



Dear Parents and Future Students of St Paul's

The aim of this handbook is to give students and parents information on as many facets of life at St Paul's as possible. Please read it carefully as it will assist you in a smooth transition into this new community. Feel free to contact the college to clarify any doubts or issues.

You would be aware, I am sure, that St Paul's is noted, amongst other things for:

- Its orientation and welcome of new students and families.
- Our parent support, involvement and an energetic and forward thinking *Parents & Friends Assoc.*
- Regular liaison and strong links with feeder parish priests and our six feeder Catholic primary schools.
- Its courses in Religious Studies.
- The pastoral care it gives all its students in a rich, personal manner.
- A strong program of student development through such features as Community Days, Year 10 Challenge Camp, Year Masses, Retreats, Special Assemblies and the Peer Support Program.
- The emphasis we give to the education of the whole child.
- Strong Academic results.
- Our dedicated and well qualified staff.
- Exceptional results in the external exams — HSC and NAPLAN.
- Excellent specialist facilities, including Hospitality, Construction and Technology buildings.
- The success of our students in cultural and sporting areas.
- High standards of discipline and dress.
- Regular communication with parents, especially through the fortnightly Newsletter, *The Spinnaker*.
- A strong Learning Support team for students to access.
- The attractive, relaxed and secure nature of the school site.
- Extra-Curricular activities such as Duke of Edinburgh Awards, Vietnam Immersion Program and overseas study trips.
- Its capacity to offer a continuum of secondary schooling from Years 7 to 12.

The challenge of secondary schooling is an exciting one, and requires a truly co-operative effort between parents, students and staff. No doubt some students and parents are apprehensive about the transition from one school to another, but I can assure you that we will make it a very successful one. Together we will continue to build St Paul's into an excellent school, of which we are all proud.

Through the next few years may we walk together to ensure your child is significantly enriched by what St Paul's is about, and may our sense of community grow all the more deeply.

Graeme Selmes
Principal

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History of St Paul's

St Paul's High School commenced in February, 1984. The impetus for the establishment of a Catholic high school to serve the Westlakes region came originally from parents, and as far back as 1972, a committee was set up in the parish of Toronto to work towards the setting up of such a high school.

The Catholic Church already owned land at Booragul on the current parish church site, and negotiations commenced with the Housing Commission for the acquisition of more land adjacent to this.

In 1975-1976 a diocesan committee was appointed to investigate the organisation of secondary education, and in its final report this committee recommended that a co-educational regional high school be built in the Westlakes area, and noted the very strong support for such a school. It is a very pleasing feature of St Paul's that this support has continued and has shown itself very clearly during our years of operation.

Originally it was hoped that the school would accept its first students in 1982, but for various reasons this did not eventuate until 1984. The school opened with an enrolment of approximately 240 in both Years 7 and 8. Current 2017 enrolment is 934.

Fortunately, substantial government and diocesan assistance has enabled the staged development of the school. Stage II was completed at the beginning of Term 2 1985, and marked the completion of the specialist facilities. Stage III was completed mid 1987 and consisted of an administration complex including staff facilities and the first of the permanent classrooms. The year 1994 saw the completion of the permanent library and its official opening.

With the implementation of the Senior Years there were major capital works developments. In 2000 an additional classroom wing (with general classrooms, seminar rooms, information technology room, science laboratory) was built and Holland Court (Senior Courtyard) developed. It was named after Mr Wayne Holland, the Mathematics Coordinator, who passed away while on the staff of St Paul's.

Over 2001/2002, extensions to the staff room, major extensions and refurbishment of the administration complex and a doubling of the library were implemented, as well as two major additions with a classroom wing and the building of a multi-purpose hall. The classroom wing consisted of four general classrooms, two seminar rooms and a music complex, as well as a new canteen. With substantial parent support, we were able to utilise a grant for Performing Arts to build our multi-purpose hall. These final facilities were implemented over Term 4 2002 and the commencement of 2003.

With increasing student numbers, two more demountable classrooms were added in 2006 and 2007. One a general purpose learning room and the other a Science Laboratory/Art wet area. In 2006 the art storage/kiln was converted into a computer area to support the Visual Arts Design and Photography. In 2007 the Chapel was refurbished. In 2008, the all-weather shed/shelter was constructed. It is named Moncrieff Shelter. It was named after Mr Greg Moncrieff, a Student Coordinator who passed away while on the Staff at St Paul's. Once again, increased student numbers resulted in an extra demountable being placed on site. This is to be used as a Visual Arts Room.

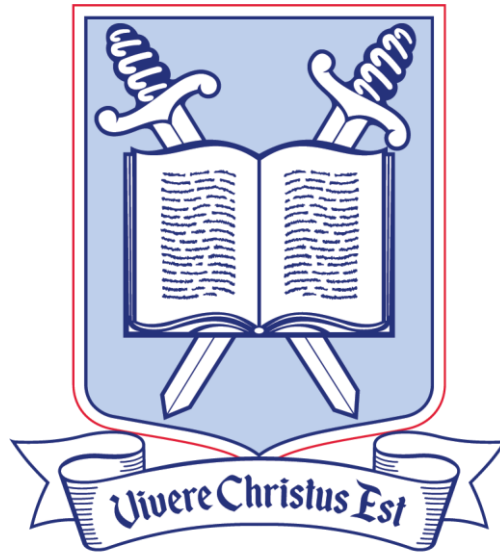
In 2012 the new Trade Training Facilities were opened. These consisted of a Hospitality and Function Centre along with a Construction Facility.

2014 saw the beginning of construction for the new Library and classroom centre. The Damascus Centre was officially opened in Term 4 of 2015 and is the focal point for 21st century learning with full wireless internet technology and state of the art computer and smart televisions in all learning spaces. The attached senior courtyard allows senior students to access the internet from their own devices as they study and is an ideal outdoor learning space for classes.

In 2017 St Paul's completed the second stage of its Master Building Plan with the completion of a new staff facility, classroom block, administration office and renovated student services building. The highlight of the project was the construction of a dedicated chapel space that incorporated stained glass windows of St Paul and the four House Patrons that had been donated to the school by the Year 9 and Year 10 classes of 1991 and 1992.

In 2018 St Paul's begins a new era as St Paul's Catholic College.

The College Crest



St Paul's

Catholic College

Booragul

The College crest is a simple one with the open book (the bible) and the crossed swords being symbols of St Paul, after whom the school is named. In his letter to the Phillipians (1:21) St Paul makes the statement that:

'To Live is Christ'

and this is the translation of the College motto:

'Vivere Christus Est'

During his time on earth Jesus often spoke about life and the way he hoped to bring it to fulfilment. In St John's Gospel He says, 'I have come in order that you might have life - life in all its fullness' (Jn.10:10). This fullness involves the raising of the human person above purely basic and material concerns into the spiritual dimension. In practical terms this means that in our College we must try to make Christ the centre of all we do, since it is in Him that we obtain the fullness of life.

'To Live Is Christ'

St Paul's Vision Statement



St Paul's

Catholic College

Booragul

A school is a privileged place in which, through a living encounter with a cultural inheritance, integral formation occurs. (The Catholic School, p25, no.26).

The task of a Catholic School is fundamentally a synthesis of culture and faith, and a synthesis of life and faith. (The Catholic School, p35, no.37)

St Paul's Catholic College Booragul is a place where:

- ❖ The growth of the whole person is nurtured through the provision of opportunities for prayer and reflection, through creative freedom and empowerment of the individual and through a wide variety of curriculum options.
- ❖ The curriculum, both formal and informal, focuses on Christian spiritual growth and reflects a respect for the diversity of its members and their differing levels of abilities, strengths, weaknesses and gifts.
- ❖ A sense of security engenders a welcoming community, characterised by effective leadership, open communication, quality teaching and a sense of pride in our school.
- ❖ Our Catholic faith is witnessed both in the school and in the wider community through interpersonal relationships and community service. It also reflects our belief in Jesus Christ as the centre of our Christian outlook and the foundation stone of our Catholic College.
- ❖ Teachers, students and parents walk the journey together, encouraging and supporting each other.

House Patrons

At St Paul's we have a House system, as is customary in many schools. The four Houses are:

**Chisholm
MacKillop
Polding
Therry**

**Blue House
Green House
Red House
Yellow House**

A brief biography of each Patron follows. Of the four, in his book 'Called to be Church in Australia', Denis Edwards comments:

"The 19th century church was in many ways aligned with the poor of this country. Fr John Therry, Bishop Polding, Caroline Chisholm and Mary MacKillop are representatives of a church engaged with those who were on the underside of Australian history".

Apart from their individual significance, the choice of these four house patrons reminds us to be aware of the suffering and needs of the marginalised of our 21st century society. It has been pointed out that the Church recognises in those who are poor and who suffer, the image of her poor and suffering founder". (LG8)

John Therry

John Therry was one of Australia's first two official Catholic Chaplains and arrived from Ireland in 1820 at the age of thirty. It is said of him that between 1820 and 1830 he dominated the small world of Australian Catholicism as a dynamo of apostolic energy. In Sydney he devoted a large amount of his attention to jailed convicts.

He constantly travelled the colony on horseback and fought against the control of Catholic lives by officialdom. For example, he opposed the reservation of orphan schools to practitioners of the Anglican religion. He asserted the rights of all to freedom of religious practice and was loved for his devotion to duty, leading a hard life and giving his money to the poor. He was a frequent visitor to Maitland, acting as priest and confessor to a number of convicted felons who were hanged at East Maitland in the 1820's and 1830's. Therry died as the parish priest of Balmain on the 25th May, 1864, aged seventy-three.

Caroline Chisholm

Caroline Chisholm was born in England in 1808 and later converted to Catholicism. She migrated to New South Wales in 1838 and worked for the moral and social good of immigrants until 1846. In the rugged frontier colony she aimed to do good for all, regardless of creed or race, for Christ's sake, and especially championed family life.

On her return to England she pursued a crusade which led in 1848 to the formation of the Family Colonisation Loan Society.

In 1854, aged forty-six and with a family of six children, she returned to Victoria to help in the turmoil caused by the gold rush.

She is remembered in the local area for having opened a hostel for women on the site of the present Maitland Hospital.

She died in 1877, poor and bedridden and had even pawned the medal presented to her by Pope Pius IX. Her tombstone bore the tribute - The Emigrants' Friend.

Mary MacKillop

In 1866 Mary MacKillop founded the Sisters of St Joseph, an order dedicated to the education of the Catholic poor, by giving practical shape to the plans of Father Julian Tennison Woods. She later had to withstand clerical efforts to take over her congregation.

Mother Mary stressed the necessity of practising religious poverty, often giving her own food to the poor and needy.

The 'Joeys' worked in remote districts of the country and in slum areas and the entirely Australian Order of Josephites had almost 1,000 members by the time of Mary MacKillop's death in 1909. The Lochinvar Josephites are well known throughout the Maitland Diocese.

John Polding

John Polding came from the Benedictine Monastery of Downside, England. In June, 1834, at the age of thirty-nine he was consecrated Australia's first bishop. He arrived in Sydney in September, 1835 and served there for forty-two years. He spent many hours in the confessional and administered confirmation for the first time in the colony, also devising a scheme for attending to the spiritual needs of the convicts. Polding travelled all over the colony, including Western Australia in 1852, generating a surge of renewed spiritual life and inspiring a vigorous missionary spirit in his clergy. He also tried to be of assistance to the country's Aboriginal population.

A fellow Benedictine, Father Ullathorne, said of him, 'he raised the Catholics into a religious people'. On visits to the Hunter Valley, Polding laid the foundation stones of the future Cathedral of the Maitland Diocese, Campbell's Hill, in 1840 and of St Mary's Star of the Sea Church in Newcastle in 1864.

College Organisation

Principal	Mr Graeme Selmes
Assistant Principal — Teaching and Learning	Miss Roisin McVeigh
Assistant Principal — Community and Wellbeing	Mr James Furey
Ministry Coordinator	Mr Michael Doyle
Administration Coordinator	Mrs Anne-Maree Shipman
Student Coordinators	Mrs Trish Furey
	Mr Samuel Heagney
	Mr Ross Wilson
	Miss Kerrie-Lee Guest
	Mrs Tracey Evans
	Mrs Blair Brownlee
	Mrs Cayte Pryor
	Mrs Libby Lucas
Leaders of Pedagogy	
Curriculum Administration/Staff Development	Mrs Cathy O’Gorman
Religious Studies	Mrs Nicole Deed/
	Miss Melissa Chapman
English	Mr Phil Ratcliffe
Mathematics	Mr Alan Vickers/
	Mr Nicholas Moroney
Science	Mr Mark Newell
Human Society and Its Environment	Mrs Belinda Flood
Technological and Applied Studies	Mr Mark Redman
Personal Development, Health and Physical Education	Mr Paul Burke
Information Technology and Learning Technology	Mr Nicholas Moroney
Creative Arts and Languages	Miss Sarah Adams
Careers/Vocational Education	Mr Craig McLoughlin
Teacher Librarian	Mrs Kerri Beezley
Learning Support Coordinator	Mrs Anne-Marie Melocco
Sports Coordinator	Mrs Anne-Maree Shipman
Principal's Secretary/Office Administrator	Mrs Maree Lawrie
Finance Officer	Mrs Betty Harris
School Counsellor (Monday, Tuesday, Wednesday) (Monday, Thursday)	Mrs Rhonda Mitchell
	Mrs Valerie Huens
Pastoral Care Worker (Wednesday, Friday)	Miss Sarah Lancaster
Aboriginal Liaison Officer	Miss Astro Stewart
Technology Support Officers	Mr Graham Hancock/
	Mr Geoff Harborne
Canteen Supervisor	Mrs Carolyn Stanton

Teaching and Learning

At St Paul's, teaching staff focus their attention on using internal and external data to inform their teaching practice and personalise learning for all students. A key focus at the College is building a community of effective learners, both staff and students. The idea of contemporary learning includes a professional learning plan for all members of the school community.

Leaders of Pedagogy

Leaders of Pedagogy are responsible for the programming and teaching of specific academic areas in the school. As well, they oversee the application, achievement and progress of students within their subject area. They are a point of contact for students who might be experiencing difficulties in a particular subject area.

The key role of the Leaders of Pedagogy is to ensure that quality teaching and learning exists within their faculty. This involves oversight of effective programming, assessment and contemporary pedagogical practice.

Learning Support

The Learning Support Faculty is comprised of a Leader of Pedagogy, Learning Support Teacher/s, English as Additional Language/Dialect teacher, an Aboriginal Liaison Officer and a number of Learning Support Assistants. This team oversees the academic, physical and emotional needs of students identified as needing additional support.

Learning Support at St Paul's is inclusive and all students, including those with diagnosed disabilities, are supported in the mainstream classrooms. There is provision for withdrawal for students who require specific support with literacy. In addition, emotional support and social development strategies are provided to students on a needs basis, in conjunction with Student Coordinators.

The Learning Support Unit is open for student access during lunch. There is teacher supervision and support during that time to complete homework and assessment tasks in a safe and supportive environment.

Current programs running for withdrawal groups at the Learning Centre are: MacqLit, Corrective Reading and Reading Plus, we also are running a social skills group. A number of assistive technologies are utilised to support students with additional learning needs and disabilities to help access the curriculum eg: iPads, laptops.

The Learning Support Team work with the Leaders of Pedagogy to provide Disability Provisions for students during examinations. This is in the form of readers, writers, extra time to work, rest breaks and separate supervision. Applications are made through the Leader of Pedagogy – Learning Support, in discussion with parents and students.

Support is available for English as Additional Language/Dialect students from a specialist teacher. This can be in the form of in-class support and/or withdrawal. The focus is on written, spoken and aural language development.

Assessment and Reporting

At the commencement of each academic year students can access via the college portal an Assessment Booklet for their current academic year. This booklet will describe the assessment program for each subject studied.

Assessment in individual subjects will vary according to the subject. A variety of assessment methods including assignments, projects, oral presentations and minor and major tests will be used and combined in various ways to give an overall assessment of each student's performance. Reports will be issued to parents at the end of each semester. After the Semester Report, a full parent/teacher meeting will be held. Where necessary, interim reports will be issued at other times. These may also be requested by parents to check on aspects of progress.

It should be emphasised again that we encourage contact with the school, and parents should feel free to contact the Student Coordinator or relevant Leader of Pedagogy at any time, if there are any matters of concern to them.

Course Information

The NSW Education Standards Authority (NESA) will continue to set requirements for the attainment of the Record of School Achievement (ROSA) and these include some specification of the subjects which must be studied, and the number of hours for which they must be studied. These requirements are incorporated in the curriculum structure.

The following table indicates the subjects to be studied by all Year 7 students.

Religious Studies	
English	
Mathematics	
Science	
Human Society and its Environment	Geography 100 Hours; History 100 Hours
Technology (Mandatory)	
Creative Arts	Music 100 Hours; Visual Arts 100 Hours
Languages	French or German 100 hours
Personal Development/Health/Physical Education – PHDPE	

Class Allocation

It is the school's policy to place Year 7 in a mixture of graded and ungraded classes. English, Mathematics and Science are initially loosely banded on the basis of primary school recommendations. These may be adjusted according to student results and teacher observation during the year. It is the strong feeling of staff that this practice enables students to be taught in a way that is more responsive to their needs. Our definite policy is for students to feel that mobility between classes is always possible in Years 8/9/10, as long as their approaches to learning and results warrant the change.

Course Descriptions

Given on the following pages are outlines of the courses offered to Year 7 students at St Paul's. In the teacher's programs, strong emphasis is given to writing them in the context of the wider aims of the Catholic school.

Religious Studies

The Year 7 Religious Studies Program has been restructured in recent years to provide units of work that give a basis of knowledge about the key components of the Catholic Tradition for all students.

The course caters for students from varying faith backgrounds and levels of faith formation by tiering content around Knowing, Understanding and Applying the Tradition.

The aim of the course is to facilitate greater Catholic religious literacy for all students. The inclusion of Catholic metalanguage, as part of all units of work within the course, forms part of this emphasis on being familiar with Catholic terminology and concepts.

Throughout the year students will study five units: Faith Story Witness, the Hebrew Scriptures, Knowing Jesus, Catholic Beliefs and Church History: The Middle Ages.

Students will be assessed for the purpose of reporting throughout each semester and components assessed will include understanding, basic skills and knowledge, class work, and most importantly, participation.

English

Year 7 English provides experiences and skill development for students in the language modes of reading, writing, speaking, listening, viewing and representing. Students engage with a variety of texts including film and other visuals plus multi-media material to complete both responding and composing tasks.

Classes are arranged in three streams for semester 1 based on Year 6 teacher input. Class changes will occur for Semester Two based on Semester One results.

There are six outcomes-based units of work with a formal summative assessment task at the end of four of these units (**one** in each term). Ongoing class-based formative tasks also form part of the assessment process.

Mathematics

Year Seven students study Mathematics under the new Australian Curriculum Framework as interpreted by the NSW Education Standards Authority. The revised strands to be studied are *Working Mathematically*, *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*. These strands will be assessed during Year Seven by in-class performance and formal examinations.

Equipment Students will need a calculator, a geometry set and a ruler for assessment tasks.

Grading of classes Year 7 classes are **banded** (high, middle and low) based on information supplied by the Primary Schools and information gained from NAPLAN testing, where this has been supplied. Each student is placed in one of three bands for the first semester. Students will be reassigned to classes for the second semester according to how well they have performed in Semester One and how well they have settled into high school. These placements are based on examination type assessments along with class room attitude and homework completion.

Science

The study of Science at St Paul's seeks to promote in the students an increased curiosity, a greater understanding of their world, and an appreciation of the wonder of creation. St Paul's Science Faculty will develop in its students an appreciation of the dignity of the human person and a responsibility towards stewardship of the earth. The students will develop knowledge and skills in topics selected from Physics, Chemistry, Biology, Geology, Astronomy, Ecology and Marine Science. As well as acquiring scientific knowledge and skills, students will be encouraged to apply their understanding to everyday life and develop a curiosity as well as an appreciation of science as a human activity. An emphasis will be placed on safety issues associated with laboratory work and in home situations.

Science will present information regarding current environmental issues and new technologies.

This subject should be viewed as an important tool that “provides a basis for future choices and ethical decisions about local and global applications and implications of science.”— NSW Science Syllabus pg 8.

Students are able to access information from the school intranet to complete many tasks, including set homework activities and assignments. Notes may also be available for study.

Formal Assessment will take the form of both written and practical examinations in each semester. ‘In Class’ assessment will be based on research tasks, homework, class performance and skills during activities. Specific success against set profiles related to the Skills and Knowledge components associated with this subject will be commented on in the Semester Report.

Human Society and its Environment

Human Society and Its Environment (HSIE) in Year 7 incorporates both History and Geography and aims to develop students’ knowledge, understanding, skills, attitudes and values. It is concerned with passing on our heritage of faith and highlighting the relevance of faith to contemporary life and culture.

NESA has stated that students will be required to study 100 hours each of World History and World Geography in Stage 4 (Years 7 and 8) and 100 hours each of Australian History and Australian Geography in Stage 5 (Years 9 and 10).

The topics covered in Year 7 include Investigating the Ancient Past, The Ancient World – China & Greece, Investigating the World and Global Environments (eg polar lands and deserts).

In each stage (Year 7 and 8 – Stage 4), students undertake a semester of History and a semester of Geography each year.

Assessment A variety of methods are used and a high level of student participation is required. Methods include topic tests, research assignments, oral presentations, fieldwork activities, using information technology, formal examinations, group work.

Music

St Paul's offers a Music course which is both interesting and educational. Students will explore music through performance, composition and listening. Students have the opportunity to develop skills in solo and group performance and will develop an understanding of music using glockenspiels, ukuleles, class percussion, keyboard, guitar, voice and computer applications.

Music offers a range of experiences such as learning about:

- symbols used in music
- various styles of music
- instruments of the orchestra
- music and technology
- composing your own songs
- singing, performing
- popular and traditional styles of music

Assessment in Music is by way of a variety of methods to allow all students to demonstrate skills and knowledge. They include solo performance, group performance, theory activities, listening tests and composition assignments.

Technology (Mandatory)

Students learn about technologies and use a range of materials, tools and techniques. Technologies are applied to solve real problems and to create ideas and solutions in response to needs and opportunities for customers, clients or themselves. This subject aims to develop a student's ability to design, produce and evaluate quality solutions for a variety of projects.

The Year 7 course contains four units covering the required content of the syllabus. These include the making of **Products**, the studying of the **Built Environment** and the use of **Information and Communication**.

The work involved in each unit is a combination of:

- A **folio of** work containing the design work carried out by the student including research, design ideas and the development of ideas into a suitable solution; and
- The **product** created based on the design work carried out by the student.

The assessment of each unit is based on a combination of marks allocated for both the **Folio** and the **Product**.

Units of Study are from the following focus areas:

- | | | | |
|---------------|----------------------|-------------------|-------------------|
| * ICT | * Metal | * Graphics | * Timber |
| * Food | * Board Games | * Bridges | * Textiles |

Year 8 Technology is a continuation of this course, however, there will be increasing emphasis on the experiences and skills that will assist students in their elective choices for Years 9 and 10 and beyond.

Students will need a plastic sleeved display book and writing paper for their **folio** work. Students may also need to supply some of the materials that they need to use to make the **products** that they design.

Personal Development/Health/Physical Education

This is an integrated course that draws together many themes from the following content areas:

- | | |
|------------------------------|-----------------------------------|
| • Lifelong Physical Activity | • Movement Skill & Performance |
| • Self and Relationships | • Individual and Community Health |

There will be practical experiences and classroom activities that encourage the students to be more informed about themselves and their roles and responsibilities in the family and community.

Sports uniform is to be worn to practical PE lessons. Practical lessons make up approximately 50% of lessons, so please note that during practical units, sports uniform may be required 2 or 3 times a **week**. Note also that on these occasions, students may wear sports uniform throughout the school day. A hat is a further requirement for all practical PE lessons.

Assessment With certain units there will be a set assessment procedure which will go towards semester marks. Also, in most or all units, the assessment of outcomes achieved is likely. This will include:

- Topic review and/or skills test
- Worksheets and assignments.

Semester exams may also be used towards the report marks.

Home Learning

Independent learning done at home is viewed as an integral aspect of the learning continuum at St. Paul's. It is used to consolidate the learning imparted to students in the classroom. It also establishes strong study habits from an early age. As such, St. Paul's students are required to undertake meaningful independent learning throughout every Stage. While each faculty determines their own specific requirements, the following expectations may be considered appropriate:

In Stage 4 (Years 7-8) students should expect to be completing between 30 and 60 minutes of independent learning on a nightly basis.

In Stage 5 (Years 9-10) students should expect to be completing between 60 and 90 minutes of independent learning on a nightly basis.

In Stage 6 (Years 11-12) students are expected to be completing 30 minutes of homework / study for each 2 Unit Course every night. This usually equates to approximately 2 – 2.5 hours of independent learning daily.

Independent learning can take a variety of forms and regular attention to these can lead to good subject organisation and reinforcement as well as study skills development. Formal work may not be given every day. There may be times when none is given but we strongly encourage students to set time aside to do their own independent study and revision.

a) Organisation

An important element of success is the ability to organise and manage both time and work effectively. The same can be said for prior planning.

Being a BYOD school means students have the choice to work in a digital space, however this means their device must be fully charged for the day ahead. In addition, any resource material or sports equipment should also be brought.

b) Consolidation and Extension

Depending upon the structure and format of the lesson, teachers may issue activities to be done independently at home. Such activities allow students to problem solve on their own; they encourage students to be independent learners and provide them with the opportunity to network on line and engage collaboratively with their peers.

All Key Learning Areas set Assessment Tasks. Students are given a minimum of two weeks notification of these formal tasks. We strongly encourage the creation of a personal assessment calendar to avoid added stress and last minute efforts.

c) Revision

Revision is a fundamental element of success. It requires commitment, self-management and discipline. Revision involves reviewing of new facts and concepts presented during the time of formal instruction at school. Revision comes in all forms, the most popular for secondary schools is through the form of written summaries or reading.

If a student is having problems with independent learning or if a parent has any concerns about this matter, the person to approach is:

- initially the teacher of the relevant subject.
- the Leader of Pedagogy for the subject in question, if the problem persists.
- the Student Coordinator, if the problem is a general one.

d) Study Skills Website

St Paul's has subscribed to an online interactive Study Skills handbook. To access the handbook, go to www.studyskillshandbook.com.au and login as a subscriber with these details:

Username: Stpauls

Password: 52sucess

Sport

Many opportunities exist for students to be involved in sport on many levels.

Friday Sport

School sport occurs every Friday afternoon and students have the choice to be involved in either a Representative Sport or one of a range of recreational sports. The Representative Sports program includes a competition which is held between the four Maitland Newcastle Secondary Diocesan schools of St Paul's, San Clemente Mayfield, St Pius X Adamstown and St Mary's Gateshead. Representative Sports on a Friday will vary from year to year but may include: Netball, Football, Oztag, Basketball, Dodgeball, Touch Football etc. A broad variety of individual sports is available for students to choose from and they will be informed at the beginning of the year as to which sports will be offered. Sport selections are done online via their student portal.

All students are expected to attend and participate fully in their chosen sport. Full sports uniform is to be worn on sports day. If the nature of the chosen sport requires other specific attire, students are to change when they get to the venue.

School Swimming and Athletics carnivals are held throughout the year and these are **COMPULSORY** school days where students are encouraged to participate and be involved in contributing to their House points.

Diocesan and Pathway Representative Sport

Students have the opportunity to trial for selection in a range of Diocesan Teams that will compete at State level including: Rugby League, Touch Football and Football. St Paul's will also enter school teams in Diocesan Competitions such as Swimming, Athletics, Cross Country, Netball, Basketball, Touch Football, Rugby 7's, Football and Rugby League. Successful individuals and teams at Diocesan level then progress to State level which is known as CCC. Students also have the opportunity to individually nominate to trial for Combined Catholic College teams. Students who perform at an elite level are encouraged to participate in these trials. For more information about these, refer to the CSSS website. <https://www.csss.nsw.edu.au/default.aspx>

Further opportunities often arise for students to be involved in many sports and recreational activities through inter - school competitions.

Community and Wellbeing

If any school is to claim to be a Catholic school, the emphasis of that claim should be based on clear Christian values. It is the reason for our existence. Our students are here to receive a Catholic education. One of the key features of a Catholic school is the emphasis which should be placed on the pastoral care of students. At St Paul's the wellbeing and guidance of individual students is of paramount importance. The encouragement of a family atmosphere and a real spirit of caring for each other is essential if each person in the school is to develop his or her potential to the fullest extent possible. Every staff member is encouraged to develop a real interest in the students he or she teaches, and to strive to understand, and make very practical, the principles on which the pastoral care program is based. Particular members of staff have special roles to fulfil in the provision of pastoral care, and these are briefly explained below.

Tutor Group Teachers

Tutor Group Teachers are those teachers who have the responsibility of caring for a particular group of students in a given year. They look after daily attendance and perform other administrative tasks, and provide an initial supportive presence. A relationship of trust is always encouraged.

Student Coordinators

Student Coordinators are more experienced teachers who have a vital role in student development. They are given responsibility for all the students in a particular year, and coordinate the activities of that year. Students who, for whatever reason, need more individual attention are encouraged to approach, or may be referred to, their Student Coordinator who will advise them. One major area of focus for the Student Coordinator's advice and help will be the student's overall general progress, and he or she will also be a first point of contact for students referred on by teachers for general inappropriate behaviour. Occasionally the matter may be serious enough to involve the Assistant Principal Community and Wellbeing or the Principal. Outside helping agencies are also available with their special skills. Leaders of Pedagogy will also be involved if the difficulty is specifically related to a student's work and/or subject based behaviour.

Aboriginal Liaison Officer

The Aboriginal Liaison Officer supports Aboriginal and Torres Strait Islander students through positive engagement and the provision of cultural safety for all. Indigenous students are supported with exam preparation, assistance with assignments as well as class and home work. For culturally significant events the officer will work with students to present a celebration to the whole school community. In addition to this there will be various activities both in and out of school that allow indigenous students to reach their full potential.

Pastoral Care Worker

The Pastoral Care Worker provides extra guidance, support and comfort to the students and families within the school community. The Pastoral Care Worker is responsible for running wellbeing programs such as 'Seasons for Growth' which supports young people who are experiencing grief and loss. The role also involves working closely with teachers and staff to offer individual support sessions for students with social and emotional needs or if they simply need someone to talk to. The Pastoral Care Worker also acts as a referral service to assist students and their families with accessing extra support within the college and wider community organisations.

School Counsellor

Currently St Paul's engages a School Counsellor five days per week as a member of the college staff. Generally those students who are having difficulties with school or interpersonal relationships, may refer themselves, or be referred to the Counsellor. This is a highly accessible, effective and confidential means of support.

There are numerous specialist agencies, including *Catholic Care* that the school can refer families on to for additional support.

Student Leadership

St Paul's Catholic College believes all students have the capacity and ability to develop their leadership talents and skills. While not every student can be an elected school leader, every student can be encouraged to take responsibility for his or her own learning, and all senior students have a responsibility to act as leaders and guides to junior students.

Students at St Paul's Catholic College are provided with many opportunities to develop qualities of leadership, initiative and cooperation, allowing them to make a constructive contribution to the school community.

These may be categorised in the following areas:

- Elected School Captains, representing the whole School Community
- Elected House Captains and Sports Captains, representing the House System
- Student Representative Council and Tutor Group Representatives, representing the students
- Peer Support Leaders, assisting with the Year 7 Orientation Programme
- Volunteer Leadership roles as required

Peer Support Program

This is a peer based program that acts as a support network for Year 7 students to allow them to become more familiar with high school, the new community and the new environment.

It is understood that each new student would come to St Paul's from a much smaller environment and could be overwhelmed by the size and population. The Peer Support Program aims to alleviate any perceived misconceptions about high school, settle the new student into their environment and include the student in activities that invite them to get to know others all in a non-threatening group situation.

The group is led by Year 10 Peer Support Leaders who have undergone training to have this leadership position in our school. Small group meetings take place initially during Term 1 and other activities may follow to enable the group to communicate more effectively and better adapt to high school life.

Wellbeing

Without effective discipline, the learning environment is defective, and students are left with a lack of security, which can seriously affect their ability to function appropriately in the school environment. However, discipline must be seen in the context of pastoral care. The aim of any sanction is ideally to encourage self-awareness and growth in the student to whom it is applied, so that self-discipline can be encouraged and our students may be transformed into self-disciplined, self-directing young adults.

It is important to avoid relating discipline too closely to punishment and to an externally imposed system of controls – this is not fertile ground for self-discipline to grow. However if self-discipline fails in a student, then, (depending on the offence) external disciplinary measures will need to be applied; not in any spirit of vindictiveness or revenge, but to help the student realise the nature and seriousness of his or her offence, to help towards an improvement in conduct and be able to effectively be a member of our community.

Any discussion of discipline in a Catholic school must be related to our core values of co-operation and respect. Discipline is a structure within the school and therefore, as a structure, must operate in terms of love and service to others rather than control over others. Our Community and Wellbeing policy, at all points, encourages the recognition and affirmation of student behaviour whilst using the principles of Restorative Justice.

Teachers at St Paul's are encouraged to manage their own classes, since the classroom is the ideal place for effective treatment of difficulties to occur. However, for more serious breaches of school rules a whole range of procedures come into operation including Lunchtime and Afternoon detentions. In many cases students will be referred to a Student Coordinator, Leader of Pedagogy or an Assistant Principal. Formal lunchtime detentions and after school detentions become a part of the student's official school record, and thus may be referred to again if problems continue. Parents of students placed on an Afternoon detention will receive written notification and will be required to return a form to school acknowledging the detention, and specifying the transport arrangements made. Internal/External suspensions from school and expulsion may also be used in serious matters, at the Principal's discretion.

By signing the Enrolment Agreement and proceeding with the enrolment, parents accept that their child could be disciplined in any of the ways mentioned above.

Policies relating to Pastoral Care and Wellbeing can be found on the College website and include the following:

- Pastoral Care and Wellbeing Policy 2013 (CSO)
- Procedures for Serious Student Misbehaviour 2017
- Procedures for Respect of other Students (Hands Off Policy) 2017
- Policy for Anti-Bullying 2017
- Policy for Student Leadership 2017
- Complaints and Grievances Resolution Policy 2013 (CSO)

General Information

Attendance at School

School hours are **8.45 am to 3.10 pm**.

Students should always be present at school by the beginning of Tutor Group. If arriving late, ie after the beginning of tutor group, students should report to the school office and sign in and receive a late pass — entry to class is not possible without it.

Parents please note that, in general, students should not be allowed to arrive at school before 8.30am. No teacher supervision in the playground is provided before this time. In the afternoon, students are supervised at the bus boarding area until the last bus leaves — this is usually before 3.30pm.

Parents are asked to cooperate in encouraging students to develop a good attitude to school attendance. Days on which **sports carnivals** are held and **last days of term** are **normal school days**, and should be accepted as such. **Attendance is compulsory**.

Absences from school

If your child has to be absent from school you must notify the school and provide a reason for the absence. The absence may be explained by way of a **note, fax or email to the school or a telephone call on the day of the absence**.

All absences **must** be explained within seven school days of the absence. If this does not happen the absence will then be recorded as unjustified.

The explanation must be from the parent or carer and include the student's **full name**, tutor group, **the date/s of the absence and a specific reason for the absence**. This is a legal requirement.

If your child is absent on the day of an Assessment Task you must phone the school.

In 2012 **NSW Legislation Concerning Student Attendance in NSW** was introduced. One point of the Legislation concerns holiday leave. It is important that any holiday leave is applied for **in writing in advance**. For leave of 10 days or more an Application for Extended Leave - Travel form must be completed. The Leave then has to be approved by the Principal and approval granted.

It is not sufficient to provide a note after the Leave has been taken. Once Leave is approved the Student Coordinator will inform the student's teachers of the student's impending absence.

If an Assessment Task is due in this time, a letter directed to the Leader of Pedagogy for that subject needs to be given to them as soon as possible to allow time for either a rescheduling of the Task for the individual or an estimate to be given. An approximate schedule of Assessment Tasks is outlined in the **Assessment Policy and Schedules** booklet that is available via the college portal from the beginning of each year.

Excursions

Excursions are held in some subjects and if scheduled, are judged to be an important part of the educational effort of the school. Every attempt is made to minimise the costs of such excursions, and staff spend much time in the preparation of them. Parents will always be advised of such excursions, and can also help by informing themselves of the follow-up activities to these excursions. If there are difficulties in meeting the costs of excursions please contact the relevant Leader of Pedagogy or Assistant Principal Community and Community and Wellbeing.

Uniform Deficiencies

Teachers issue Uniform Deficiency notices when a student is not wearing the correct uniform. After three deficiencies are noted in a semester, a letter is sent home signed by the Student Coordinator. If uniform deficiencies continue, an afternoon detention will be given.

Illness and Injuries at School

Illnesses which arise at school, and minor accidents, can be handled by our office staff, and students may sometimes be withdrawn from class to spend some time in the Sick Bay, if it is judged necessary.

Unfortunately, it sometimes happens that students are sent to school sick, in the expectation that school facilities are able to cope. This is not so - **students who are obviously ill at home should not be sent to school.**

For students who are too sick to remain at school, contact will be made with parents or guardians and a request made for them to be collected. The same arrangements apply for minor accidents. However in the case of serious accident, an ambulance may have to be called or emergency treatment requested. Your signature on the enrolment papers gives the school the authority to do this. At all times, every effort will be made to make immediate contact with parents or guardians. **Please be sure we always have a current telephone number through which you may be contacted.**

Students are sometimes required to carry medications of various kinds to school, for example, inhalers. A note should be made of this on the Enrolment Form, and the Student Coordinator informed. Also medications being taken by students in the form of tablets should not be carried around the school by students, but should be left in the school office where they can be obtained when required.

Lost Property

Every year a great deal of lost property is generated at school, causing extra work for the office staff. Parents are strongly requested to **mark** every item of a student's personal property clearly with the student's name. Students are advised to look after their property carefully, and **not to leave valuables or money in unattended bags or clothing.** If an item is lost, students should attempt to trace it themselves as much as they can — otherwise report the loss to their Tutor Group Teacher and check for lost property in the school Administration Office.

Communication between School and Home

Communication between school and home, and vice versa, is absolutely vital and it is our aim to ensure such communication at St Paul's is effective and timely.

Key people in any communication between school and home, and vice versa are the Coordinators. Any parental concerns should be directed to the Student Coordinator. At times where a purely subject - oriented concern is involved, contact may be made by, or to, the appropriate Leader of Pedagogy.

At all times, the Assistant Principals and Principal are available when needed - parents are assured that any contact with the College will be treated as important, even if the matter is apparently minor. As schools are busy places, parents **must** make an appointment to see any staff member.

College Website and Parent and Student Portal

The school's website www.booragul.catholic.edu.au provides comprehensive information for parents and students. Links are available to access information. Some of the links are listed below.

Student and Parent Portal Student Reports, Parent/Teacher Interview requests when available, Student Timetable, Newsletter

Newsletter Our Newsletter, The Spinnaker, is produced fortnightly on a Wednesday and distributed to all parents via email. If you are not receiving the Newsletter please contact the college.

Handbooks Assessment Schedules, Curriculum Information

Financial Matters

Enrolments

What do I do if?

I am late for school

If you arrive **after the start** of Tutor Group (8.45am), you must go to the office and sign in. If you do not have a note or a parent does not accompany you, you will receive two printouts — one for the class teacher and one to take home for your parent to sign and to be returned to your Tutor Group Teacher the next day. If you have a note or are accompanied by a parent you will receive a print-out to enable you to enter the classroom.

Lateness is recorded as a partial absence and must be explained to the school in the same way as other forms of absence.

I need to leave school early

You must bring a note from your parent or guardian which is dated and signed. The note should be shown to your class teacher. When leaving, go to the front office and hand in the note and sign out. You will receive a print-out.

I am sick at school

Please come to the office and someone will contact your parent/guardian to make arrangements for you to go home. **Students are not to ring their parents on a mobile phone and ask them to come and collect them.**

I am not in full college uniform

You must have a dated and signed note from your parent or guardian explaining the reason for this temporary problem.

I have lost something

If clothing, please initially check in the Administration Office. Always report something missing to your Student Coordinator or the Administration Office.

I am having a problem

This is usually best discussed at home. Should the problem be affecting life at school, your Student Coordinator is usually the best contact. If it is a specific class or academic issue please contact the Leader of Pedagogy for the subject. The School Counsellor may also be useful.

College Uniform

Our uniform is a vital component of college life, and its importance in encouraging the development of college pride and a sense of belonging in students is **vital**.

The initial costs of purchasing the uniform are considerable, but the wearing of full college uniform is judged to be important and is insisted on. Parents are therefore asked to co-operate **fully** in ensuring that students are always outfitted correctly in the uniform, and should strive to support the college in encouraging the wearing of it at all times. If there are difficulties in meeting the costs of the uniform please contact the Principal. Parents are asked to ensure their child's name is on jumpers, jackets and cardigans.

Students who regularly choose not to be in full college uniform are often making a public statement about their lack of personal organisation and/or school spirit.

Uniforms are available at Lowes at Stockland Glendale and at Verdun Hiles Toronto. Details of the uniforms are given on the following page.

Only on days where there are scheduled PDHPE practical lessons, students wear their sports uniform.

College Uniform Details

All Students need to wear their College Uniform in an acceptable manner

Junior Uniform — Years 7 - 10

Girls

Skirt	Check blue 91876, and of a modest length – as a guide 5cm above the knee.
Blouse	Sky blue (04) Peter Pan collar as Midford style 5045. Top button only to be undone. An all-white or pale blue short sleeved plain T-shirt may be worn under a school shirt/blouse as long as it is not seen except for a little at the neck.
Cardigan	Navy college cardigan with college crest.
Socks	White ankle height. Navy stockings may be worn in winter. Socks and stockings should not be worn together.
Shoes	Totally black, leather, polishable, lace-up school style. Instep must be totally covered. Boots and high tops are not acceptable.
Slacks	Navy tailored slacks.

Boys

Shirt	Sky blue (04) as Midford style 1010. An all-white or pale blue short sleeved plain T-shirt may be worn under a school shirt as long as it is not seen except for a little at the neck.
Shorts/Trousers	Conventional grey serge shorts or trousers only.
Belt	Black belt only – not worn low.
Socks	Grey with trousers. Blue marle long socks with shorts.
Shoes	Totally black, leather, polishable lace-up style. Instep must be totally covered. Boots and high tops are not acceptable.

Boys/Girls

Jacket	Tracksuit jacket. In cold weather students may choose to wear the college jumper and jacket.
Jumper	Navy V necked with college crest.
Hat	In line with our Sun Smart policy, Students are expected to wear a hat when participating in outdoor activities. Hats can either be the college hat or hats that contain the college colours.
Scarf	Scarf in college colour or navy college woollen scarf is available from Lowes

Sports Uniform

Boys/Girls	Navy microfibre for boys, navy knit for girls. Must be of an acceptable length. College sports polo shirt with crest. St Paul's tracksuit (optional). Conventional lace up sport shoe/jogger offering adequate support in the arch (not canvas shoes) and white sport socks.
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It is acceptable for students to wear full sports uniform to school on Friday (Sport Day) and on days when they have a designated practical PE lesson (as determined by the PDHPE Department).

NSWCCC apparel may **only** be worn on Friday (Sport Day).

Senior Uniform Years 11 – 12

- Girls Summer** Navy pleated skirt, white blouse with red piping on the collar and crest on pocket of the blouse (smaller than junior size) and white socks. The skirt must be of a modest length - as a guide 5cm above the knee.
- Girls Winter** Navy skirt, white blouse, college jumper or college vest. Navy tie piece, navy stockings or white socks, navy slacks and navy college woollen scarf are optional.
Navy collarless blazer must be worn during Terms 2 and 3.
 The college jumper or vest may be worn under the blazer for added warmth.
- Boys Summer** White shirt (with crest on the pocket), conventional navy shorts, blue marle socks, black belt.
- Boys Winter** White shirt, navy trousers (which can be worn all year if so desired), navy or black socks, college jumper or college vest, senior tie.
The navy school blazer must be worn during Terms 2 and 3.
 The school jumper or vest may be worn under the blazer for added warmth.
- Shoes Girls & Boys** Totally black, leather, polishable lace-up style. Toes and instep must be totally covered.

General

- Jewellery** The wearing of jewellery is not encouraged but the following items are allowable: a watch, one ring, one bracelet, a simple metal chain, sleepers, or studs (no more than **two** pair). Incorrect or excessive items of jewellery will be confiscated.
 Facial piercings (eyebrows, noses, lips etc) are **not permitted**. However for **Year 11/12** only one small nasal stud – not nasal ring, is permitted.
 Visible tattoos are not permitted. If nail polish is worn it must be clear.
- Makeup** Must be kept to an absolute minimum.
- Hair** Hair for both boys and girls is to be neat and tidy and within reasonable social standards. Multi-coloured hair styles, extremes of unnatural colour and style will not be permitted. Long hair should be off the face and kept in check in some way.
- Facial Hair** Facial hair is not permitted in the junior school. Students should be clean shaven.
 For senior students facial hair should be neatly trimmed in line with acceptable professional presentation.

Correct uniform is to be worn appropriately at all times. If a student is unable to wear correct uniform on any day they must bring a note of explanation from their parent or guardian. This note needs to be signed by the Tutor Group teacher. This must only be temporary (a day or two.)

Out of Uniform Day Dress Requirements — All Years

The Dress Code on Out of Uniform Days requires **an appropriate sense of modesty**:

- Garments should **not** be revealing – therefore no thin strapped singlet tops, strapless tops, low-cut tops, mid-riff tops or see-through material.
- No offensive slogans or inappropriate language to be printed on any garment.
- Skirts and shorts should be of a **modest length**.
- For safety reasons, footwear needs to be enclosed and as such, thongs are inappropriate.

Other items of clothing and footwear should be appropriate to the day. Students will not undertake practical classes (including PE) if they have inappropriate footwear.

Students who attend school wearing inappropriate clothing may be placed on an **Afternoon Detention**.

Student Requisites

It is expected that all students will start high school equipped with the following basic materials:

- 2 blue or black biros, 2 red biros, lead pencils, coloured pencils (12 max)
- sharpener, ruler eraser
- glue, scissors
- homework diary - (This is **given** to all students).

Book packs are available for purchase from Toronto Newsagency. These can be ordered on line at www.torontoschoolandofficesupplies.com.au.

Mobile phones are permitted at school. However they are not to be used in class or Assemblies. They will be confiscated if being used inappropriately. There are facilities in Administration for any calls that students are required to make.

Students are responsible for their mobile phones and the school cannot be responsible for loss or damage to these items.

The following are **not** to be used or brought to school:

- **white-out** or other correcting fluids
- **artline/thick textas** or felt tipped markers
- **pressure pack cans, e.g. deodorant**

Resource Centre

The Resource Centre provides students with the text books they require throughout their time at St Paul's. It operates as a hiring system. Students are issued text books and novels for their use throughout the year. These must be returned back to the Resource Centre by the end of the year.

The Resource Fee must be paid before students are able to access these books.

The students are responsible for all these resources and assistance from parents in ensuring all books are properly cared for and returned promptly would be appreciated.

Lost or damaged resources

If a book is lost or damaged the student is required to pay the cost of replacement. Borrowing privileges will be withdrawn until this is done. If you have any problems please contact the Resource Centre so the matter can be resolved.

Financial Matters

College Fees

The payment of college fees is an essential feature of the continued operation of our school. While it remains a fundamental principle that no Catholic child should be denied a Catholic education because of financial difficulties in the home, it is also true that there **must** be an element of recognition of fees in the provision of such an education. The payment of college fees should be seen by all as a **prime** commitment, one that is met before many other more optional commitments which may arise. There is an obligation in justice for every parent to meet fee commitments. Having said this, it is equally true that cases of real hardship exist, either as a semi-permanent state, or as a temporary circumstance. In such cases, there is **always** the opportunity to receive some relief. Special arrangements can be made in cases involving real hardship. Parents should feel free to approach the Principal - this is the only way such cases can be dealt with. All discussion and arrangements regarding fees are of course strictly confidential between the parents involved and the Principal and Finance Office.

Fee Payers who are holders of certain coded means tested Health Care or Pension Cards are eligible for a concession. By presenting the card to the college, the Finance Officer will then organise a reduction of 50% off the Tuition Fees only. Normal Subject, Sport and School based Fees would still need to be discussed.

Parents paying full fees need only to contact the Principal if their circumstances change. Parents who have made a special arrangement with the Principal must observe that arrangement, or contact the Principal again as soon as their circumstances change. **Any Fee Agreement made is only for that year and must be renewed at the beginning of each subsequent year.**

There is the option to make fee payments by BPAY, QKR, Cash, Cheque and Eftpos

Secondary Fees for 2017 are as follows. These are subject to change for 2018.

Years 7—10	\$1,662 per year	\$554 per term (<i>over 3 terms</i>)
Years 11—12	\$2,502 per year	\$834 per term (<i>over 3 terms</i>)

The attracted family discount for each child off the Diocesan Tuition Fee full rate will be:

1 child	0% - full rate to be applied		
2 child family	10% each child	4 child family	40% each child
3 child family	20% each child	5 child family	50% each child

The Diocesan Family and School Building Levy for 2017 is \$600 per family per annum and is collected at the same interval as school fees. It covers both primary and secondary schools in the Diocesan system. This fee is a **family rate** regardless of the number of enrolled students in the family or the number of systemic schools attended and is billed at the school where the eldest student is enrolled.

Accounts for these fees (and others explained further on) are sent out early each term, and are due for payment within twenty one days of receipt. The prompt payment of these accounts is much appreciated - without the willing cooperation of so many parents, our school would not be able to meet the large regular commitments such as electricity, telephone, insurance etc., and continue to provide the necessary items for the education of our children.

Other Fees

a) Consumable Charge – Year 7 Subject Fee

For some subjects an additional fee is charged for items used as part of the course. For example in Technology (Mandatory) and Art, where materials are used up. In 2018 this fee will be \$180 for the year (payable over 3 terms).

b) Class Texts

The school operates a Textbook Scheme. This means that parents do not have the large expense of books which are only used for one year or as required during it, and students are responsible for the care of these books while they are issued in their name. This Resource Fee for 2018 will be \$180. Students are responsible for the cost of lost or damaged books.

c) College Organised Excursions


Excursions will be paid for **in advance**. All monies sent must be accompanied by a signed permission note and paid directly to the Finance Office or on the QKR App.

All excursions have a "Payment Due Date" which needs to be strictly adhered to. Notification of an excursion is usually given well in advance. **Late payments will not be accepted.**

d) Other Fees

- (i) Sport Buses are billed each term if applicable.
- (ii) An online Mathematics program - \$20 per annum



QKR is a great way to pay fees and excursions



For your convenience, when paying for excursions the new Qkr! app is now live for families of our students. Qkr! by MasterCard can be downloaded for free from Apple's app store for iPhones, iPad users can also download the iPhone app or from Google Play for Android phones. Simply:

For more information about QKR visit our website

www.booragul.catholic.edu.au

<p>Step 1 Download Qkr!</p> <p>on your Android phone or iPhone. iPad users can download iPhone app</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Step 2 Register</p> <p>Select your Country of Residence as 'Australia' and follow the steps to register</p>	<p>Step 3 Find our school</p> <p>Scan the QR code or search for our school name. Our school will also appear in "Locations Nearby" if you are within 4kms of the school</p>	<p>Step 4 Register your children</p> <p>When first accessing your school menu, you will be prompted to register your child. This allows you to make school orders on their behalf.</p>
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Canteen

The canteen at St Paul's is managed by a Canteen Supervisor but relies **totally** on voluntary workers for its day to day running. Therefore it is hoped that many of the new parents will be able to offer their services on a regular basis, so that this service to students can be maintained.

The Canteen's direct line telephone number is 4958 5571.

The canteen is able to supply breakfasts, lunches and snacks. Students are able to purchase their lunch requirements by lining up. They may prefer to order their lunch before recess and this would then be available at the canteen at lunch time.

Over the past few years we have been working towards having healthier canteen options. This has involved removing certain high sugar and fat options, introducing healthier food and a pricing structure that makes these options more attractive.

College Library

At St Paul's we are privileged to have both a physical and virtual library space that meets both the educational and social needs of our students. There are spaces for individual, silent study and spaces for collaboration and quiet chat. Library staff are available at all times to assist students. We aim to educate students to be successfully navigate their way around the vast variety of information sources that are available today.

Hours

Full library facilities are available during recess and lunch breaks (with the exception of Friday lunch) and from 8.30am - 8.45am each day, except Monday.

Borrowing

Junior students may borrow five resources and senior students ten resources for a period of two weeks. These may be renewed at any time for an extended loan period. Failure to return or renew resources will incur borrowing restrictions.

During times of heavy demand, resources may have restrictions placed on borrowing.

Web Page

The library webpage can be found at <http://booragul.catholic.libguides.com/library>. Have a look at our library home page to see what we do.

Virtual collection

Our collection of ebooks can be viewed by following this link: <http://acen.lib.overdrive.com>

Use your school login to access the books.

Student Responsibility

The student is responsible for all library material borrowed and the cooperation of parents is requested to ensure that resources are properly cared for and promptly returned.

Please talk to us if you are having any problems so the matter can be resolved. We want the library to be a place where all students feel comfortable.

Resource requests

We are always building our library collection and welcome requests from students. If there is something that you would like to read or view or that you feel is missing from our collection please let us know.

Library Procedure

- a) Please respect other users, your environment and staff.
- b) All bags must be left outside the library.
- c) No food is to be brought into the library. Water bottles may be brought in and kept on the desk.

Transport Arrangements

Students travel to St Paul's primarily by buses operated by private operators, and by train from the south bound railway stations.

Train Travel

Students from the Morisset feeder areas travel by train to school.

Train travel requires close monitoring by both parents and school and we expect parents' cooperation in ensuring good behaviour and safe travel.

Train Details (at time of printing)

Ex Morisset 8:10am	8:33am Booragul
Ex Booragul 3:40pm	4:02pm Morisset

Bus Travel

Students from Seahampton, Holmesville, Barnsley and Killingworth are to catch the Hunter Valley Bus which departs Seahampton at 7:27am. Connect with Hunter Valley Bus 262 at Barnsley Shops.

Students from West Wallsend, Edgeworth etc travel by Hunter Valley Buses.

Students from Wangi, Arcadia Vale, Buttaba and from Balmoral, Fishing Point, Rathmines, and Bayswater travel on Hunter Valley Buses via Toronto.

Students from Warners Bay, Speers Point, Cardiff, Glendale etc. travel by buses operated by Newcastle Transport.

Students who reside more than 2.0km (as the crow flies) from the school are entitled to free transport to and from school.

Students are allowed a **school Opal Card** to travel from home to school and return **only**. These are obtained online from transportnsw.info/school-students.

Parents in outlying areas who are required to drive their child(ren) more than 1.6km to meet the normal school bus or train, are entitled to a **School Drive Subsidy**. Further information is available at transport.nsw.gov.au/schooldrive.

If parents choose to transport their children to and from school, they should drop off or pick up their children from Primrose Street only and **not enter the school grounds at these busy times of the day**.

Behaviour on buses and trains is a very important concern of the school. Poor behaviour reflects badly on the school, and can result in a dangerous situation if it distracts the driver. The school will be seeking parental support to ensure the safety of all students travelling to and from school. If misbehaviour does occur, then students face consequences from both the school and the transport providers.

It is essential that students carry their school Opal Card with them each day or they will be expected to pay for their trip. All students must "Tap" on and off to determine demand for bus services. Failure to do so could lead to a review of the services provided to the school.

Please see the following links for **timetable and route information**.

<https://transportnsw.info/travel-info/school-travel>

<http://www.cdcbus.com.au/hunter-valley>

Starting Date 2018

The starting date for Year 7 & Year 11 2018 will be **Tuesday 30 January 2018**.

On that day Year 7 students will be the only junior students at school to help their orientation to high school. Peer Support leaders will also be at school to help staff make new students feel welcome. Parents and family members are most welcome to be with us for a welcoming liturgy.

Term Dates 2018

Term 1	Monday	29 January	(Staff only)
	Tuesday	30 January	(Years 7 and 11)
	Wednesday	31 January	(Years 7-12)

Term ends on Friday 13 April 2018

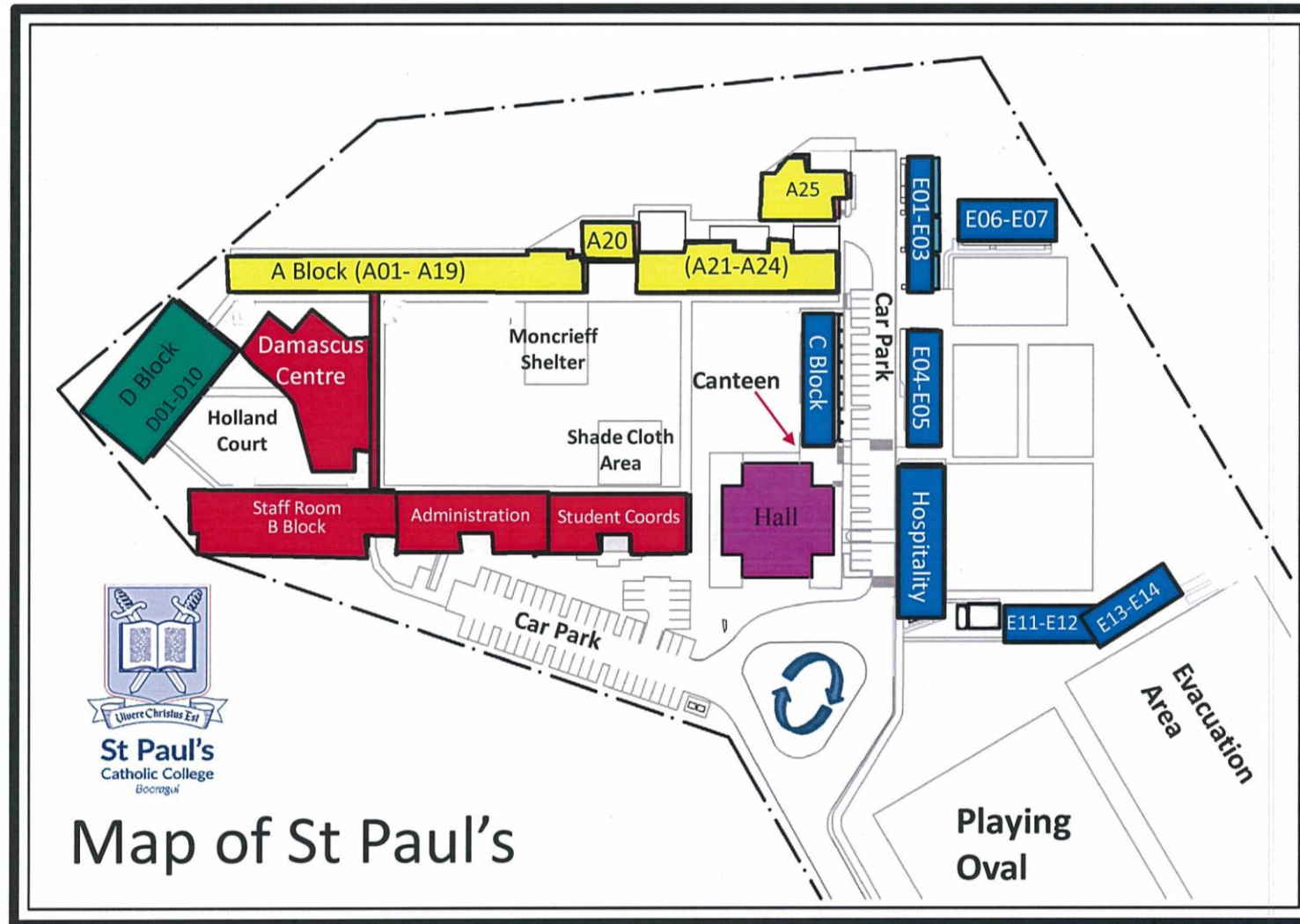
Term 2 Monday 30 April to Friday 6 July (inclusive)

Term 3 Monday 23 July to Friday 28 September (inclusive)

Term 4 Monday 15 October to Wednesday 19 December (inclusive)

Please note that we strongly encourage families to make **Leave** arrangements outside of scheduled Exam Blocks. The specific dates for each exam block are available in the Year 7 – 12 Assessment Handbooks which are published on the School Portal for all students at the commencement of each year.

Plan of the College



Appendices

Child Protection

Catholic schools in the Diocese of Maitland-Newcastle are committed to providing safe environments for students. Whilst we have a legal obligation to protect children, this commitment is central to our Catholic beliefs. At St Paul's we believe that all children have a right to a safe environment which is free from any form of abuse or harm. At St Paul's, relationships between adults and children are governed by trust and Gospel values.

Schools in NSW are required to meet the statutory obligations of legislation relating to child protection. Schools in this diocese are required to uphold the policies and guidelines set out by the Catholic Schools Office.

This legislation includes:

- The Ombudsman Amendment (Child Protection and Community Services) Act, 1998
- The Children and Young Persons (Care and Protection) Act, 1998
- Commission for Children and Young People Act, 1998

Catholic Schools Office documents include:

- Child Protection – Identifying and Notifying Abuse
- Guidelines for the Implementation of the Ombudsman Amendment Act
- Child Protection – Procedures for Schools
- Code of Professional Standards for Catholic School Employees

Children and Young Persons (Care and Protection) Act

This legislation establishes a shared responsibility for the protection of children. Teachers have a legal responsibility to report a child or young person who is at risk of harm. This means that staff at St Paul's are required by law to make a report to the Department of Family and Community Services when they have reasonable grounds to suspect that a child or young person is at risk of harm from abuse or neglect. This includes physical, sexual and psychological abuse, exposure to domestic/family violence, homelessness or the inability of the parents to provide appropriate medical care for the child or young person.

Child Protection and Volunteers

Being a volunteer in a school is an important task. St Paul's would not be able to function as well as we do without the contribution made by the myriad of volunteers who so generously give of their time and expertise. Unfortunately, history has shown us that some adults put themselves in situations where they can use their positions of trust and power to harm children. This history has resulted in legislation in NSW which aims to protect children from abuse.

The legislation that applies specifically to volunteers includes:

- Commission for Children and Young People Act 1998
- NSW Ombudsman Act 1974

Commission for Children and Young People Act 1998

This legislation was enacted as a recommendation of the 1997 Wood Royal Commission. Under this legislation, in a school context, 'employees' include all persons, paid or unpaid, who have direct, unsupervised contact with children or young people through any aspect of their work in, or for, the school. It aims to protect children and young people from contact with people who have been convicted of the following:

- serious sex offence;
- child-related personal violence;
- murder of a child;
- indecency offences punishable by imprisonment of 12 months or more;
- kidnapping (unless the offender is or has been the child's parent or carer);
- offences connected with child prostitution;
- possession, distribution or publication of child pornography; or
- attempt, conspiracy or incitement to commit the above offences.

A prohibited person includes a Registrable person under the Child Protection (Offenders Registration) Act 2000.

Examples of 'employees' who perform a task for the school include, but are not limited to:

- volunteers assisting in classrooms, e.g. reading or library helpers;
- those attending a "working bee";
- persons providing transport on the request of the school;
- anyone assisting in the school canteen;
- people assisting with camps, retreats, community days and excursions;
- religious and clergy who attend the school for liturgies, retreats or services.

As from 1 June, 2016 it became compulsory for all volunteers to complete and return a Working with Children Check Declaration Form including the 100 point check to St Paul's High School. This form can be accessed via the **St Pauls High School website**.

The Declaration Form must include a Working with Children Check Clearance number unless the following exemptions apply:

- A Volunteer (*other than a school cleaner*) who provides administrative, clerical or maintenance services, or other ancillary services, if the work does not ordinarily involve contact with children for extended periods AND does not allow access to personal information relating to students or other children.
- **A volunteer who 'works' for a period of not more than a total of 5 working days in a calendar year, if the 'work' involves minimal direct contact with children or is supervised when children are present.**
- A volunteer who is under the age of 18 years.
- A visiting speaker, adjudicator, performer, assessor or other similar visitor at a school or other place where child-related work is carried out if the work of the person at that place is for a one-off occasion and is carried out in the presence of one or more other adults.

How to obtain a Working with Children Check:

- Go to the following website and complete the application:
<https://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check>
- Take the application number and proof of identity to Service NSW (old Motor Registry).
- No payment is required for volunteer applications.
- Fee for an employee application is \$80 (for 5 years).
- Your WWC number will be emailed (or posted if no email address supplied).

Please contact Mrs Maree Lawrie at the school on 4958 6711 if you have any queries

NSW Ombudsman Act 1974

This Act guides the Catholic Schools Office and school's response when a child protection allegation has been made against an employee. It applies to paid and unpaid employees (volunteers) in schools.

The Act requires the school to notify allegations that constitute sexual offences, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children to the Diocesan Child Protection and Professional Conduct Unit (DCPPCU).

Once the allegation is received by the DCPPCU it is reported to the Ombudsman's Office. The DCPPCU then conducts an investigation into the allegation. The investigation gathers facts relevant to the allegation and arrives at a finding at its conclusion. The process of investigation provides the employee with an opportunity to respond to the allegation and have the response heard. All evidence

is considered before a decision is made in regard to the finding.

Further information about this process is available from the DCPPCU, ph: 4940 8091.

Cybersafety User Agreement for Secondary Students



This document is comprised of this cover page and three sections:

Section A: Introduction

Section B: Cybersafety Rules for Secondary Students

Section C: Cybersafety User Agreement Form.

Instructions for students / parents*/ caregivers/ legal guardians

1. Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.
2. Discuss the cybersafety rules with your child.
3. Sign the Cybersafety User Agreement form (Section C), printed on Gold paper, and return that page to the school office.
4. Please keep Sections A and B for future reference.

*** The term 'parent' used throughout this document also refers to legal guardians and caregivers.**

Important terms used in this document:

- (a) The abbreviation '**ICT**' in this document refers to the term 'Information and Communication Technologies'
- (b) '**Cybersafety**' refers to the safe use of the Internet and ICT equipment including mobile phones
- (c) '**School ICT**' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment as outlined in (d) below
- (d) The term '**ICT equipment**' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, ICT devices as they come into use.
- (e) '**Objectionable**' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment.

Section A: Introduction

The school's computer network, Internet access facilities, computers and other school ICT equipment bring great benefits to the teaching and learning programmes and to the effective operation of the school. The use of the school's ICT equipment are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site. This also applies to Bring Your Own Devices (BYOD) that students use at school or at school activities. Parents need to note that while our school has rigorous cybersafety practices in place, it is not possible to completely eliminate the risk of exposure to inappropriate online content.

The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email. You should be aware that general internet browsing by your child from home or other locations other than school are not monitored or filtered by the school.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

All students will be issued with a user agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment.

Section B: Cybersafety Rules for Secondary Students

1. I cannot use school ICT equipment until my parent(s) and I have signed my Cybersafety User Agreement form and the completed form has been returned to school.
2. I will log on to school ICT with the user name the school has issued me with. I will not allow anyone else to use my user name. I will not tell anyone else my password.
3. While at school or a school-related activity, I will not have any involvement with any ICT material or activity which might put myself or anyone else at risk (e.g. bullying or harassing).
4. I understand that I must not at any time use ICT to upset, offend, harass, bully or threaten or in any way harm anyone connected to the school or the school itself, even if it is meant as a joke.
5. I understand that the rules in this user agreement also apply to mobile phones. I will only use my mobile phone(s) at the times that I am permitted to during the school day.
6. I understand that I can only use the Internet at school when a teacher gives permission and there is staff supervision.
7. While at school, I will not:
 - Access, or attempt to access, inappropriate, age restricted, or objectionable material.
 - Download, save or distribute such material by copying, storing, printing or showing it to other people.
 - Make any attempt to bypass security, monitoring and filtering that is in place at school. This includes but is not limited to the use of Internet proxy anonymisers.
8. If I accidentally access inappropriate material, I will:

1. Not show others
 2. Turn off the screen or minimise the window and
 3. Report the incident to a teacher immediately.
9. I understand that I must not download any files such as music, videos, games or programmes without the permission of a teacher. This makes sure the school complies with the Copyright Act 2006. I also understand that anyone who infringes copyright may be personally liable under this law.

10. I understand that these rules apply to any privately owned ICT equipment (such as a laptop, mobile phone, USB drive) I bring to school or a school-related activity. Any images or material on such equipment must be appropriate to the school environment. I also understand that the school can view the contents stored on these devices when brought to school or a school activity.
11. I will not connect any device (such as a USB drive, camera or phone) to, or attempt to run any software on, school ICT without a teacher's permission. This includes all wireless technologies.
12. I will ask a teacher's permission before giving out any personal information (including photos) online about myself or any other person. I will also get permission from any other person involved. Personal information includes name, address, email address, phone numbers, and photos.
13. I will respect all ICT systems in use at school and treat all ICT equipment with care. This includes:
 - Not intentionally disrupting the smooth running of any school ICT systems
 - Not attempting to gain unauthorised access to any system
 - Following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
 - Reporting any breakages/damage to a staff member.
14. I understand that the school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.
15. I understand that the school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email.
16. I understand that if I break these rules, the school may inform my parent(s). In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs. If illegal material or activities are involved, it may be necessary for the school to inform the police.

Publication of photographs

Students at St Paul's are often photographed in school related activities. Many of these images are published by the school and may be available on DVD, Internet or via printed material such as the school newsletter or school magazine. Photographs are used for reasonable purposes and are selected at the discretion of St Paul's staff.

The copyright ownership of any image remains the property of St Paul's. Please acknowledge your consent (or otherwise) for photographs of your child to be used by the school at the bottom of **Section C** (separate handout).

Sun Protection (Sun Smart) Policy

Rationale

This Sun Smart policy has been developed to ensure that all students and staff attending St Paul's High School are protected from over-exposure to the harmful ultraviolet rays of the sun. This policy documents our sun protection practices in the areas of behaviour, curriculum and environment.

Aims

The goals of the Sun Protection policy are to:

- Increase student and community awareness of skin cancer.
- Assist students to develop strategies which encourage responsible decision making about skin protection.
- Work towards a safe school environment which provides shade for students and staff.
- Encourage students, parents, teachers and staff to wear protective clothing, hats and sunscreen during high risk times such as lunchtimes, sports, excursions and camps.
- Ensure that parents are informed of the School's Sun Protection policy.

Implementation

Students will need to bring a hat in any School colours, to wear at recess/lunch when using the oval and courts. These colours include hats that are predominantly/or a mix of the school red, white, black, light and dark blue.

These practices will be applied to all school activities including sports, carnivals, excursions and camps. It is to be implemented throughout Term 1 and Term 4 as these Terms are when UV radiation is at its most extreme.

St Paul's will adopt a 'no hat, no play' position with students using the oval/courts at lunch and recess. St Paul's will encourage all students and staff to wear sun protective hats that shade the face, neck and ears during recess, lunchtime and compulsory during sporting and other high risk activities; wear clothing with sleeves and collars that are made from a closely woven fibre; and apply at least SPF 15 broad-spectrum water-resistant sunscreen before all outdoor activities and re-apply every 2 hours. St Paul's will encourage parents and guests to the school to be 'sun smart'.

Evaluation

This policy will be reviewed in consultation with all staff members as part of regular school policy reviews in 2019 or at the Executive/Staff discretion.