be replaced.

COLLEGE JUMPER

The jumper may only be worn with the Day uniform and should be worn if a boy is cold, it may not be worn with the tracksuit pants or sports/House uniform.
Primary students can wear the jumper with their Formal uniform.

TRACKSUIT

The Moreton Bay Boys’ College tracksuit is optional for all students and may be purchased as separate items. P-3 students only may wear the full tracksuit in cold weather. Please note: tracksuit is not a substitute uniform in cold weather. Middle/Senior students may wear tracksuit for sporting events only.

Primary
→ Pants must be worn with the jacket (zipped up)
→ Jacket may be worn alone

Middle/Senior
→ Pants must be worn with the jacket (zipped up)
→ Jacket may be worn alone

NAMING OF ITEMS

Every item that comes to College should be named, whether it be sports shoes, College shoes, books, stationery or other personal items. Often recently purchased items arrive at College, unnamed, and are misplaced. It is virtually impossible to return lost property if it is unnamed.

“Cash’s” labels (available through the Uniform Shop) or other sew-on name tags may initially be a little more expensive, however, they will certainly last longer than iron-on labels or marking pen which does wash out after much laundering.
Uniforms purchased must have the name of the current owner. This is especially important for items of recycled clothing, please ensure the name of the previous owner is removed.
UNACCEPTABLE ADDITIONS

JEWELLERY/TATTOOS

Other than watches, boys are not to wear visible jewellery e.g. chains/wrist bands/earrings etc. No body piercing or tattoos are allowed. This includes all types of temporary and removable tattoos.

UNIFORM SHOP

The Uniform Shop is located at Moreton Bay College via the Hargreaves Road entrance, in the demountable building on the left, just inside the entrance.

The contact numbers for the Uniform Shop are:

Telephone 3249 9362
Fax 3907 5796

The trading hours of the Uniform Shop, effective from Monday 14 January 2013 are:

Monday 7:00 am to 4:30 pm
Tuesday 7:00 am to 4:30 pm
Wednesday 7:00 am to 4:30 pm
Thursday 7:00 am to 4:30 pm
Friday 7:00 am to 11:00am.

Parents will be advised of any alterations to these hours via the MBBC weekly newsletter.
CHILD PROTECTION

CHILD PROTECTION AT MORETON BAY BOYS’ COLLEGE

Every student has the right to feel safe and free from harm while at MBBC. We expect you to respect your teachers and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust.

Who should I tell if I am not feeling safe at school or at home?
Any staff member. If you do not feel like talking to a member of staff you may like to write him or her, a letter.

What will happen if I report what is happening to a member a staff?
If the concern is worrying you but not causing you immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Head of College.

What if I don’t want the member of staff to tell the Head of College?
The member of staff will try to keep your concerns confidential as much as possible. However, if the member of staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says that the matter must be reported to the Head of College and it may have to be reported to the Police. If the staff member has no choice about reporting what you have told them to some-one else he or she will explain to you exactly what will happen next.

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or are afraid that you will be harmed.

HEALTH CARE

Sickness or Accident at School

If your child is sick or injured at school, every attempt will be made to contact you and the emergency contact people you have specified. However, should staff be unable to reach you and deem medical attention necessary, the appropriate measures will be taken. The College has a number of fully qualified First Aid Officers.

The College will not hesitate to call the ambulance should it be deemed necessary. Our first concern is always for the children’s safety and well-being.

Please DO NOT send your children to school if they are sick, we do not have the facilities or staff to care for them.

Sickbay is available for short term care only (less than an hour). The Student Reception Assistant is able to provide first aid only and is not qualified to diagnose illnesses. If a parent cannot be contacted after an hour your son will be required to return to class.

Infectious Diseases

Children with infectious diseases should not attend school until treatment has been completed and the necessary exclusion period has elapsed.
If it is suspected that your child has a contagious condition you will be contacted immediately to take your child home.

**Medication Protocols**

Management of student health conditions, including the administration of medication, is a courtesy provided by the College consistent with their duty of care to:

- Maximise the participation in College activities of students who require medication or special procedures for managing a health condition; and

- Optimise the health, safety and wellbeing of staff and students on the College site.

College staff can assist a student with medication under the carer provisions of the Health (Drugs and Poisons) Regulation (1996) provided that a written request is received from the student's parent or legal guardian. Staff must follow the directions on the original pharmacy label attached to the medication container.

Provision of first aid in emergency situations to ensure the health and safety of staff, students and others affected by College activities is an obligation under the Workplace Health and Safety Act 1995.

The College will seek to provide opportunities for students who require medication, or who have a health condition to participate in the full range of College activities according to the advice of their medical practitioner. This applies to classroom activities and activities such as excursions, camps, swimming, sport, physical education, outdoor education, vocational activities, work experience and public displays.

Some students may be approved to self-administer their medication and this issue is addressed in the Self-Administration of Medication section of this policy. All other medications require secure, in some cases locked, storage and administration only under the supervision of a staff member.

Medication required for emergencies, such as an anaphylactic reaction or asthma attack, is to be accessible at all times.

**Definition of Medication**

These guidelines apply to medication prescribed by a medical practitioner, and which is considered essential to be administered at College for a student to achieve optimum health and to participate fully in College life.

Medication is likely to be associated with a health condition such as epilepsy, diabetes, asthma, anaphylaxis, cystic fibrosis, Attention Deficit Hyperactivity Disorder (ADHD), but may include other conditions diagnosed by a medical practitioner.

College staff must not administer over-the-counter medication, including analgesics, homeopathic or prescribed medications unless there is a written request from a parent/caregiver accompanied by written advice from a medical practitioner and with the medication in the original labelled container. The exception is the reliever puffer, such as Ventolin, that is included for the emergency treatment of asthma under the guidelines.
BOYS MUST NEVER ACCEPT ANY FORM OF MEDICATION FROM ANOTHER BOY.

In Summary

- Boys should discuss any symptoms with parents before leaving home, bring medication of their choice with them and see their class teacher on arrival at College.
- Parents must authorise the taking of medication by written instructions. This should be handed in to the Student Reception at the same time as the medication.

Expectation of Parents

Parents are requested to undertake the following in relation to the administration of medication and/or management of health conditions.

- Request the College in writing to administer prescribed medication or to assist in the management of a health condition.
- Notify the College in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.
- Provide the medication in the original labelled container to the nominated staff member.
- Ensure the medication is not out of date and has an original pharmacy label with the students name, dosage and time to be taken.
- Advise the College in writing and collect the medication when it is no longer required at College.

Parents are contacted when a student is unwell and needs to be sent home and are expected to make arrangements for their sons to recuperate at home from on-going ailments.

The College expects that students who are sent home will be assessed by their medical practitioner if necessary and that parents will keep the student at home for the duration of the illness. An early return for monitoring and/or recuperation at College is not an option.

It is the College policy that long term treatments will not be administered. Exceptions may arise and these will be discussed and handled on an individual basis.

Self-administration of Medication

Contemporary management of chronic health conditions encourages students to administer their own medication, to recognise the signs and symptoms of their condition and to participate in the full range of activities offered by the College.

In College, self-administration may apply to students who are assessed by their medical practitioner and parents/caregivers and approved by the Principal as capable of administering their own medication while participating in College activities.

Self-administration of medication may include:

- Monitoring blood sugar levels and the injection of insulin for diabetes;
- Inhaling medication such as "Ventolin" for asthma;
• Orally administering anti-convulsant medication for epilepsy; and
• Orally administering enzyme replacements for cystic fibrosis.

Students approved to carry their own medication should demonstrate practices of secure storage of medication that may be potentially harmful to other students and safe disposal of injecting equipment.

Approval Procedure for Self-administration

• The parent/caregiver provides a written request, with guidelines and procedures from the medical practitioner, for the student to be responsible for administering their own medication.
• The Head of College determines if the student is capable of assuming this responsibility.
• The student and the College agree on where medication is stored and where and how it is administered.
• Teachers can assist students to manage their health condition by incorporating their medication needs in the routine management of the class and College activities.

Individual Management Plans

Most procedures for the administration of medication and management of health conditions can be adequately addressed by universal guidelines. However, students with more complex requirements may require individual management plans.

Three copies of the detailed and certified plans are required by the College. These copies are distributed to key personnel within the College. Ideally these plans should not only detail the requirements for the plan but also carry a photograph of the student.

These plans should be reviewed annually, signed by a parent/caregiver and revised when medication and/or health status change. Teachers, parents, medical practitioners, the Student Reception and, where appropriate, students may be consulted in the development of the plan.

The following information, provided by the medical practitioner where applicable, should be included in the plan.

• Telephone numbers for parent/caregiver, medical practitioner and ambulance
• Requirements - medication, dosage, when and how medication is administered
• Triggers, reactions, warning signs and symptoms of a possible emergency
• Instructions from a medical practitioner regarding emergency first aid treatment
• Limitations or guidelines for specific activities

Some students have several health conditions and the integration of treatment for these conditions may require an individual management plan. Where individual adjustment of medication is required, written advice from a medical practitioner and parent/caregiver must be provided. This advice should outline dosage adjustments against set criteria, such as level of insulin required for a particular blood sugar reading.
Emergency First Aid for Asthma, Diabetes, Anaphylaxis and Epilepsy

In emergency situations, trained College personnel may be required to administer medication to preserve the life, safety and health of a student. These emergencies may occur for students with diabetes, epilepsy, anaphylaxis and asthma. The possible medication requirements include administering inhaled medication such as “Ventolin” for asthma, rectal administration of “Valium” for epilepsy, an injection of glucagon for diabetes and an injection of adrenalin for anaphylaxis. Injections for diabetes and anaphylaxis are usually administered by a pen device and are not intravenous.

Communicable Diseases

It is imperative that we strictly follow the guidelines for incubation periods as presented by the Department of Community Health.

Children are not to be sent to College because they feel well or because they don’t look ill. If the guidelines are followed, a sensible decision can be made. Please contact administration if you have any queries regarding these guidelines.

Parents will be expected to complete a comprehensive medical form at the start of the College year and will be requested on that form to acknowledge the following authorisation.

It is the responsibility of parents to keep the College informed of any changes to medical and emergency contact information.

Useful support sites

Parents may find the following sites helpful.

Anaphylaxis
www.allergyfacts.org.au

Asthma
www.asthmaqld.org.au
Tel: 3252 7677

Cystic Fibrosis
www.cysticfibrosisqld.org.au
Tel: 3359 8000

Diabetes
www.daq.org.au
Tel: 3239 5666

Epilepsy
www.eqi.org.au
Tel: 3404 3131
STUDENT CARE

COMMUNICATION AND BEHAVIOUR MANAGEMENT AT MBBC

Throughout the course of each term, MBBC students will participate in activities that promote the attributes of an MBBC boy — to be merciful, independent, resourceful, respectful, open-minded and resilient. A whole College approach has been adopted that focuses on skills being explicitly taught and built upon in each year level to ensure continued development.

It is extremely important for the students to work towards positive goals both socially and academically. Therefore ‘positive signatures’ will be recorded in the student diary. When a Primary student achieves 10 of these signatures he will take his diary to the Head of Primary, receive an award card on assembly and have his name noted in the weekly newsletter. It must be remembered that each signature will be handed out by staff for exceptional behaviour and as a guide, it is expected that students will receive between 1 and 10 signatures a term.

Staff may use a number of strategies regularly in their classrooms to reinforce positive behaviours or manage inappropriate behaviour and these are at the discretion of the staff member.

In addition, house points will also be awarded during each week to individual students with the aim of promoting a positive team environment for all students. A tally will be maintained to determine a winning house at the end of each week and then year.

In the event that a student makes a poor choice in behaviour, the College responds with a consequence based on natural justice in the first instance. Where relationships have been affected, these will be addressed through restorative practices and discussion. Parents will be notified of significant events via the Student Diary, by email or by phone as desired necessary by College staff.

MORE SERIOUS BEHAVIOUR ISSUES

If the behaviours are serious, such as theft, swearing at individuals, fighting, vandalism or aggression, class teachers will investigate and then refer the situation and students to Head of Primary, Head of Middle/Senior or Deputy Head of College immediately. The flowchart on page 22 outlines how we deal with differing situations across the College.

BEHAVIOUR IN PUBLIC

We rely heavily on the good sense and appropriate conduct of the boys and their parents. Bad behaviour is likely to be reported to the College. We will act, and have done so, when we have information to hand. With reference to appearance and behaviour, the reputation of the College largely depends on how the boys are seen to act outside the College grounds and rests on the shoulders of the individual boy and his parents. We can oversee public appearance en masse, but rely on parents and boys for any other occasion.

If boys are in College uniform they may not eat or drink in public (e.g. buses, trains, shopping centres etc) unless seated in a cafe, coffee shop or restaurant and accompanied by an adult. Students are expected to display good manners at all times when wearing their full College uniform (including hat) in public.
BEHAVIOUR ON PUBLIC TRANSPORT

Boys should show every courtesy to fellow travellers, ie. Standing/offer a seat to adults, stowing College bags away from aisles, thanking the driver, etc. Boys are not to move about the bus or train and should only converse with the boy near them. They should not shout, call out loudly or engage in long conversations with the bus driver. In the train, boys should move down the aisle, leave the doorway free and be careful their bags do not knock passengers. Boys should always stand for adults and allow people to alight before they enter the train or bus.

DETentions

Staff use this measure as part of a “parcel” of interventions to manage student behaviour. Afternoon Detentions are held on Thursday 3.00 pm – 4.00 pm and Friday from 3.00 pm to 5.00 pm afternoons as required and are supervised by senior staff.

Detention bookings will be recorded in the back of the Student Diary. Students are to report to their detention no later than 3.00 pm.

Any student who fails to attend a scheduled detention may incur another detention as well as the one already issued. Repeated failure to attend will result in further consequences.

Whilst on detention students will be required to complete either a community service activity for the College or additional College work.

Boys in years P-6 should be collected from the Detention Room at the completion of the session.
# MBBC Pastoral Care Overview

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<td>- Productive Boys</td>
<td>- Environmental Stewardship (Nature Refuge)</td>
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<td>- Leadership without a badge</td>
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**MIDDLE SCHOOL**

- **Year 1 2013**
  - International Understanding
  - Health & Human Relations Education
  - Physical & Emotional Wellbeing
  - Drug & Alcohol Education
  - The Men We Need
  - Digital Citizenship
  - Man Skills
  - Service Learning
- **Year 2 2014**
  - International Understanding
  - Health & Human Relations Education
  - Physical & Emotional Wellbeing
  - Drug & Alcohol Education
  - The Men We Need
  - Digital Citizenship
  - Man Skills
  - Service Learning
- **Year 3 2015**
  - International Understanding
  - Health & Human Relations Education
  - Physical & Emotional Wellbeing
  - Drug & Alcohol Education
  - The Men We Need
  - Digital Citizenship
  - Man Skills
  - Service Learning

**SENIOR SCHOOL**

- **Career Education**
- **Duke of Ed**
- **Personal Organisation**
- **Study Skills**
- **Workplace Preparation**
- **Personality Profiling**
- **Modern Manners**
- **Duke of Ed**
- **Drug & Alcohol education**
- **Life skills**
- **MYP – Personal project**
- **Duke of Ed**
- **Leadership program**
- **Year 11/12 Buddy program**
- **Environment – Nature refuge**

**OUTDOOR EDUCATION**

- **Yr 5 – Norfolk Island**
- **Yr 6 – Emu Gully**
- **Yr 7 – Woodford**
- **Yr 8 – Meelbun-bla**
- **Yr 9 – MBBC**
- **Yr 10 – Woodford**
- **Yr 11 – MBBC**
- **Yr 4 – Mapleton**
- **Yr 2 – MBBC**
- **Yr 11-12 Gully**
- **Yr 9 – Balloon Creek**
- **Yr 3 – Kindia**
- **Prep – Mt Tambourine**
- **13 – 16 February**
- **22 – 24 April**
- **31 May – 1 June**
- **17 – 19 July**
- **22 – 23 August**
- **12 – 13 October**
Caring for our Boys at MBBC Middle & Senior School

Our Pastoral Care program is underpinned by the I.B. Learner Profile.
This frames all our units across all year levels. Our mission is to develop the MIRROR attributes within all our boys.

M - Merciful
I - Independent
R - Resourceful
I - Respectful
R - Resilient
O - Open Minded
R - Reflective
O - Outstanding
R - Responsible

Class Teacher
Responsible for:
- Subject specific feedback
- Academic progress of a subject
- Homework issues
- General conduct and work ethic in a subject

Pastoral Team Leader
Contact for:
- Bullying issues
- Pastoral Care and behavioural concerns
- Ongoing academic matters
- Sub-School events

Form Teacher
Responsible for:
- Day-to-day student monitoring and care
- Pastoral Care curriculum
- Academic goal setting and monitoring
- House related activities
- General well-being
- Record daily attendance

Head of MS/SS
Deputy Head
Contact for:
- Broader concerns regarding Pastoral Care & student/teacher relationships & academic progress
- Significant behavioural concerns
- Outdoor Education Programs
- Whole School or Sub-School events

Chaplain
Contact for:
- Spiritual matters
- Counselling
- Student Spiritual growth

Director of Teaching & Learning
Contact for:
- VET/Apprenticeship/Traineeship
- Tertiary Education
- Yr 11 & 12 subject choices
- NAPLAN
- Gifted & Talented
- QCSS & QSA
- Broader curriculum issues
- Special consideration applications
- Australian & IB Curriculum

Teaching & Learning
MYP/Co-ordinator
Contact for:
- IB-Curriculum Matters
- Personal Projects
- Ongoing academic matters

Co-Curricula
Head of Music
Head of Sport
Contact for:
- Advice for specific issues pertaining to the activity
- Training or Practice Schedules
- Game day or Performance times
- Non attendance

Moreton Bay Boys College
Caring for our Boys at MBBC Primary School

I.B. Learner Profile

Our Pastoral Care program is underpinned by the I.B. Learner Profile.
This frames all our units across all year levels. Our mission is to develop the MIRROR attributes within all our boys.

Class Teacher
* Responsible for:
  - Day to day student monitoring and care
  - Pastoral Care Curriculum
  - General academic progress
  - Overall wellbeing
  - Bullying issues
  - Organisational matters

Pastoral Team Leader
* Contact for:
  - Bullying issues
  - Pastoral Care & Behavioural concerns
  - Ongoing academic matters
  - Year level events

Chaplain
* Contact for:
  - Spiritual matters
  - Counselling
  - Student Spiritual Growth

Deputy Head
* Contact for:
  - Overall concerns regarding student/teacher or student/student relationships
  - Pastoral Care
  - Whole School events

Director of Teaching & Learning
* Contact for:
  - NAPLAN
  - Gifted & Talented
  - Broader curriculum issues
  - Special consideration applications
  - Australian & IB Curriculum

Co-Curricula
Head of Music
* Head of Sport
* Contact for:
  - Advice for specific issues pertaining to the activity
  - Training or Practice Schedules
  - Game day or Performance times
  - Non attendance

Teaching & Learning
PYP Co-ordinator
* Contact for:
  - IB - Curriculum matters
  - Personal projects
  - Ongoing academic matters

Head of Primary
* Contact for:
  - Broader concerns regarding Pastoral Care
  - Significant behavioural concerns
  - Primary School specific events
ANTI - BULLYING STATEMENT

Under the Anti-discrimination Act (1991), any form of harassment is unlawful.

PURPOSE
This statement is designed to ensure that all members of the MBBC’s community feel safe from bullying in all its forms. It sets out the requirements for proactively dealing with bullying and the procedures to follow in the event of an individual being bullied.

RATIONALE
Basic beliefs underpinning the statement are:

- Each individual’s worth and dignity should be valued and affirmed in our community;
- Every individual has the right to feel safe from Bullying or harassment in all of its forms;
- Every conflict can be resolved and a “no blame” whole of School approach is the most effective means of dealing with conflict resolution;
- Every individual in our community is responsible for ensuring that others in our community can reach their potential in a supportive, caring and non-threatening environment; and
- There should be zero tolerance of all forms of bullying, violence and harassment.

AIMS
1. To counter the views that bullying is normal, acceptable behaviour and an inevitable part of school life
2. To provide a safe, secure and caring environment for all members of our community
3. To create a supportive climate and break down any code of secrecy so that victims of bullying will feel confident to seek help in order to confront and diminish the influence of the bully
4. To raise awareness and understanding of what behaviours constitute bullying, violence and harassment
5. To provide clear, consistent and equitable procedures for dealing with such behaviours which are understood and followed by all members of our community
6. To provide suitable counselling services and support for all involved
7. To promote actively the values, attitudes and behaviours of a Christian, caring community

SCOPE
This statement applies to all employees, volunteers, parents/carers, students and visitors to the School. It supports the School’s Code of Conduct and The Eagle’s Flight Framework and outlines expectations and guidelines for dealing with incidents of bullying, violence or harassment as they apply to all members of our community.
THE MANAGEMENT OF BULLYING

Moreton Bay Boys' College defines bullying as:
*The deliberate, persistent physical, verbal or mental intimidation or harassment of a person by another person or group with the intent of causing hurt or discomfort.*

The Moreton Bay Boys' College Position
Statement is:

(i) Moreton Bay Boys' College is totally opposed to bullying in all its forms: physical, psychological and verbal (written and spoken).
(ii) Moreton Bay Boys' College believes prevention through whole College involvement and awareness is the most effective way to combat bullying.
(iii) The College community aims to create an environment of understanding and cooperation in which the victims of bullying will feel empowered to seek help and, by collaboration with staff and others, confront the influence of the bully.
(iv) The attitude and response of the College community will help bullies realise their behaviour is antisocial and damaging to themselves. The bully will recognise the need to be guided towards more appropriate interpersonal skills.

SOME FACTS ABOUT BULLYING

– Bullying is a learned behaviour. Bullies know what they are doing and that it is wrong.
– For bullying to be sustained it has to be condoned by the important groups in the bully's immediate environment: family members, peer groups, and College members.
– The belief is misplaced that if bullies are ignored they will stop.
– Bullying can occur anywhere, but must not be accepted as normal boys' behaviour.

THE COLLEGE DOES NOT CONDONE OR TOLERATE BULLYING.

DEFINITIONS

BULLYING

Bullying is a **repeated** form of harassment which can be physical or psychological. It is a deliberate attempt to cause harm or pain to someone. It is unwanted, unwelcome, unsolicited and persistent. It is an abuse of power, position and/or privilege by an individual or a group of people and stems from the desire to feel "bigger, better or stronger" than someone else. It is done to intimidate, coerce, engender fear, to control. It aims to upset or create a risk to another person's health and safety, or their property or their social acceptance.
As such, it undermines the rights of the individual, has a debilitating effect on morale and diminishes the very values our School seeks to develop. It prevents students reaching for excellence in every dimension of life. Bullying affects everyone, not just the bullies and the victims. It also affects other students or staff who may witness violence, intimidation and the distress of the victim. It is damaging to the climate of our School and prevents the School from achieving the MBBC Ethos Statement.

EXAMPLES OF BULLYING

- **Direct physical bullying**: e.g. hitting, tripping, pushing, gestures, invasion of personal space, stand-over tactics or damaging property
- **Direct verbal bullying**: e.g. name calling, insults, teasing and put-downs, offensive language, homophobic or racist remarks, verbal abuse, sexual comments on someone’s body shape or size, threats to “get people”
- **Indirect bullying**: this is often harder to recognise and often carried out behind the victim’s back. It is designed to harm someone’s social reputation and/or cause humiliation. It includes
  - Lying or spreading rumours
  - Playing nasty jokes to embarrass and humiliate
  - Mimicking someone
  - Encouraging others to exclude someone socially
  - Damaging someone’s social reputation and social acceptance by making comments about a person’s morals
  - Cyber-bullying, involving use of email, text messages, blogs or chat rooms to humiliate and distress
- **Institutionalised bullying**: e.g. where bullying is part of the culture of an institution or organisation and seen to be normal practice e.g. initiation and rites-of-passage ceremonies which humiliate and distress.

Bullying becomes harassment when you have said that it is unwelcome or unwanted and it does not stop immediately.

Bullying is sometimes covert, hidden from adult eyes and can be difficult to pin down as the victim is often fearful of reprisal or of rejection by others for “dobbing”.

If bullying amounts to “harm” then it should be referred to the School’s Child Protection Policy and dealt with under this policy.

Cyber-bullying can happen anytime, anywhere. Thus young people, who are victims of this, have no place where they feel safe. This becomes a legal matter and should be reported to the police.

WHAT BULLYING IS NOT

Bullying is different from ordinary teasing, rough-and-tumble or School yard fights. The difference is that bullying is deliberate, repeated and ongoing and there is usually an imbalance of size, strength and power between the students involved.

BULLYING IS NOT:

- **Mutual conflict**: where there is an argument or disagreement between persons but NOT an imbalance of power. Both parties are upset and want a resolution to the problem. (NB – unresolved conflict can develop into a bullying situation where one party becomes the target for repeated retaliation in a one-sided way)
• **Social rejection or dislike:** it is not feasible to think that all individuals will like every other person. Refusing to play with a particular child or not inviting them to a party e.g. is not bullying, provided that social rejection is not directed to a specific person and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

• **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation:** single episodes or occasional pushes or shoves is not bullying, nor is aggression towards many different individuals. Never the less, such behaviours are not condoned.

**DIGITAL BULLYING**

Digital bullying is the use of technology (for example, mobile phones, cameras or video phones, computers and the internet) to cause detriment or harm to another. Digital bullying may be a stand-alone behaviour or digital bullying may be in addition to other bullying behaviours.

With the advent of the digital age, a bully can follow their victim to the confines of his/her bedroom. In these cases it is hard to determine where the line of responsibility ends between the School and the parents, as most digital bullying occurs outside of School hours and off School property. As is appropriate, the School will investigate and determine instances of bullying which occur outside of School hours and off the School grounds. When investigating bullying matters which occur outside of the School’s parameters, the School does not consequentially extend its duty of care towards the students involved. The School’s involvement is limited to the matters contained in this policy.

If a parent discovers that their child is being bullied digitally (texting or social media), the parent should inform that School so we can work together to address the issue. The School has a duty of care to its young people and, therefore, if we become aware of digital bullying, we will inform a parent as soon as possible. The School will then determine its level of responsibility in line with its Behaviour Management processes.

It is important to remember that it is against the law to harass or bully a person digitally. Parents do have the right to report to police any incidents that are occurring outside the School. Copies of text messages or social media pages should be kept as evidence. Caution does need to be taken when assessing inappropriate messages that children may be receiving. The School can help parents to determine whether or not a train of communication constitutes bullying and we can offer advice and opinion as to the best path for parents to take.

**PROCEDURES**

**ACTIONS FOR STAFF TO TAKE:**

**As Part of Whole School Approach:**

a) Ensure all new staff understands the School’s Anti-Bullying statement as part of the Induction process;

b) Go through School Code of Conduct, The Eagle’s Flight framework and Anti-Bullying statement with form/class groups at the beginning of each term. Ensure students understand what bullying is, what to do and who to go to in the case of being bullied or seeing someone else bullied. Outline the consequences of bullying within the framework of The Eagle’s Flight;

c) Reinforce with students the School’s behaviour expectations, policies and procedures, whenever appropriate opportunities arise in class;

d) Reinforce that the “Code of Silence” is not acceptable, that reporting bullying is not “dobbing” but responsible and expected behaviour;
e) Head of Primary and Head of Middle/Senior include information for parents/guardians re bullying in newsletter articles at appropriate intervals through the year and for students at assemblies as appropriate;
f) Model appropriate behaviours at all times in their interactions with each other and with students. Be particularly conscious of the “power imbalance” in the teacher/student relationship when dealing with behaviour management issues and when outlining clear expectations and directions for students to follow; and
g) Training and use of Peer Buddies at various year levels (e.g. Year 9) to work with students throughout the year.

IN DEALING WITH INSTANCES OF BULLYING:

a) Watch for early signs of distress in students;
b) Report all incidents or suspected incidents in writing to the Pastoral Team Leader in the first instance.
c) Offer the victim immediate support and help and outline what will happen. Let them know that you take their information seriously;
d) Include appropriate learning activities to counter bullying in lessons, Form Group time or informally in the playground; and
e) Enlist the support of all students as a positive resource in taking responsibility for each other.

ACTIONS FOR PARENTS/GUARDIANS TO TAKE:

1. Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches, stomach aches, equipment missing, request for extra pocket money, withdrawal from social activities, loss of appetite and/or sleeplessness, seeking different routes to and from school, damaged clothing or bruising etc;
2. Take an active interest in your child’s social life;
3. If you think your child is being bullied, inform the class/form teacher as soon as possible
4. Keep a written record if the bullying persists – who, what, where and when;
5. Advise your child to tell a trusted teacher or Pastoral Team Leader, Chaplain, Head of Primary or Head of Middle/Senior School;
6. Talk openly with your child, listen in an understanding way and tell your child there is nothing wrong with him/her;
7. Do NOT tell your child to hit back or respond verbally;
8. Contact the School for additional support and strategies to help your child; and
9. Model appropriate behaviours in interactions with other adults, staff and administration.

ACTION FOR STUDENTS TO TAKE:

1. If you are being subjected to behaviour you do not like, tell the person politely to stop the behaviour and walk away;
2. Report all incidents of bullying to a Peer/Buddy/trusted teacher, Pastoral Team Leader, Chaplain, Head of Primary or Head of Middle/Senior School, even if you are not directly involved;
3. Actively support other students if they are being bullied by including them in your friendship group. Ask bullies to stop if you see them or hear them. Tell them – “We don’t do that at MBBC”; and
4. Refuse to become involved in bullying, including as a bystander.
PROCEDURES IN RESPONDING TO REPORTS OF BULLYING

The School takes a “no blame” approach to bullying. That is, its main aim is to stop bullying, rather than punish the perpetrator, although there will be punishment if the behaviour persists.

FIRST OCCASION:

1. Staff who have received information about an incident of bullying, should complete appropriate investigations, supported by the Pastoral Team leader, with appropriate onward communication with the Head of Primary or Head of Middle/Senior School;
2. Notes related to the report and follow up should be kept on TASS.
3. The Pastoral Team Leader interviews the alleged bully, alleged victim and any witnesses separately. They are asked to record the events in writing;
4. The collected information from these conversations will be raised with all parties. The behaviour will be clearly identified with the students to ensure that the alleged bully has a clear understanding of the issue. Both parties will be made aware of the policy and consequences of such behaviour and the issues surrounding the particular incident. Students will be given opportunities to respond. The feelings and effect of the behaviour on the victim will be discussed. Strategies will be devised for resolution of the conflict including mediation where necessary. It is expected that there will be a commitment from the perpetrator to change to appropriate behaviour and the victim will feel secure enough to agree that, should it occur again, he/she will report it immediately;
5. The consequences of further incidents will be clearly stated; and
6. The parents of both students will be contacted and informed of the incident and how it has been handled.

(Note: at this stage, neither “blame” nor punishment is apportioned: the aim is to support the victim and to make the perpetrator aware of the School stance and the consequences if the behaviour does not change. However, a negative Behaviour Management Incident will be generated and strategies may involve follow-up interviews, with both bully and victim, to see how things are going, and counselling sessions aimed at skill development in anger management, conflict resolution, problem-solving, assertiveness, skill development etc)

SECOND OCCASION:

1. If the behaviour reoccurs, the same process as in (3) above will occur. In the Primary School, the Head of Primary will take on the role, and in Middle/Senior School, the Head of Middle/Senior School will be advised and conduct the interviews. The behaviour will be clearly identified with the student to ensure that the student has a clear understanding of the issue. The consequences, as outlined in the initial interview, will be restated and the legal implications of harassment will be outlined. Where appropriate, the Pastoral Team Leaders may be involved in devising strategies for future behaviour modification, including the use of external agencies if necessary. The Head of College will be advised;
2. Parents of the student will be contacted and appropriate levels within 'The Eagle’s Flight' will be enacted.
3. The consequences of further incidents will be outlined to student and parents; and
4. The matter may be referred to the Head of College, depending on the severity of the incident.
THIRD OCCASION:

1. The same procedure for (3) will occur to ensure the student has a clear understanding of the issue and the level of concern that is being held regarding the actions;

Depending on the particular incident/s, it is likely that the Red level processes within The Eagle’s Flight will be enacted, which may include review of enrolment at MBBC. The Head of College will be informed of the incident.

MBBC CODE OF CONDUCT

An MBBC Boy has an obligation to:
1. Engage resourcefully with, and participate fully in, the College academic and co curricular programs
2. Take responsibility for his own learning, be independent and, to act with integrity in academic work
3. Behave with respect, be merciful and act with care when dealing with every member of the MBBC community
4. Adopt an attitude of open mindedness, inquiry and reflection, in order to engage with a constantly changing world
5. Behave in a principled manner—conducting himself in accordance with classroom and College rules, so as not to diminish his, or the College’s, reputation.

MBBC BEHAVIOUR MANAGEMENT PLAN—ETHOS AND OPERATION

Young men have a responsibility to use their masculinity to protect and nurture. This Behaviour Management Plan provides the guidance that a boy needs to grow into a responsible young man: allowing him to take risks and engage adventurously with the world coupled with a foundation that enables him to have his beliefs properly grounded in the Christian ethos of the school.

• Recognition and/or signatures for behaviour indiscretions can be given by any teacher / staff / coach.
• Signatures for those students on BLUE are monitored by Form Teachers.
• All signatures for positive and negative behaviour are recorded in the diary.
• Form teachers monitor behaviour of boys and make recommendations to the PTL for either upwards or downwards movement
• 10 positive behaviour signatures will make a boy eligible for BRONZE
• At Bronze level, boys can move back to Blue or Yellow at discretion of Pastoral Team Leader and a probationary period will apply
• Every year boys on BRONZE, SILVER or GOLD remain on that level at the beginning of each new school year, within a Sub-School.
• Every year boys on YELLOW, ORANGE or RED restart on BLUE at the beginning of each new school year. However these students will have a meeting with the either the Deputy, Head of Sub-School, or Pastoral Team Leader to discuss their ability to adhere to the MBBC Code of Conduct. At the discretion of Head of Sub-School a boy may remain on Orange or Red.
• Fresh start on BLUE for each sub– school. A student commencing in Year 7 or Year 10 will begin on Blue level irrespective of their level the previous year.
• In the MS and SS, Behaviour Management Cards are ALL the same colour card (Level is indicated on card for Yellow, Orange and Red)
• In the MS and SS, a Detention can take one of two forms - A Thursday afternoon Detention - One hour after school on a Thursday (3pm—4pm) and/or A Friday afternoon Detention - Two hours after school on a Friday (3pm - 5pm)
• In the Primary School - the reflection room process will apply.
MBBC ‘The Eagle’s Flight’ Middle & Senior

**GOLD LEVEL LEADERSHIP**
You meet the Code of Conduct and show outstanding leadership potential.
You consistently model the MIRROR attributes.

- Behaviour that may warrant a movement to GOLD:
  - Exceptional and/or ongoing leadership
  - Significant and ongoing involvement in the Community and Service Learning Program - 24 credits
  - Significant involvement in a range of extra-curricular activities for the College
  - Consistently models MIRROR attributes - 40 positive signatures
  - Exemplifies servant leadership
  - Consistently displays initiative and humility

Students on GOLD are monitored by the Head of Sub-School and Deputy Head of College.
The Pastoral Team Leader can move students to Silver or Bronze for a period of time due to poor conduct.

**REWARDS:**
- Letter of commendation to student
- Email letter sent home to parent in recognition of achievement
- Gold Level Certificate
- Receives a Gold Level Badge
- Leadership training
- Eligible for Rewards Day and/or prize

**SILVER LEVEL LEADERSHIP**
You meet the Code of Conduct and show leadership potential.
You display a range of MIRROR attributes.

- Behaviour that may warrant a movement to SILVER:
  - Consistently displays the positive behaviours as indicated at BLUE
  - Ongoing commitment to at least two extra-curricular activities for the College
  - Significant involvement in the Community and Service Learning program - 10 credits
  - Displays a range of MIRROR attributes - 20 positive signatures
  - Exemplifies servant leadership
  - Consistently displays initiative and empathy

Students on SILVER are monitored by the Pastoral Team Leader and Head of Sub-School.
The Pastoral Team Leader can make recommendations for GOLD or move students down to BRONZE for a period of time.

**REWARDS:**
- Letter of commendation to student
- Email letter sent home to parent in recognition of achievement
- Silver Level Certificate
- Leadership training
- Eligible for Rewards Day and/or prize

**BRONZE LEVEL MERIT**
Your behaviour meets the School Code of Conduct and displays leadership potential.

- Behaviour that may warrant a movement to BRONZE:
  - 10 signatures in the diary make you eligible
  - Consistently displays the positive behaviours as indicated at BLUE
  - Involvement in at least one extra-curricular activity for the College
  - Involvement in the Community and Service Learning Program - 8 credits

Students on BRONZE are monitored by the Pastoral Team Leader.
The Pastoral Team Leader can make recommendations for SILVER level or move students back to BLUE for a period of time.

**REWARDS:**
- Letter of commendation to student
- Email letter sent home to parent in recognition of achievement
- Bronze Level Certificate
- Eligible for Rewards day and/or prize

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**YOU BEGIN HERE**

**BLUE LEVEL**

**INDEPENDENT LEARNER**
Your behaviour meets the School Code of Conduct.
All students start on Blue Level.

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**All students begin on Blue Level and move up or down according to their ability to meet the requirements of the MBBC Code of Conduct.**

Recognition can be given by any teacher/staff/coach.
10 signatures will make you eligible for BRONZE.
Signatures are recorded in the student diary.
Form teachers monitor blue cards and make recommendations to the Pastoral Team Leader for either upwards or downwards movement.
Detentions may apply for—single occasions of disruption, harassment, rudeness and breaches of the code of Conduct.

**YELLOW LEVEL**
- Behaviour that may warrant a movement to YELLOW:
  - Classroom consistently not presented in an acceptable standard
  - Repeatedly failing to complete homework and/or incomplete study notes
  - Repeatedly late to class
  - Repeatedly arriving at class unprepared
  - Inappropriate behaviour in class
  - Repeatedly failing to attend Assembly/Chapel
  - Absence from College event without just cause
  - Derogatory remarks about others

**Consequences:**
- Behaviour Breaches noted in back of diary
- Removal of electronic devices for a period of time
- Meeting with Pastoral Team Leader
- Letter sent home
- Behaviour Management card signed by every teacher for one week minimum

**MONITORING**
Your behaviour is not meeting 1—2 areas of the MBCC Code of Conduct

There has been a breach of the MBCC Code of Conduct

Students on YELLOW are monitored by a Pastoral Team Leader. For a minimum of one week. The student must present the card to every teacher for a comment and signature.

**ORANGE LEVEL**
- Behaviour that may warrant a movement to ORANGE:
  - Continual non-compliance whilst on YELLOW
  - Two Thursday afternoon Detentions in one week
  - More than 3 behaviour breaches on Yellow Behaviour Management Card
  - Leaving College grounds without permission
  - Misuse of College equipment/properity
  - Abuse of the School computer system and/or the internet, social media, digital devices
  - Persistent instances of minor breach
  - Repeated bullying
  - Cheating, plagiarism
  - Illegibility
  - Fighting
  - Sweating
  - Spitting
  - Major provocation or rudeness to staff
  - Repeated failure to hand in assessment tasks
  - Unauthorised inappropriate use of electronic devices (including mobile phones)

**Consequences:**
- Behaviour Breaches noted on Behaviour Management Card
- Electronic devices banned from school, or removed from the student during school time (time limit at discretion of the Deputy or Head of Sub-School)
- Mandatory Parent Interview with Head of Sub-School or Deputy
- Letter sent home
- Behaviour Management card signed by every teacher for two week minimum
- Removed from playground during breaks
- Cannot represent College or attend social events
- Community service - some level of service at discretion of Head of Sub-School
- May involve restorative justice
- May involve counselling
- Friday afternoon detention—3pm to 5pm

**RESTRICTED**
Your behaviour is not meeting 3—4 areas of the MBCC Code of Conduct.

There has been a serious breach of the Code of Conduct.

Students on ORANGE are monitored by the Head of Sub-School and the Deputy is informed.

**RED LEVEL**
- Behaviour that may warrant a movement to RED:
  - Continual non-compliance whilst on ORANGE
  - More than 3 behaviour breaches on Orange Behaviour Management Card
  - Repeated Friday afternoon detentions
  - Repeated anti-social behaviour/behaviour
  - Theft
  - Unlawful possession of illegal substances
  - Smoking
  - Graffiti/Vandalism
  - Serious aggression towards another student
  - Severe bullying
  - Severe harassment via social media or other digital devices
  - Use of a dangerous weapon
  - Vandalism
  - Serious abuse of the School computer system and/or the internet
  - Behaviour that brings discredit to the College

**Consequences:**
- Behaviour Breaches noted on Behaviour Management Card
- Mandatory Parent Interview with Head of College
- Letter sent home
- Behaviour Management card signed by every teacher for two week minimum
- Friday afternoon detention—3pm to 5pm
- Removed from playground during breaks
- Cannot represent College or attend social events
- Community service - some level of service at discretion of Deputy
- May involve restorative justice
- May involve counselling
- May involve suspension (internal or external) or termination of enrolment

**AT RISK**
There is continual non-compliance towards the MBCC Code of Conduct.

There has been an extreme breach of the Code of Conduct.

Students on RED are monitored by Head of Sub-School and referred to the Deputy and Head of College.
# MBBC 'The Eagle's Flight' Primary

## Gold Level

**Gold Level Students:**
- Are recognised for their outstanding actions related to engagement with self, peers and others in the wider MBBC community
- Look to go beyond teacher-directed actions and contribute independently in the three areas of self, peers and community
- Reflect the epitome of what we hope an MBBC Primary boy should be
- Are nominated by consultation between teachers, Pastoral Team Leaders and Head of Primary in consultation with relevant staff using the set nomination process

**Rewards:**
- Presentation of Gold Certificate at Assembly
- Letter of commendation to parents
- Name in newsletter
- Gold Level keepsake

## Silver Level

**Silver Level Students:**
- Go beyond the isolated demonstration of the MIRROR attributes to consistently reflect the values of the College
- Are nominated by teachers, endorsed by Pastoral Team Leader and awarded by Head of Primary using the set nomination process through student Diary

**Rewards:**
- Presentation of Silver Certificate at Assembly
- Letter of commendation to parents
- Name in newsletter

## Bronze Level

**Bronze Level Students:**
- Have represented each of the MIRROR attributes through explicit behaviours recognised by and recorded by an MBBC staff member
- Completed Bronze MIRROR attributes record is presented to Head of Primary for signing

**Rewards:**
- Presentation of Bronze Certificate at assembly
- Name in newsletter

## Blue Level

**Blue Level Students:**
- Receive MIRROR signatures in the Diary from staff members
- Reflect ongoing examples of behaviour and actions that model the MIRROR attributes in their development and demonstration
- Completed Blue MIRROR signatures diary page is presented to Head of Primary for signing

**Rewards:**
- Announcement of weekly Blue Certificate winners names on Assembly
- Certificates presented by teachers in class

*Regular signing of diary for poor choices remains within Blue Level

*Blue level MIRROR signatures can continue to be collected all year, regardless of the other levels achieved
*Ongoing use of House Points to reinforce positive behaviours and engagement in College life
<table>
<thead>
<tr>
<th>Behaviour that may warrant a movement to YELLOW:</th>
<th>Processes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent or serious display of the following poor choice behaviours will result in Yellow Level Notice.</td>
<td>- Yellow level behaviours will be recorded in the student diary as poor choice signatures. These individual signatures do not mean the student is at Yellow Notice Level</td>
</tr>
<tr>
<td>- Lateness to class</td>
<td>- Repeated poor choices or serious yellow level behaviours will result in a Yellow Notice and therefore reflection room process</td>
</tr>
<tr>
<td>- Failure to effectively complete homework</td>
<td>- Can be issued by classroom teachers and PTL</td>
</tr>
<tr>
<td>- Not following instructions</td>
<td>- Yellow notice sent home to parents advising of Reflection Room process via student diary</td>
</tr>
<tr>
<td>- Disruptive behaviour in class</td>
<td>- Attend Reflection room with Yellow level student reflection sheet</td>
</tr>
<tr>
<td>- Inappropriate behaviour in class</td>
<td>- Complete required restorative/reflection sheet and action plan, take home for signing by parents</td>
</tr>
<tr>
<td>- Poor Sportsmanship</td>
<td>- Signed reflection sheet to be returned to Pastoral Team Leader for recording</td>
</tr>
<tr>
<td>- Repeated uniform breaches</td>
<td><strong>Diary signatures for minor breaches of code of behaviour will continue for regular monitoring and management of students</strong></td>
</tr>
<tr>
<td>- Being disrespectful</td>
<td></td>
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<tr>
<td>- Inappropriate behaviour in the playground</td>
<td></td>
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<tr>
<td>- Not committing to learning</td>
<td></td>
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<tr>
<td>- Not organised for learning</td>
<td></td>
</tr>
<tr>
<td>- Lack of respect for school environment</td>
<td></td>
</tr>
<tr>
<td>- Inappropriate use of electronic devices and school network</td>
<td></td>
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<tr>
<td>- Use of offensive language</td>
<td></td>
</tr>
<tr>
<td>- Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Behaviour that may warrant a movement to ORANGE:</th>
<th>Processes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued display of Yellow Level behaviours after notice will result in Orange Level notice.</td>
<td>- Placed on an Orange Notice by Pastoral Team Leader, in consultation with relevant teachers</td>
</tr>
<tr>
<td>Serious display of Yellow Level behaviours will result in Orange Level notice</td>
<td>- A period of Orange Notice will be applied (TBD on a case by case basis), relevant to the nature of the behaviour in focus</td>
</tr>
<tr>
<td>Bullying</td>
<td>- A formal Orange Notice letter will go home to parents with tracking log in Student diary</td>
</tr>
<tr>
<td>Serious physical misconduct</td>
<td>- Phone contact with parents by Pastoral Team Leader</td>
</tr>
<tr>
<td>Leaving College Grounds without permission</td>
<td>- Orange Level Reflection sheet to be completed by the student along with any other restorative process assigned by the College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour that may warrant a movement to RED:</th>
<th>Processes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued offence while on Orange Notice will result in a Red Notice</td>
<td>- Prolonged on a Red Notice in consultation with teachers, PTL and Head of Sub school</td>
</tr>
<tr>
<td>Truancy</td>
<td>- A formal Red Notice letter will go home to parents</td>
</tr>
<tr>
<td>WILful destruction of school property</td>
<td>- Phone contact with parents by Head of Sub School</td>
</tr>
<tr>
<td>Theft</td>
<td>- Student/parent meeting with Head of College</td>
</tr>
<tr>
<td>Severe physical misconduct</td>
<td>- Head of Sub School and Head of College will apply appropriate course of action, including but not restricted to:</td>
</tr>
<tr>
<td>Severe bullying</td>
<td>- Behaviour Contract Card</td>
</tr>
<tr>
<td>Use/possession of illegal substances</td>
<td>- Community Service/Restorative Justice/Counselling</td>
</tr>
<tr>
<td>Use/possession of a dangerous weapon</td>
<td>- Internal Suspension</td>
</tr>
<tr>
<td>Serious abuse of school computer system and/or the internet</td>
<td>- External Suspension</td>
</tr>
<tr>
<td>Behaviour that brings discredit to the College</td>
<td>- Review of ongoing enrolment in the College (involves Head of College)</td>
</tr>
<tr>
<td>Smoking</td>
<td>- At the conclusion of all Red Level processes, meeting with Head of Sub-School / Deputy Head of College / Head of College to discuss future and develop action plan.</td>
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MBBC Behaviour Management Plan—ethos and operation

Young men have a responsibility to use their masculinity to protect and nurture. This Behaviour Management Plan provides the guidance that a boy needs to grow into a responsible young man: allowing him to take risks and engage adventurously with the world coupled with a foundation that enables him to have his beliefs properly grounded in the Christian ethos of the school.

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**Research underpinning our Behaviour Management Plan**

1. When boys are given responsibility they grow. If, later, that responsibility is taken away again, we will face boys who disengage and become increasingly hostile and unmanageable. Schools must be particularly aware of this as boys progress annually through classes - that the degree of responsibility gradually increases from year to year. This should form a part of Whole School Planning. It is particularly important at the Primary School/Secondary School interface that the degree of responsibility students possess at the end of their Primary Schooling is tapped into and that students are not made to regress on entering their Secondary Schooling. This is the cause of many boys disengaging from school once entering High School and schools must take every step to stop what is happening around Australia.

2. Boys need empowerment in schools. When boys have a say in what is going on around them they engage. If they have no say they disengage as it is someone else’s rules - not theirs. They should play a part in deciding school, classroom and home rules. Student councils need to have widened powers and become the spokespeople for students.

3. Schools need to review their pastoral care and disciplinary procedures so that the current pre-occupation with punishment changes to natural consequences for misbehaviour. Boys who are punished often have revenge fantasies that interrupt true remorse for what they have done. Boys who are quickly punished by our school systems are not given the opportunity to make amends for what they have done, as punishment clears the ledger and allows boys to re-offend in the future without attendant feelings of guilt.

4. Boys must have a home in schools - particularly Secondary schools. Males have territory as their number one need and need to feel there is nowhere within the school that is theirs - their classroom, locker, play area, etc. If they feel there is nowhere within the school that is theirs, they tend to regard the school as a foreign place to which they show no loyalty or belonging - causing problems of discipline, vandalism and graffiti.

5. Our schools must have a focus on getting girls to do and boys to think. Boys are speculative thinkers and often act without forethought. Girls are reflective thinkers, but often need to go beyond reflection and take some risks with their play and later their activities in schools.

6. At every opportunity both at home and at school, boys should be given opportunities to reflect. They should reflect on masculinity and on life in general. Posters in classrooms, icons around the school, rituals, discussion groups and debates are some strategies that should be employed.

7. Parents and teachers should never shame boys. The shaming language “How could you?” should change to “What happened?” so as not to initiate the shame response. Once the shame response is activated, boys clam up and disengage from conversation with a corresponding deterioration of the relationship between him and the adult concerned.

8. Rewards and praise that are helpful should be integral to teaching and parenting boys. Boys seek short term and immediate praise and rewards and every effort should be made to reward boys when they have done something that is praiseworthy.

9. Teachers and parents must reduce the expectation slope for boys who need to make behavioural improvements. If too much is demanded at the one time, boys tend to regress and make no improvement at all. By reducing the slope, we make changes realistic and attainable for boys who otherwise find the changes required too hard and don’t make any attempt to improve their behaviour.

10. When we had a rigid discipline system based on hurting students who didn’t conform, men did have the edge in terms of getting boys to work in fear of the cane or strap - but that is no longer the case and never will be again. Students are no longer in fear of getting hurt (a good thing) and we must now move forward with more humane methods of getting students to achieve using positive incentives. When a teacher (male or female) informs a student (privately) that their behaviour has caused the teacher stress and when that good relationship is present, that is when a student attempts to behave better. Discipline in terms of punishment or consequence (which is sometimes necessary) tends to manage or hold that behaviour in check but recognising positive behaviours from someone in a caring relationship changes behaviour.
Research Behind Behaviour Management Plans

Schools have identified a number of issues which need to be addressed if praise and reward systems are to be effective:

- The need for consistency among teachers in their use of sanctions and rewards; (This means a lot of time spent in discussion, setting up the system and explaining its rationale and a reduction in teachers' autonomy.)
- Regular monitoring of how the system is working, looking at patterns of positive and negative referrals, investigating variation amongst departments or stages and taking steps to ensure consistency;
- Avoiding rewards which have a monetary value or which signal that school work is not valued - for example being allowed to arrive late or being excused homework;
- Ensuring that praise is genuine and deserved not routine and meaningless;
- Keeping the system fresh and meaningful - each year with the arrival of a new set of pupils it needs to be reintroduced.

Praise and reward systems can help to establish a positive ethos in schools by recognising the good behaviour and effort of pupils. Most schools have systems for dealing with bad behaviour and many have systems for recognising the sporting and academic achievements of pupils. Until recently fewer schools had systems for recognising the good behaviour of pupils. If the trappings are introduced without the underlying discussion of, and agreement with, the rationale underpinning the system, then the system will quickly fail.

Praise and reward systems have to be part of a larger picture of a whole school ethos of positive relationships. In other words such systems have to be congruent with the deep structures and values of the school, otherwise they are doing no more than putting a Band-Aid on behaviour issues. Most schools who have experience of these systems say that they help tackle low-level indiscipline and they help pupils with deeper emotional and behavioural problems. However, additional support and help is also needed for these pupils.
The MBBC curriculum is specifically designed and tailored in order to provide a seamless transition for all boys with the end goal that all students achieve their desired post-College destination. This is achieved by broadening the experiences of the boys through innovative, relevant and engaging curriculum which optimises success for all.

The intensive pastoral program at MBBC is supported with core subjects being taught by the primary pastoral teacher with the program supplemented by specialist teachers within the Primary College. This model is then continued to support the student in the Middle School where the boys have a core group of teachers supplemented by a wider variety of specialist teachers who all work together as a team to develop a cohesive and integrated curriculum program. Programs have been designed in the Middle School to assist boys in developing their leadership skills, study skills, public speaking and community service roles. The Middle School curriculum provides core learning enhanced by a wide variety of electives subjects designed to broaden the experiences of the boys whilst demonstrating the rigour and types of assessment tasks to be expected of them at a Senior level, thereby preparing them for success in the Senior School. Students in the Senior School work closely as part of a House-based pastoral group within their wide range of subject offerings and pathway options.

At MBBC we all strive to provide the best possible opportunities and outcomes for the students across the College. As part of this, we are in the process of becoming an accredited International Bacalaureate (IB) World College. The IB is an internationally accredited curriculum framework which aims to help students develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world. The IB framework builds nicely upon our use of higher order thinking skills and our inquiry based and differentiated model of curriculum development.

Meeting the needs of the individual is important to us at MBBC. All teachers plan their units of work using a differentiated model based upon the inquiry process of the Primary Years Program (PYP) and the Middle Years Program (MYP) of the International Baccalaureate. This means that all the boys regardless of their abilities, are catered for within the mainstream setting, thereby avoiding a ‘one size fits all’ approach. All teachers within the College are active in ensuring that the units of work they teach are boy friendly and engaging and relevant to the students at MBBC. Teacher Aide support is provided to those students requiring additional support. This is enhanced by the Gifted and Talented program run across the College.

Our goal at MBBC is that every boy achieves his desired destination at the end of Year 12, whether this be an OP pathway to university, a vocational pathway or work placement. An individually tailored program for boys in the Senior Phase of learning is developed in order to assist them to achieve these goals.
INTERNATIONAL BACCALAUREATE PYP & MYP

MBBC is implementing the International Baccalaureate program.

The International Baccalaureate (IB) is an international non-profit education foundation, motivated by its mission, focused on the student.

It offers three programs for students aged 3 to 19 years comprising:

- Primary Years Program (PYP);
- Middle Years Program (MYP); and
- Diploma Program (DP)

which can be implemented independently of each other. The three programs help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world.

The IB program has been in existence for over 40 years and provides a sound framework for curriculum development. Worldwide, there are over 2500 Colleges in 128 countries (supporting over 640 000 students worldwide) who have implemented one or more IB programs; of these 111 are in Australia, with less than 10 in Queensland.

The Programs

Primary Years Program (PYP)

The PYP operates from Years Prep – Year 6 at MBBC. It is based on imparting Concepts, Skills, Attitudes, Actions and Knowledge in the following subject areas:

- Language
- Social studies
- Mathematics
- Arts
- Science
- Personal, social and physical education.

Middle Years Program (MYP)

The MYP is based around 5 areas of interaction:

- Approaches to Learning
- Community and Service
- Human Ingenuity
• Environment
• Health and Social Education.

In the fourth year of the program, all students undertake a culminating yearlong personal project. MBBC already undertakes all subject areas required and plans and organises our curriculum in a manner very similar to that required.

Benefits

There are number of benefits for MBBC.

The IB framework is recognised internationally as a high calibre program based on academic rigour which develops independent learners who are prepared to be active citizens in a global world.

It fosters an inquiry approach to learning so that students are able to develop a deep level of understanding through interrelated units of work that are relevant and engaging to them.

The accreditation process to become an IB College is detailed and lengthy to ensure that IB Colleges are meeting high standards, with regular checks and processes in place to uphold internationally benchmarked standards.

The IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with Colleges, governments and international organisations to develop a challenging program of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PRIMARY YEARS PROGRAMME CURRICULUM FRAMEWORK

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes.
Six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

How we organize ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 5 engage with four of the themes each year).

In addition all PYP students have the opportunity to learn more than one language from the age of seven.
These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realise that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

**MIDDLE YEARS PROGRAMME CURRICULUM FRAMEWORK**

The IB Middle Years Programme consists of eight subject groups integrated through five interactive areas providing global contexts for learning.

Students are required to study two at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent ‘personal project’ to demonstrate the development of their skills and understanding.

**The MYP: a unique approach, relevant for today’s global society**
The MYP’s core features five contexts for learning that provide powerful opportunities to engage in the study of issues that affect students today. Using a common language, teachers organize the curriculum through the following areas of interaction:

**Approaches to learning** (ATL) represents learning skills that students will develop and apply during the programme and beyond.

**Community and service** considers how students can learn about their place within communities and be motivated to act in new contexts.

**Health and social education** is designed to help students identify and develop skills that will enable them to function as effective members of societies. They also learn about how they are changing and how to make informed decisions that relate to their welfare.

**Environments** explores how humans interact with the world at large and the parts we play in our virtual, natural and built environments.

**Human ingenuity** deals with the way in which human minds have influenced the world and considers the consequences of human thought and action.

### MBBC MIRROR & IB LEARNER PROFILE – ATTRIBUTES OF AN MBBC BOY

<table>
<thead>
<tr>
<th>M</th>
<th>MBBC MIRROR</th>
<th>IB Learner Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Merciful</td>
<td>Caring</td>
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<tr>
<td>I</td>
<td>Independent</td>
<td>Inquirers</td>
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<td>R</td>
<td>Resourceful</td>
<td>Thinkers</td>
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<td>R</td>
<td>Respectful</td>
<td>Principled</td>
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<td>O</td>
<td>Open-Minded</td>
<td>Open-minded</td>
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<tr>
<td>R</td>
<td>Resilient</td>
<td>Balanced</td>
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</table>
ASSIGNMENT PROCEDURES

ASSIGNMENT DRAFTS

In order for you to maximise the quality of your assignments, it is important that for all assignments, a draft copy be produced. You will be given appropriate feedback, which will guide you in producing your final copy. The draft copy should be submitted to your subject teacher prior to the due date and is used by your teacher to monitor your progress. The draft copy will be used as evidence in determining your result if a final copy is not submitted. Failure to submit a draft copy by the due date will automatically require you to attend either a Study Lab, or subject lesson time to complete a rough draft.

Please note that the emailing of Assessment task directly to teachers is not permitted.

SUBMISSION PROCEDURES FOR MIDDLE SCHOOL

Assignments will be due on the day that you have the subject for which the assignment is due. The written component of the assignment is to be presented personally to the class (or supervising) teacher at the start of the lesson on the date that the task is due. A copy of the task sheet must be attached to your response. Your written response to any assignments must also be submitted to TurnItIn so your teacher can check the authenticity of your work.

Assignments that are submitted electronically (e.g. Multimodal PowerPoint presentations) must be submitted either before or at the start of the lesson. A copy of the task sheet must be presented personally to the class (or supervising) teacher at the start of the lesson.

Assignments that require the construction of a physical model (e.g. Science Project) or the making of a work (e.g. painting for Visual Art) must be submitted to the class teacher by 8:10 am on the date the task is due.

SUBMISSION PROCEDURES FOR SENIOR SCHOOL

The written component of the assignment is to be submitted at Student Reception before 8:10 am on the date that the task is due. A copy of the task sheet must be attached to your response. Your written response to any assignments must be submitted to TurnItIn so your teacher can check that authenticity of your work.

Assignments that are submitted electronically (e.g. Multimodal PowerPoint presentations) must be submitted before 8:10 am on the date that the task is due. A copy of the task sheet must be presented personally to the class (or supervising) teacher at the start of the lesson.

Assignments that require the construction of a physical model (e.g. Science Project) or the making of a work (e.g. painting for Visual Art) must be submitted to your before 8:10 am on the date the task is due.

SUBMISSION PROCEDURES IF YOU ARE ABSENT ON THE DUE DATE

If you are absent on the day on which an assignment is due, the assignment must be delivered, faxed, submitted electronically or emailed to your teacher. Absence or technology failures on a due date are not an excuse for late submission. For a known absence, you may submit your assignment the day before the due date using the same procedure outlined above.
PRESENTATION

Guidelines for the presentation of written assignments must follow the requirements outlined by the subject teacher. Where specific, these guidelines will be included on the assessment task sheet.

REQUEST FOR AN EXTENSION OF TIME

Special Consideration can only be granted for specific assessment tasks and not for extended periods of time. Sometimes, Special Consideration may be afforded by allowing additional time to complete an assessment task, but only where negotiated with the Director of Teaching and Learning, prior to the date of the assessment task. The Special Consideration form can be found on the College website in the Parent Resource Tab.

Special Consideration cannot be requested on the day of the task or with hindsight. For most situations, applications should be made at least one week prior to the due date.
REFERENCING

A WORKING BIBLIOGRAPHY

Please note this tabulated format is to be used in the research process only. Under the APA Referencing System different source types cannot be categorised like this. See later on in this booklet for a final version.

**BOOKS**

<table>
<thead>
<tr>
<th>Source No.</th>
<th>Author’s Surname (all authors need to be recorded)</th>
<th>Initial/s</th>
<th>Year</th>
<th>Title</th>
<th>Place of Publication</th>
<th>Publisher</th>
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**ENCYCLOPEDIA**

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<thead>
<tr>
<th>Source No.</th>
<th>Title of Entry in Encyclopaedia</th>
<th>Year</th>
<th>Title of Encyclopaedia, Volume, Page number</th>
<th>Place of Publication</th>
<th>Publisher</th>
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### WEBSITES

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<th>Source No:</th>
<th>Author's surname</th>
<th>Initial/s</th>
<th>Date of site</th>
<th>Title of specific page or section</th>
<th>Website's name (look at blue line at the top of screen)</th>
<th>Date retrieved</th>
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### MAGAZINES

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<th>Initial/s</th>
<th>Year</th>
<th>Title of Article</th>
<th>Title of Source</th>
<th>Other particulars eg. Months, volume, issue number</th>
<th>Page No</th>
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### FILMS

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<th>Source No.</th>
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<th>Initial/s</th>
<th>Year</th>
<th>Title of program or film</th>
<th>Place of Publication</th>
<th>Publisher/Film distributor/channel</th>
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</table>
**APA GUIDELINES**

**HOW TO COMPILE A SOURCE LIST**

<table>
<thead>
<tr>
<th>WHAT IS A SOURCE LIST?</th>
<th>A source list is a list of books, websites, etc that have been used to complete an assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT SYSTEM IS USED?</td>
<td>In this school, the APA (American Psychological Association) system is used for all levels.</td>
</tr>
<tr>
<td>HOW DO I SET OUT MY SOURCE LIST?</td>
<td>A source list is set out in alphabetical order of the author’s name. The entries are not numbered. Use a double space between each entry.</td>
</tr>
<tr>
<td>HOW DO I WRITE EACH ENTRY?</td>
<td>You follow the appropriate pattern (see below)</td>
</tr>
</tbody>
</table>

**PATTERNS TO FOLLOW**

**BOOKS**

<table>
<thead>
<tr>
<th>ORDER OF INFORMATION</th>
<th>FOLLOWING PUNCTUATION</th>
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<tr>
<td>1. Author’s surname</td>
<td>Comma,</td>
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<td>2. Author’s initial/s</td>
<td>Full stop/s.</td>
</tr>
<tr>
<td>3. Year of publication (use n.d. if not dated)</td>
<td>In brackets followed by a full stop.</td>
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<td>4. <em>Title in italics</em></td>
<td>Full stop.</td>
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<td>5. Place of publication</td>
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<td>6. Publisher</td>
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Edition Information: If the book is NOT the first edition, the edition information should be placed in brackets immediately after the title, as per the following example: A history of the Roman emperors (4th ed.).

WEBSITES

<table>
<thead>
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<tr>
<td>3. Date (if available – if not write n.d.)</td>
<td>In brackets followed by a full stop.</td>
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<tr>
<td>4. Title of the specific page or section of website</td>
<td>Full stop.</td>
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<tr>
<td>5. “In” then give the websites name (in italics)</td>
<td>Full stop.</td>
</tr>
<tr>
<td>6. “Retrieved” then full date</td>
<td>Comma,</td>
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<tr>
<td>7. “from” URL do not break across a line</td>
<td>No punctuation</td>
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</tbody>
</table>

Website and a document within atecrhy http://scholar.chem.nyu.edu/tekpages/Timeline.html


Do not break a URL across lines with an inserted hyphen; instead make the line break after a slash or before a full stop in the URL itself. No full stop is placed at the end of the URL as it may compromise the hyperlink.
Online encyclopaedia

Online Image
As per a document within a website.

NON-PRINT ITEM


SAMPLE SOURCE LIST

Sources


FORMATTING

- The source list is the final, separate page of your submitted task, ahead of any appendices.
- The source list is simply entitled “Sources”.
- The source list is set out alphabetically (usually surname or title), ignoring the words “the”, “a”, “an”.
- The entries are not numbered.
- Use a double space between each reference list entry.
- Note that lines 2+ of each reference list entry are indented.
- The words of a source list or those quoted from another reference within the text are not included in the total word count for your assignment.

PLAGIARISM POLICY

Plagiarism is a serious matter and will be treated as such at MBBC. Plagiarism involves using the work of others and then claiming it as one’s own.

Plagiarism can occur in its most obvious form by directly copying text, from a written document or the internet. Any direct use of text that is quoted must be referenced correctly. It is also plagiarism when the words of another are paraphrased and not referenced correctly. It is not appropriate to rewrite the ideas of another in your own words without referencing the original source.

All boys while in the Middle School will be taught how to reference their work correctly. All assignment work will be expected to be referenced properly, as outlined in the marking criteria. Boys will also have access to ‘Turnitin’, an online program that allows assignment work to submitted electronically. ‘Turnitin’ will highlight any text that is not referenced correctly, allowing the boys to correct this before submitting their final piece for assessment.

If plagiarism is suspected, boys will be interviewed by the subject teacher and the assignment will be run through ‘Turnitin’ as well as other plagiarism detectors. If it is apparent that plagiarism has occurred, the matter will be referred to the Director of Teaching & Learning. Consequences may vary, depending upon the severity of the plagiarism that has occurred. A minor infraction may involve the student being asked to revisit the task under supervised conditions. If the offence is of a more serious nature, the maximum penalty will be a zero or E grading for that piece of assessment. Parents will be notified. In the event of a second instance of plagiarism occurring, the boy will need to meet with the Principal to discuss suspension/continued enrolment at MBBC.
HOMEWORK

Learning at Home

Effective learners know that learning does not take place in the classroom. It takes place in our minds through the construction of new thoughts, memories and patterns of thinking. Effective learners are active, questioning and resourceful and reflective about their learning in class and at home.

At the end of each College day, effective learners take time to reflect upon the major knowledge, understandings and skills developed during the day. They identify what has been learnt and what needs to be consolidated or completed. They then set clear goals for the afternoon or evening’s learning at home and they work efficiently so that they have time to address aspects of their learning or assigned tasks that need attention.

Here are some specific questions to guide boys’ reflection on their learning. Parents should encourage boys to ask themselves, questions such as:

- What made sense today in subject “X”. What did I not understand?
- Do I need to phone or see a classmate to get help or see my teacher?
- Are my notes from today useful? Do I need to supplement them by referring to my textbook?
- How did today’s work relate to the rest of the topic?
- Could I explain the major ideas and concepts that we are learning now to someone else? If not, I probably don’t have a full understanding. What should I do about this?
- Can I give clear meanings of new terms introduced over the last few days? If not, I need to develop a vocabulary list and meanings for each term.
- Can I list the major subtopics and/or ideas of this topic? If not, I need to review what we’ve done, generate a list or a mind map and read about what is coming up.

Homework is a Vital Component of College Life

Except in rare circumstances, there is always homework. As students progress through the College, the amount of time spent on homework will increase. The purpose of homework is to identify areas of concern to raise with the teachers, it is also to revise and consolidate learning.

What is ‘homework’?

‘Homework’ should be seen as any out-of-class learning or assigned task. It may be set by teachers as extension or elaboration of classroom work, but boys should also perceive it as including their own review, preparation for upcoming work or assessment, assignment work or reading. With this view of homework, it is clear that it is a central part of their total learning experience.

Why is homework necessary?

i. It provides the opportunity for extra individual work; allowing practice and consolidation of work done in class or research and preparation for future learning.

ii. It provides teachers with feedback on how well boys know and understand classwork and an opportunity to assess
students’ progress and mastery of work.

iii. It develops effective learning habits and self-discipline, training for boys in planning and organising time and encourages them to own and take responsibility for learning.

iv. Most importantly, it establishes the idea that learning is not something done only at College but is ongoing and involves input from parents, family and influences other than teachers.

**How should boys view Homework?**

Homework should be viewed as comprising two components; “Set Tasks” and “Study”.

**Set Tasks**

**Practice** - Practice homework is used to practice and reinforce skills they've already learned in class.

**Completion** - Completion homework is used to complete tasks assigned in class.

**Preparation** - Preparation homework helps to prepare students for subsequent lessons or units. Homework of this type helps provide opportunities to gain background information in order to increase learning for an upcoming lesson.

**Extension** - Extension homework assignments require students to produce self-selected projects which allow them to apply and analyse information presented in class.

**Creative** - Creative homework offers students the opportunity to think critically and engage in problem-solving activities. Creative assignments encourage them to put a variety of skills and concepts together and to demonstrate understanding in new situations.

**Study**

Study is homework that is not specifically set by staff. It is not an “extra”. During effective study, powerful learning occurs. When studying, boys reflect on their learning and progress and undertake activities that they believe will be most beneficial for their learning.

Depending on the subject and learning required, activities could include: Summarising

- Note-taking
- Reading
- Concept mapping
- Doing exercises
- Memorising
- Speaking
- Rehearsing
- Practicing
HOMEWORK ACROSS THE YEAR LEVELS MUST BE:

- Consistent of the learning abilities of each student and therefore appropriate to the individual student;
- Activities which promote the consolidation of core skills;
- Able to be completed in a reasonable time for each year level;
- Acknowledged and marked by the teachers (in the upper classes this may be supervised class marking);
- Increasing in intensity and expectation as the years progress;
- Appropriately timed in relation to students’ lives.

AVERAGE TIME FRAMES FOR EACH YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>10 – 15 minutes</td>
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<tr>
<td>Years 2 – 3</td>
<td>15 – 30 minutes</td>
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<tr>
<td>Years 4 – 6</td>
<td>30 – 40 minutes</td>
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<tr>
<td>Years 7 – 10</td>
<td>40 – 75 minutes</td>
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<tr>
<td>Years 11 – 12</td>
<td>120 minutes</td>
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</tbody>
</table>

CULTIVATE GOOD STUDY HABITS

The main work at College is learning; the main job is being a student. With an honest effort students can learn habits and develop skills which will:

- Make learning more effective;
- Make learning more pleasant;
- Reduce the amount of time that is needed to spend on learning - often more can be attained in one hour of honest strenuous study than in three hours of “messing around”.

THE STUDY PLACE

NOISE     TV and radio do not mix with study.
LIGHT     A strong even white light from above and behind will help avoid unnecessary tiredness.
FURNITURE A straight-backed chair and a table of good height help posture.
PLACE     A study/homework space is recommended.

Study Habits and Skills

- TIME - ROUTINE IS ESSENTIAL
- It is extremely important to have a REGULAR work time and to keep to it.
- CONCENTRATION
- Students should keep their minds focused and avoid day-dreaming.
- **ACTIVITY**
- Writing and self-questioning helps learning. Practise the writing of key ideas.

Homework must be a regular part of every weekly study timetable and should be done first. While completing homework assignments, you should also briefly revise the work that was done during the day at College. Do not give equal time to all subjects - most study time should be spent on those subjects for which you need to do the most work.

Study (as distinct from homework) should start with a weak subject, whilst you are fresh.

**Tips for Optimising the Effectiveness of Boys’ Work at Home**

i) Doing set tasks and study in the same room, at the same desk and chair, and at the same time provides a routine that is conducive to productive work

ii) Monitoring the time spent on each subject, homework task and undertaking a variety of tasks, helps keep boys’ minds active

iii) Thinking about their own thinking, extent of understanding and progress is vital for effective learning.

iv) Having a 5 minute break every 30 minutes is very effective

v) During breaks, moving out of the study area and doing something completely different has been found to make learning more productive

vi) Maintaining an organised work space helps the clarity of their thinking

vii) Explaining to others and having someone ask them questions is helpful because it forces boys to verbalise their thoughts.

**Parent Review of Student Work**

MBBC places a paramount importance in encouraging parents to partner the College in all aspects of the boys’ development. A partnership of learning where student, teacher and parents share responsibility in the attempt for each student to reach his unique potential is enhanced through open co-operation and communication.

A key part in boys’ academic development is to assist them reflect on their achievement and progress and identify strengths, weaknesses and next steps. The College welcomes parents to review any and all assessment items completed by their son/s.

**Years 7-12**

We invite parents to be involved in this very actively at the Year 7-12 levels. Assessment instruments will always be reviewed closely in class to encourage new learning through reflection. Parents are required to view an assessment piece, their son’s responses and the graded criteria sheet. A copy is made available for boys to take home, to be returned to the subject teacher with a parent’s signature.
**Reporting System**

<table>
<thead>
<tr>
<th>Term</th>
<th>Event</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Parent/Teachers Interviews</td>
</tr>
<tr>
<td>Term 2</td>
<td>(end of semester) Written Report</td>
</tr>
<tr>
<td>Term 3</td>
<td>Parent/Teachers Interviews</td>
</tr>
<tr>
<td>Term 4</td>
<td>(end of semester) Written Report</td>
</tr>
</tbody>
</table>

Semester reports are issued to all students, except Prep. Parent Interviews will be scheduled over a week long period and parents will be able to register a convenient time during this period with the class teachers and subject specific teachers.

Boys in Years 7 -12 are expected to attend these interviews in uniform with their parent(s).

**Religious Education**

The College comes under the umbrella of the Uniting Church and we have a College Chaplain. The Religious Education Program is designed to give an overall coverage of the Christian faith and challenges the boys on personal, ethical, world and Australian issues. It includes a class program as well as a weekly Church Service. Scripture Union sponsored holiday camps are available for both primary and secondary students.

**Teacher/Parent Evenings**

These are conducted on a year level basis during Term 1.

Parents are able to hear their son’s teachers address such matters as homework, class organisation and activities.

**Interviews with Staff**

Each class has a class or form teacher whose duty it is to be responsible for the pastoral care of the boys in his or her class. The class/form teacher is the first point of contact for parents in any matter covering their son’s education or well-being. Parents wishing to discuss an aspect of their son’s progress should telephone the Administration Office to arrange a suitable time for the interview. Teachers should not be interrupted during class time when their priority must be the teaching of the boys.

Formal Parent Teacher Interviews opportunities will be scheduled in Terms 1 and 3.

**Teacher Contact**

If there are any problems, please make an appointment to see the class teacher. Parents please use the diary or email as your first means of communication with the staff about day-to-day issues.

**Please note:** Teachers are unable to take phone calls during class time.
The Partnership between College and Home

MBBC encourages parents, students and teachers to form a three-way partnership with respect to their son’s academic, spiritual, physical, emotional and social welfare. Initial contact can be made by phone or by email. In relation to concerns about subject or class related academic matters, students or parents should contact the subject teacher in the first instance. If necessary, subsequent contact should then be made with the relevant teacher.

When concerns or inquiries are related to broader progress, cross-curricular, behavioural or personal issues, the first point of contact is a boys Class or Form Teacher. Both boys and parents are openly encouraged to contact staff should any concerns arise.

The Director of Teaching and Learning is ultimately responsible for the boys’ academic welfare. The boys are expected to apply themselves to their academic studies. Homework is set every night and it is expected to be completed to the teacher’s satisfaction.

Textbooks and Exercise Books

A booklist is provided at the end of the year detailing requirements for the following year. A book pack ordering system operates at this time. Boys are expected to look after their books. Graffiti, writing on the inside covers, damaging or in any way defacing their books are all unacceptable. All exercise books are to be covered in plastic ‘contact’. Each book must be clearly labelled with name and class. Textbooks from Year 8 onwards are provided by the College as part of the bookhire scheme.

Please note: the use of liquid correction fluid (e.g. Liquid paper) is not permitted at the College.
BOOKHIRE POLICY

AIM:
To provide students with a wide range of texts, in the best possible condition, for all subjects.

PROCEDURE:
Students in years 6 – 12 are issued with texts appropriate to their year level from the MBBC Library during College hours. Before texts are issued, a student must supply a Book Hire contract signed by himself and his parents (see attached form). This contract is issued as part of the enrolment pack and remains valid for the entire time that a boy spends at MBBC.

ISSUING ARRANGEMENTS:
When a student is issued his relevant texts, he should immediately check for any damage, graffiti, etc., and write his name on the Loans slip in the front of each book, before presenting the books at the Circulation Desk for Loan processing. (Each text has its own unique barcode.) Students are asked to present any problem books (those found to have stains, graffiti, water or other damage) to the Library Manager at the time of issue. These will either be exchanged or have the damage noted, so that the student will not be held responsible at the conclusion of the loan.

At one of the first assemblies of each new Semester, in the Daily Notices, and in their Homework Diaries, students are reminded of the MBBC Book Hire Policy, general care, labelling and return date of books.

RETURNS:
ALL BOOKS must be returned to the Library on or before the due date.

PENALTIES:
Lost Books –
Books lost throughout the year must be paid for at the current replacement cost, plus an administration fee of $10 per book.

Damaged Books –
Any student who returns a damaged book, which can no longer be used, will be asked to pay the current replacement cost of that book at the following rate, plus an administration fee of $10 per book:

100% of the replacement cost for a book that was in use for up to one year.
75% of the replacement cost for a book that was in use for two years.
50% of the replacement cost for a book that was in use for three years.
25% of the replacement cost for a book that was in use for four or more years.

Before the end of the College year, students will be issued with a list of overdue items from the Library. These items must be returned before the end of Term 4. If they are not, the replacement cost of each book, plus the administration fee of $10 per book, will be added to the following year’s tuition fees, OR, in the case of Year 12 students, deducted from their deposit, or invoiced.

NO REFUND will be possible after the end of the College year as new books will need to be ordered prior to the commencement of the Christmas vacation, to replace those not returned so that sufficient numbers are available for the beginning of the next year.
MBBC LIBRARY

The MBBC Library is situated in B Block, accessed via the bridge from the end of the lower roundabout.

Library Staff are:
- Library Manager: Ms Carol Milne
- Library Technician: Mrs Theresa Wyatt
- Library Aide: Mrs Trudy Tait

Opening Hours:
- Monday – Friday: 8:00am – 4:00pm

The Library is open at First Break, Monday to Friday for all students. Activities include reading, borrowing, drawing, construction games, chess, games and computer activities.

(At times, it may be necessary for the Library to close due to Library Staff being absent, involved in meetings or involved in other College events.)

Borrowing Procedures:
All users may borrow resources for **up to 2 weeks**. Students may borrow before school from 8:00am; at First Break; or after school to 4:00pm. During class time, a student must have their class teacher’s permission to come to the Library.

Borrowing Limits:
- Prep: 1 book
- Years 1 & 2: 2 books
- Year 3: 3 books
- Years 4-6: 4 books
- Years 7-12: 4 books + Text books and Class Novels

- Loans may be renewed if requested, but not if the item is overdue.
- A student may place a reserve on a resource that is out on loan to another user. The student will be advised when the item is available to borrow.
- When an item becomes **overdue**, a student is advised to find and return it as soon as possible.
- **Overdue loans** prevent a student from further borrowing until the overdue item is returned.
- If the item is not returned, the student's parents are notified of the details of the overdue resource by email. Parents are asked to print, sign and return a slip, acknowledging the item is lost and will be searched for. A student is then able to borrow again.
- Should the item not be returned by the end of that term, parents are invoiced the **current replacement cost** of that book **plus an administration fee of $10 per book**.

CLASS NOVEL LOANS:
**Class Novels** are multiple copies of the same book, studied for one term by a Year level for English.

*Issuing arrangements:*
During Week 1 of a new term, or during the last week of the previous term, Library Staff prepare Class Novel Sets for issue to a class. A copy is loaned to each boy, and his name is recorded on the Loans slip in the front of the book. Should any boy have an item overdue, the Class Novel is still issued, however, penalties apply. The overdue item must be returned as soon as possible to avoid an afternoon detention at the first possible opportunity. Penalties continue as per the Behaviour Management Policy of the College, until the overdue item is returned, replaced or paid for.
Classes come to the Library to collect their books. Students are asked to present any problem books (those found to have stains, graffiti, water or other damage) to the Library Manager at the time of issue. These will either be exchanged or have the damage noted, so that the student will not be held responsible at the conclusion of the loan.

*Penalties for Lost or Damaged Class Novels are the same as for Text Book Hire – refer to BOOK HIRE POLICY.*
POLICIES AND PROCEDURES WHICH AFFECT CURRICULUM

COMPUTER AND INFORMATION SECURITY POLICY

This policy concerns the confidentiality of computer records at Moreton Bay Boys’ College and the College’s response to security of computer data and records generally. This policy is based on the draft Australian Standard on Information Security Management.

INFORMATION SECURITY POLICY

Policy Statement: The management and staff of Moreton Bay Boys’ College support information security and confidentiality in relation to records of staff, students and parents. These records will be made available under appropriate conditions as determined by the Principal.

Compliance with legislative and statutory requirements

- The College will at all times comply with legal or statutory requirements regarding security and access to records.
- Software copying will be in accordance with legal requirements, and ‘pirate’ software is not permitted on any College owned computer.
- The privacy of staff, student and family records will be maintained through restricted access to records by relevant staff responsible for maintaining same.

Security education of staff and staff responsibility for information security

Staff will be made aware through this policy and other appropriate forums e.g. staff meetings, of the need to maintain information security.

Staff are required to maintain confidentiality with reference to student and family records and information, as outlined in privacy legislation.

This policy and the College’s privacy policy will be included in the staff handbook.
RESPONSIBLE USER AGREEMENT

Purpose

MBBC uses Information Technology as one way of enhancing its mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. The school’s technology infrastructure and network provides extraordinary opportunities to explore and use a variety of exciting resources including software, mobile devices, electronic resources, and the Internet. In order to make these resources available to everyone, the school expects students and staff to use the technology in a way that is consistent with our educational mission.

Access to the school network and the Internet is a privilege that is tied to responsibilities. The following guidelines are intended to help individual users understand their responsible use. The school may restrict, suspend, or terminate any user’s access to the school’s technology systems and network for not respecting these guidelines.

1. Personal Safety
   i) I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes but is not limited to my photo, address or telephone number.
   ii) I will not agree to meet with someone I have met online without my parent’s approval.
   iii) I will promptly disclose to my teacher or other school employee any message I receive that is inappropriate.

2. Illegal Activities
   i) I will not attempt to gain unauthorised access to MBBC network resources, or to any other computer system, or go beyond my authorised access, or to bypass the security, monitoring and filtering that is in place. This includes attempting to log in through another person’s account or access another person’s files.
   ii) I will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
   iii) I will not use MBBC network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of a person.
   iv) I will not allow another student to use my account or give another student my password.
   v) I will not read, move, rename, edit, delete, or in any way alter the files that have been created or organised by others.
   vi) I will not alter hardware or software setups on any MBBC computer resources.

3. Security
   i) I am responsible for my individual account and will take all reasonable precautions to prevent others from being able to use my account.
   ii) I will immediately notify a teacher if I have identified a possible security problem with the network or peripheral computers.
   iii) I will take all precautions to avoid the spread of computer viruses and will keep my device up to date with current software and security as required.
4. **Inappropriate Language Needs to be positive**
   i) I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
   ii) I will not engage in personal attacks, including prejudicial or discriminatory attacks.
   iii) I will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If I am told by a person to stop sending them messages, I will stop.
   iv) I will not knowingly or recklessly post false or defamatory information about a person or organization.

5. **Respect for Privacy**
   i) I will not repost a message that was sent to me privately without permission of the person who sent me the message.
   ii) I will not post private information about another person.
   iii) I will not use the devices to record, transmit or post photos or video of a person or persons on campus unless directed to do so and under supervision from a teacher. Nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher.

6. **Respecting Resource Limits**
   i) I will use the technology at my school only for educational and career development activities.
   ii) I will not post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.
   iii) I understand that printing of documents from my device can be done by one of the following:
       - By using a personal data-transfer device (USB drive) compatible with the College Network.
       - By utilizing cloud based storage method e.g. Drop box
       - By emailing to my student account.

   All these are then accessible from the school networked P.Cs in labs or classrooms.

   iv) I will use my print account for educational purposes only and accept that personal/non-educational printing will be charged at the set College rate.
   v) I will not download or use games, pictures, video, music, instant messaging, e-mail, or file sharing applications, programs, executables, or anything else unless I have direct authorisation from a teacher, it is legal for me to have the files, and it is in support of a classroom assignment.
   vi) I understand that MBBC personnel may monitor and access any equipment connected to MBBC network resources and my computer activity. MBBC personnel may delete any files that are not for a classroom assignment.
   vii) The College reserves the right to inspect my personal device if there is reason to believe that I have violated College policies, Responsible User Agreement, administrative procedures, school rules or engaged in other misconduct while using my personal device.

7. **Plagiarism and Copyright Infringement**
   i) I will not plagiarise or direct copy works that I find on the Internet.
   ii) I will respect the rights of copyright owners. Copyright infringement occurs when I inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, I will follow the expressed requirements. If I am unsure whether or not I can use a work, I will request permission from the copyright owner. If I am confused by copyright law, I will ask a teacher to answer my questions.
8. Inappropriate Access to Material
   i) I will not use MBBC network resources to retrieve, view or disseminate material that is profane or
      obscene, that advocates illegal acts, or that advocates violence or discrimination toward other
      people.
   ii) If I mistakenly access inappropriate information, I will immediately tell my teacher and will not
      attempt to access the inappropriate information again.
   iii) I understand that internet access is provided for support of classroom assignments, and I will not
      attempt to surf anonymously or modify the computer in any way to allow me access to websites or
      applications I am not authorized to use.

9. Devise and Network Matters
   ii) I will use the MBBC wireless network to access the College’s LMS (Moodle), the filtered internet
       and webmail.
   iii) I will not be allowed to access external wireless internet providers such as Telstra’s 3G or 4G
       solutions.
   iv) I accept full responsibility for the care and use of my own device including any costs of
       repair, replacement or any modifications needed to use the device at school. I understand that the
       College does not accept responsibility for theft or loss of the device or parts/accessories.
   v) I am not to leave my device unattended. When my device is not in use I should leave it in a locked
      locker. This includes occasions when undertaking co-curricular activities. I must always take my
      device home overnight.
   vi) I accept that the use of my device in class is at the discretion of my teacher.
   vii) I am expected to bring my device to school each day with a fully charged battery.

Student Agreement

All students who use a personally owned electronic device within the bounds of the College campus must read
and sign this Agreement. Submissions will be date stamped and kept on file and will be renewed at the
commencement of each sub school.
MEDIA POLICY

On viewing film and television media

At regular intervals throughout the course of their studies, students will view a variety of films and television productions for educational purposes.

In accordance with its mission, any film or other media studied will be analysed within a safe, supportive and ethical classroom environment which is underpinned by the values promoted by the College. In addition, the College aims to develop students with high levels of critical literacy, particularly of film and television, given students' extensive exposure to such texts, often without the guidance and input of parents or teachers.

The College adheres to the ratings provided by the Office of Film and Literature Classification when selecting suitable texts for study.

Generally speaking:

a) Prep - Year 4 may only view films rated G;

b) Years 5 - 7 may only view films rated PG and below, however teachers will review PG movies before use in classroom;

c) Years 8, 9 and 10 students may only view films rated PG or below;

d) Year 11 and 12 students may only view films rated M15+ or below.

In some instances, appropriate excerpts from films with higher ratings (such as MA) may be used for specific focused learning episodes.

The College recognises that film classification guidelines offer only a broad perspective into the nature of a film or television show. For example, a film rated M15+ may, on closer inspection, be entirely unsuitable for Senior students due to its subject matter or its approach.

In the event that it is considered desirable that students view a film that falls outside these guidelines, parents will be notified by means of a letter home. In the event that parents would prefer their son not to view a film, an alternative will be provided.

MUSIC CD POLICY

Students may bring to College music for valid educational use, ie for an English Oral, a Drama performance or to use in an IT project (subject to normal copyright requirements). Whilst it is not encouraged, students may bring in music CDs to play ‘recreationally’ on an MP3 player. These players/CDs will be confiscated if boys are using them improperly.
PLAGIARISM POLICY

Plagiarism is a serious matter and will be treated as such at MBBC. Plagiarism involves using the work of others and then claiming it as one’s own.

Plagiarism can occur in its most obvious form by directly copying text, from a written document or the internet. Any direct use of text that is quoted must be referenced correctly. It is also plagiarism when the words of another are paraphrased and not referenced correctly. It is not appropriate to rewrite the ideas of another in your own words without referencing the original source.

All boys while in the Middle School will be taught how to reference their work correctly. All assignment work will be expected to be referenced properly, as outlined in the marking criteria. Boys will also have access to ‘Turnitin’, an online program that allows assignment work to submitted electronically. ‘Turnitin’ will highlight any text that is not referenced correctly, allowing the boys to correct this before submitting their final piece for assessment.

If plagiarism is suspected, boys will be interviewed by the subject teacher and the assignment will be run through ‘Turnitin’ as well as other plagiarism detectors. If it is apparent that plagiarism has occurred, the matter will be referred to the Director of Teaching & Learning. Consequences may vary, depending upon the severity of the plagiarism that has occurred. A minor infraction may involve the student being asked to revisit the task under supervised conditions. If the offence is of a more serious nature, the maximum penalty will be a zero or E grading for that piece of assessment. Parents will be notified. In the event of a second instance of plagiarism occurring, the boy will need to meet with the Principal to discuss suspension/continued enrolment at MBBC.

REFERENCING POLICY

The College uses the APA Referencing Style.

Please refer to the Referencing Policy from the College website: www.mbbc.qld.edu.au