



Catherine McAuley Catholic College

MEDOWIE

Parent Handbook



Stage 4 (Years 7 & 8)

2021



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 contact the College should you require any further information.

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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

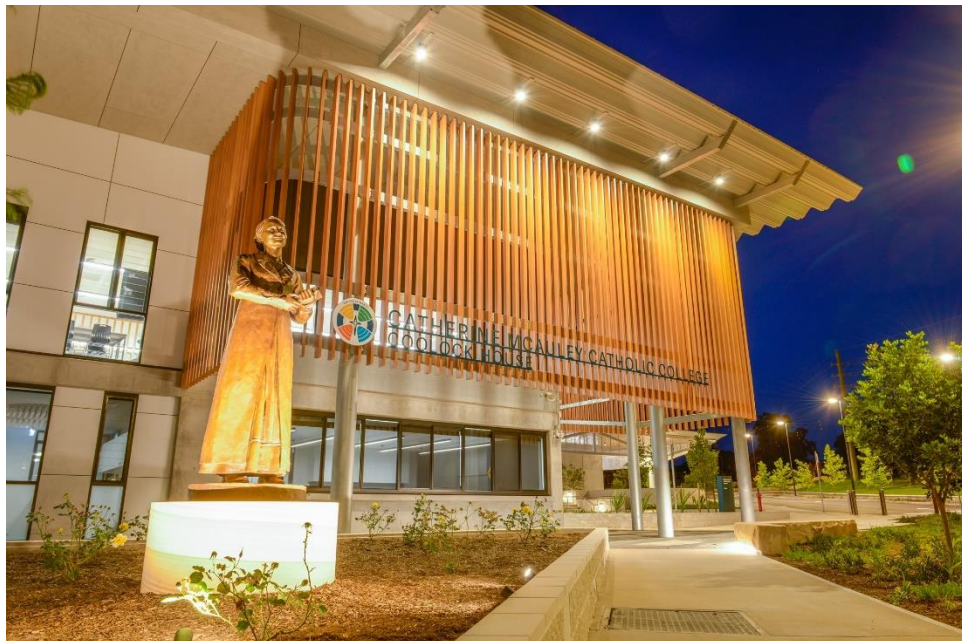
Scott Donohoe

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/>

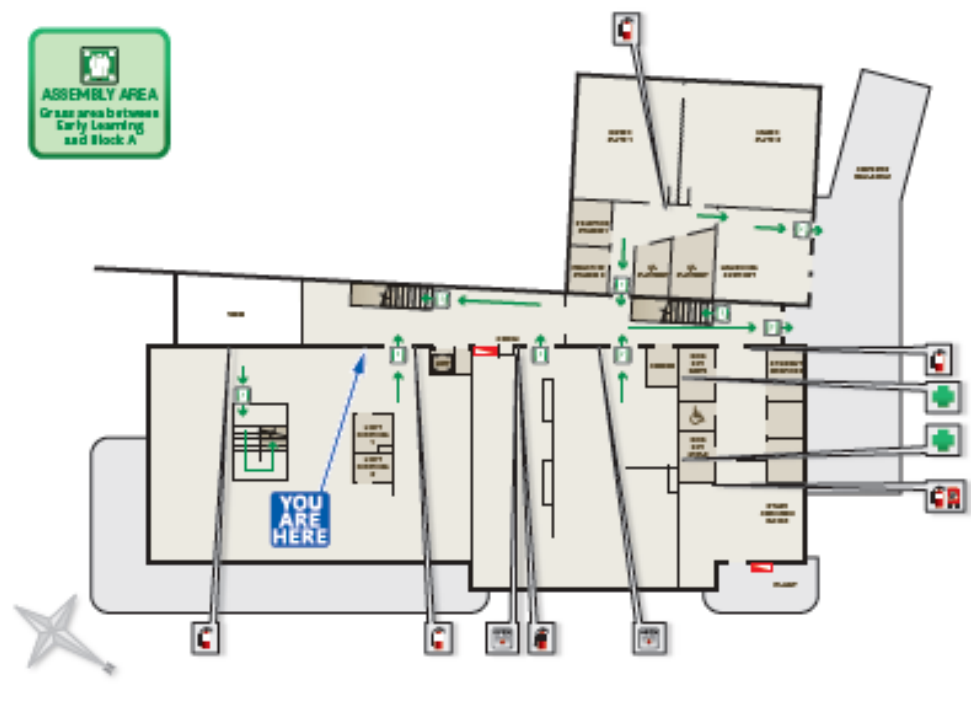


MAP OF COLLEGE

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

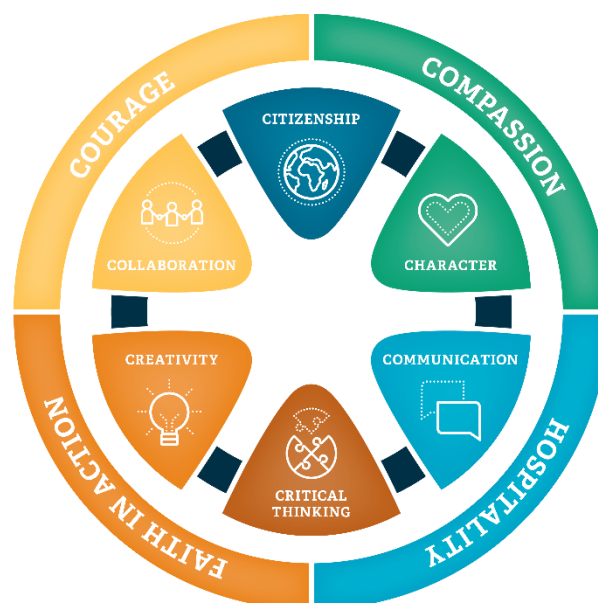
Co-create learning environments where faith, purpose, fulfilment and joy are experienced by all.

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



ANAPHYLAXIS / ALLERGIES

We ask that all parents and carers provide any information to the College regarding their child's allergies. This information will support the formation of an Action Plan which is a collaborative process between the parent, college and doctor. Action plans will be displayed in relevant areas in the College. Staff will undergo training every two years in asthma and anaphylaxis first aid treatment. EpiPens are kept in the administration office and in duty bags. The office must be notified immediately in the case of an anaphylactic reaction.

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

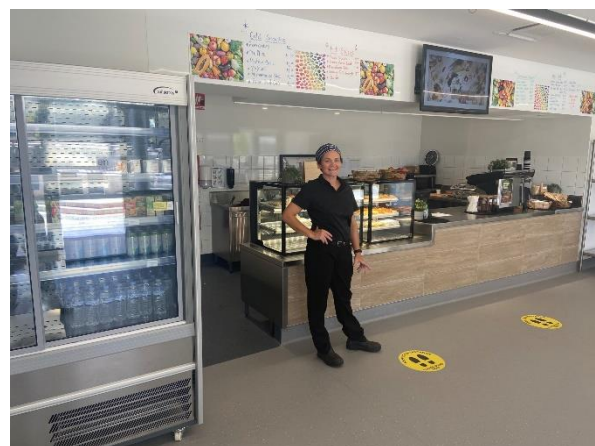
All significant events are published on Compass. Students and parents are also advised of upcoming school or class events through Compass and the College website and fortnightly newsletters. These events are always visible on the student timetable. Students are asked to view the calendar in advance to 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.

Volunteers are always welcome and are encouraged to speak with office staff to register interest.



CAR PARKING FACILITIES

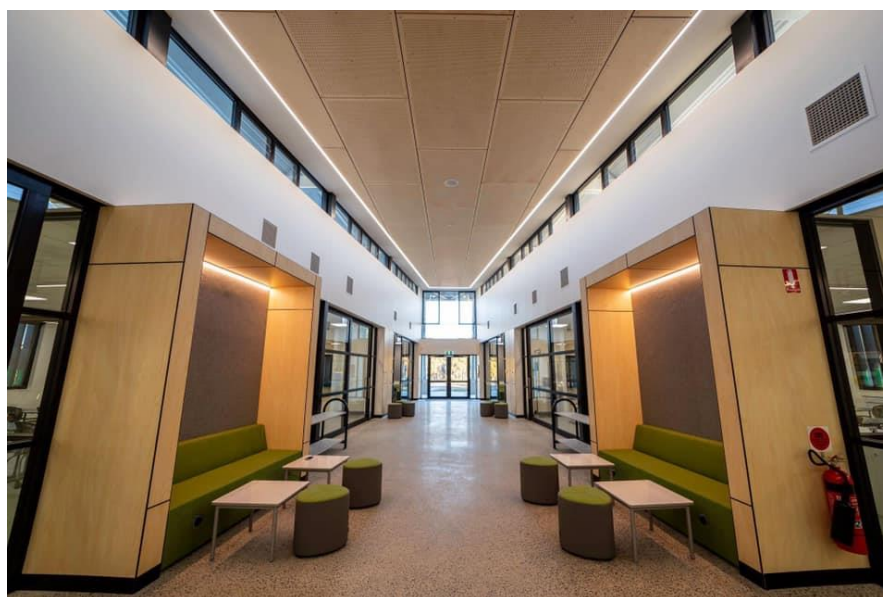
Parents are required to park in designated college parking spaces when visiting the College. Please note that our campus is shared with the Early Education Centre and in future, a primary school.

Please ensure the 10 km/hour speed limit is adhered to at all times and be particularly mindful during peak hours of drop off and pick up.

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.

Bishop Wright established the [Office of Safeguarding](#), whose director answers to the Bishop's Office and is charged to oversee the whole of the Diocese's safeguarding of children, including the students in our system of schools.

As a parent sending your child to a diocesan school, you are expected to be an active participant in safeguarding your child's wellbeing. To do so, it's important that you have the best information available to you. The Office of Safeguarding website offers comprehensive details of the Diocese's approach to safeguarding children. You are also encouraged to be an active participant in the life of your school.

As a parent of a diocesan school student, if you are concerned for:

- the safety, welfare or wellbeing of one or more children in the school
- the conduct of a member of staff, a volunteer, contractor or other adult associated with the school

... you are able to:

- discuss your concerns with a teacher, assistant principal or principal
- talk to an investigator at the Office of Safeguarding (ph 4979 1390, during office hours)
- report your concerns to the Department of Communities and Justice's (DCJ) Child Protection Helpline (ph.: 132 111, 24 hrs/7 days) if your concerns constitute a risk of significant harm.
- report to NSW Police if you believe a crime has been committed.

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 St 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.

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

Related Documents: [Reporting Concerns for Children Policy](#) which is also available on the College website. For information on how to become a Parent Volunteer, please refer to the relevant section of this handbook.

Safeguarding Resources: [students](#) & [parents](#).

- **Corporal Punishment**

College Policies do not permit corporal punishment of students. The College does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.

CODE OF CONDUCT (Staff, Parents, Students)

All staff employees of the Catholic Schools System, Diocese of Maitland-Newcastle sign and agree to a Staff Code of Conduct. All CSO employees must be aware of and abide by CSO policies and procedures that have been put in place in order to comply with legislative requirements. Employees also need to ensure they are familiar with the requirements of the policies and standards that have been set.

The Maitland-Newcastle Catholic Schools Office School Community Code of Conduct has been developed to reinforce rights and responsibilities for students, parents and volunteers within our school communities. College staff are required to adhere to the CSO Code of Conduct.

A copy of the school Community Code of Conduct is on display in the College's reception area and included within the College Enrolment Pack.

All families enrolled in diocesan schools are asked to sign the declaration that they have read the documents and agree to abide by the [School Community Code of Conduct](#) and the Conditions of Enrolment. Parents and carers are asked to discuss student responsibilities with their children.



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.

Parents

Parents and carers are an integral part of their child's education. To balance the rights of parents and carers, students, teachers and staff, Catherine McAuley Catholic College expects parents to uphold a certain standard of behaviour. This standard allows children to learn, teachers to teach, and other community members to participate in education, free from harassment, violence, intimidation or vilification. Parents and carers should set an example for their children, and the children of others. They have shared responsibility with their children, other parents/carers and the school.

Students

Catherine McAuley consistently promotes the learning, wellbeing and safety of all students. 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

COMMUNICATION

Clear communication is essential to the success of the College.

Parent Communication

- Compass - <https://medowie-nsw.compass.education>
- College Website - <https://www.medowiecmcc.catholic.edu.au/>
- College Facebook Page
<https://www.facebook.com/catherinemcauleymedowie/>
- College Twitter Feed - <https://twitter.com/cmccmedowie>
- College Newsletter - <https://cmccmedowie.schoolzineplus.com/>
- Parent Engagement Group (PEG)
- SMS message
- Notes to parents (physical or electronic)
- The school email address is: admin@medowiecmcc.catholic.edu.au

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.

Website

The school maintains a [website](#) which is kept as up to date as is reasonably possible. Reports on school events and other materials about the school are posted to the website. There is also a regularly updated photo gallery of events that happen at school.

Facebook



The school maintains a Facebook page:

<https://www.facebook.com/catherinemcauleymedowie/>.

This page is regularly updated with recent news articles and special events to keep the community connected informed.

Newsletter – ‘The Nest’

The College publishes a fortnightly newsletter, [‘The Nest’](#), with information about a variety of aspects of school life, including student achievements and upcoming events. This is available on the College website.



Parent Engagement Model



In Term 1, 2021 the College held an information in which different models were presented for consideration on how the College could best engage parents. Included in these models were a structured Parents and Friends Association versus a less structured Parent Forum (Parent Engagement Model). All parents were given the opportunity to vote for a preferred model and as a result of this, the preferred model was a Parent Forum approach where formal positions of responsibility would not exist.

Parent Forums are held once per term with dates being published in advance. The purpose of these forums is to provide a presentation which addresses any specific needs or desire from the community, followed by a College update and opportunity for parents and carers to ask questions.

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?

The following instructions are provided to inform parents and carers on who to contact for different areas of school operation:

Learning Advisor:

Any questions relating to the development of the learner curated digital portfolio (details provided on the portfolio in the handbook).

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 the day-to-day operations should be directed to the Leader of Wellbeing via e-mail. This could include uniform issues, changes to routine, learning tools, timetable queries.

- Your child is experiencing problems with 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 from subject teachers.

Head of House:

- Any matters that cannot be resolved with a Leader of Learning/Wellbeing.

Leader of Inclusive Pedagogies (Learning Support Coordinator):

- Issues which involve a specific learning need

Assistant Principal:

- The child's overall curriculum pattern
- College Assessment Policy
- Any matters that cannot be resolved with a Leader of Learning/Wellbeing or Head of House may need to be referred to the Assistant Principal and if necessary, the Principal.

FOR PUBLICATION

The College publishes a fortnightly newsletter with a variety of information and updates. This is available on the school's website and an electronic copy is emailed home. Parents can agree/not agree to the use of student photographs when completing student enrolment forms. The College will therefore take the view that parents agree to this routine publication of student names and photos unless a note is received to the contrary. This will also extend to local or metropolitan media should they wish to photograph or interview students because of their achievements.

COMPLAINTS HANDLING

Catherine McAuley fosters a harmonious, positive and productive school and community. The College relies on clear and open communication with the community and aims to resolve complaints and grievances fairly, efficiently, promptly and in the best interests of all. Confidentiality and privacy are always respected in processes taken to resolve any matter.

Parents/Carers have the right to raise a complaint and grievance and have it responded to promptly, fairly, without fear of repercussions and according to principles of procedural fairness. Parents are also asked to familiarise themselves with the Diocese of [Maitland-Newcastle CSO Complaints Resolution Policy and Procedure \(2019\)](#) which is also found on the College website. A Complaints Resolution Pathway Brochure is available at the school office.

CURRICULUM FRAMEWORK – Key Learning Areas

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



Religious Education

The study of Religious Education (RE) is compulsory for all students from Kindergarten to Year 12 in schools in the Diocese of Maitland-Newcastle. Courses in Stages 4 and 5 require 200 hours of study each and are endorsed by NESA for RoSA. The Stage 4 course in RE has recently been redesigned to assist those students coming into Years 7 and 8 from non-Catholic feeder schools and those who have not completed the diocesan Primary RE course.

Religious Education enables young people to:

- know and love God, Jesus and the Holy Spirit;
- develop an awareness that God is a friend who loves us and walks with us every day of our lives;
- experience, within a secure school environment, the confidence to cope with life;
- grow as active and supportive members of our faith community; and
- know, share and respond to Jesus' message of love.



CURRICULUM FRAMEWORK – Design Thinking & Micro-Credentials

Design Thinking – ‘Learning by Design’

One unique feature of the curriculum will be 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 (including Serious Incident Management)

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.

Serious Incident Management

Catherine McAuley Catholic College recognises and accepts the duty of care it has to its community in relation to planning for and responding to serious incidents. It is expected that all staff are familiar with the Serious Incident Policy and Procedure in case of incident. This procedure includes the step-by-step process in responding to a serious incident.

The purpose of this procedure is to provide a detailed framework for a planned & coordinated response to a serious incident. The College's Serious Incident Management Team (SIMT) will meet as a matter of urgency to respond appropriately to a serious incident, in accordance with the step-by-step procedures as outlined.

In the case of a serious incident, the College Serious Incident Management Team (SIMT), overseen the Principal, will meet. The **SIMT** is responsible for:

- Meeting as a matter of urgency to respond appropriately to the serious incident, in accordance with the step-by-step procedures.
- The establishment and dissemination of the facts in a clear, accurate and controlled manner.
- Ensuring the College continues to operate in an orderly fashion with an obvious need for flexibility as required.
- Provide essential support during and after the serious incident for students and staff.
- Monitoring of the longer-term needs arising from the serious incident and acting appropriately when necessary.

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, so we endeavour to keep costs, which are usually included as part of the school fees (Resource Fee), to a minimum. A permission note must be returned for a child to attend an excursion.

It is anticipated that most excursions are scheduled prior to the term's start and it is published on the calendar. Submissions for all excursions need to be approved well in advance of the intended date and by the relevant Leader of Learning and Assistant Principal. The approval process must include completed risk assessments and any necessary documentation.

FINANCE MATTERS

Tuition Fees

Each year, the Diocese reviews fees and levies to ensure it can maintain and operate schools at a high standard. While a significant portion of the cost of education is provided by State and Commonwealth Governments, the contribution of parents and parishes is still important in achieving that purpose.

The school fees, as determined by the Diocesan Catholic Schools Board, for Resource, Tuition and Diocesan Family School Building Levy, are the responsibility of parents/carers of students enrolled at the school. The fees are billed at the beginning of Terms 1, 2 and 3 on a 21-day account.

In 2021, the annual Diocesan Tuition Fee for students in Year 7 to 10 is \$1,767 per child.

Family Discount

In 2021, the Family Discount will be applied to the full rate of Tuition Fees for families with multiple children attending Diocesan Catholic Schools as follows:

Family size	2021 discount (per child)
1 child family	No discount
2 child family	15%
3 child family	25%
4 child family	50%
5 child family	50%

Diocesan Family School Building Levy

In 2021, the Building Levy will be \$1,344 per family.

The School Building Levy is pooled to contribute to past, present and future costs for building projects across all schools in the Diocese. With a robust program of capital works, we aim to ensure our students enjoy the physical facilities to enhance their learning experience.

The program of works scheduled for completion in 2021 totals \$100 million in costs and includes major refurbishment and capital works such as classroom replacements, specialist rooms, playground areas, facilities and amenities.

Individual school resource and service fees

In 2021, the School Resource Fee will be \$850 per student.

The school sets this fee to cover a range of costs including the supply of goods and services including resources such as textbooks, exercise books or subject levies, technology and excursion costs. The cost and nature of these fees varies between schools and year groups. Each school advises these fees in the Parent Handbook as well as itemising them in the school fee account.

Payment of school Fees

Payments can be made via BPAY, QKR, cheque, credit card (over the phone), cash and EFTPOS. To use QKR, please download the App to your device.

QKR is the mobile payment app designed for Australian schools, delivering convenience to parents and efficiency to school administrative staff. QKR is so

easy to use. Ordering and paying for a wide variety of school payments such as lunches, fees, excursions or any school-based payments via smartphone at a time and place convenient to you. For further information follow the link to our website: <https://www.mastercard.com.au/en-au/about-mastercard/who-we-are/qkr.html>

The Diocese seeks to make its Catholic schools as affordable as possible and aims to keep family contributions as low as possible whilst achieving the strongest educational and spiritual outcomes all its students. Importantly, there is a commitment to ensuring that no child will be denied a catholic education because of a family's genuine inability to cover the fees. Reductions will be granted in cases of genuine hardship. Any family experiencing financial difficulties should contact the Principal for confidential discussions.

Further details about fees can be located on the Diocesan website:

<https://www.mn.catholic.edu.au/schools/school-fees>

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 child 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. 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)

Students with Learning Difficulties

The goal of Learning Support is to ensure that children with diagnosed disabilities and additional needs benefit from an inclusive education of quality learning opportunities that consider each child's individual needs. The dedicated Learning Support Team liaise with parents and carers and relevant members of staff to ensure the best level of care for each student.

Staff are committed to knowing all students and how they learn, working to their individual strengths and supporting them in areas of growth.

Students can be referred to the Leader of Inclusive Pedagogies (Learning Support Coordinator) for further assessment and observation. Students who have learning difficulties will be supported through modified tasks and learning.

The College uses a range of qualitative and quantitative data to identify advanced learners. This includes external assessments i.e. Best Start, Progressive Achievement Test (PAT) and NAPLAN, school-based assessments and consideration of parent and teacher nominations.

The College's approach to learning allows for differentiation to take place in learning experiences so that all students are met at their unique points of challenge.

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

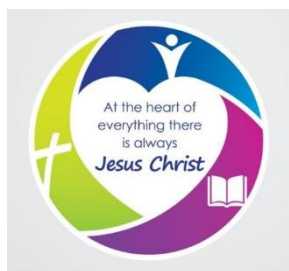


As a Catholic school in the Mercy tradition, prayer plays a key role in College life. All areas of the College are centred on Mercy and Gospel values. It is important that all community members; staff, students and parents, understand our college Mercy values and the story and charism of Catherine McAuley.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

SCHOOL RECORD KEEPING

Transfers or Leaving School

Parents/Carers must advise the Administrative Office when a student is leaving the College. Students cannot be removed from the school data base until they have enrolled at another school.

Change of Address or Medical Details

Parents/Carers must advise the Administration office in Coolock House, so school records are accurate and up to date. It is critical that the school has an accurate emergency number at all times.

SOCIAL JUSTICE

Jesus Christ demonstrated a great love for all members of society, particularly those who were disadvantaged. Catherine McAuley was influenced by the life of

Jesus and cared for the poor, sick and homeless. As a Mercy school, Social Justice is central to what we do.

The College will explore many opportunities for our students to follow in the footsteps of Catherine McAuley and be of service to others. Students are made aware of key social justice issues and encouraged to act and make a difference to the lives of those people in society who are disadvantaged. Social Justice acknowledges and respects the human dignity of all human beings.

Social Justice also raises awareness of the importance of stewardship and all people having a responsibility to care for the world in which we live. It includes issues such as poverty, homelessness, racism, justice for indigenous people and reconciliation and refugees and asylum seekers. The College provides many opportunities for students to become actively involved in social justice initiatives, both locally and globally.

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



STAFF PROFESSIONAL LEARNING DAYS

For the purpose of staff development, the Maitland-Newcastle Catholic Schools Office allows six days per annum to all schools. These days provide valuable time for staff professional learning. Dates of these Staff Development Days will be advised at the start of the year through the school calendar and will be published on the Catherine McAuley Catholic College Website.

STUDENT HEALTH (Medication, Sickness/Injury)

Sickness or Injury

Students who are sick should inform their teacher. If necessary, they will be given permission to go to the Administration Office (if during Learning Sessions or Student Services (during Breaks 1 & 2)). Students are not to text or telephone home from a mobile phone. Administration 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. For workplace health and safety reasons 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.

To apply for an Opal Card click [here](#) or phone 131 500 for more information. Please ensure the address on the Opal Card application corresponds with the address given on school records.

In a joint/dual custody situation a student is eligible for subsidised travel from both parents' addresses, subject to meeting the normal eligibility criteria. A separate application must be made for each address.

If you qualify for a Private Vehicle Conveyance (PVC) subsidy (not close to public transport and need to drive a student more than 1.6km to the nearest bus stop or school) click [here](#) to apply. Please remember to give accurate distances.

Catherine McAuley Catholic College is serviced by the following three bus companies. If parents/guardians are unsure as to where their child should

board, it is suggested you contact the relevant transport provider listed below in the week before school commences in 2021 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.

Bus Applications and Lost ID Cards

Application forms for subsidised school transport (Opal card) can be completed at the [Transport NSW Website](#). Students who have lost their ID card must inform the College office staff.

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.



VOLUNTEERS' INDUCTION – SAFEGUARDING

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children. As a volunteer working in a diocesan school, you should be aware of your obligations and responsibilities in protecting students from abuse or neglect.

Becoming a volunteer

To be able to volunteer within a diocesan school you are required to read the [Volunteer Induction Handbook](#) and complete all necessary checks, inductions and safeguarding training relevant to your volunteer role. This may mean you will be required to obtain a Working with Children Check and/or National Police Check. All paperwork and checks are to be completed and verified before you can commence in your role. Safeguarding training must occur within six months of your commencement as a volunteer.

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

As a volunteer in the state of NSW you can report certain information to the Department of Communities and Justice (DCJ). You should discuss your concerns with a teacher, assistant principal or principal. You can report your concerns to the DCJ Child Protection Helpline (**Ph. 132 111**, 24 hrs/7 days) if you have reasonable grounds to suspect that a child or young person is at risk of significant harm and your 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 you are uncertain, talk to a staff member at the school.

Part 4 of the Children's Guardian Act

Part 4 of the Children's Guardian Act defines diocesan schools as a "schedule 1 entity" and as such we must have systems for preventing, reporting (to the Children's Guardian) and investigating reportable conduct.

All volunteers who hold a Working with Children Check for the purpose of their role within a diocesan school fall within the scope of Part 4 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.

As a volunteer "working" at a diocesan school, any alleged reportable conduct will be investigated. It does not matter if the conduct is alleged to have happened outside school and in your private lives.

The [Office of Safeguarding](#) is the Diocese's specialist safeguarding and child protection service that works with the Children's Guardian to ensure the Diocese meets its obligations under Part 4. As volunteers you should co-operate with any investigation conducted by the Office of Safeguarding.

The Child Protection (Working with Children) Act 2012

Under this legislation, people who undertake a role in child-related 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 by applying online at <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check> Volunteers receive a clearance for free, and it lasts up to five years.

Exemptions apply for volunteers who are a close relative of a student enrolled at the school. See "Statutory Screening Selection Tool" on page 26 of the Volunteer Induction Handbook.

WELLBEING FOR LEARNING FRAMEWORK – myARC



- Further details on myARC are located within the [College website](#).

“A school curriculum that incorporates wellbeing will ideally prevent depression, increase life satisfaction, encourage social responsibility, promote creativity, foster learning and even enhance academic achievement.”
(Lea Waters, 2014)

myARC is our Wellbeing for Learning Framework that seeks to fulfil our Moral Imperative of empowering Agile, Reflective and Confident learners.

Caring for our young people is a community responsibility. We all play a role in ensuring that our young are safe, cared for and surrounded by conditions and environments that allow them to thrive.

Parents and carers are a child’s primary educators and care givers. Assisting families are our school educators, both teaching and support staff, who take an active interest in their students and work with them to explore passions, interests and pursue future aspirations. Central to this process is the trusted and professional relationships that our staff will build with their students as they walk the school journey together.

In addition to the staff of the College, our students will have access to a variety of additional supports. The McAuley Hub (Learning Support Team) assist students in their learning and they will also have access to a College Psychologist and Chaplain.

It takes a village to raise a child. Some young people’s villages will be bigger than others and include medical professionals, psychologists, social workers and other allied health professionals. The College’s role is to meet the needs of the child, and work with their support team to ensure they grow as confident, agile and reflective learners.

Underpinning our wellbeing practices is our common language of our six global competencies of Character, Citizenship, Creativity, Critical Thinking, Collaboration and Communication, supported by our College values of Courage, Compassion, Hospitality and Faith in Action.

A focus on the 6Cs immunises and protects against social and emotional difficulties thus building positive mental health and resourcefulness. Learning and wellbeing are intertwined, one supporting the other ensuring that CMCC students are “good at learning and good at life.”

Also central to the College Wellbeing for Learning Framework is student voice, choice and agency. Further details about unique programs within myARC are located on the College website.

WORK, HEALTH & SAFETY (Including Visitors & Serious Injury Management)

Catherine McAuley Catholic College is committed to providing a safe learning environment for the whole community. We value the dignity and wellbeing of all people and are committed to providing a safe work environment and school culture that protects people’s safety, health and welfare.

You are required while at the College to take reasonable care to ensure that your actions or omissions do not harm yourself or anyone else.

Visitors

For the safety and wellbeing of your children, the school policy requires all visitors to go to the Administration Office in Coolock House before going anywhere else in the college. All visitors must sign in and state what time and area they will be visiting. They will be issued with a visitor’s badge that is to be worn while in the school. Visitors must sign out before leaving.

Safety Procedures for Visitors & Volunteers

First aid is available to all people at this College, including visitors & volunteers, and is administered according to set procedures by a trained First Aid Officer. Access to the first aid in Student Services on Level 1 can be organised by the Administration Office should medical assistance be required. If an injury has occurred, you may be asked to complete some incident-related documentation.

Report to College Administration Office on arrival and sign in.

1. Wear your ID badge while on College grounds.
2. Ensure that you:

- Stay within designated areas
 - Use only the toilets or amenities allocated to you.
3. If an emergency evacuation or lockdown is called, ensure that you follow the College's Emergency Procedures.
 4. Smoking, alcohol and illegal drug use are not permitted.
 5. If a safety incident occurs, advise the College Office or staff member immediately.
 6. If first aid is required, contact the College Office immediately.
 7. If you identify a potential safety hazard, advise the College Office immediately.
 8. On completion of your visit, sign out.

Serious Incident Management

Catherine McAuley Catholic College recognises and accepts the duty of care it has to its community in relation to planning for and responding to serious incidents. The College aims to minimise the short term and long term traumatic effects of a serious incident. The Serious Incident Policy provides a planned & coordinated response to a serious incident that restores stability and ensures the safety, wellbeing and protection of members of the community.

The College adheres to a clear policy and procedures, developed through guidelines set out by the Catholic Schools Office, in the case of a serious incident. This includes a step-by-step process in responding to a serious incident. This procedure applies to all College students and staff. It includes college visitors and persons who have entered into a relationship with the College for a specified period of time, including volunteers, contractors and consultants.