



Catherine McAuley Catholic College

MEDOWIE

Student Handbook



Stage 4 (Years 7 & 8)



The College Handbook is designed to provide you with the information you need to know about Catherine McAuley Catholic College, Medowie (CMCC). In the spirit of the College, where students and our community work in partnership, we ask that you please refer to it as required to support the College in the processes being developed. We hope you find this resource useful and encourage you to speak with staff if you have any questions.

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PRINCIPAL'S WELCOME



Welcome to Catherine McAuley

2021 marks the much-anticipated beginning of Catherine McAuley Catholic College, Medowie. I am honoured and excited to welcome all of you as the very first students who will always be remembered as the pioneers of the College! It is a great privilege for me as Foundation Principal to work alongside you and the staff in building a culture that is centred on Christ and a genuine care for one another.

Our staff want to ensure each student is known for their unique gifts, strengths, passions and interests. You, as the student, will be placed at the centre of all we do. Students are viewed as co-learners and co-owners of the school – you will have both voice and choice in your education. Each of you will be respected as young people who have enormous potential and capacity to direct your own learning with the support of your dedicated teachers.

As a Mercy school, the College core values, inspired by Catherine McAuley, will be visible in day to day life, both through words and actions. You will be asked to regularly call upon the Mercy value of Courage. We expect that you contribute to all aspects of College life which will mean at times leaving your comfort zones. When you graduate from the College, we want you to be prepared for whatever pathway you choose, with essential knowledge, skills and capabilities to thrive in an ever-changing world.

May we always remember our College Motto 'United in Mercy' as we work together in developing a truly unique and special community at Medowie.

College Foundation Principal

A handwritten signature in blue ink that reads "Scott Donohoe". The signature is fluid and cursive.

Scott Donohoe

SCHOOL INFORMATION & MAP OF COLLEGE

School: Catherine McAuley Catholic College
Address: 507 Medowie Road, Medowie
Telephone No: 4068 1000
Email: admin@medowiecmcc.catholic.edu.au
Website: <https://www.medowiecmcc.catholic.edu.au/>

CATHOLIC SCHOOLS OFFICE INFORMATION

Head Office: Catholic Schools Office Diocese of Maitland-Newcastle
Address: 841 Hunter St, Newcastle West NSW 2302
Telephone No: (02) 4979 1200
Website: <https://www.mn.catholic.edu.au/>

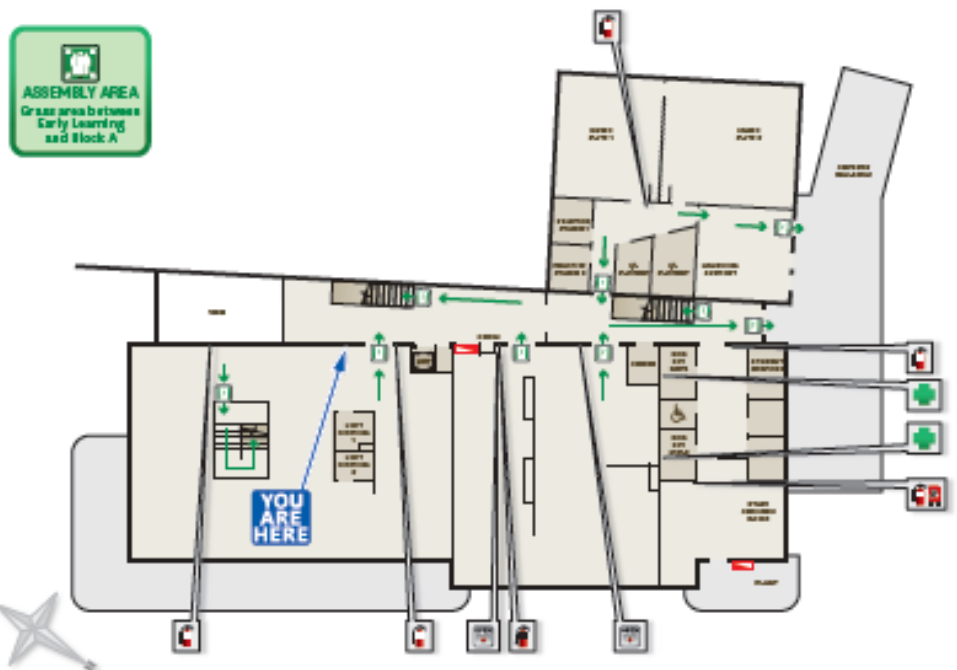


MAP OF COLLEGE

COOLOCK HOUSE, GROUND FLOOR



COOOCK HOUSE, LEVEL 1



MORAL IMPERATIVE, MISSION & VALUES

OUR COLLEGE MOTTO

United in Mercy

OUR MORAL IMPERATIVE

Empower a Mercy-inspired community of confident, agile, reflective learners.

OUR MISSION

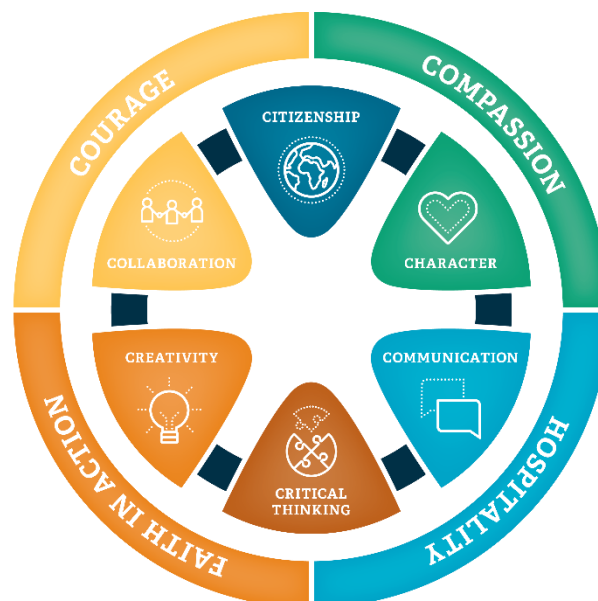
Co-create learning environments where faith, purpose, fulfilment and joy are experienced by all.

OUR VALUES

Hospitality, Courage, Compassion and Faith in Action

OUR McAULEY LEARNER PROFILE

McAuley students are empowered learners who are confident, agile and reflective, possessing the skills and capabilities to thrive as people of:





Our McAuley graduates are inspired to lead purposeful lives and contribute to a changing world by living the values of hospitality, courage, compassion and faith in action.

OUR SCHOOL DAY

TIME	ACTIVITY
8:30am – 9:00am	Morning Supervision
9:00am – 10:40am	Learning Session 1
10:40am – 11:10am	Break 1
11:10am – 12:50pm	Learning Session 2
12:50pm – 1:20pm	Break 2
1:20pm – 3:00pm	Learning Session 3



ASSEMBLIES

Assemblies, liturgies, masses and whole-school gatherings play a vital role in building community.

Assemblies will rotate across the timetable and occur on the following occasions during 2021.

	Term 1	Term 2	Term 3	Term 4
Week 3	Monday Learning Session 1	Tuesday Learning Session 1	Wednesday Learning Session 1	Thursday Learning Session 1
Week 6	Monday Learning Session 2	Tuesday Learning Session 2	Wednesday Learning Session 2	Wednesday Learning Session 2
Week 9	Monday Learning Session 3	Tuesday Learning Session 3	Wednesday Learning Session 3	Thursday Learning Session 3

ASSESSMENT & REPORTING

The purpose of assessment is to gather evidence of student achievement and progress to inform future learning experiences. An Assessment Policy is available on the College website.

Assessment in Wati Discovery House (Stage 4) is formative in nature and is centred on the Learner Curated Digital Portfolio.

CMCC defines formative assessment as the collection of evidence regarding student achievement that is elicited, interpreted and used by teachers, learners or their peers to inform decisions about the next steps in the learning process (William, 2018).

- ***Learner Curated Digital Portfolios***

CMCC is exploring the development and maintenance of a digital portfolio that tracks and showcases work samples and provides evidence of learning.

With the support of their teachers and Learning Advisor, students will learn the skills necessary to articulate, reflect upon and identify the next steps in their learning. Over time, their digital portfolios will provide tangible evidence of growth as a confident, agile and reflective learner.

The learner curated digital portfolios is foundational to the learning experiences at CMCC. It is the clear expectation of the College that students maintain their digital portfolio on a daily basis.

- ***The Allocation of Grades at CMCC***

In line with NSW government expectations, student performance is reported on a 5-point scale. CMCC has adopted a 5-point Achievement Scale that matches the expectations stated by New South Wales Education Standards Authority (NESA). Unlike the standard grading system, CMCC has taken the conscious decision not to use the language of A – E grading.

The decision not to use the language of A – E grades is supported by extensive educational research.

In practical terms, the College will not be allocating A-E grades as:

- A- E grading scale does not enhance or respect the dignity of the student. Labelling students, particularly in the lower grading scale, damages the
- a self-worth and impedes intrinsic motivation and destroys the joy of learning.
- A-E grades limits the development of creative approaches and healthy risk taking. Learners are less inclined to approach problems and tasks in unique ways, opting for the traditional approaches that align with traditional grading structures.
- A-E grades signal the end of the learning process and are thus compartmentalising learning and limits the ability for students to make meaningful connects between their learning.

As a result, CMCC has introduced an achievement scale that promotes the academic rigour of our courses and provides accurate data to students, parents and teachers regarding individual achievement.

For students in Wati Discovery and Watha Endeavour House, no marks will be awarded for any task; instead students will be provided descriptive feedback and placement on the 5-point achievement scale.

Personalised, descriptive and actionable feedback, as opposed to grades, better supports individual growth.

- ***Learner-Led Conferences***

In support of the College Moral Imperative to empower confident, agile and reflective learners, student-led conferences are held in Terms 2 and 4. During these student-led conferences students, with the support of their Learning Advisor, identify their own strengths and areas for growth, citing and presenting evidence to support their judgments. Parents have the opportunity to provide feedback or ask questions.



Learner-Led conferences encourage students to develop agency of their learning experience. It is the student's voice that leads discussion around their learning including their progress, social and academic challenges, successes and pathways to improvement. Together with parents and teachers, they identify their goals for the next learning period and specifically plan how they will achieve these. This kind of open dialogue can only be positive, as it is the student who actively leads this discussion.

These take the place of more traditional parent – teacher interviews and are a scaffolded opportunity for both teachers and parents to gain insight into the learning lives of our students. The Learner Led Conference process allows platform for students to develop key skills and capabilities reflected in our Deep Learning global competencies.

- ***Reporting***

As part of Compliance protocol, we are required to report to parents in plain English using a 5 Point Scale (below) in relation to curriculum areas. We are required to publish the performance of individual students relative to the rest of the cohort if requested by parents. Reports are given to parents twice in each school year. Learner-led conferences, outlined later in the handbook, are also held during Term 2 and Term 4. Teachers are also asked to make themselves available for parents at other times if a parent requests an interview.

Achievement Scale

The following scale will be used as an indicator as to how well students are achieving against what they are expected to learn by the end of a stage of schooling. It relates to depth of knowledge and range of skills.

Achievement Scale	Descriptor
Working Deeply	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
Working Beyond	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Working At	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Emerging Towards	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Working Towards	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

ATTENDANCE REQUIREMENTS

Importance of Attendance

Every Learner, Every Day!

Attendance at school is compulsory. Apart from the legal requirements for attendance, it is important that students gain continuity in their education to achieve outcomes and become prepared for life outside school. There is a direct link between school attendance and academic achievement.

Catherine McAuley recognises, however, that for a variety of reasons – such as illness, medical appointments, family emergencies etc – that students may not be able to attend on every day of school. In such cases, an exemption from school is granted and recorded in the rolls. All student absences are reported on school reports.



Attendance Requirements

Parents and carers are responsible for explaining to the College the absences of their children promptly and **within seven (7) school days**, otherwise it will be recorded as 'unexplained'. Absences are noted on the student's report and their record of school attendance.

Absence from school for extended periods is not encouraged and holidays should only be taken in calendared school holiday periods. If your child will be away for an extended period, you will need to apply for leave in writing. The application for extended leave must be made before the intended period of leave. The principal of the College has the authority to either grant or deny the period of leave that is being requested.

- 1-2 days absence: Parents must notify the school office by mail or email (written) OR by using the Notes and Approvals tab through Compass.
- 3-10 days leave: Parents must complete the form 'Application for Exemption from Attendance at School' on the College website.
- 10 days or more: Parents must complete the form 'Application for Extended Leave' on the College website. The principal of the school has the authority to either grant or deny the period of leave that is being requested.

If a student has continual unacceptable absences the following may occur: Compulsory Schooling Conferences, Application to the Children's Court for a Compulsory Schooling Order and/or Prosecution in the Local Court.

Fractional Truancy

Unauthorised absence is treated as a discipline issue and will result in consequences. Parents are informed of such breaches.

Late to School

Students who are late to school must report to the College Administration Office in Coolock House. Students will be recorded late on Compass which will be reflected on the teacher's roll. Lateness is strongly discouraged.

Leaving the school during the day

Students who need to leave during the school day must have their parents send via Compass, a note of approval. This note will automatically update the teacher's roll notifying them of the leave.

Students are only permitted to leave the College during the school day when picked up by a responsible adult registered with the College.

Request for an Early Leaver Pass after school begins:

- Parent/Guardian is to report to the Administration Office and complete a sign their child out through Compass.
- Once completed, the student will be called to the Administration office at the earliest convenience.
- No Early Leaver Passes will be approved from a student mobile phone contact to parent/guardian.

BULLYING & HARRASSMENT

Catherine McAuley Catholic College considers all discrimination, harassment and bullying to be unacceptable behaviour because it undermines the intrinsic dignity of the individual person. The College is committed to maintaining a safe, supportive and positive environment, free from bullying behaviours. Bullying in any form is unacceptable behaviour.

It is the responsibility of all staff and students to respect the rights of others, to never encourage discrimination, harassment or bullying and to contribute positively to the formation of harmonious work and school relationships.

Bullying - The national definition of bullying for Australian schools states:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Source: (www.bullyingnoway.gov.au)

Catherine McAuley Approach to Bullying

Catherine McAuley adheres to all CSO policies and procedures in this area and the College follows a process in managing bullying as outlined in its:

- [Anti-Bullying Policy](#) &
- [Anti-Bullying Procedure](#) on the College website. There are clear procedures in place for staff, students and bystanders. Included in the policy and procedure are the student:
 - Responsibilities &
 - Procedures & Guidelines for Students (including Bystanders) &
 - Strategies for Students

Student Responsibilities

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity.
- Follow the College anti-bullying guidelines.

- Participate in learning experiences that address understandings, values and skills relating to anti-bullying and responsible use of technology.
- Agree that any social networking site that identifies the College by name or image or implication is part of the College environment and may be dealt with according to the College's policies and anti-bullying procedures.
- Report incidents of bullying.
- Seek support if bullied and refrain from retaliating in any bullying incident.

Procedures & Guidelines for Students

1. Tell the student who is bullying to stop. State quite clearly that the behaviour is against college values/expectations and is offensive.
2. Ignore them and walk away. Do not retaliate with physical or verbal abuse.
3. Report your concerns immediately. SS
4. The report should be made to your Class Teacher, Leader of Wellbeing, College Psychologist, family, friend, student or any adult with whom you feel comfortable.
5. Take a friend with you if you are worried to tell someone by yourself. If you don't feel comfortable telling someone face-to-face, communicate your concerns by e-mail.
6. Keep telling people until someone listens.
7. Don't blame yourself for what has happened.
8. The person receiving the complaint will report it to your Leader of Wellbeing for action.
9. If bullying happens on the phone or internet don't respond to the message and report it immediately.
10. Any reported bullying incident is to be followed up sensitively and responded to consistent with the College Anti-Bullying Policy and Procedures.

The reporting of anti-social behaviour is one approach students can defend and protect their peers and the College's positive culture.

STRATEGIES FOR STUDENTS

N.B. only try these strategies if you are not in any immediate danger of being physically hurt and you feel confident you can do them.

- Ignore the bullying and walk away. Do not retaliate with physical or verbal abuse.
- Act unimpressed or pretend you don't care what they say or do. You could say 'okay. Whatever' and walk away.
- Use strong, assertive statements, starting with the word 'I'; tell the other person 'I want you to stop that' in a strong and confident voice.
- Use 'fogging' which means making a joking or funny comment that makes the other person think you don't care about what they say.
- Ask your friends to speak up for you.
- Try to stay positive and focus on all the things you do well. Write down your thoughts and feelings about the bullying to help you think clearly about what you can do.
- Surround yourself with your friends and people who help you feel good about yourself.
- Try to resolve the problem behind the bullying. If you feel safe to do so, talk with the other people involved and ask them how you might be able to sort out the problem together.

Source: www.bullyingnoway.gov.au

Procedures & Guidelines for Bystanders

If you see bullying and feel confident enough to take safe action, there's a bigger chance that the bullying will stop. You can use words or actions to help someone who is being bullied. A group of students standing up to bullying together helps everyone to stay safe.

- Tell the person to stop bullying – be an 'upstander' not a bystander.
- Be a friend to the person being bullied.
- Encourage the person being bullied to inform someone.
- Seek help. You can decide to do something about it and help to protect others.
- Write a description of the event and give it to a teacher.
- Tell someone, talk it over with the teacher, your parents/carers or someone in your family.

- Include them in your group and introduce them to your friends.
- Suggest safe places for them to go.
- Show them how to set their privacy settings on social networking sites and mobile devices.

Avoid joining in. Don't:

- Reinforce the bullying behaviour by encouraging, cheering and laughing, even if it is from a distance or when you hear about it later.
- Resend or respond to messages or photos that may be offensive or upsetting to someone.
- Harass, tease or spread gossip about others on social media.

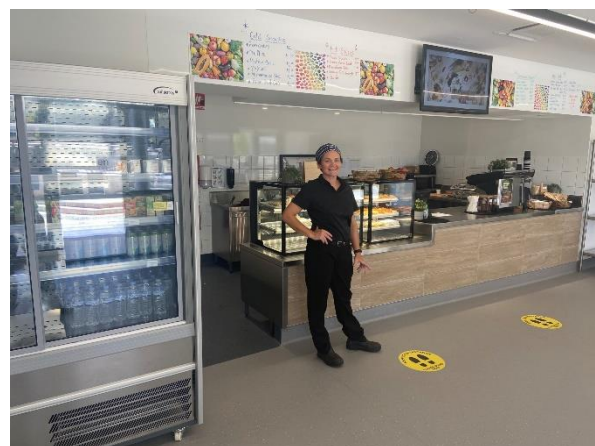
CALENDAR

All significant events are published on Compass. Students and parents are also advised of upcoming school or class events through Compass and the College website and fortnightly newsletters. These events are always visible on the student timetable. Students are asked to view the calendar in advance to familiarise themselves with coming events. It is expected that all students attend key school events such as sporting carnivals, community days, retreats etc. Such events play an important role in the life and culture of the College.

CANTEEN

The Canteen aims to provide nourishing foods to support good learning potential, with a focus on engaging and positive experiences. The menu is reviewed and updated each term with weekly specials available, along with gluten free options.

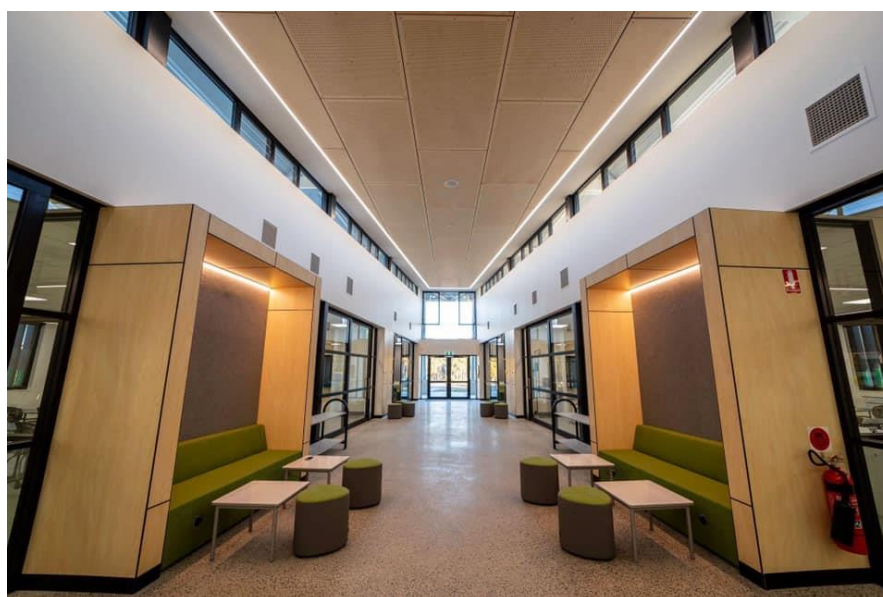
We ask that all QKR orders are placed no later than 8am using the QKR App and all over the counter orders are placed no later than 9am to ensure that they can be met in a timely manner.



CARE OF COLLEGE FACILITIES

Being a new school, Catherine McAuley has new buildings, furniture and resources. Linked to the concept of stewardship, we have a moral responsibility to pass on our school in the same state as we received it. With the enormous investment of funds into the building of our school, it is expected that all community members take care of our facilities.

Students are regularly reminded of the need to care for our school and to leave the learning spaces, yard and other areas neat and tidy.



CHILD PROTECTION & SAFEGUARDING IN DIOCESAN SCHOOLS

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safeguarding of children. In 2019, as a part of that commitment, our Bishop, Bill Wright, articulated his expectations of all those who work for the Diocese. “I expect you to place the safety, welfare and wellbeing of every child and vulnerable adult at the centre of everything you do in the name of our Church,” he said.

Catherine McAuley has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. Whilst we have a legal obligation to protect children, this commitment is central to our Catholic beliefs. At Catherine McAuley we believe that all children have a right to a safe environment which is free from any form of abuse or harm. At Catherine McAuley, relationships between adults and children are governed by trust and Gospel values. Schools

in NSW are required to meet the statutory obligations of legislation relating to child protection.

You can report any concerns you have for yourself or another student, or group of students, to the Principal or Assistant Principal.

You can access Safeguarding Resources through this link: [students](#).

CODE OF CONDUCT

All members of our community agree to a Code of Conduct. This been developed to reinforce rights and responsibilities for students, parents and volunteers within our school communities.

Students

Catherine McAuley consistently promotes the learning, wellbeing and safety of all students. From the College motto 'United in Mercy' come our four values of Compassion, Hospitality, Courage and Faith in Action which our community lives each day. Students are expected to:

Be Respectful

- Model behaviour from the Gospel Values
- Treat one another with dignity and respect
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships
- Think about the effect on others before acting
- Value and respect physical, social, cultural and academic differences
- Uphold the school uniform code
- Take care with property

Be Safe

- Model and follow school and class codes of conduct and rules
- Take personal responsibility for behaviour and actions
- Care for self and others

- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Be Engaged

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every learning session
- Actively participate in prayer, liturgies and College Masses
- Actively participate in learning and all College activities
- Aspire and strive to achieve the highest standards of learning



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.

COMMUNICATION

Compass



Compass is the College Student Information Management System. It can be accessed fully from a desktop or laptop computer. The Compass app can be downloaded onto most mobile devices. Compass is the primary form of communication for parents and students. While this does not totally replace communication notes to parents, it is a useful tool to remind the school community about special events or clarify/update information. The app has the capability to send 'alerts' and 'push' notifications about important messages. To install the app on your device is free. We ask that all families download this app to receive important school updates or alerts.

Student Communication

Students are communicated with through a variety of mediums while at school:

- Daily Notices - published daily on Compass and read by the Teacher at the start of learning Session 1.
- School Assemblies and House Assemblies – build culture, promote school activities and recognise achievements.
- School E-mail

Who do I speak to?

Learning Advisor:

Any questions relating to the development of the learner curated digital portfolio and Learner Led Conferences. Your Learning Advisor is also someone you can speak with about any concerns. If they cannot help with a particular issue, they will make sure they arrange for you to speak to a staff member who can.

Class teacher:

All Issues relating to the specific subject are to be directed to the class teacher in the first instance.

Leader of Learning for the specific subject/s:

- Unresolved problems previously referred to the subject teacher
- There is a concern about a subject excursion or event that is being organised for the whole year group

Leader of Wellbeing:

Any questions relating to daily life at the College should be directed to the Leader of Wellbeing. This could include:

- If you are experiencing problems with your peers
- There are family issues that you need to bring to the attention of the school.
- Issues on buses to/from school.
- General wellbeing, health or learning issues that need to be referred to subject teachers.

Head of House:

- Your Head of House plays a very important role in your life at Catherine McAuley. While you have other staff members who can assist you, the Head of House is always available to support you with matters related to your wellbeing and learning.

Leader of Inclusive Pedagogies (Learning Support Coordinator):

- Issues which involve a specific learning need

CURRICULUM

The NSW Education Standards Authority (NESA) is responsible for developing Kindergarten to Year 12 syllabuses for NSW schools.

The NSW curriculum includes the Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Languages, Technologies, Creative Arts and Personal Development, Health and Physical Education (PDHPE).

In Years 7 and 8 (Stage 4) all students study a common curriculum, which covers these eight Key Learning Areas (KLAs). An outline of each of these Key Learning Areas is located on the [NESA Website](#).

What is the Record of School Achievement (RoSA)?

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential in that it allows students to accumulate their academic results from Years 9 to 12 (Stages 5 & 6) until they leave school.

To be eligible for a RoSA, students must have completed the mandatory curriculum requirements for Years 7 to 10.



Subjects Taught (Stage 4 – Years 7 & 8)

Year 7	Year 8
Mathematics	Mathematics
English	English
HSIE (History and Geography)	HSIE (History and Geography)
Science	Science
Religious Studies	Religious Studies
TAS (Technology and Applied Studies)	TAS (Technology and Applied Studies)
PDHPE (Personal Development, Health and Physical Education)	PDHPE (Personal Development, Health and Physical Education)
Visual Art	Music
LOTE (Languages other than English)	

What are the mandatory curriculum requirements for Years 7 to 10?

NESA Key Learning Area	Indicative Hours of Study Years 7-10
English	400 hours
Mathematics	400 hours
Science	400 hours
Human Society & its Environment (HSIE)	400 hours (including 100 hours each of History and Geography in each Stage)
Languages Other Than English (LOTE)	100 hours (over one continuous 12-month period between Years 7–10 but preferably in Years 7–8)
Technological and Applied Studies (TAS)	200 hours (in Years 7–8)
Creative Arts	200 hours (100-hour mandatory courses in each of Visual Arts and Music)
Personal Development, Health & Physical Education (PDHPE)	300 hours



Design Thinking – ‘Learning by Design’

One unique feature of the curriculum is the introduction of ‘Design Thinking’. Design Thinking is essentially a process for creative problem solving. Design thinking applies elements from the designer's toolkit like empathy and experimentation to reach innovative solutions. The College Design Thinking program, ‘Thinking like a Designer’, fosters essential global competencies, reflecting the College’s commitment to the Deep Learning Framework.

Micro-Credentials

Credential: ‘the abilities and experience that make someone suitable for a particular job or activity, or proof of someone’s abilities and experience.’

Cambridge Dictionary

Included within the College Design Thinking program will be the opportunity for our students to earn certification through micro-credentials. Credentials come in many forms. Universities credential their students with certificates, diplomas and degrees across different areas and at different levels of mastery. School students in New South Wales generally work towards the Higher School Certificate or HSC in Years 11 and 12. It is the highest level of attainment you can reach at school. The online world provides us with easy access to credentialed short courses.

Credentials are used to demonstrate learning success but not all credentials provide the information that future employers need to know about their potential employees. Schools and universities are exploring different ways that students can demonstrate their skills and understandings and showcase their distinct learning profile, via ‘alternative credentialing’.

Micro-credentialing refers to the credentialing of smaller units of learning (often via digital badges or certificates). It provides an avenue to acknowledge and validate the different skills students have acquired and demonstrated across subjects and learning experiences. The key focus of this type of ‘new credentialing’ is to highlight ‘transferable general capabilities’ (transferable skills) which are important to businesses, organisations, community groups and individual learners.

EMERGENCY PROCEDURES

Emergency drills, i.e. lockdown and evacuation, are carried out once per term so that the College community can respond calmly, quickly and safely. Visitors & Volunteers must follow the procedures, whether it is a real emergency or a drill.

Evacuation: Move calmly via the designated route as identified on college evacuation diagrams, present in all learning spaces, to the astro-turf. If it is not safe to move to this point move to the alternative assembly point which is the College carpark.

Lockdown: Move calmly to the nearest room or learning space and if locked identify yourself by your name.

If a drill or an emergency is signalled, please ensure that you:

⇒ Follow the *Emergency Procedures*

⇒ Proceed calmly to the emergency Assembly Point as outlined above

⇒ Follow the directions of the Fire Marshall which is the College Assistant Principal

The signal that an EVACUATION emergency is occurring is an intermittent siren which alternates and builds from a low to high tone. The LOCKDOWN signal is an intermittent siren with a consistent pitch.

Emergency Evacuation maps are available in all rooms.

EQUIPMENT REQUIRED FOR SCHOOL

Students are required to be organised for the learning experiences they have each day including a fully charged device, texts, equipment, workbooks and pens etc.

All incoming Years 7 & 8 students are issued with a stationery list that needs to be purchased in preparation for the school year. The College endeavours to keep costs low and provides recommendations that can be easily purchased at local providers. A calculator is provided to all students which is covered in the Resource Fee.

EXCURSIONS

Across the year teachers take classes or groups of students on excursions. This may include incursions which take place on the College premises. These experiences are planned to enhance and support a particular unit of work and form an important part of the student's education. It is necessary that all

students attend excursions. A permission note must be returned for a child to attend an excursion.

The same rules and expectations at school for behaviour apply when on excursions. Whenever students are offsite on excursions, they are representatives of the College.

HOME LEARNING POLICY

Purpose of Home Learning or “Homework”

Home Learning endeavours to engage the student in quality learning. Quality learning can take place at home when it is a purposeful and deliberate extension of student learning. Learners consolidate, attain and extend knowledge and skills independently and with guidance.

Home Learning tasks depend on the subject, learner (level of understanding) and stage in the course being studied. It is connected to what students are learning to do, or learning about, at school.

Home Learning is helpful when:

- It provides the opportunity to consolidate what has been learnt at school;
- It is tailored to the specific needs of learners;
- It allows for the fact that students learn and work at different rates and have different needs;
- It is set within the learner’s zone of proximal development, facilitating success and thereby increasing their confidence regarding learning;
- It is engaging (involving a range of physical, creative, oral and written tasks);
- It develops productive long-term habits of learning and planning; and
- It gives learners choice and can encourage, motivate and nurture their natural curiosity.

Home Learning: Wati Discovery House Stage 4 (Years 7 & 8)

Learning can take place at anyplace and anytime and should not be limited to simple school hours. Our home learning expectations are designed to specifically support the literacy, numeracy and physical health of our students.

Wati Discovery House Home Learning Plan	
Literacy 20 – 30 minutes	Reading for pleasure
Numeracy 20 – 30 minutes	Maths Pathway
Preparation for Learning	Research, revision, collaborative inquiry work when needed
Physical Activity 20 – 30 minutes	Movement, active recreation & play, exercise

Wati Discovery House – Students are expected to complete the following activities 4 per times per week:

General

- Home Learning will not necessarily be the same for every student in the class. Home learning needs to reflect the needs of each individual learner.
- **Home Learning should not be a source of worry or frustration for the student, teacher or parent.**
- The College has a holistic approach to education and encourages a lifestyle balance for all students. After school activities, for instance, co-curricular, recreational and social, are equally important in terms of developing well-rounded individuals.

Reading

Reading has many benefits; it stimulates the brain, gives you peace, calmness and reduces stress, increases your knowledge, improves your writing, expands your vocabulary and improves your concentration, memory and analytical skills. We ask parents to encourage their child to read so it becomes a daily habit. Following are some suggestions:

- Help your child choose the right book and allow their interest to guide choices. Regularly discuss what they are reading and ask questions about the book.
- If you lose interest in a book, find another book that you connect with.
- Create a routine in which you read for 20-30 minutes every night prior to going to sleep.
- Ensure you have a variety of books and reading materials at home.
- Take an interest in reading newspapers to keep informed of a current affairs, both nationally and globally.



Holiday Homework

- As stated in the Attendance section of this handbook, absence from school for extended periods is not encouraged and holidays should only be taken in calendared school holiday periods. If requested leave is approved by the principal, parents and carers sometimes ask for homework for their child when they take holiday breaks during the school term. As home learning is so closely connected to what students are learning in class, this is a challenge. The best learning for your child at this time is usually through the travel you are undertaking. There are many activities and opportunities that may enhance your child's learning during this time.

Feedback

- Feedback for students can take many forms. Underpinning all types of feedback is the College's emphasis on developing a 'Growth Mindset' for its students. The principles of positive psychology can be applied to learning through the concepts of both Growth Mindset and 'Grit' or Perseverance.
- At Catherine McAuley we believe that the intelligence of students is not fixed, and abilities can be developed through dedication, study and hard work. Grit is the ability to sustain hard work and passion in the face of adversity regardless of one's level of talent, combined with a willingness

to work on very difficult tasks for extended periods of time. 'Grit' in combination with a Growth Mindset can allow for dramatic improvement and achievement.

- Teacher words and actions can assist in increasing and developing motivation for optimal achievement in the classroom. Ongoing specific and deliberate feedback will assist students to know how well they are demonstrating knowledge, understanding, skills and capabilities. This feedback will allow students to understand what they have done well and what they need to continue to work on. Teachers are required to have an understanding of each student, so they can establish appropriate expectations of them. Feedback can be regular and constructive, attained from; homework, in class, marking and formative assessments, listening to students including discussions with them, communication with parents, self-reflections and correcting their own work and by analysing different types of data available which reflect the level and depth of student learning.

HOUSE STRUCTURE

Students in Stage 4 (Years 7 & 8) will belong to **Wati Discovery House**.



Wati Discovery House learners give life to and inspire action of our shared Mercy Values of hospitality, courage and compassion. Learners will be challenged to take pride in the creation and presentation of high-quality work emerging from our six Deep Learning Global Competencies, while developing the non-negotiable skills of literacy and numeracy and social and emotional wellbeing.

Learners will be presented with complex questions, design thinking activities and authentic problems relevant in the real world. They will apply their skills and knowledge to approach problems in creative, joy-filled and collaborative ways.

As students grow in confidence and refine the skill of reflection, they are challenged with the gradual transference of responsibility for their own learning. The ultimate aspiration of Discovery House is to have students develop a deeper understanding of themselves and their faith, along with their purpose as a learner.

Students in Stage 5 (Years 9 & 10) will belong to **Watha Endeavour House**.



Our young people are challenged to deepen their understanding of their passions and talents, sharpening their focus on their future pathways. They have beyond campus opportunities and engagement with subject matter experts to further pursue passions and deepen learning.

They experience greater flexibility in their learning choices, tailoring a course program meeting their needs and interests. Watha Endeavour House students are called to approach life with a self-assured, creative, entrepreneurial mindset.

Our young people are challenged to be active global citizens who make a positive difference through personal contribution to and stewardship of the community.

These young people meet with Learning Advisors to review their progress and set directions and pathways that align with their future aspirations.

Watha Endeavour House citizens are people with honourable characters who humbly seek growth through prayerful, considered reflection and collaboration.

Students in Stage 6 (Years 11 & 12) will belong to **Bathu Horizons House**.



Bathu Horizons House young adults work towards optimising their post school opportunities by deeply engaging with their carefully constructed program of study. Students are courageous and assessment ready with a strong foundation for personal success in either academic and/or vocational pathways.

Our young adults deepen their understanding of their faith through engaging in the College retreat and formation experiences. They have a compassionate and hospitable approach to their community influenced by a Catholic worldview.

Bathu Horizons graduates are life and career ready, departing the College as empowered, confident, agile and reflective citizens who thrive in a globally connected, dynamic world.

ILLCIT & PROHIBITED SUBSTANCES

Tobacco & Alcohol

Smoking is not permitted in any area of the College property, nor at any College related activity or function, by students, staff or visitors.

Both alcohol and tobacco (includes electronic cigarettes) products are prohibited items in any area of the College property and at all school sanctioned functions and activities. Students are not permitted to smoke or drink alcohol outside of school while wearing any College uniform garments. In cases where students breach this clear direction, they will immediately be suspended. Parents are requested to support the College when consequences are put into place in such cases.

Drugs

Illegal and illicit drugs (depressants, stimulant or hallucinogens) or other prohibited substances are forbidden in any area of the College property and at all school sanctioned functions and activities. Examples of prohibited substances include those which may be harmful when used to the student or others i.e. those substances which are used for the purpose of creating a high or affect the mental processing of the user.

This policy also extends to students using or providing prescription drugs to unauthorised persons. Parents must register with the College any prescription drugs their son is required to bring to school. Students are not permitted to self-administer prescription medication.

The College will take strict disciplinary action, including possible withdrawal of enrolment, in response to any student who possesses, consumes, is under the influence of, distributes, sells or assists in selling any of these substances. In addition to school consequences, students need to be aware that there is mandatory reporting to police around these activities.

The College takes a proactive approach to educating students about the risks and dangers associated with use/abuse of drugs, including tobacco and alcohol. Counselling is available for students who may benefit from this support.

LEARNING AT CATHERINE McAULEY

The educational brief for the College states “The learning & Teaching at CMCC aims to equip students with key twenty-first century competencies:

collaboration, problem solving, inquiry, risk taking, deep thinking, teamwork, independence and quality communication”.

The College will launch ‘Fusion’ in the early stages of 2021. Fusion is a practical and tangible document that outlines the approach to learning and is evident in the daily practice of our college community.



CMCC educators will co-create learning environments where faith, purpose, fulfilment and joy are experienced by all, empowering confident, agile and reflective

learners. There is now a need for transferable skills in an ever-changing, complex world which requires schools to redesign learning so that it reflects the life they will live, not the life that has been lived in the past. Global competencies, developed through the New Pedagogies for Deep Learning (NPDL) framework, will assist students to become successful learners and thrive both work and life.

Staff at the College will embrace a fusion of proven pedagogical practices and emerging innovative practices to provide a suite of rich, deep learning experiences. Learner engagement is achieved through students feeling a genuine sense of agency in their learning. To be successful, educators are required to shift their focus from teaching to learning. Deep learning is achieved within a culture that:

- Promotes and delivers different modes of learning with the understanding that that learning can take place anywhere, anytime.
- Identifies student strengths, motivations and passions.
- Personalised learning, particularly through leveraging technology, to nurture and develop these to assist young people to find their purpose.
- Develops a self-awareness in students of who they are as unique individuals so they can identify their own learning pathway and be supported in pursuing this.
- Is learner-centred and empowers students through choice, voice and agency.
- Develops enterprise skills and capabilities, not only content knowledge, to thrive in today’s world &
- Is real world and globally focused.

LEARNING LOFT (College Library)

Catherine McAuley has a designated Learning Loft within Coolock House, which is overseen by the Teacher Librarian, Mrs Walker. The Learning Loft is a contemporary design to maximise student engagement and learning, with the provision of well-furnished private and collaborative learning spaces. A balance of electronic and hard copy resources are available to cater for a diverse range of student learners. The Learning Loft opening hours are published at the beginning of each academic year.

LEARNING SUPPORT (McAuley Hub)

The McAuley Hub is a welcoming space with staff who can provide extra support for students. All students are different with different strengths, interests and needs, and the McAuley Hub can cater for these.

If required, students can work in a small group to gain assistance with their learning. This may include support of learning or developing more advanced study skills. Classroom teachers can book students into The Hub who require extra assistance. Students can also use this location for 'Time-out' based on their needs, for instance, on occasions when students are feeling anxious or overwhelmed.

MOBILE PHONES & PERSONAL ELECTRONIC DEVICES

Please refer to the College Website within [Policies](#) for details on Guiding Principles in relation to mobile phone use.



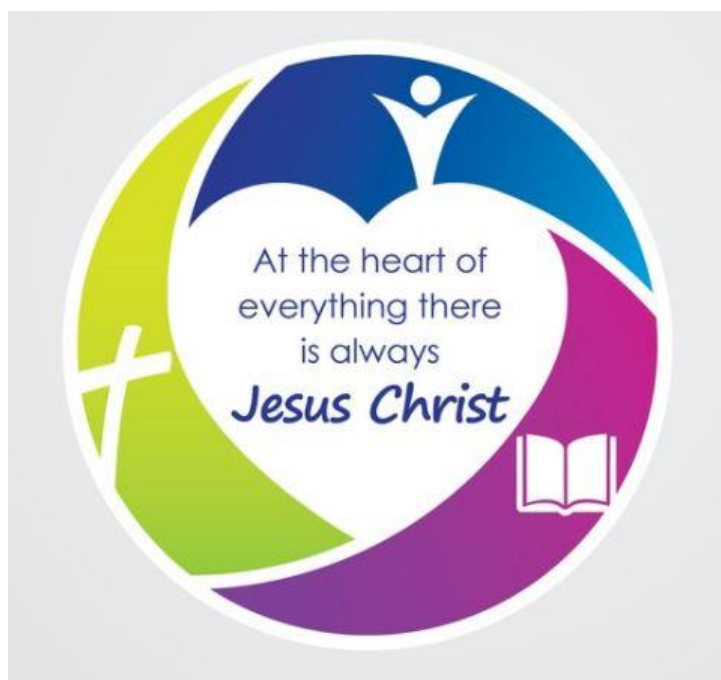
PRAYER AND RELIGIOUS LIFE OF THE COLLEGE

As a Catholic school in the Mercy tradition, prayer plays a key role in College life. All areas of the College are centred on Mercy and Gospel values. It is important that all community members; staff, students and parents, understand our college Mercy values and the story and charism of Catherine McAuley. Importantly, we endeavour to inspire our students to live out these values in day to day life.

The College is fortunate to have a Chapel on-site. This provides a unique opportunity for student faith development and formation. The Chapel will be the 'heart and soul' of the College and will be regularly utilised for prayer, reflection, worship and formation. Students are encouraged to both participate and contribute to prayer, liturgical celebrations and masses.

Students participate in college Reflection Days and Retreats. These events provide opportunities to learn more about themselves, each other and God. The Mercy charism and story is a significant influence during these occasions.

CHARISM – A Mercy College



“At the heart of everything there is always Jesus Christ” (Maitland-Newcastle Diocesan Vision Statement). Jesus Christ is at the centre of all we do and endeavour to achieve at Catherine McAuley Catholic College.

“A religious charism is simply a gift given for the upbuilding of the kingdom.” (Joan Chittister)

The Sisters of Mercy was founded in post-penal Dublin, Ireland, in 1831 by an heiress

Catherine McAuley. Catherine was a woman of bold vision and courage, immense practicality, heartfelt compassion, humour and exceptional hospitality and a person of deep faith.

“Together with the women who eventually joined her ... she sheltered homeless women, taught them employable skills, opened a school for the daughters of the very poor, and visited the sick and dying in the slums.” (Mary Sullivan, *The Path of Mercy*). Since then, there have been more than



55,000 Sisters of Mercy serve the poor and needy throughout the world.

Inspired by the Venerable Catherine McAuley, our community aspires to a way of life in which the person Jesus Christ is at the centre of all we do, respecting and honouring the uniqueness and dignity of each person.



SPORT

Sport at CMCC is incorporated within our PDHPE programme. Our learners participate in an additional 100-minute learning session within our PDHPE programme, allowing us to meet both the sport and PDHPE requirements. This allows for each Sport/PDHPE session to be taught by a qualified teacher and our students get quality and variety in their programme.



We aim to develop a culture of involvement and participation with our learners wanting to contribute. In regard to representative sport, we are the McAuley Eagles. The Eagles are, however, not just sporting teams; they are any learner that represents the College - swimming, chess or choir for example. We follow all the Diocesan pathway sports as well as additional competitions such as mountain biking and rugby league that may not be offered by the Diocese.

Students from the school may access Maitland-Newcastle systemic pathways by participating in Gala Days, Zone, Diocesan and State events



STAFF LIST

Name	Position
Peter Antcliff	Foundation Assistant Principal
Mathew Bailey	Teacher (PDHPE & Religion)
Sharon Beckett	Psychologist
Kylie Benedetti	Canteen
Richard Brown	Teacher (TAS)
Bronwyn Denham	Leader of Learning (PDHPE, CAPA, LOTE)
Alicia Dibben	Leader of Learning (English & HSIE)
Ben Dibben	Teacher (PDHPE & Acting Leader of Wellbeing)
Scott Donohoe	Foundation Principal
Kylie Ellis	Finance Officer
Bernadette Enright	Administration Assistant
Tony Gallpen	IT
Taylor Joyce	Teacher (Science/Mathematics & Acting Leader of Wellbeing)
Luke Kelleher	Leader of Learning (Science, TAS & Mathematics)
Matthew Klopper	Teacher (Mathematics/Science)
Jonathon McCallum	Leader of Learning Religion (Acting) / Teacher (HSIE)
Aleeah Maffesoni	Teacher (Art/Languages)
Louiza Mavros	Teacher (Music/Visual Arts)
Jenny Newling	Teacher – (Inclusive Pedagogies)
Leticia Nischang	Teacher (TAS/Languages)
Fr James Odoh	College Chaplain
Tim O'Neill	Leader of Learning - (Inclusive Pedagogies - Acting)
Penny Sears	Teacher (Languages)
Eli Simpson	Head of House (Wati Discovery House)
Neville Spence	Groundsman
Linda Thompson	Learning Mentor - (Inclusive Pedagogies)
Liz Toscano	Executive Assistant to the Principal
Keira Ussher	Laboratory/Food Technology Assistant
Sarah Watson	Leader of Learning (Religion & Ministry)
Melanie Walker	Teacher Librarian / Teacher (HSIE)
Geraldine Whiteside	Leader of Learning – (Inclusive Pedagogies - Maternity Leave)
Joshua Wright	Aboriginal Education Worker



STUDENT HEALTH (Medication, Sickness/Injury)

Students who are sick should inform their teacher. If necessary, they will be given permission to go to Student Services. Students are not to text or telephone home from a mobile phone. Student Services staff will contact home if necessary. If a student feels sick or is injured during a break, they are to notify the duty teacher, then report directly to Student Services. For serious injuries, an ambulance will be called, and parents will be contacted.

Medication

The following procedures must be followed with student medications at the College:

- All medication must be handed to the office for administration to students. This includes both prescribed and non-prescribed medication.
- The Administration Office requires a letter from parents requesting medication be given to the student.
- Labelled prescription medications must be given to the office and they will be administered from there.
- Teachers will be notified if a student needs to leave class to take medication.
- Any over the counter medications (including Panadol) must be accompanied by a letter from a parent with instructions for use.

STUDENT MANAGEMENT GUIDELINES

All interaction and management of students is based on the premise that students are made in God's image and have unique or individual strengths. The aim of student development is to cultivate and develop strengths in students to equip them to be positive contributors to the College community. All strategies, actions and consequences used in behaviour management are in place to, if needed, restore the relationship of students with the College.

Behaviour Management

While the College acknowledges and respects the dignity and uniqueness of each individual student, it also recognises that young people need high expectations and clear boundaries to thrive. Personal accountability for actions, self-discipline, self-reliance and self-respect needs to be encouraged and promoted within students, thus allowing them to maximise their potential. Mutual respect must be fostered, and students should develop an

understanding of the needs for appropriate behaviour, and the need for consequences when inappropriate behaviour is displayed. All students have both rights and responsibilities.

Restorative Justice

The underlying principle of behaviour management is that of Restorative Practices which are based on a belief that where harm or wrong has been done, we as a community should look to the re-establishment of effective relationships between the parties.

The philosophy of Restorative Justice and Restorative Practices fosters a positive and formative approach to student behaviour management. A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.

SUN PROTECTION

As we work and play in an environment where exposure to sunlight can be harmful, we insist that students wear a hat when outdoors. Catherine McAuley enforces the rule “no hat, play in the shade” with all students. Students are to wear the school hat at meal breaks, PDHPE/Sport sessions, excursions and whenever outdoors during the Summer Season as defined in the Uniform Policy. Students are also encouraged to apply sunscreen which will be made available in Student Services.

TECHNOLOGY - Personal Learning Devices

Technology is an essential component of student learning at Catherine McAuley. The College’s *learn anywhere any time* philosophy is underpinned by the use of personal devices to support student learning.

The College has adopted a BYOD (Bring Your Own Device) policy which is included on the College website under [Policies](#).

TRANSPORT GUIDELINES

Supervision at the College commences at 8.30am and concludes at 3.30pm or when the final buses depart for the day. Students are not permitted to be at

school outside of these hours, unless there is an approved activity arranged by a staff member.

Car drop off/pick up

Parents and carers are to enter the staff carpark and queue along the clearly marked lane for car pick up and drop off. Students are not to be collected from Medowie Road.

Buses

The School Student Opal Card can only be used for travel between home and school. It does not extend to activities such as school excursions, sports and work experience. The student's home address is defined as their normal place of residence.

However, the one card can cover both train and different bus companies provided the trip is from home to school, including the return journey.

Catherine McAuley Catholic College is serviced by the following three bus companies. If parents/carers are unsure as to where their child should board, it is suggested you contact the relevant transport provider listed below to gain the appropriate information from them or go to their websites.

Port Stephens Coaches

15 Port Stephens Drive

Anna Bay 2316

P | 4982 2940

[Website](#)

Hunter Valley Buses

6 Glenwood Drive

Thornton 2322

P | 4935 7200

[Website](#)

Busways

2370 A1, Heatherbrae 2324

P | 4983 1560

[Website](#)

Student own means

During 2021, students will not be permitted to journey to/from school by their own means due to the continued work on Medowie Road and obvious safety concerns.

When the roadway upgrade has been completed, bicycles are required to be walked on and off the school grounds and stored at the designated storage area. Helmets must be worn correctly when riding to and from school.



UNIFORM

Please refer to the College Website under Policies for full details of the [Uniform Policy](#).

Catherine McAuley Catholic College is committed to ensuring students strive to achieve the Mercy value of excellence in all areas. This applies to personal grooming and the way in which students wear the required college uniform. It is expected that all students comply with policy guidelines and wear their uniform with pride at all times.

A uniform dress code reinforces in students a pride in their own appearance, instils a sense of belonging and recognition of themselves as an integral part of

the College community, and assists in developing pride in representing their college. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of a uniform dress code.

The College Code of Presentation is a “Door to Door” policy. Students are required to wear the appropriate school uniform correctly from the time of departure from home each morning through until arrival home at the end of the day. Outside of school hours, students should either remain in their full uniform or out of it completely.

Responding to Infringements

Students who do not adhere to the College Uniform & Appearance Policy will be advised by a staff member on what they need to correct. The specific uniform infringement will be noted in Compass. Persistent breaches will be directed to the relevant Leader of wellbeing.

Students who are consistently out of uniform will be referred to the Assistant Principal or Principal and may face consequences up to and including suspension from school. If necessary, for repeated or more serious uniform infringements, a student may be withdrawn from class and parents notified.