



SAINT MARY'S CATHOLIC COLLEGE FUNDRAISING POLICY

Reviewed May 2015; to be reviewed 2018

Rationale:

Throughout the year, students, staff and parents will have many opportunities to participate in various forms of fundraising. Due to the multitude of fundraising requests received and the need to coordinate our fundraising calendar, these events need approval from the APRE (as Fundraising coordinator) and ultimately by the Principal.

The College cannot possibly support every worthy cause and staff, students and parents are encouraged to look to the wider community rather than the College to raise funds for charities they may wish to support.

Decisions about which fundraising activities the College will support are made after careful consideration of:

- Assisting parents with the education of their children.
- Limiting the financial pressure of parents.
- Promoting the Gospel message within and outside our community.
- Providing support for the poor and marginalised.
- Our College's Benedictine values.
- The worthiness of each charity.
- Preference toward Catholic charities and those which serve our local community.
- The charities and fundraising events with which we have a continuing relationship (eg Caritas, Bacolod Kindergarten etc).

Gold coin donation days are generally only ever used in support of charitable causes and are limited to a maximum of one to two a term. Where groups are raising money for their own use (eg. Sporting teams, Senior Valedictory Dinner) fundraisers are expected to provide a service in exchange for their donation (eg. Car wash, icy cups, morning tea etc).

A. The Parents and Friends levy

The Parents and Friend Association has chosen to levy all families in lieu of being involved in ongoing fundraising activities. This levy occurs on the school fees account. It is currently set at \$25 per term and raises in excess of \$30,000 per year. The money is used to fund projects in the College that are considered by parents to be of particular value to students. Projects may involve whole or part contributions to projects. The decision making process for identifying projects is done on an annual basis by the P and F in consultation with the College parents, staff and students. The College Principal has the final say in projects to be funded.

B. Fundraising by staff, parents and students

This fundraising is co-ordinated by the staff, parents or students of the College, and is directed towards specific projects each year.

The College has therefore established six categories of student fundraising.

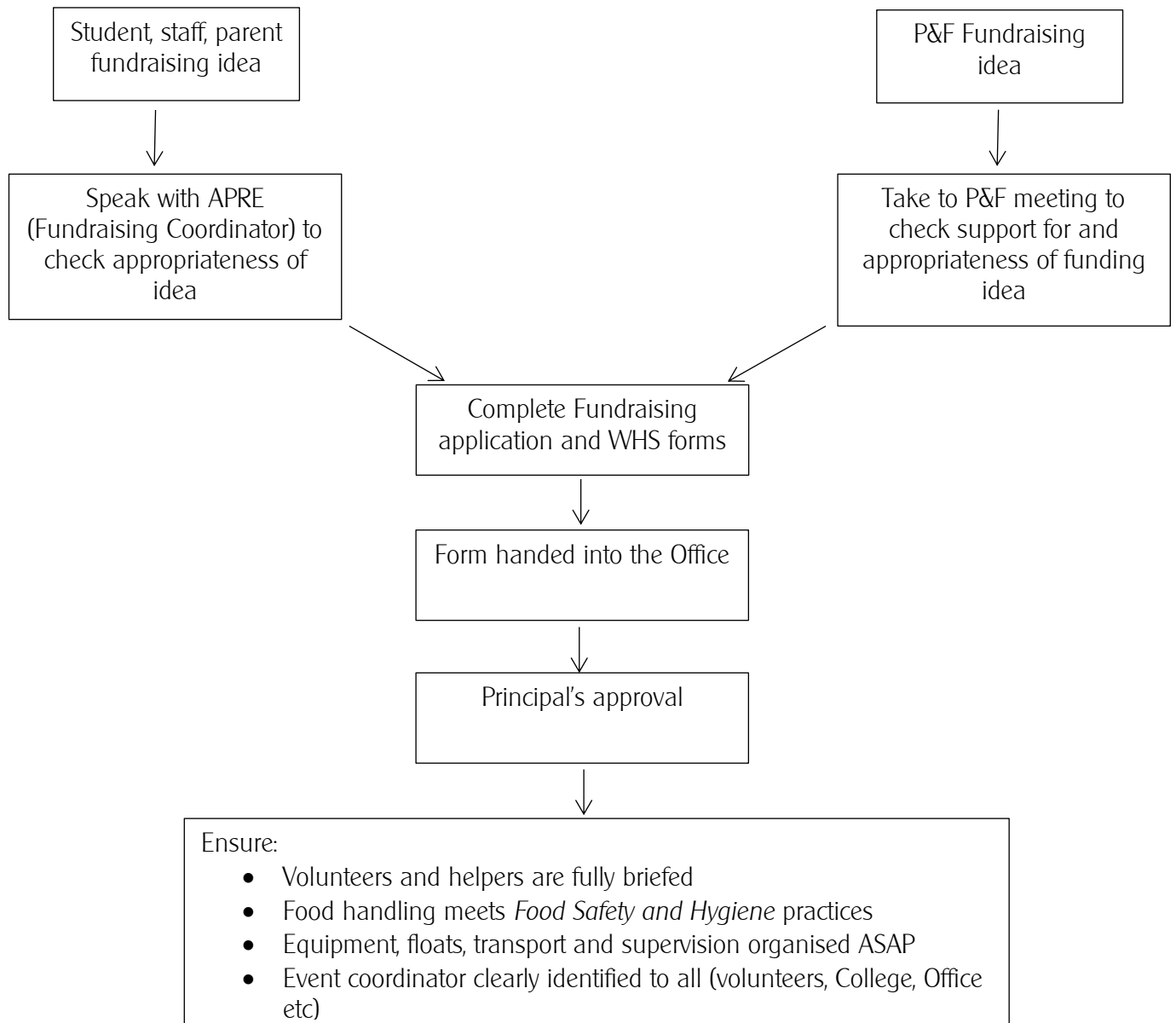
1. **Local appeals.** The College will facilitate a variety of appeals that take place in the local area each year. This facilitation means that we will promote the various appeals throughout the College community, allow guest speakers to come along and promote their various charities and also encourage students to participate in them. Some recent examples are: Rural Connect Drought Appeal, Walk for Life etc.

2. **Emergency Charities.** During many years, emergencies take place throughout the world which require or suggest response by students. In the past these have included the crisis in Rwanda and the Tsunami in Papua New Guinea. Therefore, we allow each year certain 'one off' or emergency charity projects to take place as organised by the Student Body under the direction of staff. All such projects require approval by the Leadership Team and ultimately by the Principal.
3. **Regular Term Based Charities Projects.** The student body is directly involved with several ongoing fundraising activities that benefit other communities. These are:
 - Term 1 Project Compassion – Caritas, Children's Mission
 - Term 2 St Vincent de Paul Winter Appeal
 - Term 3 Bacolod Kindergarten in the Philippines (Good Samaritan Sisters)
 - Term 4 South Burnett Centrecare Christmas Appeal
4. **P&F Fundraising.** Our P&F Committee often supplements the P&F levy by organise events such as Sausage Sizzles, Food Stall at events and other social activities to raise funds. The proceeds of these events go towards the P&F's projects. The decision making process for identifying projects is done on an annual basis by the P&F in consultation with the College staff and students. The College Principal has the final say in projects to be funded.
5. **Specific Target Fundraising.** Each year, specific groups within the college undertake projects and events that require fundraising. These may include: the Seniors' Valedictory Dinner; the FUTSAL, QISSN (Queensland Independent Secondary Schools Netball) and Confraternity Rugby League trips; Chess Club; and the various music programs operating within the College. It may also include projects identified by the wider school body and which benefit the College as a whole (e.g. air conditioning the computer rooms, or building new tables and chairs for students). The College staff manages this fundraising with support from parents and students.

Workplace, health and safety considerations:

- All fundraising activities connected with Saint Mary's Catholic College need to complete a Risk Assessment form (as attached).
- All food handling needs to adhere to *Food Safety & Hygiene practices*.
- Foods used fit within our College's *Healthy Eating Policy*.

**SAINT MARYS CATHOLIC COLLEGE
FUNDRAISING FLOW-CHART**





**SAINT MARY'S CATHOLIC COLLEGE
FUNDRAISING ACTIVITY APPLICATION**

Date of application	
Description of Activity	
Fundraising Category (please tick)	<input type="checkbox"/> Local appeals <input type="checkbox"/> Emergency Charities. <input type="checkbox"/> Regular Term Based Charities Projects <input type="checkbox"/> P&F Fundraising. <input type="checkbox"/> Specific Target Fundraising <input type="checkbox"/> <i>Other (Please specify):</i>
Purpose of funds being raised	
Funds (eg. Float) required from College	
Estimate of funds to be raised	
Coordinating person & contact number	
Year levels / classes involved. Possible lesson disruptions	
Date/s of Fundraising Activity	
Activity presented to APRE (Fundraising Coordinator) or P&F President	(APRE's signature) (P&F President) Date:
College calendar approved and entered	(AP Curriculum signature) Date:
Business Manager's acknowledgement	(Business Manager's Signature) Date:
Activity approved	(Principal's signature) Date:



WHS Risk Assessment Form

INSTRUCTIONS

Duty of care

The school has a duty of care that cannot be delegated or contracted away. It applies to activities done in class but this duty extends also to events such as school carnivals, excursions, and fetes. As such it is necessary to ensure that all reasonable precautions have been undertaken and that systems are in place to minimise the risk of injury to staff, students and others.

A suite of checklists have been developed during the planning process of excursions and fetes to show evidence that the school is actively meeting its duty of care requirements.

Hazard Identification

The first step is to identify the hazards. Review the constituent activities of the event and then consider at each activity whether a person (staff, volunteer or student) may be exposed to:

- Work Environment
 - Slipping or tripping on anything
 - The risk of fire or drowning
 - Extremes in temperature/weather
- Energy
 - Electrical via exposed wires or contact with high voltage
 - Gravity from falling objects or from falling from heights
 - Kinetic energy from being struck by something
 - Radiation such as excessive exposure to sunlight
- Manual Handling
 - Lifting or moving heavy or awkward objects
- Noise
 - Excessive noise
- Substances
 - Airborne contaminants such as chemical fumes
 - Coming into contact with a substances
 - Infectious substances eg. blood?
 - Coming into contact with poisonous/dangerous animals or plants?
 - Coming into contact with an allergen known to cause anaphylaxis in a student or staff member?
- Plant
 - Being cut or lacerated by something
 - Being trapped or entangled (including hair or clothing) in anything
 - Being hit by cars, trucks or other mobile plant

Consider also the student protection hazards that may exist such as:

- Student(s) alone
 - Harm caused by another student
 - Self harm
- Student(s) alone with members of the public
 - Harm whilst on a toilet stop during a bus trip
- Student(s) alone with one adult supervisor
- Student(s) alone with an adult supervisor of the opposite gender

Risk Assessment Method

For each hazard, assess the risk by:

- estimating the typical *consequence* of an incident
- estimating the *likelihood* of an incident occurring, bearing in mind the consequence considered above and the existing reliable risk control measures in place
- combining your consequence and likelihood estimates to rate the risk.

It should be noted that when health and safety law refers to risks, it is not contemplating risks that are trivial or fanciful. Its purpose is not to impose burdens that are wholly unreasonable. For this reason it is necessary to consider a typical consequence associated with exposure to a hazard.

Estimating the Consequences

Make a judgement on the severity of the potential outcome. The table below can be used to nominate the consequences of an incident occurring because of the risk.

Descriptor	Description
Extreme	Death; permanent disability
Major	Reversible bodily injury requiring hospital admittance
Moderate	Reversible bodily injury requiring medical treatment (without hospital admittance)
Minor	No injury/first aid only, no lost work time

For student protection hazards, consequences of an incident may also include:

- Physical abuse
- Psychological or emotional abuse
- Neglect
- Sexual abuse or exploitation
- Substance abuse or self harm

The following factors can affect the consequences associated with an incident:

- potential for a "chain reaction" if not managed early
- concentrations of substances
- volumes of materials
- speeds of projectiles and moving parts
- heights
- position of a person relative to the hazard
- weights
- forces and energy levels.

For each student protection hazard, mark it as "(SP)" to show that such hazards have been considered.

INSTRUCTIONS

Estimating the Likelihood

Bearing in mind existing risk control measures, use the following descriptive scale to nominate the likelihood of an incident occurring because of the risk.

Descriptor	Description
Very likely	The event will happen more often than not
Likely	The event has happened, including elsewhere, with regular occurrence
Unlikely	The event could happen occasionally/occurs somewhere from time to time/unusual but possible
Very unlikely	Could happen, but probably never will/have not known of event occurring

The following factors can affect the likelihood of an incident occurring:

- Being exposed to the hazard often or for long periods at a time
- Lack of training or reasonable competence to do a task or activity
- Lack of supervision
- Potential distractions, such as time pressures or workplace conditions
- Environmental conditions eg. it is more likely that someone will slip on a wet surface than a dry one
- Defective or poorly maintained equipment

Rating the risk

The level of risk, or 'risk score,' is determined by the relationship between likelihood and consequence. This relationship can be represented by using the matrix below. Determine the risk score for each risk by plotting the consequence and likelihood estimates.

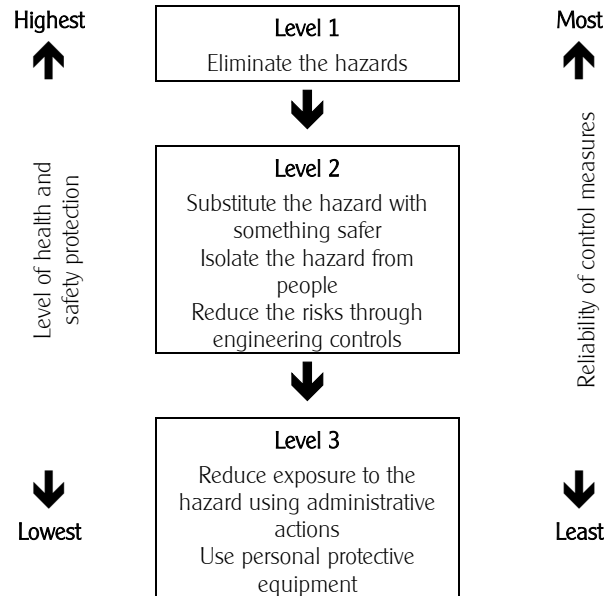
LIKELIHOOD	CONSEQUENCE			
	Extreme	Major	Moderate	Minor
Very likely	1	2	3	4
Likely	2	3	4	5
Unlikely	3	4	5	6
Very unlikely	4	5	6	7

Score	Risk level	Action
1, 2 or 3	High	Immediate action required/Risk unlikely to be justified
4 or 5	Medium	Action required as soon as possible/Risk should be reduced further – if this is not practicable, activity or task must be undertaken in accordance with predetermined conditions.
6 or 7	Low	Priority action not required/Business as usual

This stage of the risk assessment gives a basis for ranking risks in terms of their priorities. The scores (1-7) in the risk priority chart indicate how important it is to do something about each risk.

Controlling risk

Once a risk level has been determined it is necessary to decide on and then implement a control or range of controls taking into consideration the following list of priorities which is from the most preferred (top) to the least. The ways of controlling risks are ranked from the highest level of protection and reliability to the lowest. This is referred to as the hierarchy of risk controls.



The most effective control measure is a level 1 control and should always be attempted wherever possible. If it is not reasonably practicable to eliminate the hazards and associated risks, you should then look to minimise the risks using a level 2 control.

Level 3 control measures do not control the hazard at the source but rather rely on human behaviour and supervision. When used on their own, they tend to be least effective in minimising risks. Nevertheless such controls need to be put in place when:

- no other practical control measures are available
- used as an interim measure until a more effective way of controlling the risk can be used, and/or
- supplementing a higher level control measure.

Monitor and Review

The final step is to monitor and review the effectiveness of control measures. This is necessary to determine whether:

- the chosen control measures have been implemented as planned
- the chosen control measures are working; and
- there are any new problems?

Further information

Further information on how to conduct a risk assessment is available in the [Fact sheet: Risk management](#).

Saint Mary's Catholic College

Event	SAMPLE EVENT	
Person in charge	FRED NURK	Date of event: 01/01/2015
Event location:	MEMORIAL PARK KINGAROY	

Specific Activity	Hazard	Risk/Consequence	Current controls	Risk level	Further action required
List from start to finish the activities that will take place during the event.	What action / item / person may cause harm?	What harm may the hazard cause? Consider exposure to hazards and likelihood of harm.	What is in place to eliminate or minimise the risk? How can exposure or the severity of injury be reduced?	With controls in place, what is the risk level: high (H), medium (M), or low (L)?	What further controls are required still to reduce the level of risk?
Example: Toilet stop at service station/park	<ul style="list-style-type: none"> • Motor vehicles • Sharps in toilets • Alone in toilets (SP) • Students wandering alone around service station (SP) 	<ul style="list-style-type: none"> • Car collides with student • Student receives needle-stick injury. • Stranger danger issues 	<ul style="list-style-type: none"> • Staff monitors vehicle movement • Student behaviour rules reinforced and boundaries set • Staff checks toilets before use • Staff monitors for wandering students 	L	NIL
Student with medical conditions, allergies and asthma	<ul style="list-style-type: none"> • Medical issue due to pre-existing condition 	<ul style="list-style-type: none"> • Dependant on condition including collapse, reaction or breathing difficulties 	<ul style="list-style-type: none"> • Medical alert information to accompany the activity • Mobile phone contact to ring ambulance • Student medication available 	L	NIL
Road accident	<ul style="list-style-type: none"> • Motor vehicles 	<ul style="list-style-type: none"> • Motor vehicle collides with student or transport 	<ul style="list-style-type: none"> • Instruction given to students about road safety • Mobile phone or 2 way radio to arrange support • Students supervised if crossing roads • Seat belts worn • Road rules followed 	L	Driving to road conditions and speed limits Driver fatigue
A student becomes separated or left behind	<ul style="list-style-type: none"> • Student lost on excursion 	<ul style="list-style-type: none"> • Student walks back to school unsupervised • Motor vehicle collides with student • Stranger danger issues 	<ul style="list-style-type: none"> • Meeting point arranged • Supervision • School mobile contact handed out • Clear instructions and expectations given 	L	NIL
Student accidentally injured in activity or through misadventure	<ul style="list-style-type: none"> • Students • Others • Environment • Falls • Equipment • vehicles 	<ul style="list-style-type: none"> • injury to student 	<ul style="list-style-type: none"> • Mobile phone for contact to hospital • Medical records on excursion • Supervision • Clear instructions and expectations given 	L	Ensure activity providers have appropriate training and qualifications

