



Year Seven 2018

Student Handbook

Educating Young Men Since 1953



EDMUND RICE EDUCATION
AUSTRALIA

As Catholic schools in the Edmund Rice tradition,
we aspire to be faithful to these four touchstones.



We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope filled and free to build a better world for all.

Liberating Education

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



Inclusive Community



We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

Gospel Spirituality

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.



Justice and Solidarity

FROM THE PRINCIPAL

St Edward's College is a non-selective Catholic school which is governed by Edmund Rice Education Australia (EREA). The College was founded by the Christian Brothers and has been educating boys on the Central Coast since 1953. The College provides a wonderfully rich education which is authentic to the values which underpin the touchstones for schools conducted in the traditions of Blessed Edmund Rice the founder of Cristian Brothers schools worldwide. These touchstones being: ***Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.***

St Edward's first and foremost is a Catholic School which provides students with relevant and engaging opportunities to deepen their faith and spirituality. Students are encouraged to look beyond themselves putting their faith into action. Through involvement in our social justice program students are challenged to become socially conscious, countercultural in their thinking and empowered to contribute positively to society through the promotion of inclusivity, justice and solidarity.

The College is a learning community which provides a contemporary, holistic and liberating education that challenges, nurtures and inspires young men in years 7-12 to be aspirational regarding their future. Students are encouraged to strive to achieve their personal best, developing the necessary knowledge, skills and attitudes to flourish in an ever changing world.

St Edward's acknowledges that the pastoral care and well-being of students is paramount to the promotion of quality learning. The development of positive relationships, between teachers, students and families remains a focus, to ensure that a nurturing environment, in which all students feel safe and supported in their learning is promoted.

St Edward's is a comprehensive school, providing a diverse range of learning experiences in the classroom through the broad range of subjects offered. These learning experiences are supported by a diverse selection of extra-curricular, sporting, cultural and religious experiences, allowing all boys to demonstrate their talents in a variety of ways.

I welcome all Year 7 students and their families to the St Edward's community and encourage the boys to grasp every opportunity to immerse themselves into the life of the College. In doing so I trust that their learning, religious, social, sporting and other extra-curricular experiences will be enjoyable and memorable ones.

Mr Mark Bonnici
Principal

FOUNDATION AND HISTORY

In 1844 Mr William Shone received a land grant for the vacant land in Frederick Street. The land parcel was sloping and full of trees, blackberries and swamp. During 1850 to 1885 the land was sold and sold again until it was finally owned by Mr William Rogers, a hotelkeeper and councillor.

Mr Rogers constructed a cottage in 1889 and called it 'Mona Vale'. Mr Rogers reared his family in the cottage. After Mr Rogers' death in 1906 the cottage was willed to his children who rented it to an asparagus farmer and to stock owners.

The first school in Frederick Street began in 1918 when the Misses MacCabe turned 'Mona Vale' into a school for girls. William Rogers II constructed a large building used for a dormitory for the girl boarders. The girls' school continued to operate at Frederick Street until 1923 when it 'out grew' the premises and moved to Lindfield.

Between 1925 and 1937 the property was used as a dairy farm by numerous tenants, but by 1937 'Mona Vale' was once again a guest house.

During the war, in 1940, the grandson of William Rogers (who also had the same name) moved into 'Mona Vale' with his family. During this time, Land Army women worked the land as market gardens to help in the war effort. Part of the cottage was also used for furniture storage. In 1951 Mr Rogers built a new home on the property and left 'Mona Vale' empty.

On 11 February 1952, the Christian Brothers purchased a section of the Frederick Street site. Mr G M Pluim of Wamberal was given the task of drawing plans for the school and for renovations to 'Mona Vale'. The school had four classrooms. A science laboratory, toilet block, office and library.

The Christian Brothers took up residence in 'Mona Vale' in April 1953 where they occupied two rooms and dined in the third.

Finally on 12 May 1953 St Edward's College opened, with 70 boys in attendance. By the end of 1954 the number of boys had grown to 120.

As the years progressed, the number of enrolments grew and by 1966 St Edward's College boasted a second storey with four classrooms and offices as well as a new right wing with two science labs, three classrooms, a tuckshop, storerooms and toilets. The most appreciated addition to the College was, however, the handball court. The enrolment number reached 201 boys.

'Mona Vale' wasn't becoming any younger so part of it was demolished and a new residence was built for the Brothers' in 1970-1971. 'Mona Vale' was repaired inside and out, new light fittings were installed and it was converted to staff quarters with offices, a common room, small library and resource room.

The Library was opened in 1972 and following this in 1980 the Technology block was completed. The Music Room (which was the former girls' dormitory) was brick veneered.

Between 1984 and 1987 St Edward's continued to grow with a new Library being constructed together with an AV room. A second storey was added to the north wing and the canteen was improved.

Soon the College required an indoor sporting/assembly area and the Edmund Rice Centre opened in 1999 together with a new undercover bus shelter. By 2001 the Food Technology facility was opened and the Technology complex was improved to include a new Art and Woodwork area.

Further development and improvements were made in 2004 to 2005. These developments included the addition of a third floor on the Haseler wing, which was also air conditioned; refurbishment of the existing rooms in the Haseler wing; new entrance and administration area; refitted rooms to accommodate 12 offices for the Pastoral Care team. In these improvements a lift, located near the Canteen, was also installed to allow access to all floors in the main building complex.

In 2010 the Trade Training Centre was completed which adjoins the Technology complex. This centre St Edward's College to offer students' trade based training while completing Years 10, 11 and 12.

In 2014 the College completed a building programme which incorporates a contemporary Library Learning Centre, Music, Drama, Entertainment and Careers/Vocational Education and Training facilities, together with a Cafeteria and Staff Study Area.

EREA BELIEF

As a network of Catholic schools in the Edmund Rice tradition, we collectively believe genuine relationships with Aboriginal and Torres Strait Islander people are grounded in and guided by the four touchstones.

St Edward's College is committed to Aboriginal and Torres Strait Islander education. We believe that:

- The St Edward's community develops initiatives and programmes to provide a genuine educational option for Aboriginal and Torres Strait Islander families.
- The St Edward's community is committed to closing the educational and social gap that exists between Aboriginal and Torres Strait Islander people and the wider community.
- The St Edward's community recognises the importance of working with and walking alongside Aboriginal and Torres Strait Islander people.

COLLEGE SONG

We'll ring out three cheers for St Edward's,
School of our hopes and our dreams
And over the Brisbane Water,
We will remain supreme.

Chorus: St Edward's gateway to knowledge
True sign of Christ our head.
The spirit of St Edward's through
Edmund Rice we are led.
St Edward's gateway to knowledge
True sign of Christ our head
The spirit of St Edward's,
Forever the black and red.

Here's to the friendship that brightens
The morning of our lives.
And to the faith that guides us,
To love and serve in Christ.

Chorus: St Edward's gateway to knowledge
True sign of Christ our head.
The spirit of St Edward's through
Edmund Rice we are led.
St Edward's gateway to knowledge
True sign of Christ our head
The spirit of St Edward's,
Forever the black and red.

ST EDWARD'S COLLEGE CREST

Our Crest takes the form of:

Circle: The circle signifies God in whom we live and have our being and eternity, which is our ultimate goal.

Cross: The cross stands for faith and endurance.

Star: The star signifies Mary, Star of the Sea, our guiding light.

Open Book: The open book with the first and last letters of the Greek alphabet represents learning, whether it is from books or experience.

Latin Motto: 'Fide ac Scientia' means 'By Faith and Knowledge.'

Faith in ourselves, one's ideals and the future is essential. Based on this faith, knowledge and skills – in physical, intellectual and spiritual fields help us to attain the ideal of the College – The Educated Christian Gentleman.

PARENT AND COMMUNITY INFORMATION

COLLEGE EXECUTIVE	POSITION
Mr Mark Bonnici Jay Sutton Ron Featherston Chris Millar Anthony Beacroft Jodie Connor Jackson English Paul English Gerard Summerhayes Craig Friend Scott Beattie Kristen Mantellato	Principal Deputy Principal Business Manager Registrar/Marketing Identity & Mission Coordinator Professional Learning Coordinator Administration Coordinator Pastoral Care Coordinator Curriculum Coordinator Information Technology Manager Staff Representative Staff Representative
PASTORAL CARE TEAM	
Paul English Eamonn McCauley Wendy Taylor Robert Speziale Scott Beattie Michael Gill Steve Carroll Geraldine Tague Terase Killin	Pastoral Care Coordinator Year 7 Coordinator Year 8 Coordinator Year 9 Coordinator Year 10 Coordinator Year 11 Coordinator Year 12 Coordinator Counsellor Counsellor
KEY LEARNING AREA COORDINATORS/SUBJECT COORDINATORS	
Francesca Toomey Suzanne Hatfield-Smith Naomi Riley Trent Foster Greg Hannelly Vanessa Henderson To be advised Patrick Dell Paul Toole Patricia Papeix Mark Austin Anne McDonald Matthew Young Jason Carpenter Lisa Alcorn Betty Kiekebosch	Religion Coordinator English Coordinator Mathematics Coordinator Science Coordinator HSIE Coordinator PD/H/PE Coordinator Visual Arts Coordinator Social Justice Coordinator Music Coordinator Language Coordinator TAS Coordinator Food Technology Coordinator Information Technology Coordinator Sports Coordinator Literacy/Numeracy Coordinator Learning Support Coordinator
HAVEN EDUCATION CENTRE STAFF	
Chris Kokegei Michael Gentle Wendy Kokegei Anne Lynn Dawn Thomas	Coordinator Teacher Teacher's Aide Teacher's Aide Administration

TEACHING STAFF	
Elissa Bailey	Assistant Innovative Learning Coordinator
Warwick Baines	Careers/Vet
Karl Beemster	TAS/Assistant TAS Coordinator
Mark Bondfield	TAS
Greg Boothe	HSIE
Jay Brown	TAS
Gay Bryant	Mathematics
Kylie Celebrin	Year 7 Core/Assistant HSIE Coordinator
Gaynor Clancy	Science
Sarah Cook	Year 7 Core
Michael Crawford	Science
Tina Danckert	Visual Arts/Religion
Richard Drozdowski	Music
Richard Ellis	PD/H/PE
Josephine Emmett	Drama
Heidi Englund	Year 7 Core
Jon Paul Grant	Science
John Griffin	HSIE
Anthony Herringe	Mathematics/HSIE
Mark Holding	Mathematics
Graeme Judd	HSIE
John Kershaw	TAS
Michael Lord	Science/Mathematics
Shane Mallam	Mathematics
Kristen Mantellato	Science
Richard Massey	Mathematics
Scott Massey	Food Technology/TAS
Monica Mayer	Innovative Learning Coordinator
Michelle McDonald	Year 7 Core/Assistant English Coordinator
John Moloney	Science
Scott Murray	TAS/Assistant Sports Coordinator
Kylie Nowalinski	English
Tanya Olip	Science
Anthea Pearson	Year 7 Core
Amber Pols	English
Alex Powell	PDHPE
Thomas Ristuccia	TAS
David Ritchie	Mathematics
Sonya Robinson	Year 7 Core Teacher
Frank Samyia	Mathematics/Assistant Mathematics Coordinator
Bruce Smith	TAS
Michelle Snape	Visual Arts Teacher
Greg Steele	Year 7 Core
Richard Streeting	PD/H/PE
Paul Sullivan	Year 7 Core
Nicole Thomas	English/Religion
Santhe Titheradge	English
Sonia Welsh	Science
Luke Wilmott	Mathematics

ADMINISTRATION	
Meagan Armstrong Kellie Atkinson Gary Bailey Simone Bartlett Kylie Beynon Hilary Brown Br Michael Burton Br Denis Cusack Brenda Donnelly Rhonda Featherston Kerry Friend Cathy Ginsburg Sue Kane Margaret Williams	Executive Assistant Admin Assistant– Enrolments/Student Wellbeing Bursar Admin Assistant – Student Reception Admin Assistant – IWISE Admin Assistant – Finance Admin Support Admin Support Staff Secretary Admin Assistant – Accounts Accounts/Website Administration Admin Assistant – Student Reception Admin Assistant – Bookroom Admin Assistant – Reception
INFORMATION TECHNOLOGY SUPPORT STAFF	
Craig Friend Bret Clayton Victor Olbromski	Information Technology Manager Information Technology Technician Information Technology Technician
TEACHERS' SUPPORT STAFF	
Amanda Austin John Breneger Jacqueline Butters Lorraine Davey Kathy Edwards Ray Fitt Camille McArthur Frederike McCarthy Mandy Murray Julie Plumb Marilyn Reynolds Susan White	Science Laboratory Assistant Technics Support Library Assistant Food Technology Assistant Teachers' Aide Teachers' Aide Library Assistant Library Assistant Library Assistant Library Assistant Teachers' Aide Science Laboratory Assistant
CANTEEN STAFF	
Suzanne Devetak Raeleen Giffin	Canteen Manager Canteen Assistant
MAINTENANCE STAFF	
Matthew Archer Kristine Chaytor Trent Claridge Tania Graham Mark Hawes Don Jardine Billy Moore Joanne Taylor Kurt Taylor Wendy Weir	Maintenance Cleaning Supervisor Maintenance Supervisor Cleaner Maintenance Maintenance Cleaner Cleaner Cleaner Property Manager



Paul English
Pastoral Care Coordinator
Telephone: 4321 6405



Eamonn McCauley
Year 7 Coordinator
Telephone: 4321 6406



Wendy Taylor
Year 8 Coordinator
Telephone: 4321 6408



Robert Speziale
Year 9 Coordinator
Telephone: 4321 6410



Scott Beattie
Year 10 Coordinator
Telephone: 4321 6413



Michael Gill
Year 11 Coordinator
Telephone: 4321 6409



Steve Carroll
Year 12 Coordinator
Telephone: 4321 6407



Geraldine Tague
Counsellor
Telephone: 4321 6412



Paul Sullivan
Well Being Coordinator
Telephone: 4321 6410



Terasa Killin
Counsellor
Telephone: 4321 6411

COLLEGE FACILITIES

Finance Centre	Mona Vale
Enrolments/Well being Centre	13 Frederick Street
Administration Centre	Reception/Pastoral Offices
Classrooms	40
Edmund Rice Centre	Sports Complex
	Stage
	Function Foyer
	Drama Laboratory
	Canteens
	PD/H/PE Rooms (4)
Resource Centre	Library & AV
Science Laboratories	5
Specialist Rooms	Visual Arts/Photography (4)
	Careers Resource
	Computer Rooms (7)
	Metalwork
	Workshops (4)
	Music (2)
	Graphics Technology (1)
	Food Technology/Hospitality Facility
Trade Training Centre	Metal and Engineering
	Construction Compound
	Commercial Kitchen (on St Joseph's site)



COLLEGE CHAPEL

The Brothers' Chapel, situated in the Brothers' residence, is used for class masses, the Rite of Reconciliation and prayer services.

BROTHER M D SHANAHAN LEARNING CENTRE

The Shanahan Learning Centre is central to implementing, enriching and supporting the teaching and learning programs within the College. It is proactive in developing information literate students and supporting an information literate community. To this end, it offers a lot more than just books as we have adapted to the demands of innovation and digital literacy in the accessing of information and recording of information. Within the Centre, students are encouraged to think deeply, find information, evaluate it and then decide on the best platform for this to be shared. The students are taught how to access digital resources and to develop their personal research techniques. In their recreational time in the Centre, students are encouraged to undertake research for assessment tasks using our digital databases, Libguides and online encyclopaedias as well as borrow books for leisurely reading. They are also encouraged to attend various clubs such as coding, Manga novel club and use iPads for making moving movies and book trailers. The Library is open every day from 8.00am and closes at 4.30pm. Students are also supported in the morning with teacher assistance for homework and assessment tasks.

SPORTING FACILITIES

The College has considerable grounds; including two football fields, a multi-function facility, commonly known as the Edmund Rice Centre, an outdoor basketball area and an excellent all weather cricket pitch situated between the rugby and soccer fields.

COMMENCEMENT DATES

Year 7 students commence on **Wednesday, 31 January 2018**. This is an orientation day where only Years 7, 11 and 12 are present. Your son meets his Tutor teacher, is shown around the school by the Senior students and has a chance to find his way around without the boys in Years 8 to 10 here. It also gives us an opportunity to ease the Year 7 boys into how the canteen works, and to allay their fears about catching the correct bus.

THE COLLEGE TIMETABLE

The College timetable at St Edward's is organised in a ten day cycle with six periods each day.

However, *Week A* and *Week B* differ in such things as the:

- number of times a subject is taught during the week, and
- the time of day subjects are taught.

In the first week of the year the College follows the *Week A* timetable. In the second week, *Week B* is followed. In the third week, the College timetable returns to *Week A*. *Weeks A and B* alternate for the remainder of the year.

ORDER OF THE DAY

MONDAY – THURSDAY				FRIDAY			
8:45	-	9:00	Tutor (Admin)	8:35			Bell
9:00	-	9:50	Period 1	8:45	-	9:15	Assembly/Tutor
9:50	-	10:40	Period 2	9:15	-	10:05	Period 1
				10:05	-	10:55	Period 2
10:40	-	11:00	RECESS	10:55	-	11:13	RECESS
11:00	-	11:50	Period 3	11:13	-	12:05	Period 3
11:50	-	12:40	Period 4	12:05	-	12:10	Tutor
12:40	-	1:20	LUNCH	12:10	-	12:50	LUNCH
1:20	-	2:10	Period 5	12:50	-	2:55	Activities/Sport
2:10	-	3:00	Period 6	2:55	-	3:02	Tutor/Dismissal
3:00	-	3:02	Dismissal				

TUTOR CLASSES

Tutor groups are arranged with a small number of students from each Year 7 to 12. Groups consist of approximately 27 students. The interaction of various ages is seen as very important. Senior students are given the opportunity to care for and help younger students; they in turn, get to know older students in a friendly and supportive atmosphere. The inter-relationship helps promote a positive spirit throughout the College.

Students, in most cases, will remain in the same Tutor group throughout their time at St Edward's College. Tutor classes are scheduled every morning at the beginning of the school day. During these classes, important messages and notices are read out so all students are kept well informed about various issues arising on a day to day basis.

During these Tutor classes the attendance roll is marked by the Tutor teacher. The Tutor teacher will follow-up all unexplained absences. Parents can either email, text or phone the front office informing the College of their son's absence. Failing to do any of these options, parents should provide a written absentee note to be handed to Tutor teacher on the student's day of return.

St Edward's College adopted the theme "Where Young Men Achieve" under the guidance of the then principal Br Peter Hester. The six tiered formation process is designed to give substance to this theme. The formation process links, from year to year, the development and growth of the students in our care at the College. They enter as boys, fresh from seven years of primary education, and leave six years later as educated young men who are ready to be active within the wider community, displaying a strong sense of purpose.

The six themes are based around concepts of growth and awareness so students appreciate that they belong to a community which is rich in history and strong in values. Ultimately, when students finish their six years at the College, they are prepared academically and socially to enter the workforce as young men who are willing to contribute to the community.

The formation process has the following themes:

- Year 7 – Belonging
- Year 8 – Values and Service
- Year 9 – Men of Honour
- Year 10 – Leadership and Involvement
- Year 11 – Owning the Responsibility
- Year 12 – Young Men with Purpose

Year 7 welcomes the students into the community of St Edward's. It is based around the recognition of belonging to the College community. It incorporates teaching the students the history of Edmund Rice and the story of the Christian Brothers. It is here that we introduce the touchstones which are integral to all EREA schools in our region. We also recognise the St Edward's College 'Code for Learning' which incorporates the everyday activities of our College.

Year 8 introduces the Waterford Project which instills values of service and acceptance. Bullying issues within school and the wider community are presented in classes, and educating boys in 'right versus wrong' is incorporated into daily teaching.

Year 9 promotes the idea of being gentlemen within society. Boys have a strong sense of justice at this age, however we encourage them to extend their horizons beyond their own personal space. Standing up for injustice, recognising cultural diversity and acknowledging the equality of the sexes in our society are major issues that will be profiled.

Year 10 introduces the leadership programme and highlights the transition into the Senior school. Involvement in Leadership Prefect portfolios is encouraged and leadership is acknowledged through the badging of College Leaders in second semester. Involvement will be mandatory for those students who have ambitions of being a Prefect in their final years. Leadership is seen both in and out of the classroom and involvement in all facets of College life can be developed weekly.

Year 11 focuses on owning the responsibility of the Senior years at the College. The process of goal setting for individual pathways is closely linked to leadership. Boys are encouraged to set personal standards in behaviour and a strong presence around the College is expected. Owning responsibility and consequences that come with emerging self-identity are developed. Academic and career choices will be the focus, as will continued involvement in Prefect Leadership Portfolios.

Year 12 is the final step in our formation process. Leadership can be handed over and focus can be on individual pathways and academia. Young Men with Purpose is the theme for Year 12 and purpose is defined as "with intention and determination". All facets of College life are undertaken with intention and determination. It is here the boys graduate as young men who have achieved to the best of their ability during their time at the College.

RULES FOR EVERYDAY SCHOOL LIFE

Respect for Ourselves

- Work to the best of my ability and hand in all work on time
- Be in the right place at the right time
- Be punctual and attend all classes/activities
- Have all necessary equipment, including a diary and PE uniform
- Wear the correct uniform at all times

Respect for Others

- Be well mannered at all times
- Solve differences without abuse, either verbal or physical
- Do not prevent others from learning
- Move around the school in a quiet, safe and orderly manner

Respect for Property and the Environment

- Do not litter, steal or vandalize
- Do not eat or drink in the classroom

CODE FOR LEARNING

The College Code for Learning is designed to provide clear guidelines of the behavioural and performance expectations of students at St Edward's College. This Code was established in 2010 through a process of student lead consultation and provides clear guidelines for students in relation to their application and effort in relations to all aspect of their study. Students are provided with opportunities throughout the year to establish learning goals, which are aligned with these expectations and are guided by their teachers on ways in which they can work to achieve these goals.

Parents are provided with an indication of student performance in relation to the Code for Learning in the Interim and Semester Reports. Parents are encouraged to engage in conversations with their son's on the information provided in these reports and their learning goals for the year.

At St Edward's we encourage all students to strive to achieve their persona best in all endeavours and the Code for Learning and associated goal setting advice is designed to encourage students to take greater responsibility for their learning. Student application and effort in class is of prime importance at St Edward's and participation in all extra-curricular activities that the school offers is dependent on each student's efforts in this regard. Students wishing to represent the College in any sporting teams or attend excursions and camps must ensure that their focus in the classroom is meeting the expectations outlined in the Code for Learning. Student's whose application and effort does not meet these expectations will be provided with advice and guidance on how to bring about the required improvement.

COURSES OF STUDY - YEARS 7 TO 10

Throughout the years of 7 to 10, students at St Edward's College are provided with a balanced program of study. While the courses in Years 7 and 8 are compulsory for all students, the program of study in Years 9 and 10 allows for some choice of courses.

Students in Year 7 study the following subjects:

- | | |
|-----------------------|---|
| • Religious Education | • Geography |
| • English | • Technology |
| • Mathematics | • Music |
| • Science | • Visual Arts |
| • History | • Personal Development, Health and Physical Education |

Students in Year 8 study the above subjects as well as French.

All students in Years 9 and 10 study the following subjects:

- Religious Education
- English
- Mathematics
- Science
- History, Geography, Civics and Citizenship
- Personal Development, Health and Physical Education

In addition students choose two other subjects from those offered in any given year. In recent years students have been asked to choose to study two subjects from Commerce, Industrial Technology (Timber and Metal), Graphics Technology, Design and Technology, French, Music, PE and PASS (Physical Activity and Sport Studies), Food Technology, Drama, Information and Software Technology, Construction, Marine Studies, Visual Arts, Photographic and Digital Media. Classes are formed each year in most of these subjects although, from time to time, a subject does not attract sufficient numbers to be offered.

Early in Term 1 of Year 7, parents are invited to an evening at the College where Subject Coordinators are available to talk to parents about the organisation of their subject from Years 7 to 10 and about the content of the courses taught in Year 7. A booklet containing brief descriptions of these courses is distributed at this time.

HOME STUDY STATEMENT

DEFINITION

Homework refers to all work teachers expect students to do out of school hours, i.e. assignments, daily homework, preparation for tests, reading of set texts, study for examinations etc. Educational research indicates that homework has an important role to play in the learning process. Teachers at St Edward's College set a variety of homework ranging from work to be completed in one night, work to be completed over a few nights, to longer assignments requiring two or more weeks to complete.

AIMS OF HOMEWORK

Homework at St Edward's College has its goals:

- to reinforce, consolidate and improve skills taught in class
- to encourage good study habits
- to develop self discipline and independent learning, and
- to extend students beyond the work normally taught in class

AMOUNT OF HOMEWORK GIVEN TO STUDENTS

The amount of homework given to students will vary from teacher to teacher and subject to subject. Some subjects lend themselves more easily to homework, especially homework that can be completed overnight. Note: the total time spent in homework over a week for a student in Year 7 should not exceed 6 hours. Parents are encouraged to contact the teacher of a given subject if they have concerns about the amount of homework (too much or too little) being set for their son.

NON-COMPLETION OF HOMEWORK

If students consistently fail to complete homework, teachers will usually contact parents by letter, phone or a note in the student's book. Prior to contacting parents, teachers use a variety of techniques to encourage students to complete homework. For example, providing time in school hours (e.g. at lunch) where some or all homework can be completed or imposing a school service penalty on the student.

ASSESSMENT POLICY

In Year 7, if an assessment task is submitted late, the penalty is a deduction of 10% of the initially available marks per day. Weekends count as two days.

If a student is off site such as an excursion, camp or sporting event on the day an Assessment task is due, it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

Unjustified leave: If a student is travelling during the term, it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date. For assessments tasks

submitted late due to unjustified leave, the penalty is a deduction of 10% of the initially available marks per day. If a student is absent due to unjustified leave during an exam period, the student will receive a 0 for this assessment.

LATENESS

It is expected that all students will arrive to class on time. Students who are late to class more than three times per term will receive a Thursday afterschool detention.

OUT OF BOUNDS

Some areas of the school have been declared as 'out of bounds' and students are not permitted in these areas.

- A classroom without a teacher
- Stairwells and verandahs (in wet weather the verandahs may be used)
- The area around Mona Vale, in front of the ERC, all roads, doors/stairwells or other areas marked with a yellow line
- The oval and basketball courts before and after school
- The bush area around the oval

PERSONAL PROPERTY

Valuable items, including large sums of money, should be handed into the College Office. Wallets should be carried on one's person and not left in bags. The following are banned from the College:

- Jewellery (except watches)
- Chewing gum
- Cigarettes, matches, lighters
- Alcohol or drugs (except medication)
- Knives, blades or other dangerous items
- Graffiti or its implements
- Skateboards/scooters
- The College does not take responsibility for loss or damage of mobile phone, laptops, tablets etc.

GAMES

Games are only to be played on the Oval or Basketball courts, except handball, which may be played in the Quadrangle. All games are non-contact. Food is not permitted on the Oval.

OUTDOOR EDUCATION – CAMP PROGRAM

RATIONALE

St Edward's College camps program is designed to complement the school's education programs and provide students with further opportunities to develop their learning and social skills. These opportunities aim to develop deeper learning, confidence, independence, responsibility and a sense of community within the context of our Catholic principles and values. Camps are an integral part of the curriculum, and, in general all students are expected to attend.

AIMS

- To reinforce, complement and extend learning opportunities beyond the classroom
- To provide Years 7 to 10 students the opportunity to participate in a sequential camping program
- To develop social and emotional skills
- To provide programs that promote self esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance
- To develop an awareness of and pride in the natural environment
- To broaden students concept and experience of different environments
- To develop skills and competence in various activities associated with outdoor education

CAMP DESTINATIONS AND LINK

- Year 7 – Outdoor Education Experience Morisset Centre.
Term 1, Week 6: Wednesday, 7 – 9 March, 2018
www.outdoorexperience.com.au/morisset/index.php
- Year 8 – Great Aussie Bush Camp
- Year 9 – Great Aussie Bush Camp
- Year 10 – Active Learning Initiatives
www.action-learning.com.au
(Username: st edwards student. Password: ali115)



ADMINISTRATION

ATTENDANCE

LATE PASSES AND ABSENTEEISM

Students are expected to be on time for school. Attendance rolls are taken in Tutor at the commencement of each school day. If a student is late, they must bring a note explaining the reason for their lateness and hand it in at the office where they will be issued with a Late Pass to be shown to their class teacher. **All late students must sign in at the College Office before going to class.**

The College uses a text message facility to notify a parent/carer of student absenteeism. If parents are unaware of their son's absence, they should contact the College immediately. When a student is absent, he should bring an absentee note on the day of his return and give it to his Tutor teacher. Parents/carers are also able to phone or email the College to explain the absence. This must occur within seven days of the date of absence, otherwise it will be recorded as 'Unexplained'.

EARLY LEAVE PASS

Students, who need to leave the College due to an appointment, must provide a letter of explanation from a parent and present it to the Pastoral Care Coordinator **before** school. The Pastoral Care Coordinator will issue the student with a pass which should be presented to the office when the student leaves. **All students must sign out at the Office if they are leaving the College early.**

SPORT EARLY LEAVERS PASS

At the completion of Activities on Friday, students who are on Behaviour Levels 1 and 2 only and who attend Activities away from the College are permitted to travel home directly from the venue. Eligible students must complete the form which can be downloaded from the student portal before they will be permitted to leave their activity.

Students without a Sport Early Leaver's Pass **must** return to the College and attend tutor.

TRANSPORT INFORMATION

BUS TRANSPORT

By the end of this year you will need to go online at www.transportnsw.info/school-students and either update your information to "Year 7" or make an application. Please be advised that the School Opal website is now open so applications can be made.

Afternoon and morning bus services are shared with the students from St Joseph's College. Students are to assemble on the basketball courts to catch the afternoon buses. When their bus arrives, students should line up in the appropriate lines where teachers will supervise boarding. Students are not permitted to leave this area while waiting for buses.

Timetables can be found on either website. www.busways.com.au

www.redbus.com.au

CHANGE OF ADDRESS

If students change their address, they must login to the website and make the necessary changes.

DUAL ADDRESSES

In some instances, students may require more than one address to be registered to their Opal card. If this is the case, again you will need to log on to website and complete the necessary details.

LOST OPAL CARDS

If an Opal card is lost, report it online and order a replacement School Opal card. The old School Opal card will be cancelled and a new one mailed to the customer's preferred address. A fee may apply.

TRAIN TRANSPORT

In most cases train transport is not required or encouraged for students at St Edward's College. However, individual circumstances may require this mode of transport. If students live in an area where bus transport is not sufficient, please contact the Enrolment Secretary to discuss travel details.

ACCIDENT INSURANCE SCHEME

The College has taken out an Accident Insurance Policy that covers all students twenty four hours a day. Claim forms are available from the College Office, or can be downloaded from the website.

CAFETERIA

The College Canteen operates five days a week at recess and lunch. The Cafeteria requires a large number of parent helpers to enable the College to continue to provide this excellent service. Please contact our Canteen Manager, Mrs Sue Devetak on 4321 6461 if you are able to assist weekly, monthly or even once a term.

The Cafeteria operates cashless through Flexischools. Students will receive their ID card early in the new year which gives details of logging into Flexischools. More information about this system can be found at www.flexischools.com.au

Students should collect their own lunch order at the beginning of lunch from the Cafeteria.

There is a different menu for Summer and Winter. Please refer to the College website for current prices.

MOBILE PHONES/PERSONAL STEREOS

Please consult the College mobile phone policy concerning use of technology during the school day. Students in Years 7 to 10 may not use this technology between the hours of 8:45am and 3:00pm. Detentions may be issued for infringing on this policy. Parents are asked to contact their son via the front office if needed. The College cannot be held accountable for the loss or damage to such items if they are brought to school.

MEDICATION

The College does not administer or take responsibility for any medication for students. Where appropriate students are responsible for carrying their own epipen and must supply the College with one which will be kept in the Front Office.

TEXTBOOK HIRE SCHEME

In the Edmund Rice tradition of providing quality Catholic education, our College community offers a textbook hire scheme solely to benefit students and parents by substantially reducing the financial burden of purchasing expensive resources. It is a non-profit scheme that provides each student with textbooks for the duration of his enrolment at the College.

HOW DOES THE SCHEME OPERATE?

- Textbooks for the year in all subjects are generally issued to students during the first two weeks of Term 1. The exception is Year 9 HSIE textbooks which are issued for one semester only.
- English novels are allocated in six-week blocks, in accordance with the appropriate English program.
- It is expected that all textbooks be returned at the end of each academic year in a condition that reflects 'normal wear and tear'. An appropriate penalty is charged if books are lost or are returned in a damaged condition.
- Participation in the textbook hire scheme is a privilege, not a right, and boys who abuse the privilege will have this right withdrawn. In these circumstances, books will have to be purchased at full cost from commercial stockists.

BENEFITS OF THE SCHEME

- The College attracts a sizeable discount for bulk purchases of textbooks.
- By processing these books with protective covering, the College will have the use of these texts for a minimum of three years, removing problems associated with text redundancy.
- Students who are required to change from one level of a subject to another (e.g. Extension Mathematics to Mathematics) are able to do so without any additional textbook cost to parents.

HOW IS THE SCHEME FUNDED?

The cost of the scheme is included within the 'all inclusive' tuition fee.

WHAT IF STUDENTS LEAVE THE COLLEGE?

- Exiting students in Years 8 to 11 are required to return all textbooks as part of the signing out procedure.
- Year 12 students are expected to return texts for each subject on the day of the HSC exam for that subject. (Prompt return is necessary to ensure access to textbooks to Preliminary students).

WHAT IF TEXTBOOKS ARE LOST?

Students are responsible for all textbooks issued to them by the College. Textbooks are issued at the start of the school year, and English novels are issued on a school term basis (in accordance with the applicable English program). Students are required to record their names in each book in the space provided, to minimize the possibility of book swapping.

All textbooks remain the property of the College, and students are expected to handle them with care. Textbooks which are lost or damaged beyond repair must replace at parental cost.

COMPUTER SCHEME

St Edward's College is committed to provide learning environments that will engage our students and give them some independence and flexibility in their learning.

Personal Learning Device Program (PLD) will provide every Year 7 student access to his own laptop computer in a wireless environment. 1:1 initiatives have gained momentum worldwide, and are increasingly seen as a key to transforming education and better preparing students to succeed in a global world. Students' access to a laptop and the Internet enables them to be self-directed and receive highly personalised instruction.

The College aim is to enable students to learn in teams, collaboratively, as a class, a whole community or individually. This allows them to share learning experiences with other students and/or the wider community.

In particular, students use their personal devices to research, complete homework, problem-solve, email, academic coursework and be involved in team projects. At the same time, they gain valuable skills that will be beneficial throughout their lives and careers. For example, a touch-typing tutor will be installed on each laptop and students will set and work towards targets throughout the year. Activities involving handwriting will still form part of their learning process.

STATIONERY PACK

Year 7 students will be issued with a **stationery pack** on their first day in Term 1 2018. This pack contains the following and will be used for various subjects.

4	x	96 page A4 exercise books	1	x	Eraser
1	x	192 page grid maths	1	x	pair of scissors
2	x	A4 display folders	1	x	sharpener
1	x	packet highlighters	3	x	black ball point pens
1	x	6B lead pencil	3	x	blue ball point pens
1	x	3B lead pencil	3	x	red ball point pens
2	x	HB lead pencil			Calculator
1	x	packet of coloured pencils			1 pair of computer headphones
1	x	geometry set			1 x TAS apron (given out in TAS)
1	x	glue stick			1 x TAS safety glasses (given out in TAS)
1	x	30cm plastic ruler (not metal)			Visual Arts Diary (given out in Art class)

COLLEGE UNIFORM

The College uniform is designed to present a positive image of the College to the wider community. The uniform should foster a sense of belonging and pride and the way it is worn in public, displays a level of support and respect for the College.

The responsibility of wearing the uniform properly does not end at the College gates and it is important that the St Edward's College uniform is worn correctly to and from school.

The College uniform can only be purchased from the College Uniform Shop which is operated by the independent company Cowan and Lewis. The shop is located in the Edmund Rice Centre (ERC).

The normal opening hours for the shop during school terms are Mondays and Fridays from 8:00am to 9:30am. Opening hours, for school holiday periods, are advertised in the College newsletter towards the end of each term. Special blazer fitting days are also advertised in the College newsletter. Any fittings after these dates do not guarantee blazers will be delivered until after the beginning of Term 2.

ST EDWARD'S COLLEGE SUMMER UNIFORM – TERM ONE AND TERM FOUR

Years 7 to 10

- College short sleeve blue shirt with crest on pocket
- College grey shorts or long grey trousers
- College grey pullover
- College short socks
- College cap
- Black lace up leather shoes (may be purchased from a retail store, but shoes must be able to be polished. Strictly no joggers, skate shoes or desert boots.)

Years 11 to 12

- College short sleeve white shirt with crest on pocket
- College grey shorts or long grey trousers
- College grey pullover
- College short socks
- College cap
- Black lace up leather shoes (may be purchased from a retail store, however, shoes must be able to be polished, strictly no joggers, skate shoes or desert boots)

ST EDWARD'S COLLEGE WINTER UNIFORM – TERM TWO AND TERM THREE

Years 7 to 10

- College short sleeve blue shirt with crest on pocket (or optional long sleeve blue shirt with crest on pocket ordered through Uniform Shop)
- College tie
- College long grey trousers
- College grey pullover
- College blazer
- College short socks
- Black lace up leather shoes (may be purchased from a retail store, however, shoes must be able to be polished, strictly no joggers, skate shoes or desert boots)



Years 11 to 12

- College short or long sleeve white shirt with crest on pocket (collar must be large enough to accommodate a tie neatly)
- College Senior tie
- College long grey trousers
- College grey pullover
- College blazer or Year 12 Leavers Jackets (jackets organised by Year Coordinator)
- College short socks
- Black lace up leather shoes (may be purchased from a retail store, however, shoes must be able to be polished, strictly no joggers, skate shoes or desert boots)

ST EDWARD'S COLLEGE SPORTS/PE UNIFORM

Years 7 to 12

- College polo shirt
- College black shorts with school crest
- College tracksuit
- Joggers with white sport socks (joggers may be purchased from a retail store)
- College cap



The full sports uniform should be worn on Fridays for all students in Years 7 to 10. For cold weather the College tracksuit or College pullover should be worn, no other jumpers/shirts are acceptable.

Any Year 7 – 12 students who is chosen to represent the College in any sport will be required to wear the Sports Uniform both to and from the activity.

PD/H/PE teachers will inform students when they are required to bring their sports uniform for practical lessons. On these occasions sports uniforms are worn only for that period.

SHOES

It is the student's responsibility to maintain the correct shoes by polishing them frequently, inspections by Year Coordinators will take place throughout the year.

Light weight canvas shoes for sport are not acceptable as they do not provide suitable protection in Science and Technics classes. Please take note of shoe and sport shoe requirements in the attached Pastoral Care Policy.

BELTS

Belts worn with either shorts or pants must be plain grey or black with a simple buckle. Patterned belts or those with logos are not appropriate. Suitable belts can be purchased from the uniform shop.

HAIR AND GROOMING POLICY

Boys are expected to keep their hair well-groomed. Hair is to be clean and neatly cut, off the collar, of natural colour, of even grade and all extremes of style avoided. Styles are expected to be reasonably conservative and guided by common sense. Examples of unacceptable styles include what are known as "undercuts", "layers", "steps", "lines", No. 1", and "No. 2" grades, pony tails, marked contrasts of length, for example, rat's tails, Mohawk style cuts or shape, long fringes, excessive gel. This list is not exhaustive.

Ultimately the College Executive will determine if a cut is acceptable for the appropriate image that the College wishes to present to the community. Action will follow against those boys who are not complying with College rules and no correspondence will be entered into. If there is any doubt in the student's minds concerning style of cut, they should consult the College before they have their hair cut. The judgement of the Deputy Principal and the Pastoral Care Coordinator is final.

Boys are expected to be clean shaven at all times. If unshaven the Deputy Principal or Pastoral Care Coordinator may insist that your son shaves at school with supplied shaving equipment. Sideburns should not extend past the lobe of the ear. Spray on deodorants are not permitted at the College, but boys are encouraged to bring roll-on deodorants to their sports and PD/H/PE classes

Students, who choose to have tattoos, must keep them covered while in College uniform. Studs in piercings are not acceptable, nor are placing band-aids over piercings.

JEWELLERY

The College rule is that no jewellery is to be worn other than a watch. Year 12 students are permitted to wear their commemorative St Edward's ring.

Rings, bracelets, necklaces (other than a discrete Catholic image such as a small crucifix) are not allowed.

SCHOOL BAGS

All students in Years 7 to 10 are required to purchase the College bag from the uniform shop. College bags must be used at all times including Friday sport days.

Students in Years 11 and 12 may use an appropriate backpack, predominately black or grey in colour.

Bags should be free of graffiti and be kept clean and in good repair.

<h2>PARENTS AND FRIENDS' ASSOCIATION</h2>
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The College supports and promotes the membership and activities of an enthusiastic and pro-active Parents and Friends' Association. The College Executive considers the existence and operation of this body an integral component of open communication and parental interaction which is encouraged in the provision of education services at St Edward's.

The St Edward's Parents and Friends' Association has four broad and basic aims

- To encourage communication between parents and the College
- To assist the College through the contribution of labour and other resources
- To meet other parents in a social environment
- To help parents in their important role through contact with other parents

The Association aspires to achieve these aims through regular monthly meetings which are held on the third Wednesday of each month starting at 7:30pm in the Staff Lunch Room with the Annual General Meeting held in August each year. Meetings are conducted in a relaxed and informal atmosphere and all suggestions and comments are welcomed.

Examples of some of the activities and achievements of the Parents and Friends' Association

- Donates funds raised to the College to assist in the purchase of essential items
- Conducting information nights on a range of topics and interests
- Organises and runs school discos with St Joseph's Catholic College
- Assisting with College Open Days, as well as with Year 10 and Year 12 Graduation Events

All new parents to the College are encouraged to participate in the activities offered by the Parents and Friends or to simply utilise the channels of communication. Further information is available by contacting the president of the Parents and Friends' Association through the College Office or website.



COLLEGE POLICIES

STANDARD PRIVACY COLLECTION NOTICE

1. St Edward's College collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at St Edward's College. The primary purpose of collecting this information is to enable the College to provide schooling for your son.
2. Some of the information we collect is to satisfy the St Edward's legal obligations, particularly to enable St Edward's College to discharge its duty of care.
3. Laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.
5. Occasionally St Edward's College discloses personal and sensitive information to others for administrative and educational purposes. This includes other schools, government departments, Catholic Education Office, the Catholic Education Commission, your local diocese and the parish, schools within other dioceses, medical practitioners, and people providing services to St Edward's College, including specialist visiting teachers, Old Boys Association, sports coaches, volunteers and counsellors.
6. Personal information collected from students is regularly disclosed to their parents, carers or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in school newsletters, magazines and on our college website.
7. If you do not wish the sharing of information between organisations in relation to your child's enrolment/education at the College, please inform the Principal in writing.
8. Parents may seek access to personal information collected about them and their son by contacting St Edward's College. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the St Edward's duty of care to the student, or where students have provided information in confidence.
9. As you may know St Edward's College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the St Edward's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. We may include your contact details in a class list and school directory.
11. If you provide St Edward's College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to St Edward's College and why, that they can access that information if they wish and that St Edward's College does not usually disclose the information to third parties.

CONDITIONS OF ADMISSION YEARS 7 – 12

The offer of enrolment is subject to the written acceptance of these conditions that elaborate on the conditions outlined in the application form which parents and students have already signed.

These conditions are:

1. The College accepts its role in the place of parents (“in loco parentis”) during school hours on campus or at an official activity off campus. The school is not responsible for the actions of students outside school hours but can extend its authority over students to include travel to and from school or out of hours if the reputation of the school is involved, or if the actions of students are likely to affect good order during school hours on campus.
2. Abiding by the Pastoral Care and Discipline Policy. (*See attached Policy*)
3. Assisting your son to abide by the existing School Rules (*as attached*) and to any other amendments published from time to time.
4. It is a prime condition of admission to St Edward's that students conduct themselves in a manner that reflects due respect for staff and their peers. Students who consistently breach this responsibility may have to forfeit their place at the College.
5. Parents are expected to consistently support the actions of the school in discipline matters. While discussion is encouraged and some disagreement natural, if the College feels that parents are not supportive of actions taken then the student's enrolment at the College may be called into question.
6. Engaging in acts of violence, discrimination, harassment, bullying or intimidation will not be tolerated. One serious incident, or consistent breaches or failure to participate in mediation or counseling could be grounds for termination of enrolment.
7. There is a 'no drug' policy at the school. Students in possession of illegal substances or dealing with them will normally be suspended pending investigation. Termination of enrolment could also be a consequence.
8. Any student, who needs to carry any long term medication on his person during school hours or activities, will need to note this on the enrolment form and inform the Year Coordinator.
9. It is a condition of enrolment into this College that a student must be prepared to make his locker or bag available for inspection and agree to show the contents of his pockets if requested to do so by the Principal or his delegated nominee.
10. Students are expected to conform to the standard of dress and grooming outlined in the Prospectus.

11. School Transport Services are provided free to eligible students who are expected to abide by the Code of Conduct outlined by the transport companies and the government. Where this fails to work the College discipline policy may then be applied.
12. Parents agree to accept responsibility for the payment of fees in accordance with the attached Financial Policy.
13. As communication is paramount in the mutual education of your son we expect to be kept informed, in writing, of any absences or relevant changes in family circumstances especially changes of address, telephone and pending family moves.
14. If your son is intending to withdraw from St Edward's College, ten (10) weeks' notice in writing is required.
15. Students are expected to be involved in all relevant school activities, including camps, retreats and excursions, and otherwise offer their skills and talents to the growth of their school wherever possible.
16. Continuance at St Edward's in Years 11 & 12 is not automatic and is subject to review in the middle of Year 10. According to Government regulations, students must remain at school until they are 17 years of age. We ask our Senior Students to sign the Senior Agreement which indicates they accept the responsibilities entailed with being a Senior Student at the College.
17. The product of student work may be displayed by the College at various times and must be made available if requested. Likewise the College reserves the right to use such work or representation of it (via photographs, video etc.) or the responsible student in publicity opportunities or printed material.
18. The College reserves the right to change the conditions during the period of attendance at the College with any changes being notified in writing to the College community.

FINANCIAL POLICY

Conditions and Notes

1. All persons signing the Application for Enrolment Form and Enrolment Acceptance Form are deemed to be jointly liable for all fees, levies and charges payable to the College. This agreement applies, regardless of any changes in the relationship between co-signatories, any child support arrangements or any private agreement with a third party regarding payment of fees, levies and charges. Accounts are not split and fee statements are sent to both signatories.
2. Fees are invoiced in January and signatories have the option of paying in full at the commencement of the school year or paying by weekly, fortnightly or monthly instalments. The accepted method for the payment of fees is via a direct debit authority. The direct debit authority is included on the fee statement sent to you in January. The authority is required to be completed and returned to the college Bursar by the first day of Term 1 of the school year. Contact needs to be made to the College Bursar regarding changes to payment of fees, including matters relating to financial hardship.
3. A sibling discount is applies to brothers attending St Edward's College. As St Edward's College is not a CSO (Catholic Schools Office) school, it does not offer sibling discount or relief from payment of the building levy for students with siblings attending other schools in the Diocese.
4. Withdrawal from the College – **Ten Term Weeks'** notice of withdrawal of a student from the College is required **in writing to the Principal or College Registrar**. Upon withdrawal, parents remain liable for all fees up to the withdrawal date or a date ten term weeks after notice is given whichever is the latest.
5. Parents will be charged the replacement cost of damaged and/or unreturned textbooks and library resources. Please refer to the personal learning device agreement regarding financial commitment and the reference to insurance/damage of said device.
6. The College insures its own property. It cannot insure the belongings of any student. The College takes out a 24 hour Accident Insurance (conditions apply) on behalf of all students. Please make enquiries regarding such insurance policies to the College Office.



PASTORAL CARE POLICY 2018

(Reviewed 2017)

Pastoral Care presupposes that all members of the school community are worthwhile and that they have the opportunity to fully develop as an individual.

It is based on the following:

- Each person is created in the image of an all loving God
- Each person is inherently good
- The role of teachers is to help our students to grow and develop as responsible people
- Each person is unique, possessing special gifts
- Each person's way of thinking is considered
- Each person needs to experience security and belonging
- Members of the school community are open to, and supportive of, each other

For the programme to be effective, students need to experience an atmosphere of respect, love and support, which is communicated through a variety of inter-personal contacts where the members of the school community take a personal interest in each other. As caring adults we are real to our students so as to help them in their personal growth, without abandoning our own identity. It will involve offering guidance and correction so as to enhance the best interests of the individual and the school community. The College has adopted a philosophy in Pastoral Care of Restorative Justice, which provides the College with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, Restorative Justice looks for ways to repair damaged relationships and improve existing relationships within the structure of St Edward's College.

All members of the community are called to exercise Pastoral Care to each other. Students are known and treated as individuals, but are well known by at least one staff member who helps them in their personal growth. This is formalised through the Tutor System where each tutor is responsible for a range of students from Year 7 to Year 12. The vertically integrated Tutor Group is the basic unit of the school and therefore of the Pastoral Care system. It aims to expose the students to a caring adult, but also a range of students of differing ages who will also help the development of the individual. Peer help is often the best method of solving problems. By mixing in an informal group the interaction of a variety of ages will benefit all. The older students are able to take some responsibility for the younger students and induct them into the ethos of the College. The younger students are able to know and relate to older students and know well at least a small group of students across the entire school.

Most Pastoral Care occurs in the daily interaction and activity of the school and is carried out by all members of the school community. It comes through the ordinary interaction between staff and students. It is often unplanned, and sometimes even unconscious, because it is a disposition. Pastoral Care involves attitudes and relationships both inside and outside the classroom. It is both proactive and reactive so as to best serve the needs of the College community. It is the basis for what occurs at St Edward's College.

IMPLEMENTATION

Student's Rights and Responsibilities

To be able to learn and participate fully in all classes and activities

- To try my best
- To pay attention in class
- To be involved in school activities
- To develop my skills with the help of my teachers
- Never to miss school or lessons without permission
- To be on time for class and all school activities
- To be always in the right place at the right time
- To bring the necessary books and equipment to class
- To complete all my set work and not to disturb the work of others

To enjoy a clean attractive environment

- To look after school furniture and property
- To put rubbish in bins
- To keep classrooms clean and tidy
- To take good care of textbooks and library books
- To keep desks, walls and pin boards free of graffiti
- Not to eat or drink in classrooms or the Edmund Rice Centre

To have a good school name

- To wear my uniform with pride
- To behave well at all times
- To show respect to visitors
- To display good sportsmanship

To be in a safe well ordered environment

- To have my diary with me during lessons
- To follow teachers' directions regarding the use of equipment and facilities
- To move in an orderly manner, keeping to the left of stairways and verandahs
- To get on/off buses safely and waiting for the bus to stop
- To listen for bells and move when I should
- To report to College Front Office if I am late for school
- To stay away from Out of Bounds areas
- To bring absentee notes to Tutors
- To return all borrowed equipment

To be treated with respect, understanding and courtesy

- To be supportive of others
- To be friendly and helpful
- To respect a person's good name
- To treat other people with respect
- To express different opinions politely
- To listen another point of view
- To co-operate with teachers by helping when asked

To have my property respected

- To take care of my possessions
- To take care of other people's books, bags, etc.
- To ask before borrowing and return borrowed items promptly
- To leave other people's possessions alone
- Not to write on other people's belongings

To share a just and honest environment

- Don't steal
- Don't lie
- Don't cheat
- Do not accept lying, stealing or cheating by others
- Don't use offensive language

LEVEL SYSTEM

Teachers use their own systems of rewards and punishments within the classroom and the schoolyard situation. They also make use of the College's own system as a more formalised procedure.

The Level System, which applies to Years 7-12, acknowledges and rewards students' achievements in relation to Behaviour, Service to the College and Academic Effort. The System makes them responsible and answerable for behaviour that is not acceptable in the College. The good behaviour is acknowledged when teachers give students Merit Slips. These are accumulated and once a student has received 10 Merits, he may exchange these for a Tutor Teacher Certificate presented by his Tutor Teacher. Further recognition of positive behaviour is through their Year Coordinator in the form of a Positive Behaviour Certificate that is awarded twice a term. Service Certificates are also received by students for representing the College in areas such as sporting, cultural activities or charity collections. Academic/Effort Certificates are awarded twice a term in each class and a more formal Academic/Effort Certificate is awarded at a College Assembly each Semester as recognition of student's Academic/Effort across a number of subjects. Unacceptable behaviour is acknowledged by Detention, being sent to timeout that may result in suspension from school, movement down through the Level System and the restrictions that are associated with that negative level.

Corporal punishment is not an acceptable form of discipline and, as such, is prohibited at school. The College does not explicitly or implicitly sanction the administration of corporal punishment by non-school personnel, including parents, to enforce discipline at school.

POSITIVE LEVELS ACKNOWLEDGING GOOD BEHAVIOUR

When students are enrolled at the College they enter the Level System at Level Three and can move up to Level One Gold if they attain certificates in the areas of Behaviour, Service to the College and Academic/Effort. Students in Years 9, 10, 11 and 12 can self-nominate for movement between levels through their Year Coordinator and this involves having their teachers complete a "Code For Learning" assessment sheet where teachers can confirm the student's behavior and attitude is at a commendable level. Students at Level One Gold are seen as students who have contributed to all areas of the College and need to sustain this in order to remain on the highest Level. Students who display inappropriate behaviour may move down through the system to Level Five where privileges are withdrawn from them such as Sport or Disco attendance until they have progressed to a more positive aspect of the system.

Teachers will distribute Merit Slips when a student's behaviour warrants it. Merits can be awarded at any time. These are given for such things as the following:

- Outstanding results/efforts in Tests/Assignments;
- Special effort in or out of class;
- Outstanding work/effort in homework
- Meritorious efforts in the yard;
- Other activities that should be rewarded.
- Cooperation
- Attitude
- Punctuality
- Respect for Staff, students and College

Positive Behaviour Certificates are awarded twice a term by the Year Coordinator to students who don't receive a detention or timeout within that period of the term.

Teachers will award Subject Teacher Certificates twice a term for such things as:

- Assignments
- Special effort
- 100% effort in class
- Bookwork
- Gifted and Talented activities
- Attending workshops
- External competitions
- Exam results
- Assignments
- Improved performance
- Consistent effort
- Working independently
- Regular homework

Semester Academic/Effort Certificates are awarded to students at the end of each semester at a College Assembly when a number of teachers have nominated a student for their Academic/ Effort in their subject. These are seen as high achievement awards hence they carry a weighting of two in the Level System.

Service to the College Certificates are awarded to students for contribution in areas such as:

- | | | |
|---------------------------|-------------------|---------------------|
| • Sporting representation | • Open days | • Debating |
| • Cultural representation | • Peer tutor | • Altar Service |
| • School representative | • Founder's Day | • Choir |
| • Peer guidance | • Reader / writer | • Art show |
| • Community service | • SVDP | • Drama performance |
| • Social justice | • Concert band | • Sound system |

When a student has received ten (10) Certificates across any of the areas of Behaviour, Service or Academic/Effort they can be given to the Year Coordinator who then issues a Silver Certificate. If the student was on Level Three he would then move to Level Two Silver. Apart from the Silver certificate, a student on Level Two may obtain permission to go home from Sport on Fridays. A student can continue to exchange ten (10) Certificates for Silver Certificates. Progression to Level One Gold is only achieved when a student receives a minimum of two Silver Certificates that indicate a nominated contribution from that student across all areas of Behaviour, Academic/Effort and Service to the College.

At Level One Gold a student receives a Gold Card and has available various opportunities including:

- Level One Gold day out at the movies and lunch supplied each Semester
- First on the bus after Seniors
- With parental permission, lunch at East Gosford one day per week as determined by the Pastoral Care Coordinator
- Principal's Award if Level One is attained for four Years
- Choose first with Sport selection after Seniors
- Go home straight from Sport

When students attain a minimum of two Silver Certificates across the various categories they need to present these to the Pastoral Care Coordinator who will acknowledge their achievement with a Level One Gold Certificate. The Principal of the College usually formally presents these.

Each of the Pastoral Levels brings responsibilities as outlined:

- **Level Three entry** - Working well in a **number of subjects** and behaviour is **good** in most aspects of school life
- **Level Two Silver** - Working well in **all subjects** and behaviour is **very good** in all aspects of school life;
- **Level One Gold** - Works well in **all subjects** and can be relied upon to do what is correct **at all times**.

Students may change one Level at a time. At the end of the College Year students on Levels One and Two will move back one Level and will need to attain the various Certificates again in order to move again to the highest Level Gold. Gold students will only need to attain one Silver Certificate in the areas of Service and Academic/Effort in order to move back to Level One Gold. Students who finish the year on either **Level Four or Five** may negotiate with their Year Coordinator their return to Level Three to commence the new year.

Students on Levels One - Three who misbehave move back ONE level and receive the normal punishment for their misbehaviour. Any Level One - Three student who is suspended due to Timeout or Detention will automatically drop a Level. If they are on Level One or Two and are sent to Timeout more than once per term, they also will drop a Level. These students return to a higher level via the usual procedure that may include successful completion of monitoring sheets or attainment of certificates.

NEGATIVE LEVELS AND TIMEOUT

Students do not always do what they are supposed to do. At times they fail to live up to the standards that the College and their parents expect. In doing so they not only hurt themselves, but they hurt others. This may be physical, but more often it impinges on the rights of others, such as the right to an education or the right to be able to participate in a class activity. When such unacceptable behaviour occurs consequences follow, just as they do when acceptable behaviour occurs.

Timeout is designed to give teachers a quick, effective way to deal with misbehavior in the classroom, misbehavior that is preventing them from teaching and preventing students from learning. Timeout will also provide the student with the opportunity to reflect on inappropriate behaviour and whether he is achieving his goals. Over time the changes will assist students to modify inappropriate behaviour and prevent it from escalating to a more serious situation. Parents will be involved at an early stage – they will be notified in writing if their son's behaviour is beginning to be problematic to him and others.

As students can move up through the Level System, they can also move down through the Level System. They move through Level Three to Level Five, which is the lowest Level. After this Level he is deemed to be out of the normal system and in a special programme under the auspices of the Pastoral Care Coordinator and/or the Deputy Principal.

A student moves from Level Three to Level Four by being suspended as a result of Timeout or by accumulating three Detentions. He moves from Level Four to Level Five by obtaining further suspensions. Level changes are effective from the day on which the student receives his suspension.

A student who is placed on Level Four needs to recognise that his actions are inappropriate and needs to modify his behaviour accordingly in order to progress back to Level Three entries. At this stage parents will be contacted again and students will be offered various support mechanisms that the College has available including counselling. Other support mechanisms include interviews and monitoring sheets.

A student who is placed on Level Five could face some or all of the following consequences

- Not attending disco
- Not attending internal or external excursions or special class activities;
- Not representing the College in any capacity;
- Parent interview with the Pastoral Care Coordinator and/or Deputy Principal
- Not attending Friday activities
- Lengthier suspensions

Boys who move down to Levels Four and Five as a result of suspension will be placed on a classroom-monitoring sheet where teachers will comment on their behaviour and application each lesson. Boys will move up one level (eventually back to Level Three) when their sheets over a five or ten day period show a rating of three or above (out of five) for 80% or more of the time. Boys who, after suspension, move down to Levels Four or Five can also apply to return to a higher Level via the usual certificate procedure.

Students may receive a range of punishments for misbehaviour. In addition to Level changes they may also receive Detentions (Thursday or Saturday). These are notified in writing. Students will be given a Thursday Detention for the following:

- Unacceptable behaviour (spitting, graffiti, throwing food)
- Serious insolence or offensive behaviour
- Truancy from a period
- Misbehaviour on public transport
- Bringing offensive or inappropriate material to school
- Mobile phones being used inappropriately from 8.40am to 3.03pm
- Other matters as determined by the appropriate authority

On rare occasions a student's behaviour warrants more serious action than a detention. When very serious disregard of school rules occurs, a student may be suspended. Such an action is not taken lightly and sends a clear message that the student is pushing the limits of his enrolment.

Examples of such actions are:

- Serious misbehaviour, including assault or bullying;
- Bringing or using alcohol or prohibited drugs to school or a school function.
- Other matters as determined by the appropriate authority.

Extreme misbehavior may result in immediate suspension from school.

For pastoral reasons the above may be varied by the appropriate authority.

THE SENIOR STUDENT - YEARS 11 AND 12

Seniors, as older members of the school population, have increased freedoms but also increased responsibilities. Whether they are an elected leader or not, all Senior students have the task of being an effective role model and leader for Junior students. This occurs in three areas:

- The appropriate wearing of the school uniform, at school, travelling to and from school and on or at school functions
- Appropriate behaviour
- Demonstrating an appropriate work ethic, especially during study

The Senior student is expected to be a leader in the Tutor Class, assisting the teacher in administrative duties and in the pastoral care of the younger members of the class.

More is expected of a Senior student, because of their age. What might be forgiven or excused in a Year 7 student because of his immaturity would not be excused in a Year 11 or 12 students who should know better. Conversely, staff will be prepared to discuss inappropriate behaviour and its consequences with Senior students more than they would with younger students. This discussion, if fruitful, will often replace punishment.

The privileges and freedoms outlined below are automatic upon entering the Senior school. The Level System does apply to the Seniors who commence Year 11 on Level Two Silver. The same Certificates as awarded to Juniors are available to Seniors who should recognise these as valuable instruments in their search for employment. Level One students are acknowledged in Year 11 by the Senior badge and in Year 12 by the School Leader badge. The school may withdraw any of these privileges and freedoms if a Senior student misbehaves or lacks the maturity to cope with them. This would normally be at the discretion of a Year Coordinator and would usually be for a set time period.

Relationships between staff and Senior students are often characterised by a greater informality. The classes are smaller and in some subjects students and staff work together outside of the normal school hours. As it is post-compulsory education the emphasis is more on the student completing the required study because he has chosen to be at school and the teacher's role is to assist him in that process. A Senior student is expected to be more self-motivated and self-disciplined than a Junior school student.

Being a Senior student is being a leader in the school community. It is not just a badge or a different coloured shirt. Senior students are expected to be co-operative, hardworking and supportive of the College. They should be developing initiative, self-reliance, tolerance, understanding and maturity as they prepare to take their place in the adult world.

Seniors still operate within the Timeout System and may be given Detentions for inappropriate behaviour. During detention they are encouraged to use the time wisely by being allowed to complete work related to their studies.

PRIVILEGES AND FREEDOMS OF THE SENIOR STUDENT

- Senior students are not required to have a College bag. A plain black bag is an acceptable alternative.
- All Seniors, with written parental permission, are allowed to visit the East Gosford shops lunchtime one day per week as determined by the Pastoral Care Coordinator.
- Senior students are treated in the same way as a Junior Level One Gold students when applying for Friday afternoon activities and getting on the bus first.
- Senior Study will be held in the Library with a teacher supervising. It is for quiet study only. If a student wishes to study elsewhere, he must have an authority slip signed by the classroom teacher, their Year Coordinator and if using the Library, the Librarian.
- Seniors are allowed to study in the Library unsupervised or to study in the Senior Area, during their designated study periods with permission of the supervising teacher. Study in the Library is for silent, individual study only.
- Seniors have their own playground area that is off limits to Junior students. It is their responsibility to keep this area clean.
- During examinations Seniors are not required to attend school unless they have an examination.

- Seniors, provided they complete the necessary documentation obtained from their Year Coordinator, are allowed to drive to and from school.
- Senior students may leave before activities on Fridays unless classes are scheduled during Activities.

COLLEGE COUNSELLORS

The School Counsellors provide an opportunity for students or parents to discuss matters that are of concern to them. The aim is to help both groups have a better relationship with the College so that the students might be more settled and in tune with the wider educational process of the school. It is an attempt to provide pastoral care in a very practical form to those who need it. It is very much in tune with the statements outlined in the early part of the Pastoral Care Policy. It occurs in “an atmosphere of respect, love and support.... and help(s) them in their own personal growth and development”. It is placed in the bedrock of acceptance, respect, and care, understanding and real interest.

While all members of staff exercise Pastoral Care, the College Counsellors offer professional, specific and direct help that is beyond the training of staff members. It is a confidential process where relevant information is fed back to staff as required and students are given strategies to deal with their difficulties.

The Counsellors intervene when there has been a major trauma in the life of the student and/or his family or he is affected by external trauma. In such cases the Principal, Deputy Principal, Pastoral Care Coordinator or Year Coordinators refer the student(s) directly to the Counsellor. Staff may also refer students to the Year Coordinator if they believe there are specific problems and, they in turn, may refer the student on. Parents may also ask the Counsellor to intervene if they have concerns about their son. They may also see the Counsellors themselves to discuss problems or strategies. Students may also refer themselves if they so desire. In case of major trauma or emergency situations, outside help or support networks may be used.

Currently the College has two full time Counsellors. They, and the outside agencies that they utilise, form the basis of the counselling at St Edward's. They are located in the Pastoral Care area. Students have access to them at all times.

BULLYING

INTRODUCTION

Bullying is defined as “any action or implied action, such as threats of violence, intended to cause fear or distress”. In the words of students at St Edwards College “it is giving someone a hard time for no specific or apparent reason”.

Such bullying can be emotional, verbal and/or physical. It can be subtle or obvious, and can occur once or over a period of time. Whatever form the bullying takes it utilises the illegitimate use of power in order to hurt others. Examples of bullying are threats of violence, actual physical violence or intimidation, verbal malice, exclusion of the victim and harassment (including sexual or racial). It also includes electronic bullying, outside the College hours. Students may be skilled in bullying behaviours such as fighting, manipulating or intimidating. Others may be skilled in those behaviours associated with being a victim, such as attention seeking, over sensitivity and the inability to have their needs met. In both categories students are often inadequate in the socially desirable behaviours, such as negotiating differences, dealing with conflict, responding to failure, responding appropriately to stressful situations, to rejection, peer pressure and anger.

This policy is designed in response to the understanding that bullying has painful consequences for the victim and also subsequently for the classroom environment and the College's learning culture. This is because a student's feeling of safety and their ability to learn is affected by the power struggles within the school environment. This Policy acknowledges that early intervention to address bullying behaviours may reduce the incidence of anti-social behaviours in adulthood.

Research has shown that taking two important steps can reduce bullying:

- Creating an active, practical policy;
- Openly discussing bullying (silence and secrecy nurture bullying).

THE PROACTIVE PROCESS

- Staff will actively supervise students in all school activities.
- The College's attitude to bullies will be communicated to boys on a regular basis through College Assemblies.
- The rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using the College email; bullying@stedwards.nsw.edu.au
- The College also surveys various Year groups regarding bullying throughout the year.

REPORTING BULLYING BEHAVIOUR

Students report the behaviour to the tutor, another teacher, directly to a member of the Pastoral Care Team or through the College website.

When bullying is reported the following may occur:

- Peer conferencing between the victim, support person/s, the bully/bullies and supporting teacher.
- Follow up by the supporting teacher.
- Contact with the parents of the victim and the bully.
- If the bullying is repeated, intervention by Pastoral Care Coordinator, who may involve the Police Liaison Officer in serious cases involving physical or cyber bullying.

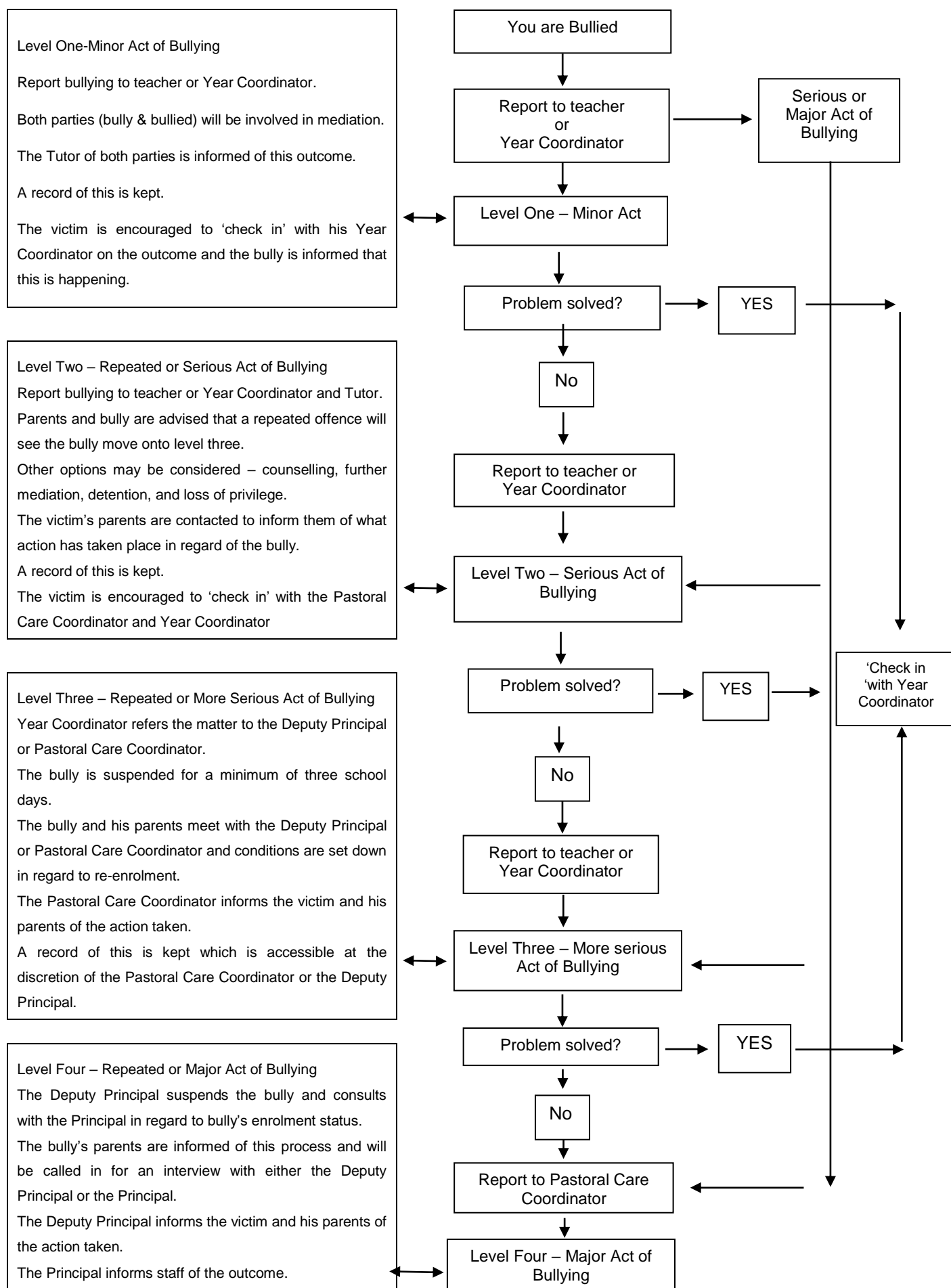
CONCLUSION

One of the main aims of St Edward's College is to ensure that all members of the College Community feel valued. Productive and enjoyable relationships will flow from this and will acknowledge the individual differences of each member. In particular we endeavour to encourage all to respect the spiritual, educational, mental, emotional and physical well being of others. Our Pastoral Care Policy is based on the inherent goodness of each student. This will require a high degree of self-respect and self-discipline.

The belief that we value others leads us to act in certain ways. Our Pastoral Care Policy outlines the framework within which we operate. As we help our students grow into adulthood, we exercise care and concern for them. We try to accentuate the positive elements, and help students move from the negative behavioural areas. They therefore become conscious of the consequences of their behaviour and act accordingly.

As adults we offer acceptance to our students in the difficult time of growing through adolescence. We respect them and communicate this to them through the care that is offered. We give them understanding as they cope with the pressures of their lives. This comes through as a real interest in them and their activities. By so doing, we encourage them to be better members of the St Edward's Community and also better human beings for having attended this College.

SAFE SCHOOL PROCEDURE





ST EDWARD'S COLLEGE

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION

Where young men achieve



EDMUND RICE EDUCATION
AUSTRALIA

OUR CODE FOR LEARNING

**I respect learning
by valuing:**

Organisation

Cooperation

The right to learn

Participation

Independent study

Academic excellence

**I show commitment to
learning through:**

Being prepared and punctual

- Managing my time effectively
- Meeting my deadlines

Following instructions

- Working cooperatively with teachers and other students
- Helping others

Paying attention

- Not disturbing others
- Not being disrupted by others

Being actively involved

- Asking and answering questions
- Listening and completing assigned work

Developing an effective study routine

- Completing my homework
- Researching, reading and revising regularly

Doing my personal best

- Showing pride in my work
- Setting and trying to achieve goals