

Dear Students, Parents and Carers

The handbook will give students and their families information on as many facets of life at St Paul's. It aims to assist your transition into the St Pauls' Community.

St Paul's is recognised for:

- Its welcoming nature
- The development of the whole child.
- Strong Academic results.
- The pastoral care of students and their families.
- Regular liaison and strong links with our parish priests and our six feeder Catholic primary schools.
- Our 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.
- Our dedicated and highly qualified staff.
- Excellent specialist facilities, including Hospitality, Construction and Technology buildings.
- The success of our students in cultural and sporting areas.
- Students offered the opportunity to participate in Dio Sounds and Aspire.
- 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.
- A strong connection with local Indigenous Associations.
- Its capacity to offer a continuum of secondary schooling from Years 7 to 12.
- Opportunities for student leadership development across all years.

I trust you enjoy your time at St Paul's and that you can achieve to your potential to enable you to make a positive contribution to society.

A handwritten signature in black ink, appearing to read 'Nick Wickham'.

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 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.

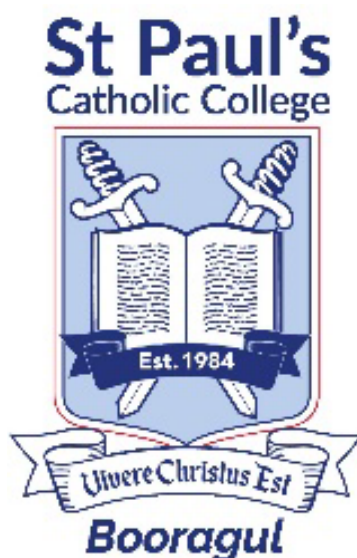
In 2012 the new Trade Training Facilities were opened. These consisted of a Hospitality and Function Centre along with a Construction Facility.

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. New classrooms have also been built as part of this major building project.

The College Crest



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'

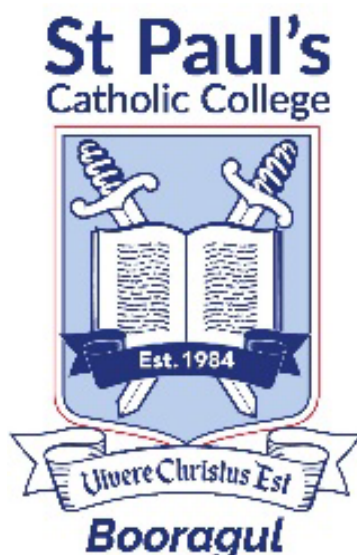
and this is the translation of the College motto:

'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



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

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

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

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

House Patrons

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

Chisholm
MacKillop
Polding
Therry

Blue House
Green House
Red House
Yellow House

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

"The 19th century church was in many ways aligned with the poor of this country. Fr John Therry, Bishop Polding, Caroline Chisholm and St Mary of the Cross 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".

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 25 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 in West Maitland on the site of the previous 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.

St Mary of the Cross 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.

St Mary of the Cross MacKillop was canonized as Australia's first saint in 2010 by Pope Benedict XVI.

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.

Principal	Nicholas Wickham
Assistant Principal — Teaching and Learning	Emma Tierney
Assistant Principal — Community and Wellbeing	Anne-Maree Shipman
Ministry Coordinator	Renee Pola-Kuras
Administration Coordinator	Anna Hennessy
Leaders of Wellbeing and Engagement (LOWE)	Alanna Bohatko Kerrie-Lee Guest Michael Eccleston Tracey Evans Peta Strategos Joel Connell Lauren Rieck
Leaders of Learning	Teliece Wallace
Religious Studies	Libby Lucas
English	Belinda Richardson
Mathematics	Sarah Daniels
Science	Melissa Chapman
Human Society and Its Environment	Alice Grant
Technological and Applied Studies	Blair Brownlee
Personal Development, Health and Physical Education	Mark Newell
Digital Innovation and Learning	Cassie Burt
Creative Arts and Languages	Nicole Burns
Careers	Sam Heagney
VET	Nicole Deed
Pedagogical Mentor	
Teacher Librarian	Kerri Beezley
Learning Support Coordinator	Anne-Marie Melocco
Sport Coordinator	Jodie Woolley
Principal's Secretary/Office Administrator	Maree Lawrie
Finance Officer	Erica Gale
School Counsellor (Monday, Tuesday) (Wednesday, Thursday, Friday)	Caitlin French Melissa Challis
Within the Gates Caseworker	Louise Hawkins
Pastoral Care Worker	Melissa Dobosz
Aboriginal Education Officers	Astro Stewart Mia Robertson
Technology Support Officers	Graham Hancock/ Geoff Harborne
Canteen Supervisor	Carolyn Stanton

School Community Code of Conduct

School Community Code of Conduct

Members of Catholic school communities in the Diocese of Maitland-Newcastle agree to nurture and support each other's individual growth in faith, to create communities of respect and tolerance and to engage in the promotion of peace, justice and service of others.

The School Community Code of Conduct reinforces our understanding of the rights and responsibilities each of us has in ensuring we provide an environment where our students can thrive.

Upon acceptance of enrolment and as a condition of continuing enrolment in our Catholic schools, all members of the school community are bound by this Code of Conduct. School staff must abide by the CSO's Code of Conduct for staff members available at: www.mn.catholic.edu.au/about/policies

Students in Catholic school communities agree to:

- ▶ Model positive behaviour to other students.
- ▶ Comply with and model school values.
- ▶ Behave in a safe and responsible manner.
- ▶ Respect themselves and other members of the school community both personally and through the use of all social media technologies at all times.
- ▶ Respect our school environment.
- ▶ Actively participate in our school community.
- ▶ Support the learning of others and make the most of our educational opportunities.

Parents/Carers and volunteers in Catholic school communities agree to:

- ▶ Understand and abide by all diocesan policies, procedures and guidelines, which are available on the CSO website www.mn.catholic.edu.au/about/policies
- ▶ Model positive behaviour to their child and all children in the school community.
- ▶ Ensure children attend school on time, every day the school is open for instruction.
- ▶ Take an active interest in their child's school and their learning and to engage positively in all aspects of their child's learning.
- ▶ Participate in the Liturgical and Faith Life community of the school including participation in all aspects of the Religious Studies program regardless of personal beliefs.
- ▶ Work in a positive manner with the school to achieve the best outcomes for our child.
- ▶ Communicate constructively, respectfully and in a spirit of partnership with the school and use processes and protocols outlined in the CSO Complaints Resolution Policy documents when raising concerns.
- ▶ Communicate with their child's teacher or the Principal directly regarding any concerns about their child, other students, staff or community members.
- ▶ Reject aggressive, abusive and confrontational language and behaviour, as this is counterproductive to the sustainability of any relationship. Approaching students, community members and/or staff in a confronting manner will not be tolerated.
- ▶ Support all school staff to maintain a safe learning environment for all students.
- ▶ Treat all school staff, students, other members of the school community, visitors and volunteers with respect in all dealings with them both personally and through the use of all social media technologies at all times.
- ▶ Discuss with the Principal any barriers to meeting the financial obligations agreed to at the time of enrolment and seek to form an agreement with the school to meet these.
- ▶ Ensure any agreement made with the school is honoured.



www.mn.catholic.edu.au

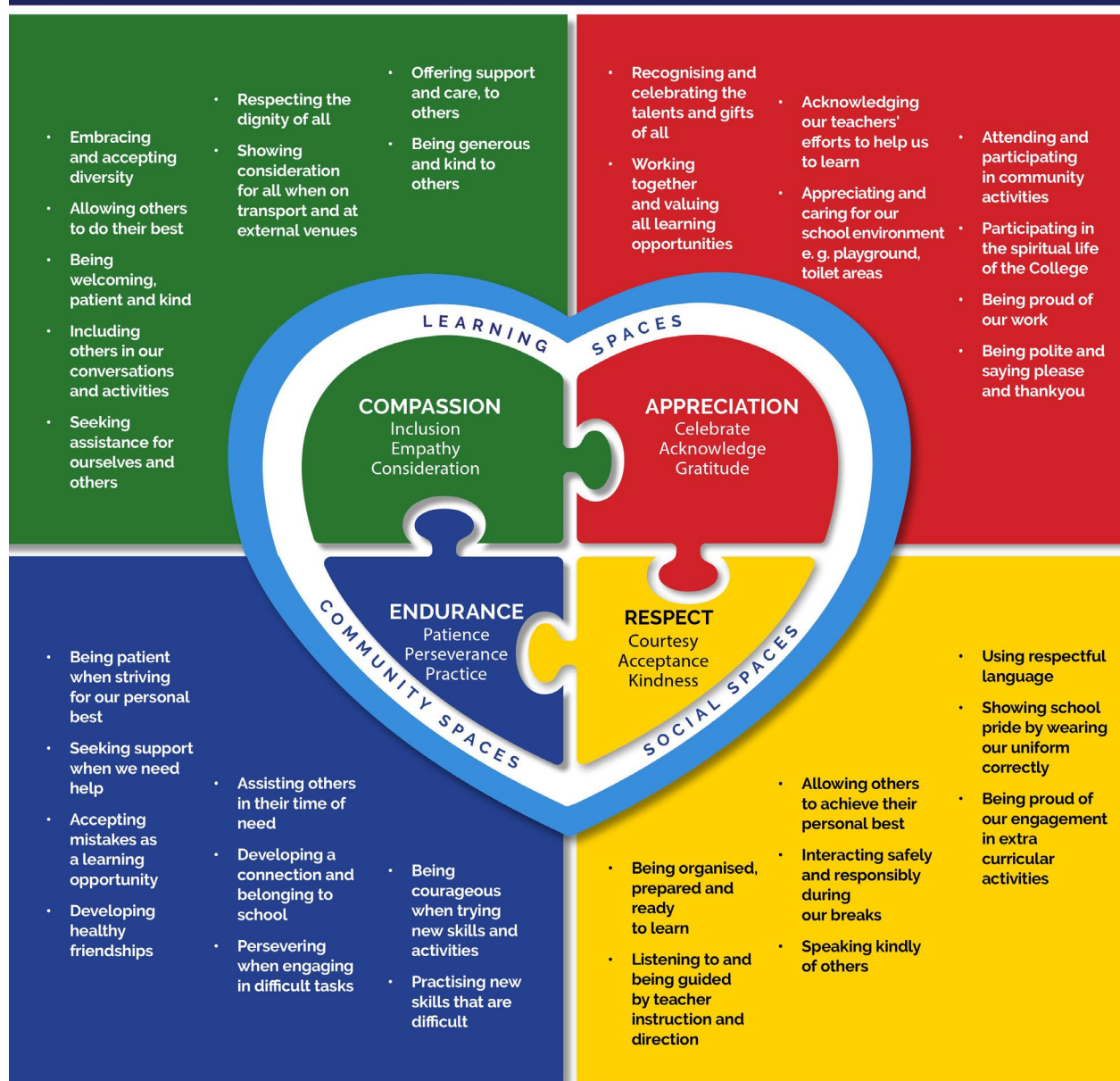
Care Program



St Paul's
Catholic College
Booragul

CARE Program

We Build Connections and Create Futures through:



Teaching and 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. 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 NESA. 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, and several Learning Support Assistants. We are connected and work closely with the schools English as Additional Language/Dialect teacher, Aboriginal Education Officers. Our team oversees the academic, physical and emotional needs of students identified as needing additional support in their learning and/or wellbeing, as well as provisions for timed assessment tasks.

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, numeracy and general curriculum support. In addition, emotional support and social development strategies are provided to students on a need's 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, Stams and Cams, Corrective Reading and Education Perfect for online exercises** to support our student's needs. We have introduced several social skills groups focusing on personal growth and development. During 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 works with the Leaders of Learning to provide Disability Provisions for students during examinations both schools 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 given to English as Additional Language/Dialect students with a specialist teacher. This is in the form of in-class support resource teaching and/or withdrawal. The focus is on developing listening, speaking, reading/viewing and writing skills.

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 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.

Our approach to assessment at St Paul's is 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 for Years 7 – 10 at St Paul's occurs at THREE points throughout the academic year.

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 their parents/carers and 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 question 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.

We encourage contact with the school, and parents/carers should feel free to contact the relevant Leader of Learning or Leader of Wellbeing & Engagement 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 displays the courses of study offered at the College:

Course	Year 7	Year 8	Year 9	Year 10
	Stage 4		Stage 5	
Religious Studies	✓	✓	✓	✓
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Human Society and its Environment Australian Geography (100 Hours) & Australian History (100 Hours) in alternate semesters	✓	✓	✓	✓
Technology (Mandatory)	✓	✓		
Creative Arts Music (100 Hours) & Visual Arts (100 Hours)	✓	✓		
Languages other than English (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 indicated above.

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. Further details regarding the opportunities for Stage 6 studies can be found on the College Senior Studies website: [St Paul's Senior Studies](#)

Course Descriptions

The following pages provide an outline of the learning students engage in through the mandatory courses offered at the College for students in Years 7-10. The College Stage 6 Course Guide is available at the following link and outlines the learning involved in senior courses along with areas of study for each course: <https://www.Senior Curriculum Handbook>.

Religious Studies

The 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. The Pedagogy of Encounter underpins all learning in Religious Education. Students are guided through five phases of learning:

1. What do I know, think and sense about faith?
2. What do others know, think and sense about faith?
3. What is the Catholic worldview about faith?
4. How does this challenge, change or transform me and my relationship with God?
5. What do I know, think and sense now?

The Pedagogy of Encounter is about encountering the mystery of God through the mystery of everyday life. Students are invited to depth their own views on matters being studied and to engage with the perspectives of others and of the Catholic Church. The Pedagogy invites students to do more than just learn facts or content about the topics being studied; it invites them to reflect on the meaning that those facts have for them and to attend to the significance of that meaning for their way of being in the world. The Pedagogy challenges students to consider how the learning process has called them into action or into a new way of seeing and critiquing the world and a new way of being in it.

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

English provides experiences and skill development for students in the three categories of responding to texts:

1. Reading, viewing, listening
2. Understanding, responding,
3. Analysing, expressing ideas and composing

Students engage with a variety of texts, including visual texts, to better understand English concepts and explore the creative process of Reading, Understanding and Composing. Both formal and informal assessment tasks are used to determine student progress and help to inform the reporting and grading process.

Texts and Topics studied in Year 7 include: A novel study, Australian poetry, Persuasive Writing and Drama texts.

Mathematics

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 by in-class performance, prepared assessment tasks and formal examinations.

Students will need a calculator 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 Stage 4 and Stage 5 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).

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)

Stage 4 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 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

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

The aims of the course are to give students:

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

Languages are hands on and innovative courses, which address the areas of listening, speaking, reading and writing. Use of role-play and speaking games encourages the use of language.

Assessment consists of listening, speaking, reading and written skills.

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 | • composing your own songs |
| • various styles of music | • singing, performing |
| • instruments of the orchestra | • popular and traditional styles of music |
| • music and technology | |

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 a way of understanding the world around us and expressing who we are in the making of art. The students use a variety of media to **create artworks** which communicate their own ideas and feelings. They also develop an understanding and appreciation of the Visual Arts through historical and critical investigations. Visual Arts improves 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. oncepts.

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.

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.

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	<p>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.</p> <p>Students who are undertaking practical subjects should expect to spend a minimum of 70 hours per Year 12 course over three terms.</p>

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 should also be brought.

b) Revision and Study

Revision is a fundamental element of success. It requires commitment, self-management and discipline. Revision involves the 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. 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 a physical and virtual library space that meets our students' educational and social needs. There are spaces for individual, silent study, collaboration, and quiet chat. Library staff are always available to assist students. We aim to educate students to navigate the wide variety of information sources 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 every 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' 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 every 8mths. Passwords need to be a **minimum of 8 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	DDMMYYFs

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 Francis Xavier Hamilton. Representative Sports on a Friday will vary from year to year but at the moment include Netball and Basketball. A broad variety of individual sports are available for students to choose from and information will be communicated each term as to which sports will be offered.

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.

Whole School Carnivals

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

Diocesan and Pathway Representative Sport

Students have the opportunity to trial for selection in a range of Diocesan Teams that will compete at State level, including Rugby League, Touch Football, Netball and Football. St Paul's will also enter school teams in Diocesan Competitions such as Swimming, Athletics, Cross Country, Netball, Basketball, 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 in sports such as Basketball, Softball and Volleyball. Students who perform at an elite level are encouraged to participate in these trials. For more information about individual and team pathway events, please go to <https://csnsw.sport/>.

Information about Representative Sporting opportunities will be generally communicated via Compass and through the school newsletter.

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 and learning 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.

Beyond The Gates Caseworker

The Beyond the Gates Caseworker is based at the College fulltime and works with students and families who may typically fall through the gap. The caseworker bridges the gap by providing support for families and students in need across the school, home and community environments. The program can address any issues the student is facing such as mental health, attendance, suspensions and expulsions, family difficulties and or behavioural challenges. Referrals can be made by a staff member, the student and or families.

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 College's 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™



General Information

Attendance at School

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

Students are expected to be in attendance at school on all days between 8.45-3.05, including Friday afternoon sport for Years 7-10. If arriving late, after 8.45, students must report to Student Reception and sign in. Variations to school attendance will be noted on Compass.

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

All absences must be explained within seven school days of the absence. If this does not happen the absence will then be recorded as unjustified. The Legislation referred to below states that rolls cannot be adjusted retrospectively.

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.

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 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.

Absence SMS Notifications

SMS 1 8.54	Late arrival - student arrived after 8.45am
SMS 2 9.55	Student arrived after 8.54 and was absent from Care Group OR is absent from Care Group and P1 or part of P1.
SMS 3 10.30	Student Unaccounted for – absent from Care Group, P1 and P2

Early Leavers

If students need to leave school early on any day, including Friday afternoon Sport for Years 7-10 the following process must be followed.

- A student is to bring a note, signed by the parent/carers stating the date and time a student is required to leave school early.

- The student presents this note to the classroom/supervising teacher, who signs the time of departure on the note and signs it.
- The student is then allowed to leave the classroom to sign out at Student Reception.
- The student reports to student reception, hands the note to office staff, who then signs the student out. The exact time of departure for the student will be recorded on Compass.
- If a parent/carer rings or emails the office providing permission for a student to leave early on any given day, the student will be called to the office to receive an EARLY LEAVERS PASS. Parents are asked to make this call or send an email before 12.00pm so enough time is given for students to receive the EARLY LEAVERS PASS. On Fridays, NO EARLY LEAVERS PASS will be issued after 12.00 for students in Years 7-10.
- The departure time will be on the EARLY LEAVERS PASS. At the designated time, the student is to show the EARLY LEAVERS PASS to the classroom/supervising teacher. The student is to report to student reception, hand the early leavers pass to the office staff, who then signs the student out. The exact time of departure will be recorded on Compass.

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.

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 be symptom free before they return to school.

For students who are too sick to remain at school, contact will be made with parents or carers 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 carers. **Please ensure that all parent/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. They 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 Faith Schools – Student Accident Protection Plan arranged through AON. This product provides financial protection for costs associated with a list of events and injuries to all students attending our school.

The coverage is for any time the student is engaged in school or organised sporting activities, including travel to and from such activities.

Aon's Faith Schools Student Accident Protection Plan is an insurance arrangement that pays benefits for specific scenarios and incidents that may occur, such as quadriplegia and broken bones. It also offers additional benefits such as:

- Covering a child's tuition for four terms in the event of their parent or guardian's accidental death
- Financial support for tutoring, should a student be absent from school for a prolonged period
- Providing clothing, hospitalisation and other out-of-pocket expenses that relate to an accident

Should you need to make a claim against this program, please contact the school and we will issue you with the claim documentation required.

Personal Technology Devices - Questions and Answers

Do I have to have my PTD turned off between 8.45am to 3.05pm?

Yes, this is the expectation of the St Paul's Personal Technology Device Policy. The only exceptions are:

- If you are a Year 11 and 12 student and you are in the Senior Area and Holland Court at recess or lunch only.
- A teacher gives permission for you to use your PTD for educational purposes.
- A student asks a teacher if they could use their PTD to take a picture of work in class. If the teacher agrees then this would be an acceptable reason for a student to use their mobile phone.

Can Year 11 and 12 use their mobile phones and devices?

Yes, the Year 11 and 12 students can use their mobile phones and devices, but only when they are in the Senior Area and Holland Court at recess or lunch. Year 11 and 12 students will be required to pay at the Canteen with a debit card or cash.

Can students use their PTD to pay at the Canteen?

No, students will be required to pay with either cash or a debit card. PTD's are not to be used between 8.45am and 3.05pm.

Parents and Carers have instructed their child to call / text them if they are unwell or if they are having problems at school.

Students who are unwell are to report to Main Office so they can be cared for and observed if they are unwell. Parents and Carers will be contacted. If a student is having problems at school, they are to report their concerns to a teacher or report to the Hub or Main Office. If required, parents / carers will be contacted.

Can a student who asks to go to the toilet or leave the classroom during a lesson be asked to leave their PTD with the teacher in the classroom?

Yes, this is a reasonable request from a teacher, to support the implementation of the St Paul's Personal Technology Device Policy.

A student states they need their PTD to check their timetable?

The following strategies are available to the students regarding access to their timetable:

- Changes to timetables are visible to students from around 7.30am each morning on Compass.
- Students will be issued with a paper copy of their timetable at the start of 2023.
- Students can access their timetable on their Laptop. Students will be required to take their laptop into Care Group to check their Timetable.
- Students can check their Timetable on their Laptop towards the end of the current lesson for following lesson.

Are earphones / buds included in the St Paul's PTD Policy?

Yes, earphones / buds are covered as part of the policy. They are considered a device. The expectation is they are not seen or used from 8.45am to 3.05pm, unless a teacher gives permission for educational purposes.

Year 11 and 12 students can use earphones / buds in the Senior Area and Holland Court at recess or lunch.

Students with Diabetes

Students who use their mobile phone to monitor their diabetic levels will be still able to do so. These students will be issued with a card to indicate they are allowed to have access to their phone for this purpose only.

Are students allowed to use their Laptop at recess and lunch in the Library to complete schoolwork?

Yes, Laptops can be used in the Library at recess and lunch to complete schoolwork. The student is to advise the teacher they are completing schoolwork.

Are students allowed to use their Laptop at recess and lunch for activities like listening to music, watching videos, gaming, social media etc in the playground?

No, Laptops are not to be used in the playground at recess and lunch for these types of activities. Students wanting to complete schoolwork are to go to the Library.

Are students allowed to use their Laptop at recess and lunch for activities like, listening to music, watching videos, gaming, social media etc in the Library?

No, Laptops are not to be used in the Library at recess and lunch for these types of activities.

A student needs to synch their mobile phone and Laptop as they have completed schoolwork on their mobile phone at home. Can students undertake this task at school?

Yes, a student can undertake this task at school before school in the Library.

A student has a part-time job and sometimes their supervisors contact them throughout the day to see if they can come to work in the afternoon. How can students be supported so they do not miss out on these part-time shifts?

- Year 11 and 12 can communicate with their supervisors at recess and lunch in the Senior Area and Holland Court.
- A student in Year 7 - 10 can go to the Hub and ask a LoWE to oversee the checking for shifts.
- Students can advise their supervisor at work they generally don't have access to their mobile phone during school hours.

The following process will be put in place for students who choose not to follow the expectations regarding PTD:

- 1st incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day.
- 2nd incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day.
- 3rd incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day. The student will be issued with a Wednesday Afternoon Detention.
- 4th incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day.
- 5th incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day.
- 6th incident of no-compliance - the student will be directed by the teacher to hand their PTD to the Main Office and collect at the end of the day. The student will be issued with a Wednesday Afternoon Detention, and they will be required to hand their PTD into the Main office for the next FIVE school days.

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 such as the Student Information Handbook, Academic Guides, College Policies and Procedures, Enrolment Information and Financial Information, College Newsletter.

The Newsletter, The Spinnaker, is produced fortnightly and is also distributed to all parents via Compass.

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 Paul's Catholic College to provide information to parents/carers about events and activities, uniform infringements, BYOD issues and to 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 carer 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 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.

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.

Banned Items

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

- **pressure pack cans/aerosols, e.g. deodorant**
- **chewing gum**
- **lighters/matches**
- **sharp instruments, firearms, prohibited weapons or knives**
- **substances which are illegal for children under 18 such as alcohol, cigarettes, drugs, vapes or any other restricted substance**
- **energy drinks**

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 proper uniform and support the college in always encouraging the wearing of it correctly. 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 wear the full college uniform correctly are making a public statement about their lack of personal organisation and obligation to the values of St Paul's Catholic College. St Paul's Catholic College is held in high esteem in the wider community and the presentation of students in the correct uniform always will ensure the standards and traditions of the College are maintained.

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).

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 second-hand uniforms can be obtained from the College's clothing pool. Please contact the office for access to this facility.

Follow-up Uniform Infringements and Procedures — All Years

Students and families are asked to meet and abide by the College expectations regarding all uniform requirements. If a student presents with an incorrect item of uniform that is deemed as inappropriate, the student will be asked to remove the item. If uniform requirements cannot be met, a student needs to present to the Leader of Wellbeing and Engagement or CARE Group teacher a signed parent note explaining why the incorrect uniform is being worn.

If able to, the student can have an item of uniform to borrow for the day (e.g., sports jacket). Students will be given a short period of time to rectify the uniform in consultation with the parents. If a student is out of uniform, a Compass notification will be made by a member of teaching staff (e.g., during CARE Group). On the third uniform infringement, a letter will be sent home to the parents regarding the inconsistencies with uniform and an Afternoon Detention will be issued. This letter is signed by the Leader of Wellbeing and Engagement. If a student does not attend an afternoon detention a half day internal suspension will be issued and completed on the next day that the student is present at school. This half day suspension will include CG through to recess. If the student continues to wear the incorrect uniform, parents and the Leader of Wellbeing and Engagement will discuss the issue and work in partnership to find a solution to the uniform issue. As stated in the student enrolment agreement students and families agree ***TO be neatly dressed on school days in the complete College uniform.***

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, midriff 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 and not rolled up at the waist**.
- For safety reasons, footwear needs to be enclosed and as such, thongs, or sandals, are not to be worn on out of uniform days.

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.

College Uniform Details

Years 7-10 Girls Formal School Uniform

Blouse/Shirt	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 college shirt as long as it is not seen . If a student is feeling cold, they are allowed to wear a white long sleeved crewneck shirt hidden under the school jackets/jumper .
Skirt	Check blue 91876 – to be worn at the knee and not to be rolled up at the waist.
Shorts	Grey tailored shorts are an optional alternative to the skirt. Lowes style No 78144 or Verdun Hiles – Midford.
Slacks	Navy tailored slacks.
Socks	Plain white crew socks. 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, Mary-Janes, canvas shoes and all types of skate shoes.

Years 7-10 Boys Formal School Uniform

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 . If a student is feeling cold, they are allowed to wear a white long sleeved crewneck shirt hidden under the school jackets/jumper .
Shorts/Trousers	Conventional grey serge shorts or trousers only.
Belt	Plain black pin buckle belt only – not worn low.
Socks	Grey with trousers. Plain white crew 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, canvas shoes and all types of skate shoes.

Years 7-10 Winter Options and Accessories

Jacket	Sports Uniform Tracksuit jacket. In cold weather students may choose to wear the College jumper and/or jacket. If a student is feeling cold, they are allowed to wear a white long sleeved crewneck shirt hidden under the school jackets/jumper .
Jumper	Navy V necked with college crest.
Hat	Students are expected to wear a hat when participating in outdoor activities on the field and courts. 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. If the student has a sensory issue that may require a beanie, families can be in contact with the Leader of Wellbeing and Engagement to discuss support options.

Years 7-10 Sports Uniform

All Students Years 7-10	Navy microfibre/navy knit shorts for boys or girls. Must be of an acceptable length and not be rolled up at the waist. 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 plain white crew ankle socks. No black socks are to be worn.
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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 plain white crew socks. The skirt must be worn at the knee and not rolled up at the waist.
Girls Winter	Navy skirt, white blouse, college jumper. Navy stockings, navy slacks and navy college woollen scarf are optional. The navy school blazer must be worn during Terms 2 and 3. The college jumper 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, plain white crew socks, plain black pin buckle belt. No black socks are to be worn.
Boys Winter	White shirt, navy trousers (which can be worn all year if so desired), navy or black socks, college jumper, and senior tie. The navy school blazer and senior tie must be worn during Terms 2 and 3. The college jumper may be worn under the blazer for added warmth.
Shoes All Students	Totally black, leather, polishable, lace-up school style. Instep must be totally covered. The following are not acceptable: boots, high-tops, Mary-Janes, canvas shoes and all types of skate shoes.

General – All Students Years 7-12

Jewellery	The wearing of jewellery is not encouraged but a 'rule of one' for the following items are allowable: a watch, one ring, one set of earrings, one bracelet, a simple metal, silver, or gold chain. Costume jewellery is not acceptable.
Tattoos	Visible tattoos are not permitted.
Nails and Nail Polish	If nail polish is worn it must be clear. False nails are not acceptable.
Earrings and Facial Piercings	Students may choose to wear sleepers, or studs (no more than one pair). Incorrect or excessive items of jewellery will be confiscated. Facial piercings (eyebrows, lips, tongue etc) are not permitted . One small nasal stud is permitted. A nasal ring/sleeper or nasal septum ring is not permitted.
Make-up	Must be kept to an absolute minimum. Make-up is restricted to lightly tinted moisturiser (recommended with sunscreen), minimal mascara, and a clear lip tint/gloss. False eye lashes are also prohibited.
Hair	Hair for all students 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 for practical subjects like TAS/Science. Dreadlocks are not acceptable. If a student chooses to wear a certain style of hair in line with respectable cultural and heritage reasons, a conversation with the College executive may be required to ensure student dignity and sensitivity is upheld.
Facial Hair	Facial hair is not permitted for junior students and students should be always clean shaven. For senior students, facial hair should be neatly trimmed in line with acceptable professional presentation.

Transport Arrangements

Students travel to St Paul's primarily by buses operated by private operators.

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 from the **Morisset** feeder areas travel by one of two bus routes.

Bus 1: Morisset/Cooranbong

Bus 2: Morisset Park/Dora Creek

Details of the Morisset Bus Routes are as follows.

Bus 1 Morisset/Cooranbong to St Paul's

7.40am Morisset Bus Interchange	Bus leaves Morisset interchange
	Travels on Dora St> Station St> Newcastle/Kahibah St/ Stockton St
7.45am Morisset (Stockton St)	Turning right onto Freemans Dr
7.52am Cooranbong (Freemans Dr)	At Cooranbong Petroleum
7.55am Cooranbong (Freemans Dr)	Just past Cooranbong Medical Complex
	Turning left onto Avondale Rd> Wainman Dr> Whistler Dr
8.00am Cooranbong (Whistler Dr Park)	Turning right onto Courin Dr> McCullough St> Jeremiah Dr
8.03am Cooranbong (Jeremiah Playground Car Park)	U Turn at roundabout> McCullough> Wainman Dr
8.05am Cooranbong (Wainman Dr)	At the corner of Spinebill St
	Turning right onto Avondale Rd > Freemans Dr> Palmers Rd/Cessnock/Awaba Rd> Cary St
8.40am Booragul	Turning right onto Enterprise Way> Hayden Brook Rd> Primrose St
8.45am St Paul's Booragul	Bus arrives at St Paul's Booragul

Bus 1 St Paul's to Morisset/Cooranbong

3.20pm Booragul	Bus leaves St Paul's Booragul
	Turning left onto Primrose St> Ranclaud St> Rens St> Toronto Rd> Awaba Rd
	Cessnock/Palmers> Freemans Dr> Avondale Rd> Wainman Dr> Whistler Dr
	Turning right onto Courin Dr> McCullough St> Jeremiah Dr
3.50pm Cooranbong (Whistler Dr Park)	U Turn at roundabout> McCullough> Wainman
3.55pm Cooranbong (Wainman Dr)	At the corner of Spinebill St
	Turning right onto Avondale Rd> Freemans Dr
4.00pm Cooranbong (Freemans Dr)	Opposite the Medical Complex
4.02pm Cooranbong (Freemans Dr)	Opposite Cooranbong Petroleum
4.09pm Morisset (Stockton St)	Turning left onto Stockton/ Kahibah St/ Station St> Yambo> Short St
4.15pm Morisset Bus Interchange	Bus arrives at Morisset interchange

Bus 2 Morisset Park / Dora Creek to St Paul's

7.30am Bonnells Bay (Station St)	Bus departs from Station St, corner of Marconi St Bonnells Bay
	Turning right onto Victoria St
7.32am Bonnells Bay (Victoria St)	Turning right onto Grand Parade
7.33am Bonnells Bay (Pendlebury Park)	Turning right onto Regent St > Morris
7.39am Bonnells Bay (Morris Cres)	Turning left onto Kane > Lakeside Cl > Mather Dr
7.41am Bonnells Bay (Mather Dr)	Corner Mather Dr and Waikiki Rd
	Turning left onto Fishery Point Rd > Yarrawonga Park Rd
7.44am Yarrawonga Park	98 Yarrawonga Park Rd
	Yarrawonga Park Rd > Bay St
7.45am Balcolyn (Bay St)	Corner Helena St
	Turning right onto Bay St > Beach Rd
7.48am Silverwater (Beach Rd)	Opposite Talbot Rd
	Turning right onto Silverwater Rd /Fishery Point Rd > Hillcrest Rd
7.50am Mirrabooka (Mirrabooka Rd)	Corner Hillcrest Rd/Mirrabooka Rd
	Mirrabooka Rd > Dandaraga Rd > Buttaba Rd
7.55am Brightwaters Park	Opposite Brightwaters Park, Bulgonia Rd
	Bulgonia Rd/Pillapai Rd/ Rhodes Pde
7.57am Windermere Park	Rhodes Parade opposite Asquith Ave
	Rhodes Pde/Baldwin > Grant > Victoria St /Chifley Rd > Macquarie Rd
8.00am Morisset Park (Lakeview Rd)	Turning left onto Trinity Point Dr > Up to the Roundabout and back
	Turning right onto Morisset Park Rd / Fishery Point Rd > Macquarie St (Morisset)
8.10am Dora Creek (Dora St Bus Zone)	Turning right onto Douglass St > Awaba Rd > Dora St
	Bus arrives at Dora St Bus Zone
8.35am Booragul	Turning right onto Enterprise Way > Hayden Brook Rd > Primrose St
8.40am St Paul's Booragul	Bus arrives at school

Bus 2 St Paul's to Morisset Park / Dora Creek

3.20pm Booragul	Bus leaves St Paul's Booragul
	Turning left into Primrose St > Ranclaud St > Rens St > Toronto Rd/Cary St/Wangi Rd
3.50pm Dora Creek (Dora St Bus Zone)	Turning left into Douglass St > Awaba Rd > Dora St
	Bus arrives at Dora St Bus Zone
3.55pm Bonnells Bay (Station St)	Turning left into Main Rd > Fishery Point Rd > Station St
	Bus arrives at Station St, corner of Marconi St Bonnells Bay
	Turning right onto Victoria St
3.57pm Bonnells Bay (Victoria St)	Turning right onto Grand Parade
3.58pm Bonnells Bay (Pendlebury Park)	Turning right onto Regent St > Morris
3.59 Bonnells Bay (Morris Cres)	Turning left onto Kane > Lakeside Cl > Mather Dr
4.01pm Bonnells Bay (Mather Dr)	Corner Mather Dr and Waikiki Rd
	Turning left onto Fishery Point Rd > Yarrawonga Park Rd
4.05pm Yarrawonga Park	98 Yarrawonga Park Rd
	Yarrawonga Park Rd > Bay St
4.10pm Balcolyn (Bay St)	Corner Helena St
	Turning right onto Bay St > Beach Rd
4.13pm Silverwater (Beach Rd)	Opposite Talbot Rd
	Turning right onto Silverwater Rd /Fishery Point Rd > Hillcrest Rd

4.15pm Mirrabooka (Mirrabooka Rd)	Corner Hillcrest Rd/Mirrabooka Rd
	Mirrabooka Rd > Dandaraga Rd > Buttaba Rd
4.20pm Brightwaters	Opposite Brightwaters Park, Bulgonia Rd
	Bulgonia Rd/Pillapai Rd/ Rhodes Pde
4.25pm Windermere Park	Rhodes Parade opposite Asquith Ave
	Rhodes Pde/Baldwin > Grant > Victoria St /Chifley Rd > Macquarie Rd
4.30pm Morisset Park (Lakeview Road)	Turning left onto Trinity Point Dr > Up to the Roundabout and back
	Turning right onto Morisset Park Rd / Fishery Point Rd

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 and Cash.

All Fees are subject to change in 2025

Secondary Fees for 2024 are as follows:

Years 7—10	\$2,033 per year
Years 11—12	\$3,089 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 2024 is \$1,638 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, weekly, fortnightly or monthly, your payments need to start immediately and the last instalment is to be paid 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 **Compass Portal**.

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.**

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**.

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 2025

School officially resumes for 2025 on Friday 31 January – **this day is for Staff only**.

The starting date for students will be confirmed towards the end of Term 4 2024. A notification will be forwarded to you.

On their first 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.

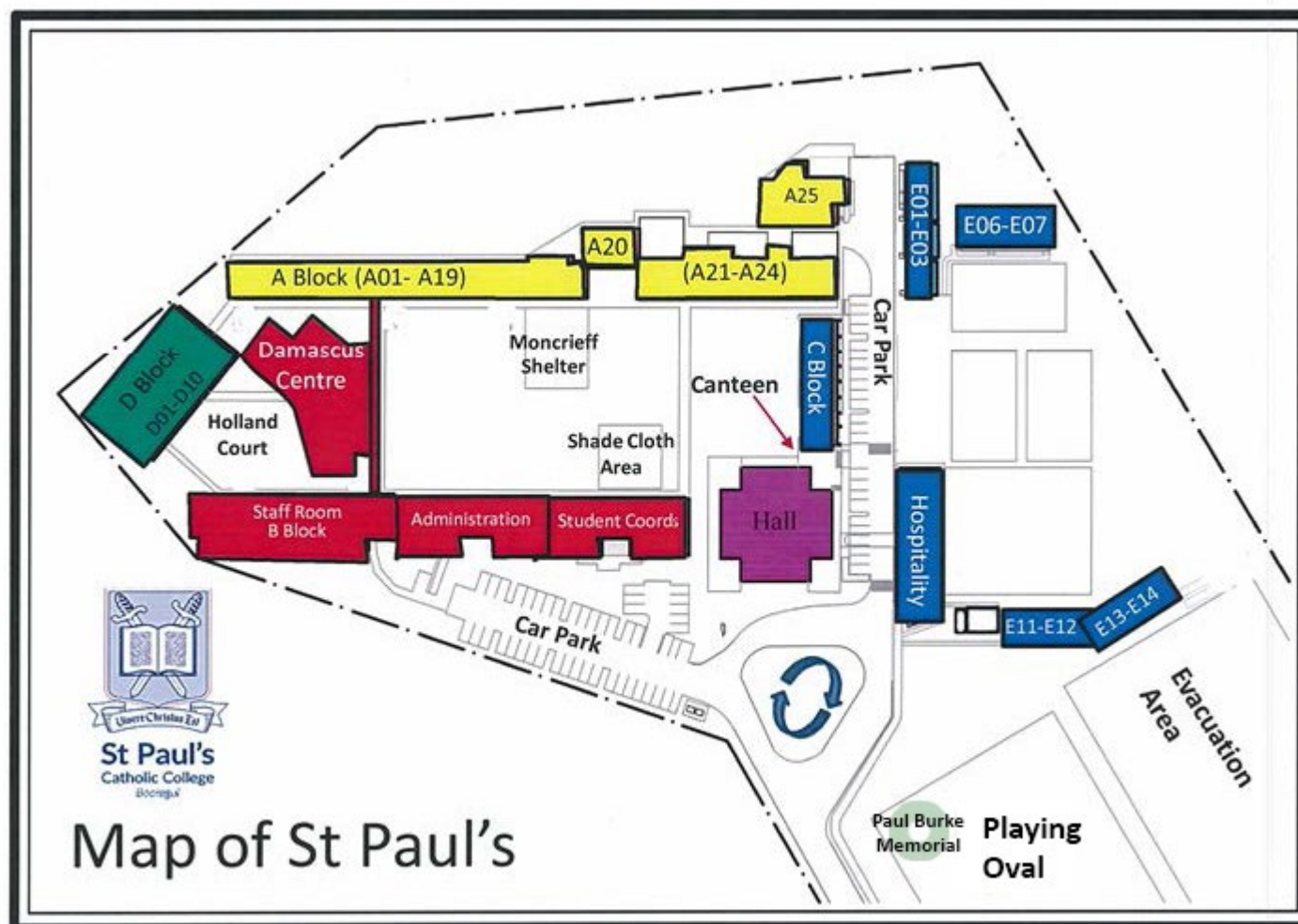
Term Dates 2025

Term 1	Friday 31 January to Friday 11 April	(inclusive)
Term 2	Monday 28 April to Friday 4 July	(inclusive)
Term 3	Monday 21 July to Friday 26 September	(inclusive)
Term 4	Monday 13 October to Friday 19 December	(inclusive)

Leave

Please note that we strongly encourage families to make **Leave** arrangements outside of scheduled Assessment periods. The specific dates for each Assessment period 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.
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.
e, 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).

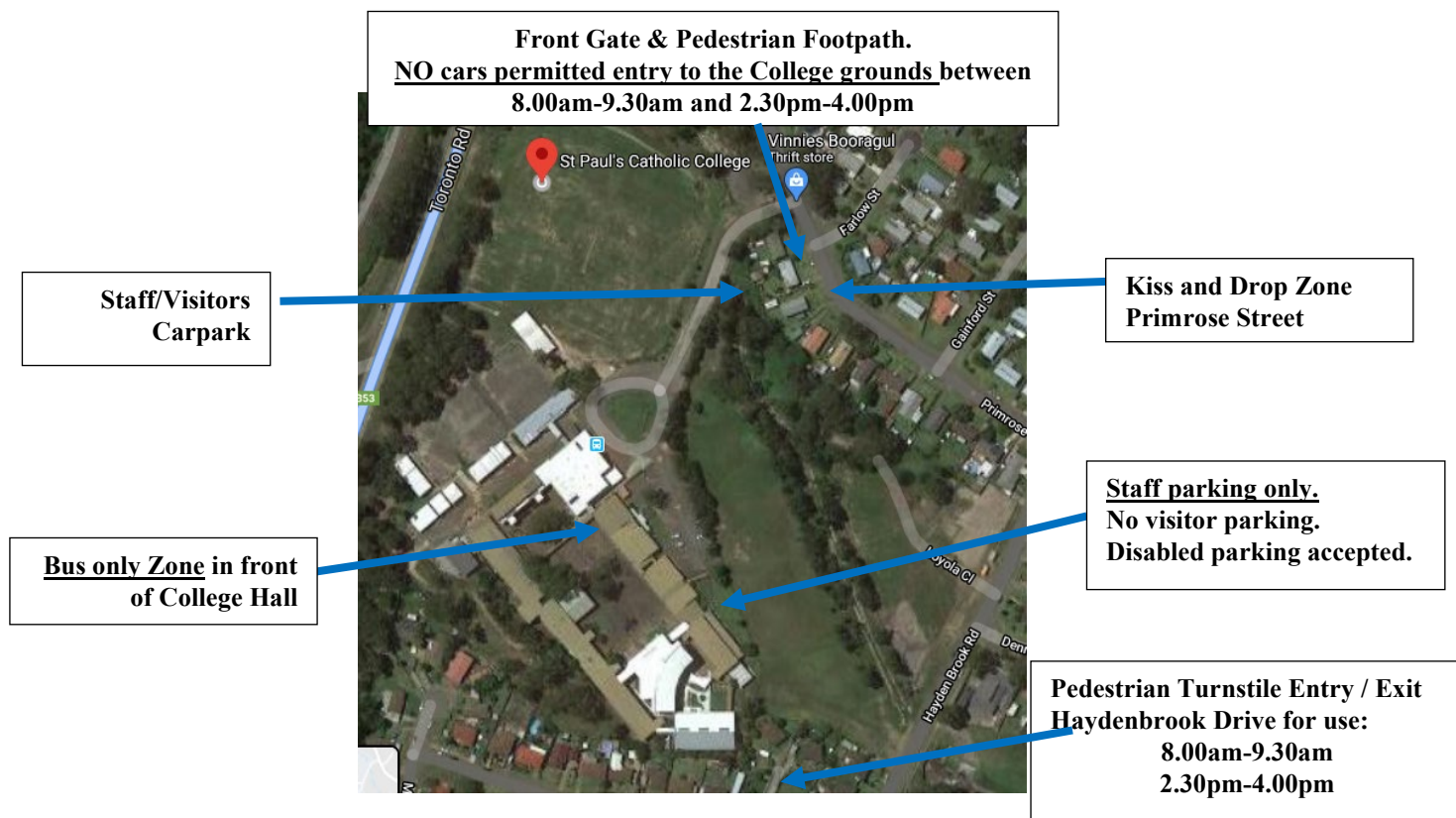
Traffic Management Plan

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.

