



Dear Parents and Future Students of St Paul's Catholic College

This handbook will give students and their 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.
- Strong Academic results.
- The pastoral care it gives all its students in a rich, personal manner.
- Our parent support, involvement and programs to support families.
- Regular liaison and strong links with our parish priests and our six feeder Catholic primary schools.
- Its courses in Religious Studies.
- Our beautiful new Chapel.
- A strong program of student development through such features as Community Days, Year Masses, Year 10 and Year 12 Retreats, Year 7 Camp, Special Assemblies and the Peer Support Program.
- The emphasis we give to the education of the whole child.
- Our dedicated and highly 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 College Newsletter, *The Spinnaker*, our online portal Compass and our facebook page.
- 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.
- Opportunities for student leadership development across all years.

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.

Nicholas Wickham
Principal

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Acknowledgement of Country

St Paul's Catholic College would like to respectfully acknowledge the Awabakal people who are the Traditional Custodians of the land on which our College resides.

We pay our respect to elders, past and emerging and acknowledge their ongoing connection to land, water, and community. We would like to extend our respect to the Aboriginal people, staff and students past and present of the College.

School Prayer

Lord, as we journey together at St Paul's,
Help us to grow, guided by the teachings of Jesus,
The writings of St Paul and the traditions of our faith.

Create in us a generous heart,
Where our relationship with each other is built on peace, love, dignity and justice,
So that we may experience the words of St Paul, "to live is Christ".

Help us to make St Paul's a place of wisdom and learning;
Where all feel welcomed and safe.
Guide us in the development of our gifts and talents;
So that they can be used in the service of others.

Spirit of God present in our lives today;
Inspire us to value the small things of life
And to meet the great challenges with generous courage.

St Paul....pray for us.

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.

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 currently being used as a Visual Arts Room.

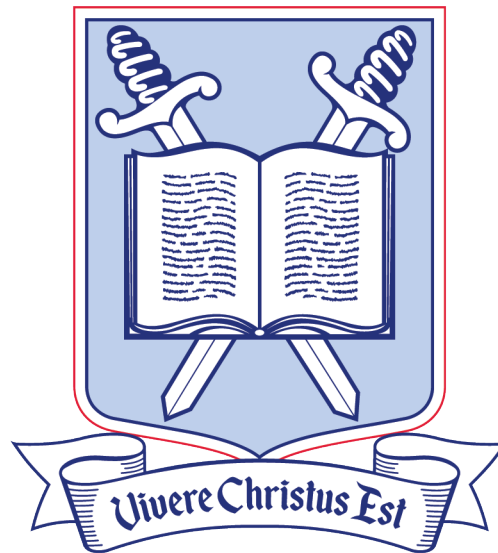
In 2012 the new Trade Training Facilities were opened. These consisted of a Hospitality and Function Centre along with a Construction Facility.

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 and 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 began a new era as St Paul's Catholic College. A new Administration centre was opened along with a new and refurbished staff study and associated facilities. As well, a new chapel was built which has the capacity to hold liturgical celebrations for a year group. New classrooms have also been built as part of this major building project.

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 Philippians (1:21) St Paul makes the statement that:

'To Live is Christ'

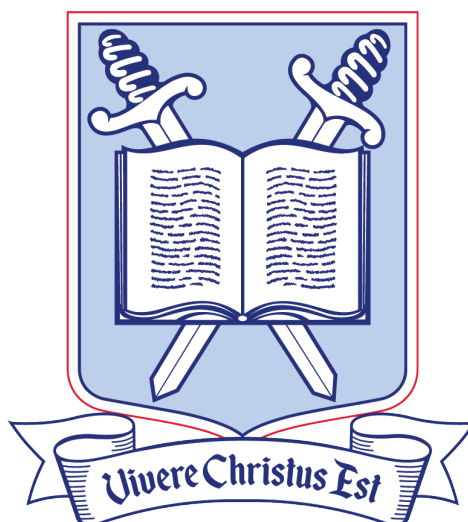
and this is the translation of the College motto:

'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	Blue House
MacKillop	Green House
Polding	Red House
Therry	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 Nicholas Wickham
Assistant Principal — Teaching and Learning	Mrs Amber Carter
Assistant Principal — Community and Wellbeing	Mrs Anne-Maree Shipman
Ministry Coordinator	Mr Michael Doyle
Administration Coordinator	Mrs Anna Hennessy
Leaders of Wellbeing and Engagement (LOWE)	Mrs Libby Lucas
	Mrs Nicole Yates
	Miss Sarah Gardiner
	Mrs Tracey Evans
	Mr Luke Baker
	Mrs Blair Brownlee/
	Mrs Jessica Dufty
	Mrs Cayte Pryor/
	Mrs Deborah Thompson
Leaders of Learning	
Religious Studies	Miss Melissa Chapman
English	Mrs Belinda Dempsey
Mathematics	Mrs Rebecca Zammit
Science	Mrs Michelle Lund
Human Society and Its Environment	Ms Belinda Flood
Technological and Applied Studies	Mrs Alice Grant
Personal Development, Health and Physical Education	Mr Brad Melville
Learning Technology	Mr Mark Newell
Creative Arts and Languages	Mrs Cassie Burt
Careers/Vocational Education	Mr Craig McLoughlin
Teacher Librarian	Mrs Kerri Beezley
Learning Support Coordinator	Mrs Anne-Marie Melocco
Sport Coordinator	Mr Guy Perrin
Principal's Secretary/Office Administrator	Mrs Maree Lawrie
Finance Officer	Mrs Betty Harris
School Counsellors	Mrs Rhonda Mitchell
	Mrs Sharon Beckett
Pastoral Care Worker	Mrs Melissa Dobosz
Aboriginal Education Officer	Miss Astro Stewart
ATSI Education Support Assistant	Ms Casey Blacklock
Youth Minister (CSO)	Ms Summer Harrison
Social Worker (Catholic Care)	Mr Michael Eccleston
Technology Support Officers	Mr Graham Hancock/
	Mr Geoff Harborne
Canteen Supervisor	Mrs Carolyn Stanton

Teaching and Learning

St Paul's is an authentic learning community which focuses on students' and teachers' strength in building capacity for learning. St Paul's teachers strive to create learning environments and practices which enable students to develop critical and creative thinking skills, engage in collaborative learning opportunities, foster respectful and quality relationships and to endeavour to continually develop 21st century learning skills. St Paul's Catholic College, through its culture of high expectations, positive teacher-student relations and contemporary approach to the delivery of the curriculum, aims to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each individual to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.

St Paul's students are characterised by their openness and discernment to the ideas and movements of the time, 'referring all things to our God' to examine what is truly good from that which diminishes. This requires a commitment by all, teachers and students, to the ideal of promoting intellectual development informed by Christian values and seeking truth wherever it may lead. At times, accepted notions or predominant values of society may be at variance with the deepest truths of humanity, as revealed in Jesus, and we are called, like him or, in the words of our motto *Vivere Christus Est* – to live is Christ. As St Paul was courageous, our students will also be distinguished by their courage – courage to dream more, to do more, to learn more and to be more.

Our vision for teaching and learning at St Paul's reflects the goals of the 2019 Alice Springs (Mparntwe) Declaration (2019):

- Teaching at St Paul's will promote excellence and equity
- Learners at St Paul's will become:
 - confident and creative individuals
 - successful lifelong learners
 - active and informed members of the community.

Leaders of Learning

Leaders of Learning are responsible for cultivating conditions which allow for the students and teachers under their leadership to rise to the high standards of teaching and learning that we have established at the College. Leaders of Learning collaborate with their teams to implement evidence informed practice in the delivery of contemporary learning. With an emphasis on creating opportunities for students to develop their learning capacity and for teachers to enhance their capacity for exceptional teaching, Leaders of Learning ensure the promotion of equity and excellence. Leaders of Learning also oversee the delivery and evaluation of the curriculum as set by NESAs. As well, they also assist in the monitoring of 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.

Learning Support

The Learning Support Faculty is comprised of a Learning Support Coordinator, Learning Support Teachers, 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 and disability provisions.

The Learning Support Coordinator works closely with our Leaders of Learning and Leaders of Wellbeing and Engagement to ensure that our students with disability are nurtured and looked after both academically and social and emotionally.

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 Leaders of Wellbeing and Engagement.

Current programs running for withdrawal groups in the Learning Support classroom are: **MacqLit, MultiLit, Spell-It, Stars & Cars, Corrective Reading and Reading Plus** to support our students with literacy needs. We have introduced Maths Mastery for numeracy intervention in mainstream Maths classes and we also run a number of social skills groups focusing on personal growth and development. We also work with students who require assistance with social skills and run various social skills groups. At lunchtimes we offer extra support to students who would like to work on assessment tasks, classwork or study skills in one of our classrooms, all are welcome to this.

The Learning Support Team work with the Leaders of Learning to provide Disability Provisions for students during examinations both school based and for the HSC. This is in the form of readers, writers, extra time to work, rest breaks and separate supervision. Applications are made through the Learning Support Coordinator and relevant Leaders of Learning 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 resource teaching and/or withdrawal. The focus is on developing listening, speaking, reading/viewing and writing skills.

We have an Aboriginal Liaison Officer who supports the students, college and community to recognise the diversity of Aboriginal and Torres Strait Islander cultures, perspectives and knowledge as we contribute towards the efforts of reconciliation. Students are involved in a range of activities related to the celebration of days of significance, for example NADIOC Week. Care is taken to encourage students and staff to immerse themselves in and develop an appreciation and understanding of Aboriginal and Torres Strait Islander culture.

Assessment and Reporting

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning at St Paul's and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment in individual subjects will vary according to the subject and may include assignments, problem-based activities, oral presentations, tests, research or designed products/works. These assessments, *for*, *as* and *of* learning inform the teaching cycle and include differentiation to meet each student's learning needs.

At St Paul's, our approach to assessment is to give students multiple opportunities to demonstrate what they know and can do. Teachers are continually building a profile of how each student is progressing with their learning. This approach is slightly different to the traditional model of assessment where students are issued with four or five assessments during a year which culminate in a student's grade.

Our approach to assessment at St Paul's is a more individualised and encourages students to reflect on their learning throughout the year. Assessment is viewed as a continual and progressive cycle which is intrinsically linked to their learning experiences in class. At the commencement of each academic year students are provided with an Assessment Booklet for their current academic year. This booklet will outline the assessment program for each subject studied and is available on the college website.

Reporting at St Paul's occurs at THREE points throughout the academic year for Years 7 - 10:

Term 1 – Interim Report on Student Approaches to Learning followed by Term 1 Student Conferences

Term 2 – Full Semester Report – including Overall Achievement Grade for Semester One. This is followed by Student Conferences early in Term 3.

Term 4 - Final Summative Report including an Overall Grade and Achievement Descriptors in each course. There are no formal Student Conferences scheduled at this time, however, parents and carers are welcome to contact their child's teacher if they have any questions or concerns.

Student Conferences are an opportunity for students to engage in a conversation with teachers to assist students in identifying areas of strength and areas of growth for their learning. Students are expected to attend the Student Conferences and to engage in the goal setting process to improve their learning. Teachers will have student work samples to assist in informing the conversation and students are encouraged to identify what they are doing well and aspects of their learning they are working on improving.

All learning feedback at the College is framed within the three feedback questions:

– **What can I do?**

This question encourages students to recognise the strengths of their learning.

– **What do I need to improve?**

This questions allows students to reflect on their learning and to identify how they can change their work in relation to the standards or the criteria.

– **What are my next steps?**

Students are encouraged to develop their next steps in learning – how they are going to move their learning forward.

It should be emphasised again that we encourage contact with the school, and parents/carers should feel free to contact the Student Coordinator or relevant Leader of Pedagogy at any time, if there are 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 ad its Environment	Geography 100 Hours; History 100 Hours
Technology (Mandatory)	
Creative Arts	Music 100 Hours; Visual Arts 100 Hours
Languages other than English	French or German 100 hours
Personal Development/Health/Physical Education – PHDPE	

As students progress through Stage 5 they have the opportunity to elect two additional courses as elective studies. These elective studies complement the mandatory courses of Religious Education; English; Mathematics; Science; Australian History; Australian Geography and PDHPE.

Our students are offered a comprehensive range of courses in Stage 6 and are guided through the selection of these courses through Careers classes and individualised workshops.

Flexible Grouping

To complement our growth mindset approach to learning, we have structured classes to allow for flexible grouping. Traditionally as students progress through secondary school, they are often placed in classes that are determined by student performance in a limited number of summative assessment tasks. At St Paul's we adopt a more contemporary approach which reflects growth in learning. As a result, students are placed in classes and then, following the analysis of formative assessment data, students are moved to flexible groups which meet the learning needs of students. This contemporary approach enhances student's understanding of neuroplasticity and that intelligence is not fixed but can be enhanced through positive learning behaviours.

Course Descriptions

Given on the following pages are outlines of the courses offered to Year 7 students at St Paul's Catholic College.

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 provides units of work that allow students to learn about and investigate the key components of the Catholic Tradition. A deeper knowledge about Jesus and the Scriptures, rituals, ethics and beliefs should be gained.

The course caters for students from varying faith backgrounds and levels of faith formation by tiering content around knowing, understanding and applying the Tradition. There is an emphasis on active learning and creative pedagogy that means that all students should be able to access the learning at a variety of levels and through a variety of learning modes.

Throughout the year students will study five units: **Faith Story Witness, The Hebrew Scriptures, Knowing Jesus, Catholic Beliefs and Church History 1.**

Students will be assessed for feedback and reporting purposes throughout each semester. There will be a variety of assessments to gain an understanding of the skills and knowledge attained. Class work and importantly, participation are an essential component of this course.

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.

A variety of assessment tasks are used to determine student progress and help to inform the Year 7 Reporting and grading process. Topics include: "A World of Stories" that has its focus on the art of storytelling; "Food for Thought" that explores sustainability & social justice issues, and "Poetry in Motion" in which students engage with the power and beauty of poetry.

Mathematics

Year 7 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 7 by in-class performance and formal examinations.

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

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. 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 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.

Assessment will take the form of both written and practical examinations, research tasks and skills demonstrated during class activities.

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 or Egypt, 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.

A variety of assessment approaches are used including: topic tests, research assignments, oral presentations, fieldwork activities, using information technology, formal examinations and group work.

Personal Development/Health/Physical Education

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

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

The PDHPE course involves classroom activities and practical experiences that develop the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Regular vigorous physical activity is mandated in ALL Australian schools therefore students are expected to participate in all practical lessons.

Sports uniform is to be worn on days when students have a timetabled practical physical education lesson (students may wear their sports uniform throughout the entire school day). Practical lessons make up approximately 50% of lessons in the PDHPE course, so sports uniform may be required 2 or 3 times each week. A hat is also required for all practical PDHPE lessons.

Students will undergo a range of class tasks in order to assess the outcomes of the PDHPE course. These tasks include practical observations, topic review tests and assignments.

Technology (Mandatory)

Year 7 students study the Technology Mandatory Syllabus under the Australian Curriculum Framework as interpreted by the NSW Education Standards Authority. This syllabus identifies the knowledge, understanding, skills, values and attitudes that students are expected to develop in the Technology learning area. Students will also gain understanding and experience in STEM related activities.

Technology Mandatory consists of four context areas to be studied by the end of Stage 4 (Years 7-8).

- In **Agriculture and Food Technologies** students learn about plant and animal production and safe preparation of nutritious foods.
- In **Digital Technologies** students learn about data and computer coding.
- In **Engineered Systems** students learn how force, motion and energy can be used in systems, machines and structures.
- In **Material Technologies** students learn about the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.

Students must develop a minimum of four design projects by the end of Stage 4. Design projects involve the design, production and evaluation of quality solutions to meet identified needs or opportunities.

Languages

Contact with and understanding of a foreign language has many advantages. Students in Year 7 will study an introductory language course.

The aims of the course are to give students:

- some skills and ability to communicate in a second language effectively.
- a chance to learn **how to** learn a second language.
- an increased awareness of their own mother tongue.
- an awareness of other ways of life through language and culture study.
- confidence when meeting people from other countries.

These are lively and innovative courses, which address the areas of listening, speaking, reading and writing. Listening exercises encourage students to practise using spoken language. Students can quickly build up their vocabulary, giving them a good grounding for elective languages in Years 9 and 10.

Assessment consists of listening, reading and written skills; research tasks; participation in class (particularly during oral work).

Music

St Paul's offers a Music course which is both engaging 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.

Visual Arts

Visual Arts is about learning how to understand the world around us and is essential part of expressing who we are and how we reflect the world around us in the making of art. The aims of the course are to develop the students' skills to use a variety of media to **create artworks** which communicate their own ideas and feelings and to develop a student's understanding and appreciation of the Visual Arts through historical and critical investigations. The Visual Arts improve a student's problem-solving skills, higher order thinking skills and helps to develop their confidence.

The content of the course comprises 3 basic concepts.

These concepts inform the way in which students create art and understand the art of others.

- Practice
- Frames
- Conceptual Framework

Students will have the opportunity throughout the mandatory course to experiment with various artmaking mediums and develop skills and techniques that will enable them to achieve success in the creation of their own artworks.

Students will be assessed on tasks that reflect what they have been learning in class. This can include their use of their Visual Arts Process Diary, Artmaking and their interpretation/analysis of art through writing.

Homework

Homework can be a point of contention as students transition to Year 7, however, this does not need to be the case. By providing families with information about the nature and purpose of homework, some of the issues that can arise can be avoided if there is clarity around expectation for homework.

Homework should be a purposeful experience which may consolidate, extend and/or enrich the school's academic program. Homework should take into account the unique set of gifts, talents, interests and needs that each child brings and should therefore cater for a variety of interests, skills and abilities. Homework should be balanced with a range of recreational, family and cultural activities.

Students acquire and consolidate knowledge independently, and with guidance and direction. Students learn both when they are shown how to do things step by step in the classroom and when they work on their own outside class time. 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.

In the latter years of schooling, students who complete homework generally outperform students who do not. The appropriate type and amount of homework improves students' study skills and their attitudes toward school and helps learning take place outside the classroom.

Excessive homework may have a negative impact on student achievement and reduce student access to leisure activities that are also important in learning life skills. At St Paul's we understand that life skills as well as academic skills are important and therefore supports the development of the well-rounded student, skilled in many spheres of life.

Homework is designed to engage the student in effective learning. The type and nature of homework varies depending on the subject, the student's level of learning and the stage in the academic program. Importantly, homework provides

Homework may focus on reading, revising, report writing, investigating and project work, such as assignments and research projects involving the main types of homework:

- **Practise exercises** - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills. These activities include but are not limited to:
 - consolidation exercise
 - revising information about a current topic
 - practising words or phrases learnt in a language other than English
 - reading for pleasure
 - essay writing
- **Preparatory homework** - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons. These activities include but are not limited to:
 - background reading e.g. English text for class discussion
 - researching topics for a class unit of work
 - collecting items e.g. geometric shapes
- **Extension assignments** - encouraging students to pursue knowledge individually and imaginatively. Extension activities encourage students to transfer knowledge and skills to new situations. These activities include but are not limited to:
 - writing e.g. a book review
 - making or designing something e.g. an artwork
 - investigations e.g. science, social science
 - researching e.g. history, local news
 - information and retrieval skills eg. using a home computer to find material on the Internet
 - monitoring e.g. advertising in particular newspapers.

While each faculty determines their own specific requirements, the following expectations may be considered appropriate:

Years 7-8	Between 30-60 minutes of homework/assessment preparation four nights per week.
Years 9-10	Between 60-90 minutes of homework/assessment preparation four nights per week.
Years 11-12	Students are to complete homework and assessment preparation which equates to a minimum of 30 minutes per two-unit subject over five nights (this includes the weekend). Students should do what is necessary to excel in their studies. Students who are undertaking practical subjects should expect to spend a minimum of 70 hours per year 12 course over three terms.

Independent learning can take a variety of forms and regular attention to these can lead to good subject organisation and feedback from teachers 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. If there are home learning tasks set by the teacher, these are communicated through Compass.

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) Revision and Study

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. We recognise students require the intentional development of skills to allow them to approach study independently. In Year 7, the regular completion of homework will be designed to allow these skills to develop at the appropriate time.

College Library — Damascus Centre

At St Paul's we are privileged to have both a physical and virtual library space that meet 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 successfully navigate their way around the vast variety of information sources that are available today and to be digitally literate citizens.

Hours

Full library facilities are available during recess and lunch breaks and from before school each day, except Monday.

Borrowing

Students may borrow ten resources for a period of four 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

Have a look at our library home page to see what we do. You can visit this page using the link on our College website: <http://www.booragul.catholic.edu.au/teaching-learning/library/>

Virtual collection

Our collection of ebooks can be viewed by following this link: <https://soraapp.com/library/cenetau>
Your school login is used to access the books. The collection you choose is ACEN member collection.

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) Respect other users, your environment and staff.
- b) Leave bags outside the library.
- c) Leave your food and non-water drinks outside the library.
- d) Ethically use library books and online resources and reference sources on which you base your assignments.

College Technology

Students at St Paul's Catholic College are provided with a high standard of technology resources to use for class activities and research.

An important facet of education at St Paul's is the Bring Your Own Device program. At St Paul's we itemise a set of minimum specifications for student devices. This allows some flexibility around the product while making certain the device is adequate for learning. Students have free access to Microsoft Office 365, high quality internet and a suite of applications to enhance their learning. The free Office 365 subscription provides them with free email, Word processing, Spreadsheet and Database as well as PowerPoint presentation software. Students also are provided with a cloud-based storage folder (Onedrive) which frees up their device storage and makes 24/7 access to files available.

While it is true (and best practice) that devices are not used in very lesson, it is important that students

1. Bring their device every day to school
2. Ensure the device is charged overnight at home
3. Adhere to the minimum specifications
4. Look after their device as it is an expensive investment – it should be in a “protective” case,

<https://www.booragul.catholic.edu.au/teaching-learning/learning-technology/>

All students are provided with their own user account to access the college's computer network after signing a Cybersafety User Agreement.

Student's responsibilities include:

- Reading the Cybersafety User Agreement carefully and discussing the agreement with their parents.
- Following the cybersafety rules and instructions whenever they use the college's Information and Communication Technologies (ICT).
- Following the cybersafety rules whenever they use privately owned ICT on the college site or at any college related activity, regardless of its location.
- Avoiding any involvement with material or activities which could put at risk their own safety, or the privacy, safety or security of the college or other members of the college community.
- Taking proper care of college ICT. If a student has been involved in the damage, loss or theft of ICT equipment/devices, their family may be responsible for the cost of repairs or replacement.
- Asking the college's staff if they are not sure about anything to do with the agreement.

Misuse of the college's network resources will result in blocking the student's access to the network for a period of time or other action in line with the college's Community and Wellbeing policy. The complete Cybersafety User Agreement is included in the Appendices section of this handbook. The agreement (colour attachment) is to be signed by both the student and parent to gain access.

NB: While student access to the internet is restricted via our ZSCALER access monitor when connected to the school WiFi, the school has no control over, and cannot be responsible for, web content accessed via student's phone data (Tethering and mobile 'hotspot') or VPN (Virtual Private Networks).

To access the computer network, intranet or email, you will need to enter your username and password.

Students from feeder primary schools will retain their existing username and password, however these passwords may be reset on the first day of school as part of the College's technology induction process. Students will be advised of their new password at that time. Students will be prompted to change their password from time to time. Passwords need to be a **minimum of 6 characters with at least one uppercase, one lowercase and one number**.

New students will be required to change their password as above after logging in for the first time.

To log in for the first time:	User name:	firstname.lastname
	Password	DDMMYYF

DDMMYY = DOB, F = First name, first initial – in UPPERCASE, s = Surname, first initial – in lowercase

Email address: firstname.surname@mnstu.catholic.edu.au

MNConnect - School Intranet: <http://mnconnect.cloud> and log in with your User name and Password.

School Website: <http://booragul.catholic.edu.au>

Email access from home: Go to MNConnect and click on **Mail** and log in with your User name and Password.

Further useful information for parents and students on Technology use in school is available at the following website:

<http://www.schoolatoz.nsw.edu.au/technology/technology-az>

For further information relating to eSafety: <https://esafety.gov.au>

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 five Maitland-Newcastle Secondary Diocesan schools of St Paul's, San Clemente Mayfield, St Pius X Adamstown, St Mary's Gateshead and St Bede's Chisholm. 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 each term as to which sports will be offered.

Each term sport selections and payment will be completed using the QKR app.

All students are expected to attend and participate fully in their chosen sport every Friday. 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.

For more information about QKR visit our website:

<https://www.booragul.catholic.edu.au/media/1116/qkr-guide.pdf>

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 (Combined Catholic Colleges). 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

St Paul's Catholic College has as the heart of its vision the growth and development of the whole child. With this in mind, not only is the academic, intellectual, physical and emotional development of our students nurtured, but so is their spiritual development. By following the teachings of St Paul and the school motto "To Live is Christ" students are encouraged to live their lives with a spirit of love, care and compassion for all. The CARE program has been developed to provide students with an opportunity to develop their care and compassion for all within the school community and their wider world. The four key values at the centre of the CARE program are: Compassion, Appreciation, Respect and Endurance. The CARE dimension is embedded in the community initiatives and activities in which the students are encouraged to participate throughout the year. Staff are essential in developing these values and are involved daily in supporting the wellbeing of all students. Families are also encouraged to be active members of our school community and are always welcomed to have open conversations about their children's development with relevant staff members of the college.

CARE Group Teachers

Each year group is organised into CARE Groups of approximately 20-25 students. A teacher is assigned to each Care Group and will be responsible for supervising these CARE Groups during Assemblies, Community Days, Retreats, Camps, CARE Activities and Community Events. These teachers will be responsible for assisting with and providing particular care for this group where a relationship built on trust is encouraged. The CARE teacher will be responsible for promoting CARE values and initiatives during CARE group which will be held daily.

Leaders of Wellbeing and Engagement (LOWE)

A Leader of Wellbeing and Engagement (LOWE) is assigned to each year group and is responsible for overseeing the general wellbeing of the whole group and individuals within this group. The LOWE plays a significant role in organising the activities in which the whole year group is involved. Students within each year group who need individual assistance, guidance, advice or support are encouraged to contact their specific LOWE whose role it is to provide this extra wellbeing assistance. The LOWE will consider the needs of individual students in their group and seek the appropriate extra assistance, whether it be from classroom teachers, Leaders of Learning, Pastoral Care Worker, School Counsellors, Learning Support, Outside Agencies and Police Liaison Officer. Parents are encouraged to contact the respective LOWE if information of a personal nature needs to be forwarded to the school. The extra pastoral support provided by a LOWE includes at times, discipline strategies which will be put in place for uniform, attendance, unsatisfactory behavioural issues and repeated disrespect which affects the learning of others. The LOWE works closely with the Leaders of Learning to maintain a high standard of classroom discipline which enables all students to achieve to their potential. The LOWE also plays a pivotal role in acknowledging the achievements of students at Year Assemblies and Whole College Assemblies.

Aboriginal Education Officer

The Aboriginal Education Officer supports Aboriginal and Torres Strait Islander students through positive engagement and the provision of cultural inclusiveness for all. First Nation students are supported with exam preparation, assistance with assignments as well as class and homework. For culturally significant events the Aboriginal Education Officer will work with students to present celebrations to the whole school community. In addition to this there will be various activities both in and out of school that allow First Nation 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.

College Counsellor

Currently St Paul's engages a counsellor on 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 elected as College 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 role models 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 College Leaders, representing the whole college community
- Elected Sports Captains (Year 12) and Sports Vice-Captains (Year 11)
- Student Representative Council (7-12), representing the students
- Peer Support Leaders, assisting with the Year 7 Orientation Program
- Transport Monitors who assist junior students
- Reconciliation Action Plan Student Committee
- Volunteer Leadership roles as required

Peer Support Program

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

It is understood that each new student comes to St Paul's from a much smaller environment and may 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.

Student Wellbeing and Engagement

St Paul's follows and is directed by the principles and practices outlined in the Catholic Schools Wellbeing Policy and Learning Framework. Strategies and resources will be used at St Paul's to provide **successful learning, a safe and inclusive environment, and positive and caring relationships**. Students at St Paul's are encouraged to grow and develop not only in their academic learning but also as citizens who are aware of and show consideration for others. Students are encouraged to adopt the core values of Compassion, Appreciation, Respect and Endurance to direct and inform their relationships within the school community. A strong sense of connection and belonging is fostered through the high expectations that are set at the college. This connection is centred around the trust that staff, students and families develop, and the consideration all give, to promoting the overall growth and maturity of students.

Central to the wellbeing and engagement approach used by St Paul's is the belief that:

- structures, procedures and practices reflect Gospel values and the schools motto "To Live is Christ"
- wellbeing is central to learning
- every student is capable of successful learning
- wellbeing encompasses the total care of students and all in the school community
- the responsibility of care is entrusted to all members of the school community
- parents, teachers and leaders play key roles in promoting wellbeing
- students are active partners in the development and achievement of their own wellbeing
- each person has gifts and is unique
- quality, positive and respectful relationships are fundamental to effective learning and pastoral care
- diversity is valued and all members of the school community will feel respected and included

At St Paul's a strengths-based approach is used and will focus on the student's individual strengths and not on their deficits. This strength-based practice will promote the individual wellbeing of all students. By using this positive psychology approach, it is believed that all students have strengths and abilities, students will grow and develop from their strengths and abilities, that when a student's strengths are appreciated and understood the child is better able to learn and grow and if problems are encountered 'the problem is the problem – the child is not the problem'. To maximise opportunities for all students, quality relationships are encouraged within all classrooms and extra-curricular activities. Where there is maximum engagement, students will have the opportunity to excel and have personal success and improve life satisfaction and well-being.

Policies relating to Pastoral Care and Wellbeing and Student Behaviour and Management Procedure can be found on the College website.

<http://www.booragul.catholic.edu.au/publications/policies/>

My Learning Strengths™

Planning and Sequencing

Make a goal, organise the steps towards that goal in a logical order and either stick with the plan or alter it if circumstances change.

Concentration and Memory

Focused, retain and retrieve knowledge.

Perceptual and Motor Skills

Learn through body and senses.

Spatial Reasoning

Think in pictures.



Language and Word Smarts

Facility with written and spoken language and processing language which enables us to think and to remember.

People Smarts

Understanding your own emotions, the feelings of others and the subtleties of social situations.

Thinking and Logic

Able to problem solve and figure things out.

Number Smarts

Think using numbers.

General Information

Attendance at School

College hours are **8.45 am to 3.05 pm**.

Students should always be present at school by 8.45 each day. If arriving late, after 8.45, students **must** report to Student Reception and sign in.

Parents please note that, in general, students should not be allowed to arrive at school before 8.15am. 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 by 3.45pm.

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 at school is compulsory. (Please refer to the brochure "It's Not OK to be Away")**.

Absences from school

If your child is absent from school, you must notify the College and provide a reason for the absence. The absence may be explained by way of a **note or email to the College, adding a notification to Compass 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. Rolls cannot be adjusted retrospectively.

The explanation must be from the parent or carer and include the student's **full name**, Care 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 any Assessment Task you must notify the respective Leader of Learning or Leader of Wellbeing and Engagement.

In 2012 **NSW Legislation Concerning Student Attendance in NSW** was introduced. 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 must be approved by the Principal.

It is not sufficient to provide a note after the leave has been taken. Once leave is approved the Leader of Wellbeing and Engagement 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 Learning 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 **Academic Guide** that is available via the College website from the beginning of each year.

Uniform Infringements

Teachers record a Uniform Infringement notice on Compass when a student is not wearing the correct uniform. If a uniform infringement is noted the student is placed on a Lunchtime Detention. After three infringements are given a letter is sent home notifying parents of specific uniform issues. This letter is signed by the Leader of Wellbeing and Engagement. On the fourth infringement, an afternoon detention will be given.

Banned Items

The following items 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/aerosols, e.g. deodorant**
- **chewing gum**
- **lighters/matches**
- **sharp instruments**
- **substances which are illegal for children under 18 such as alcohol, cigarettes, drugs, vapes**
- **energy drinks**

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 ill at home should not be sent to school**. This will also minimise any infection spreading to others. This is crucial in the current COVID climate.

COVID: Students **who** are experiencing flu like symptoms, have a temperature or have been in close contact with others who have tested positive for COVID **must isolate and not attend school until cleared by a Doctor or a COVID test**.

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 ensure that all parental/carer contact details are always current and updated.**

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 Leader of Wellbeing and Engagement informed. 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. Please refer to the **Administering Medications Policy** on the College website for procedure and medication consent forms.

Student Care Insurance

Every day there are accidents involving children. To assist parents with the costs associated with those accidents, we have **SchoolCare** Accident insurance provided by Catholic Church Insurances Limited. The **SchoolCare** Accident policy provides protection to all students attending our school.

The 24 hour cover includes accidental injury cover 24 hours a day, 365 days a year and provides lump sum benefits under Section 1 of the policy. Non-medicare medical expenses are only payable in relation to activities such as:

- attending school
- engaging in a sporting activity
- a secondary student undertaking a work experience program
- voluntary services to a religious, charitable, educational or benevolent organization
- youth activities organised by a voluntary association such as Guides or Scouts or
- travelling to or from the above activities

Cover is worldwide.

Further information is available on the CCI website.

<https://www.ccinsurance.org.au/Insurance/Pages/Student-care-Information.aspx>

Lost Property

Every year a great deal of lost property is generated at school. Students are to ensure that all personal property is clearly marked. Students are strongly 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 a staff member and check for lost property in the Student Hub or Student Reception. The College will endeavor to assist students in finding lost property but do not take any responsibility for the loss or cost of this lost property.

Resource Centre

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

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.

Communication between the College and Home

Communication between the College 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.

Leaders of Wellbeing and Engagement (LOWE) and Leaders of Learning are the key personnel who will assist with parental concerns. For issues of a personal/family nature relating to students the LOWE can be contacted. For issues relating to Curriculum/Assessment the respective Leader of Learning can be contacted. Both the LOWE and the Leader of Learning will work together to assist students and families.

At all times, the Assistant Principals and the 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

The College's website <https://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.

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

Handbooks Student Information Handbooks, Academic Guides

Financial Matters

Enrolments

Policies

Sport Information

Compass

Students are to regularly update their Compass App and refer to it **DAILY** for updates, notices and changes to the daily schedule.

Parents and carers will also have access to Compass, which is a student information system which will provide parents/carers with information about their sons/daughters. Compass will show student schedules, activities, attendance records, learning tasks and reports. Parents can download the Compass App on a computer and/or mobile phone. An individual parent/carer code is required to set this up. The code will be emailed once the student has commenced.

Compass is used as a vehicle by St Pauls' Catholic College to provide information to parents/carers about events and activities, uniform infringements, BYOD issues and also provide alerts/reminders/whole school correspondence about issues and events.

What do I do if?

I am late for school

If you arrive **after 8.45 am** you **must** go to Student Reception and sign in.

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 Student Reception and hand in the note and sign out. Failure to sign out will be considered as truancy and will result in an Afternoon Detention.

I am sick at school

Please come to Student Reception 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 (one day) problem.

I have lost something

If clothing, please initially check in the Student Hub or Student Reception. Always report something missing to your Leader of Wellbeing and Engagement or Student Reception.

I am having a problem

This is usually best discussed at home. Should the problem be affecting life at school, your Leader of Wellbeing and Engagement is usually the best contact. If it is a specific class or academic issue, please contact the Leader of Learning for the subject. The College Counsellor/Pastoral Care Worker may also be useful.

College Uniform

Our uniform is a visual representation 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 important and will be enforced. Parents are therefore asked to **fully** co-operate in ensuring that students always arrive at St Paul's in the uniform and 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 relevant Leader of Wellbeing and Engagement or Assistant Principal Community and Wellbeing. 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 making a public statement about their lack of personal organisation and obligation to the values of St Paul's Catholic College. The College has a tradition of sports uniform to be worn only on Friday sport day and on days where the student has a timetabled practical PDHPE or PASS lesson.

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

A range of secondhand uniforms can be obtained from the College's clothing pool. Please contact the office for access to this facility.

St Paul's Catholic College is held in high esteem in the wider community and the presentation of students in the correct uniform at all times will ensure the standards and traditions of the College are maintained.

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 removed from the activity, asked to change and/or placed on an **Afternoon Detention**.

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 – to be worn at the knee.
Shorts	Grey tailored shorts are an optional alternative to the skirt. Lowes style No 78144 or Verdun Hiles – Midford.
Slacks	Navy tailored slacks.
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 .
Cardigan	Navy college cardigan with college crest.
Socks	White ankle height. Navy stockings may be worn in winter. Socks and stockings are not to be worn together.
Shoes	Totally black, leather, polishable, lace-up school style. Instep must be totally covered. The following are not acceptable: boots, high-tops and all types of skate shoes.

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 college shirt as long as it is not seen .
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 school style. Instep must be totally covered. The following are not acceptable: boots, high-tops and all types of skate shoes.

Boys/Girls

Jacket	Tracksuit jacket. In cold weather students may choose to wear the College jumper and/or 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
Beanie	Beanies are NOT a part of the St Paul's College Uniform and are not to be worn whilst students are in College uniform

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 worn at 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.
Shorts	Navy tailored shorts are an optional alternative to the skirt. Lowes style No 78144 or Verdun Hiles – Midford.
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 college jumper or vest may be worn under the blazer for added warmth.
Shoes Girls & Boys	Totally black, leather, polishable, lace-up school style. Instep must be totally covered. The following are not acceptable: boots, high-tops and all types of skate shoes.

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 for junior students and students should be clean shaven at all times. For senior students, facial hair should be neatly trimmed in line with acceptable professional presentation.
Beanie	Beanies are NOT a part of the St Paul's College Uniform and are not to be worn whilst students are in College uniform

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 carer. This note needs to be signed by the Leader of Wellbeing and Engagement/Assistant Principal Community and Wellbeing. This must only be temporary (one day).

Transport Arrangements

Students travel to St Paul's primarily by buses operated by private operators, and by train both north and south from Booragul station.

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 7:51am	8:13am Booragul
Ex Morisset 8:12am	8:34am Booragul
Ex Booragul 3:39pm	4:02pm Morisset

Bus Travel

Please see the following links for information on bus routes and timetables.

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

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

Students who reside more than 2.0km (as the crow flies) from the school are entitled to free transport to and from school. They are allowed a **School Opal Card** to travel from home to school and return **only**. These are obtained online from transportnsw.info/school-students.

Students must carry and use their Opal Card. It is essential that students carry their school Opal Card with them each day. 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.

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.

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.

If parents choose to transport their children to and from school, the students have the option to be dropped off or picked up from Primrose Street and/or Haydenbrook Drive and **not enter the school grounds at these busy times of the day**.

Please refer to our **Traffic Management Plan** in the Appendices of this Handbook.

Financial Matters

College Fees

The payment of college fees is an essential feature of the continued operation of our College. 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 Manager will then organise a reduction of 50% off the Tuition Fees only. Normal Subject, Sport and College 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, EFTPOS, Cash and Cheque.

All Fees are subject to change in 2022.

Secondary Fees for 2021 are as follows:

Years 7—10	\$1,767 per year
Years 11—12	\$2,682 per year

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	15% each child	4 child family	50% each child
3 child family	25% each child	5 child family	50% each child

The Diocesan Family and School Building Levy for 2021 is \$1,344 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 the Annual fees and other Non-Tuition fees (as per the College's Fee Schedule) are sent out early each month. If the account is being paid in full, payment will be required by 30 June. If you elect to pay by instalments, the account must be finalised by 30 November.

The prompt payment of these accounts is much appreciated. Without the willing cooperation of so many parents our college 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.

Excursions

Excursions are held in some subjects and if scheduled, are judged to be an important part of the educational effort of the college. 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 Learning or Assistant Principal Community and Wellbeing.

Excursions must be paid for **in advance**. Payments are to be made via the QKR App. Permission slips will be attached to the activity on the App and must be completed when making payment.

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.**

<https://www.booragul.catholic.edu.au/media/1116/qkr-guide.pdf>

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! on your Android phone or iPhone. iPad users can download iPhone app</p> <div style="display: flex; justify-content: center; gap: 5px;">   </div>	<p>Step 2 Register Select your Country of Residence as 'Australia' and follow the steps to register</p>	<p>Step 3 Find our school 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 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 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. If there are special dietary requirements they are able to order their lunch **before school commences at 8.45**.

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.

To become a volunteer please complete the Volunteer Induction Handbook and related documents contained in the Handbook. The Handbook can be found using the following web address. The link is also on our website. Alternatively one can be mailed to you upon request.

<http://www.booragul.catholic.edu.au/about-us/parent-involvement/>

The completed Handbook and required documentation must be brought into the College as soon as possible so that approval can be granted from the Catholic Schools Office prior to volunteering.

Please contact Maree Lawrie with any queries – 4958 6711.

Starting Date 2022

The starting date for Year 7 & Year 11 2022 will be **Thursday 3 February 2022**.

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 2022

Term 1	Friday, Monday, Tuesday, Wednesday	28, 31 January, 1,2 February (Staff only)
	Thursday	3 February (Years 7 & 11)
	Friday	4 February (Years 7 – 12)

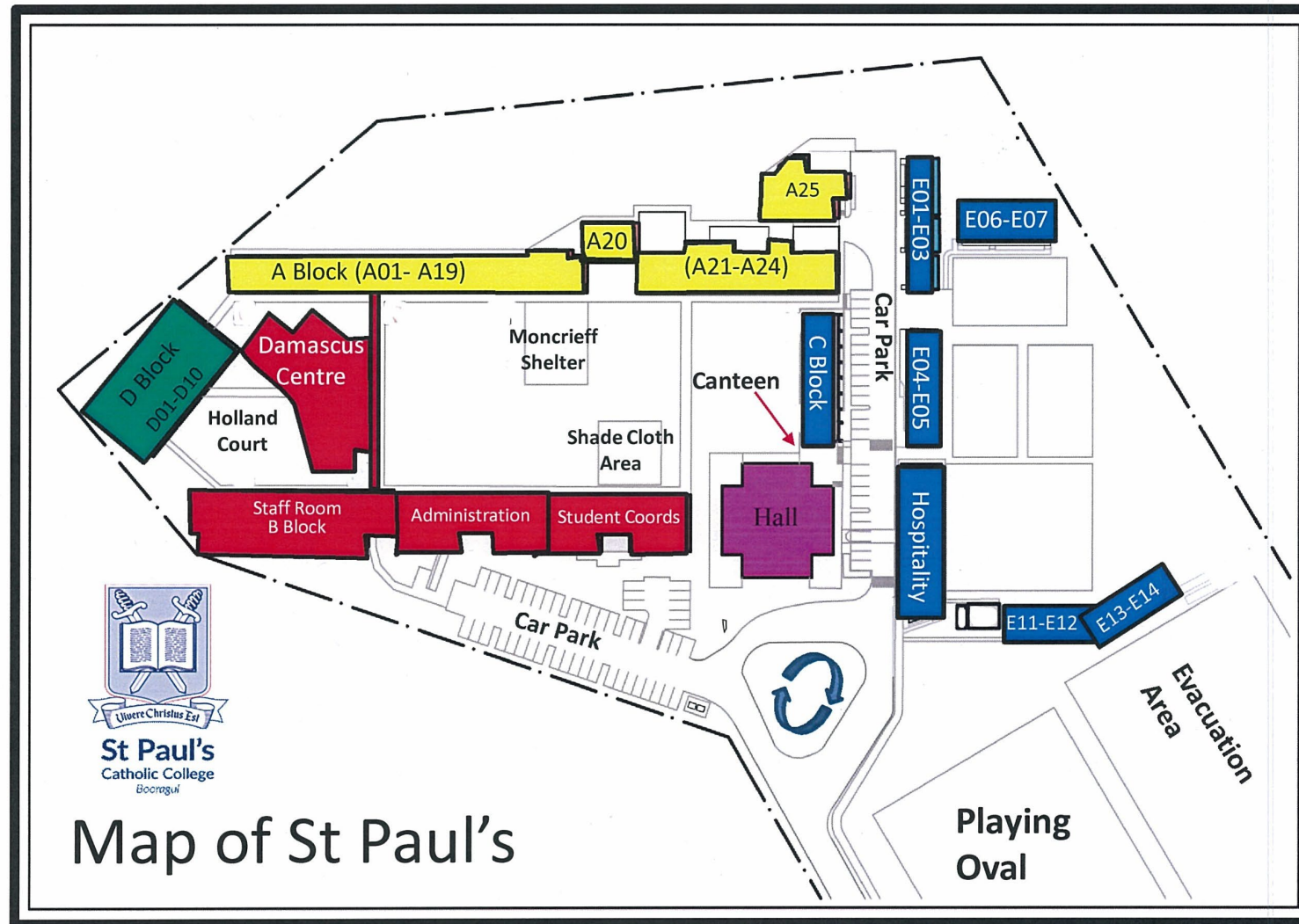
Term ends on Friday 8 April 2022

Term 2	Tuesday 26 April to Friday 1 July	(inclusive)
Term 3	Monday 18 July to Friday 23 September	(inclusive)
Term 4	Monday 10 October to Tuesday 20 December	(inclusive)

Leave

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 college website for all students at the commencement of each year.

Plan of the College



Appendices

Child Protection

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. As a parent sending your child or children to a Diocesan school, you should be aware of your rights and obligations in protecting your child and all children in our schools.

The Children and Young Person's (Care and Protection) Act 1998

In NSW we are able to report certain information to Department of Communities and Justice (DCJ), formerly known as Family and Community Services (FaCS). If we are concerned for one of more of the children in the school, we can discuss our concerns with a teacher, Assistant Principal or Principal. We can report our concerns to the DCJ Child Protection Helpline (Ph. 133 111, 24 hrs/7 days) if we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or to a series of acts or omissions.

It is better to be safe than sorry, so if we're uncertain, talk to a staff member at the school.

Part 3A of the Ombudsman Act 1974

Part 3A Ombudsman Act 1974 defines Diocesan schools as a 'designated non-government agency' and as such we must have systems for preventing, reporting (to the Ombudsman) and investigating "reportable conduct".

All staff and volunteers in Diocesan schools fall within the scope of Part 3A and may be investigated for alleged reportable conduct which includes sexual offences, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

The Prevention and Response Service, Office of Safeguarding is the Diocese's specialist child protection service which works with the Ombudsman to ensure the Diocese meets its obligations under Part 3A.

The Child Protection (Working with Children) Act 2012

Under this legislation people who work in a paid or volunteer capacity in the Diocese of Maitland-Newcastle are required by law to have a Working with Children Check Clearance. This 'Clearance' can be obtained from applying online at check@kidsguardian.nsw.gov.au and must be verified by the Diocese before a person can work or volunteer in a child-related role.

As a parent, if we learn about a staff member or a volunteer working in the school without a Clearance, we should talk with the Principal or Assistant Principal as soon as possible. If we believe that nothing is being done about our concerns, we can contact *The Prevention and Response Service, Office of Safeguarding* directly (Ph. 4979 1390 Mon-Fri 8:30am to 5pm).

Diocese of Maitland-Newcastle Reporting Policy

As a parent we can report any concerns we have for a student, or group of students, to our Principal, Assistant Principal or directly to *The Prevention and Response Service, Office of Safeguarding*. The Diocese's reporting policy and procedures are available to everyone on the Diocesan website:

<https://www.mn.catholic.org.au/about/policies/>

As parents we are entitled to contact *The Prevention and Response Service, Office of Safeguarding* directly about any concerns we have about the safety, welfare or wellbeing of a child or if we are concerned that the school isn't addressing allegations of reportable conduct or abuse. Further information for parents and children about the Diocese's safeguarding obligations and responses can be found at

<https://officeofsafeguarding.org.au/>

Child Protection Requirements

To become a volunteer please complete the Volunteer Induction Handbook and related documents contained in the Handbook. The handbook can be found using the following web address. The link can be found on our website. <http://www.booragul.catholic.edu.au/about-us/parent-involvement/>

Please contact Mrs Maree Lawrie with any enquiries – 4958 6711.

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 to a school-related activity. It also applies to material accessed via VPN, personal "hotspot" or other means. 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).

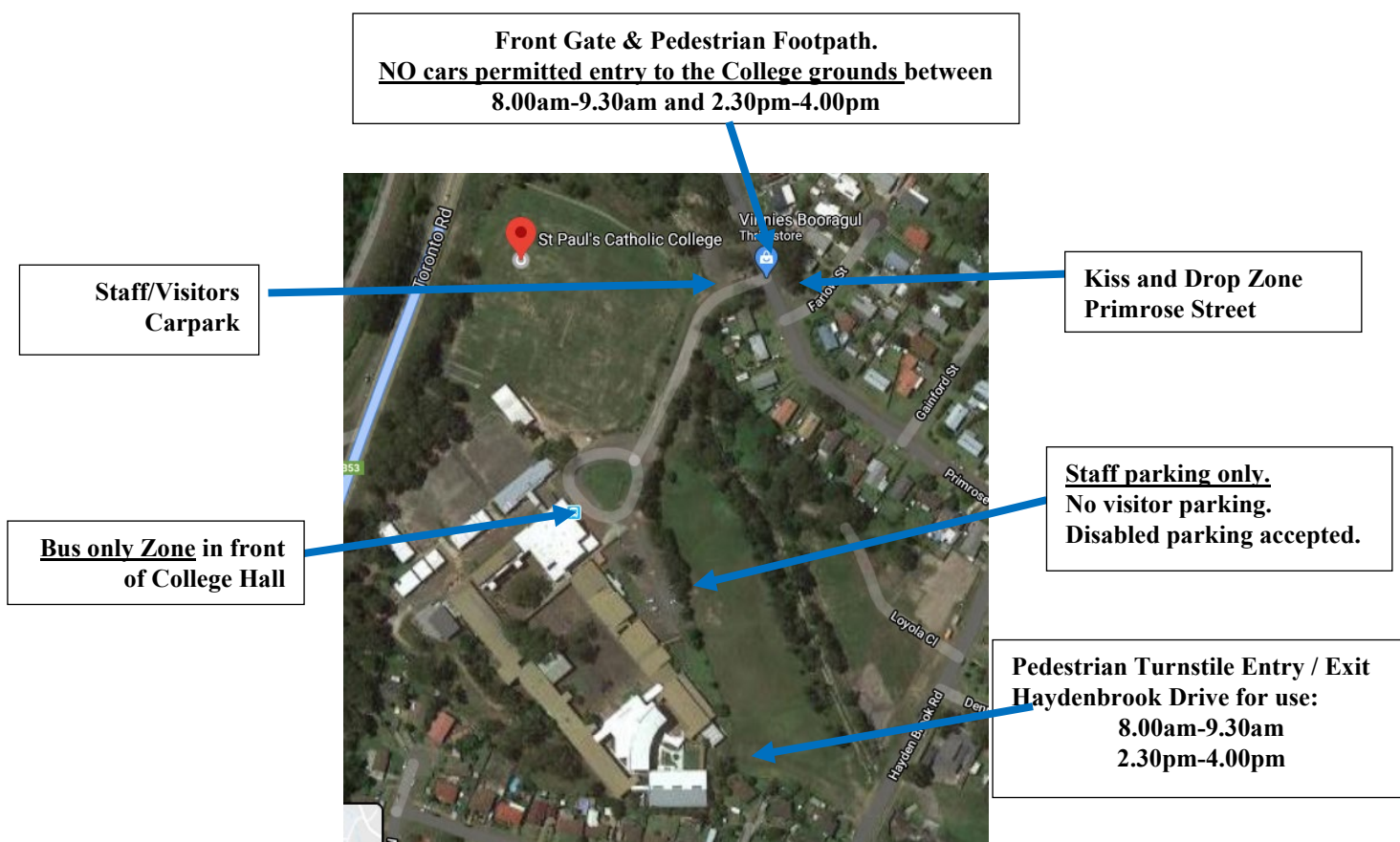
Traffic Management Plan

Setting a good example

Safety of students as they travel to and from school each day is important. It is expected that parents/carers, grandparents and family members will support the school through role modelling safe road use behaviours.

These include:

- Using designated footpaths or walking in areas away from the road.
- Not calling students to cross the roads.
- Crossing roads away from parked cars.
- Parking correctly in designated areas.
- Getting children in and out of the car on the footpath side.
- Using seatbelt restraints for all passengers prior to driving away.
- Noting that the rear curb side door is usually the safest door for students to get in and out of a vehicle.
- Waiting safely at bus stops and waiting until the bus has gone and choosing a safe place to cross.



Arriving and Departing

Parent/carers and family members are encouraged to walk with their child to school to reduce traffic congestion around the school, to promote physical activity and to teach children about correct road use behaviours.

There are two points of entry into St Paul's Catholic College for this Year 7 to 12 College site:

- One **pedestrian** access gate on Primrose street.
Students will follow the designated path from Primrose Street, past the Oval into the College.
- One pedestrian Turnstile gate on Haydenbrook Drive (for use 8.00am - 9.30am and 2.30pm – 4.00pm)
Students will walk on the grass path to the Turnstile gate into the College grounds.

Parents/carers and students are expected to use the above two access points to enter the College.

There are no pedestrian crossing facilities available so students should Stop, Look, Listen, Think before crossing any road and cross in an area away from parked cars and especially buses. Walk quickly and directly across the road. Pedestrians should avoid distractions like ipods, headphones, mobiles when crossing the road.

Students are to be careful crossing in the parent visitor/staff top carpark as cars may be entering.

Arrival and Departure by car:

For those parents/carers that need to drive their children to school, there is adequate parking in surrounding streets. For those parents needing to come to the office, they can park in the top visitor carpark on immediate entry to the college.

There is also a kiss and drop zone on the school side of Primrose Street where parents can drop their child off. Drivers are expected to abide by these parking regulations.

Restricted parking signs are in place around the school site to increase Student's safety. Drivers must abide by these parking regulations.

The College is located in a 40km school zone where a 40 km speed limit applies for the hours of 8.00-9.30am and 2.30-4.00pm on school days. The speed limit is lowered to 40km during these hours to increase the safety of the students arriving and departing the school. Drivers **must** abide by these speed regulations.

No unauthorised cars can enter past the College front gates between 8.00-9.30 and 2.30-4.00.
Parents can NOT drop students at the bus drop zone at the College roundabout during this time.
There is no kiss and drop zone on the College grounds.

Wet weather days are particularly hazardous for children as traffic increases, visibility of children is decreased, and slippery roads make driving conditions more difficult. Reduce speed, park correctly abiding by parking regulations. Students are encouraged to use umbrellas and raincoats on these wet days.

Arrival and Departure by bus:

School buses enter the College front gates and drop the students in front of the school hall in the morning. In the afternoon students will line up as directed by school supervising staff. Staff will oversee student entry onto buses.

When waiting for a bus, students should stand well away from the road back from the kerb. When getting off a bus should they need to cross a road, students should choose a safe place to cross.

