



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE



Student Handbook



**EDMUND RICE EDUCATION
AUSTRALIA**

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



Liberating Education

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.



Gospel Spirituality

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.



Inclusive Community

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



Justice and Solidarity

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

Student Handbook

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Message 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 Christian Brothers schools worldwide. The touchstones being: *Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.*

St Edward's first and foremost is a Catholic college 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.

Mark Bonnici
Principal

Foundation and History

In 1844 Mr William Shone received a land grant for the vacant land in Frederick Street, East Gosford. 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 Mrs 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 Plum 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. The centre offers students' trade-based training while completing Years 10, 11 and 12.

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

Edmund Rice Education Australia

Edmund Rice Education Australia (EREA) is the body of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

EREA schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity.

Established by the Christian Brothers in 2007, EREA now governs the schools owned by the Brothers at that time. With the addition of schools established since 2007 there are 48 schools in 2014 enrolling over 35,000 students, through all states and territories of Australia. As part of their mission within the Church and inspired by the charism of Blessed Edmund Rice, schools offer an education guided by the Charter for Catholic Schools in the Edmund Rice Tradition.

EREA has its own canonical and civil identity but remains closely connected to the Christian Brothers and their ongoing ministry. Schools operate in dioceses with the mandate of the Bishop of the diocese and work closely with local Diocesan education authorities.

The opportunity for EREA is to reinforce the distinctive values of Edmund Rice Education through a national and unified network of Australian schools and educational entities.

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, ones ideals and the future are 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.



College song

We'll ring out three cheers to 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',
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',
Forever the black and red.



Houses

Shanahan Coat of Arms (Blue House)

Argent - White or silver. It represents purity, innocence, beauty and gentleness.

Azure - A bright blue colour which represents truth and loyalty.

Fox - Signifies one who will use all that one may possess of wisdom and wit in one's own defence.

Mullet - A five pointed star that represents a knight's spur; they mean divine quality from above.

Saltire - A letter 'X' shape which represents St Andrew's cross. St Andrew asked for this shape cross for his execution to set himself apart from Jesus. It stands for humility.

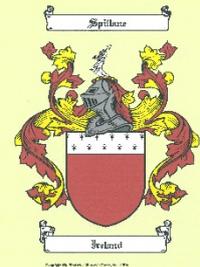


Spillane Coat of Arms (Red House)

Chief - The upper part of the shield. It was often granted as a special reward for prudence and wisdom or successful military command.

Ermine - One of the furs used in blazoning, represented by a field of white and black spots. It is a mark of dignity, often royalty.

Gules - The colour red. This colour signifies the qualities of military strength and nobility and fairness.



Knights Coat of Arms (Green House)

Argent - White or silver. It represents purity, innocence, beauty and gentleness.

Azure - A bright blue colour which represents truth and loyalty.

Bordure - This charge is used to show the difference between relatives bearing the same arms and as an augmentation of an honor.

Canton - As in a flag borne at the top corner of the shield. It was a reward from the sovereign for performance of eminent service.

Gules - The colour red. This color signifies the qualities of military strength and nobility and fairness.

Or: The colour gold. It denotes the qualities of generosity and elevation of mind.

Pale - A vertical band. Use of this charge denotes military strength.

Spur - Used primarily by Knights, this equestrian tool denotes preparedness for duty.



Doolan Coat of Arms (White House)

Argent

White or silver. It represents purity, innocence, beauty and gentleness.

Gyron - Alternating colour in the shape of a pinwheel. It denotes the joining of forces and resources to defeat an enemy.

Sable - Black. This colour denotes constancy or grief. This may refer to the animal sable prized for its fur.



College Timetable

Term Dates

Term 1	Thursday 30 January 2020 (Years 7, 11 and 12 only) Friday 31 January 2020 (Years 8-10) to Thursday 9 April 2020 (Years 7 to 12)
Term 2	Monday 27 April 2020 to Friday 3 July 2020
Term 3	Tuesday 21 July 2020 to Friday 25 September 2020
Term 4	Monday 12 October 2020 to Thursday 10 December 2020

Home Room

Home Room consists of approximately 27 students made up from Years 7 to 12. In most cases, students will remain in the same group throughout their time at the College. Home Room will also determine the house colour students are placed into.

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.

Each day commences with Home Room, the attendance roll is marked, and students are informed of any important notices this includes any opportunities for students to try out for College activities including sporting events. Any unexplained absences will be followed up by the College via an SMS message. Parents are then asked to email, text or call informing the College of their son's absence. If parents choose not to respond using any of these options, an absentee note will need to be provided on the student's first day of return. If no response is received within 7 days, the absent will be marked as unexplained on the students attendance record.

Sporting Teams and other Opportunities

The College has a long tradition of sporting competition with many remarkable successes. A comprehensive range of sporting activities and opportunities are offered to students. Each Friday, time is allocated for students to participate in a variety of sports and activities. Students in Years 7 and 8 participate in activities on a rotational basis and students in Years 9 and 10 choose an activity each term.

Order of the Day

The College timetable follows a ten-day cycle with six, 50-minute periods Monday to Thursday and three, 50-minute periods on Friday, due to afternoon activities.

The College always commences every year with the Week A timetable, followed by the Week B timetable. Weeks A and B continue to alternate for the remainder of the year.

Monday to Thursday		Friday	
8.45-9.00	Home Room	8.35-9.15	Home Room (Assembly)
9.00-9.50	Period 1	9.15-10.05	Period 1
9.50-10.40	Period 2	10.05-10.55	Period 2
10.40-11.00	Recess	10.55-11.15	Recess
11.00-11.50	Period 3	11.15-12.05	Period 3
11.50-12.40	Period 4	12.05-12.40	Lunch
12.40-1.20	Lunch	12.40-2.50	Sport Activities (Years 7-10)
1.20-2.10	Period 5		
2.10-3.02	Period 6	2.50-3.02	Home Room
3.02	Dismissal	3.02	Dismissal



Liberating Education

College Staff

Staff Member	Position
Executive Staff	
Mark Bonnici	Principal
Jay Sutton	Deputy Principal
Ron Featherston	Business Manager
Anthony Beacroft	Director of Mission and Identity
Jodie Connor	Director of Professional Learning
Jackson English	Director of Administration
Paul English	Director of Pastoral Care
Craig Friend	Director Information Technology
Chris Millar	Director of Enrolments and Marketing
Carolina Murdoch	Director of Teaching and Learning
Gerard Summerhayes	Director of Curriculum
Pastoral Care Team	
Paul English	Director of Pastoral Care
Heidi Englund	Year 7 Pastoral Leader
Paul Sullivan	Year 8 Pastoral Leader
Robert Speziale	Year 9 Pastoral Leader
Alex Powell	Year 10 Pastoral Leader
Eammon McCauley	Year 11 Pastoral Leader
Scott Beattie	Year 12 Pastoral Leader
Anthea Pearson	Wellbeing Leader
Terase Killin	Counsellor
Leaders of Learning	
Mark Austin	TAS
Elissa Bailey	Literacy Integrator
Lachlan Butt	Mathematics
Jason Carpenter	Sport
Patrick Dell	Social Justice
Juliana Dignam	Careers/VET
Sarah Evans	Visual Arts
Trent Foster	Science
Greg Hannelly	HSIE
Vanessa Henderson	PDHPE
Betty Kiekebosch	Diverse Learning
Anne McDonald	Food Technology
Michelle McDonald	English
Sarah Moulton	Teacher/Librarian
Elsa Ribal-Vigneau	Languages
Paul Toole	Music
Francesca Toomey	Religious Education
Matthew Young	Information Technology

Teaching Staff	
Cassandra Aitken	Science/Mathematics
Lisa Alcorn	English/French/Religion
Jessica Beagin	Art
Karl Beemster	Assistant Leader of Learning TAS
Mark Bondfield	TAS
Greg Boothe	HSIE
Jay Brown	TAS
Paul Buxton	TAS
Kylie Celebrin	Assistant Leader of Learning HSIE
Gaynor Clancy	Science
Sarah Cook	Junior Subjects
Michael Crawford	Science
Tina Danckert	Visual Arts/Religion/Mathematics
Richard Drozdzewski	Music
Richard Ellis	PDHPE
Josephine Emmett	Drama/Entertainment
Heidi Englund	Year 7 Core Subjects
Michael Gentle	PDHPE
John Griffin	HSIE
Suzanne Hatfield-Smith	English
Anthony Herringe	Mathematics/HSIE
Mark Holding	Mathematics
Graeme Judd	HSIE
John Kershaw	TAS
Michael Lord	Science
Richard Massey	Mathematics
Scott Massey	TAS/Food Technology
Kristen Mantellato	Assistant Leader of Learning Science
John Moloney	Science
Scott Murray	TAS/Friday Sport
Kylie Nowalinski	English
Tanya Olip	Science
Amber Pols	English/HSIE
David Ritchie	Mathematics
Sonya Robinson	Year 7 Core Subjects
Frank Samyia	Assistant Leader of Learning Mathematics
Greg Steele	Year 7 Core Subjects
Richard Streeting	PDHPE
Santhe Titheradge	English
Nicole Thomas	English/Religion
Sonia Welsh	Science
Teachers' Support Staff	
Mandy Austin	Science Laboratory Assistant
John Breneger	TAS Support
Jacqueline Butters	Library Assistant
Lorraine Davey	Food Technology Assistant
Kathy Edwards	Teacher's Aide
Ray Fitt	Teachers' Aide
Anne Lynn	Teachers' Aide
Camille McArthur	Library Assistant
Frederika McCarthy	Library Assistant
Mandy Murray	Library Assistant
Raelene Notley	Teacher's Aide
Julie Plumb	Library Assistant
Marilyn Reynolds	Teacher's Aide
Susan White	Science Laboratory Assistant

Information Technology Support Staff	
Bret Clayton Gavin Hannelly Victor Olbromski	Information Technology Support Information Technology Help Desk Information Technology Support
Book Room	
Sue Kane	Bookroom Assistant
Administration	
Rehan Anjum Meagan Armstrong Kellie Atkinson Simone Bartlett Kylie Beynon Stephanie Cabban Brenda Donnelly Rhonda Featherston Kerry Friend Cathy Ginsburg Margaret Williams	College Accountant Executive Assistant to the Principal Enrolments/Parent Network Liaison Administrator Student Reception/Accounts Administration – iWise Finance Officer Teacher's Secretary Accounts Communications Administrator Student Reception Reception
Maintenance Staff	
Wendy Weir Matthew Archer Kristine Chaytor Trent Claridge Tania Graham Mark Hawes Don Jardine Billy Moore Gregory Ryan Joanne Taylor Kurt Taylor	Property Manager Groundsperson Cleaner Supervisor Maintenance Supervisor Cleaner Maintenance Maintenance Cleaner Cleaner Cleaner Cleaner

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 and use iPads for making moving movies and book trailers. The Library is open every day from 8am and closes at 4pm. Students are also supported in the morning with teacher assistance for homework and assessment tasks.

Sporting Facilities

The College has considerable grounds; including:

- 1 rugby league/union oval
- 1 football/soccer combination oval
- 1 cricket oval with synthetic turf wicket
- 2 cricket training nets with synthetic turf wickets
- 2 outdoor asphalt basketball courts
- 2 long jump pits
- 2 concrete discus/shot-put circles
- Undercover tiered grandstand
- Shade structure for sport spectators
- Undercover bus shelter area
- Central quadrangle with 6 handball courts and shade structures for shelter



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 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 personal 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 College 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.

I respect learning by valuing:	I show commitment to learning through:
Organisation	<ul style="list-style-type: none"> • Being prepared and punctual • Managing my time effectively • Meeting my deadlines
Cooperation	<ul style="list-style-type: none"> • Following instruction • Working cooperatively with teachers and other students • Helping others
The right to learn	<ul style="list-style-type: none"> • Paying attention • Not disturbing others • Not being disrupted by others
Participation	<ul style="list-style-type: none"> • Being actively involved • Asking and answering questions • Listening and completing assigned work
Independent study	<ul style="list-style-type: none"> • Developing an effective study routine • Completing my homework • Researching, reading and revising regularly
Academic excellence	<ul style="list-style-type: none"> • Doing my personal best • Showing pride in my work • Setting and trying to achieve goals

Subjects Studied

Throughout the years of 7 to 10, students 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
- English
- Mathematics
- Science
- History
- Geography
- Technology
- Music
- Visual Arts
- 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
- Personal Development, Health and Physical Education

In addition, students in Year's 9 and 10 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.

Textbooks

All textbooks are supplied by the College, as required. It is expected that all textbooks are returned at the end of each year (or as requested) in a condition that reflects normal wear and tear. Textbooks that are lost or damaged will need to be repaired or replaced at the cost of the student.

Personal Learning Device

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.

In 2018, the Personal Learning Device program (PLD) was introduced providing every Year 7 student access to their own laptop computer in a wireless environment. From 2021, students across Year 7 to Year 10 will have access to their own laptop computer.

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's 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.

Home Study

Homework refers to all work teachers expect students to do out of College hours, i.e. assignments, daily homework, preparation for tests, reading of set texts, and study for examinations. Educational research indicates that homework has an important role to play in the learning process. The amount of homework set will vary from teacher to teacher and subject to subject. It will also range 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.

Assistance is offered Monday to Friday from 8am to 8.45am in the library to support students with their homework and assessment tasks.

Aims of Homework

Homework at St Edward's College has the below 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

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 College hours (e.g. at lunch) where some or all homework can be completed or imposing a College service penalty on the student.

Assessment Policy

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 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.

Gospel Spirituality

Six-Year Formation of Students

St Edward's College students demonstrate resilience, discipline and perseverance on their learning journey. 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 - Respectful Relationships 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 Blessed 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 the College 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 program and highlights the transition into the Senior College. Involvement in Leadership Prefect portfolios is encouraged, and leadership is acknowledged through the badging of the College Leaders in the 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.



Outdoor Education

Camp Program

St Edward's College camps program is designed to complement the College'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

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



Destinations

- Year 7 - Outdoor Education Experience, Morriset
- Year 8 - Outdoor Education Experience, Mangrove Mountain
- Year 9 - Outdoor Education Experience, Douglas Park
- Year 10 - Active Learning Initiatives

Retreats

The focus of the retreat program is to bring to life the Religious Education that is taught in the classroom. In combination with the Social Justice program students are able to call upon what is taught and link it to the real world.

It is an expectation of every senior student at the College that they participate fully in the Religious Education program of the College. This includes lessons, liturgies, excursions and retreats.

The Year 11 and Year 12 retreats form an integral part of the College curriculum and are, therefore, compulsory for each senior student.

Year 12 Retreat

This retreat provides students with an opportunity to reflect on their personal journey at a significant time in their life. The students will be taken to a country setting, the Christian Brothers Retreat Centre at Mulgoa, where they will work with a retreat team. The team will facilitate an experience that will consist of group activities, discussion, personal thinking time and prayer. These activities are designed to enable the students to look at where their life is at present and where they might be heading. They will be guided by the team to reflect on their relationships with others and with God. There will be time set aside for recreation, relaxation and/or study. One of the main features of the retreat is that this will be a shared and unique experience in their final year at St Edward's College. It should prove to be a memorable and rewarding experience for each student.

Year 11 Retreat

This retreat provides students with a unique opportunity to witness practical Christianity in action. The students will stay in Sydney and will see many social justice initiatives of the Catholic Church and other Christian organisations in and around the heart of the city. They will meet people involved in organisations such as the Matthew Talbot Hostel, The Wayside Chapel, Youth of the Streets, The Jewish Holocaust Museum and those who work with Aboriginal people, drug and alcohol addicted people, and the homeless.

The aim of this retreat is to enable the students to experience, first hand, the heart of Christianity. We want students to understand what our College, through its traditional links with Blessed Edmund Rice and the Christian Brothers, stands for and is attempting to teach in our Religious Education program.

Year 10 Retreat

The Year 10 retreat is a one-day event usually held at one of the local surf clubs. The focus of this day is to assess the many relationships the boys are involved in, with a particular emphasis on their relationship with a significant male.

Inclusive Community

Pastoral Care

The Touchstones form the values of our Blessed Edmund Rice College and are the foundation of our pastoral care approach. Pastoral Care encompasses all members of our College community, ensuring they are valued, respected and encouraged to realise their potential through development as individuals.

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 College community are open to, and supportive of each other.

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 the 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.

Pastoral Care Team



Paul English
Director Pastoral Care
T. 4321 6405



Heidi Englund
Year 7 Pastoral Leader
T. 4321 6409



Paul Sullivan
Year 8 Pastoral Leader
T. 4321 6407



Robert Speziale
Year 9 Pastoral Leader
T. 4321 6410



Alex Powell
Year 10 Pastoral Leader
T. 4321 6408



Eamonn McCauley
Year 11 Pastoral Leader
T. 4321 6406



Scott Beattie
Year 12 Pastoral Leader
T. 4321 6413



Anthea Pearson
Wellbeing Leader
T. 4321 6416



Terasé Killin
Counsellor
T. 4321 6411

Students and parents can make an appointment with a Counsellor directly or by speaking with their Pastoral Leader, or Director of Pastoral Care.

Students are urged to report bullying, this can be verbally or by sending an anonymous email to bullying@stedwards.nsw.edu.au. This inbox is administered by the Director Pastoral Care.

Wellbeing Program

The Wellbeing program has been created so that our students have a strong sense of connectedness through developing respectful relationships, as well as meeting the Emotional and Social Learning needs of all students at St Edward's. The program consists of fortnightly Wellbeing Lessons for all students in Years 7 to 9. These lessons are written and designed to create a safe and caring environment for students where they learn how to interact with others, work together in respectful ways, discuss current topical issues and empower them with the knowledge and strategies to help themselves and support their peers.

Parent Connection

The College encourages open communication and interaction with families. Our Parent Network Liaison, Kellie Atkinson, is available to assist parents whenever they are unsure of who to direct a query to. Kellie can be contacted on 4321 6420 or katkinson@stedwards.nsw.edu.au



The College hosts key parenting information sessions on topical issues to support parents and their sons, and from time to time will also call on parental support to assist in the organisation of events such as College disco's.

This role is designed to provide ongoing support to our families and continue some of the work that was previously completed by the Parents and Friends Association, which due to long term declining numbers is no longer functioning.

College Portal

The portal provides students and parents with valuable information that enhances the connection with the St Edward's College community.

Once provided with log in details, students and parents will be able to view the following:

- timetable, access to student email account, forms, daily notices, resource links
- Absence history
- Homework and assessment tasks
- Academic reports
- Contact details can be updated

For assistance, please contact our Communications Administrator, Kerry Friend on 4321 6421 or email kfriend@stedwards.nsw.edu.au

Mobile App

The St Edward's College mobile app is available for download from the Apple App Store and via Google Play for Android devices.



St Edward's College
St Edward's College, East G..

Features:

- Notifications – this system allows instant communication and will feature messages including excursion return times, reminders and general information, users may select class tags to ensure they only get information relevant to their son/s or they may choose to receive all notifications
- News – will show all news items featured on our Website
- Calendar – the calendar features our 'new look' calendar on the Website (please note that additional information is available e.g. permission notes and further details on dates with an arrow feature)
- Publications – featuring St Edward's College Newsletters
- Galleries – featuring the photo galleries from the Website
- Contact – will enable contact via phone or email to the College
- Website – a direct link to the College Website
- Social – a direct link to the College social media applications
- Setting – will enable personal settings to be made including Notification settings

Justice and Solidarity

Rules for everyday College 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 College in a quiet, safe and orderly manner

Respect for Property and the Environment

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

Out of bounds

Some areas of the College 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 College
- The bush area around the ovals

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 prescribed 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.

Mobile Phones

- Students are permitted to bring their mobile device to school.
- Students bringing their mobile device to school, do so at their own risk. The College will not be responsible for lost or damaged devices; however, the Pastoral Leader will assist in identifying if a phone has been stolen, with appropriate action following.
- Students must adhere to the rules outlined below in relation to the use of mobile devices.
- Mobile devices must not be used to by-pass school procedures in relation to school/parent contact. Boys are not permitted to contact their parents directly from their mobile phone throughout the day without the express permission of their Pastoral Leader. Parents are encouraged to support this, by not attempting to contact your son on his device throughout the day. In situations where contact with your son is required, we ask that you do so via the College Office on 4321 6400
- Students can use their devices, appropriately, before 8:45 am and after the final bell at 3:02 pm.
- Students should keep devices in their lockers and switched to silent between 8:45am and 3:02pm.
- Mobile devices can be used for educational purposes, but students may only use their devices in classrooms under the direct instruction of a teacher.

Inappropriate Use:

- Mobile devices must not be used to invade the privacy of others or breach the law.
- Students who use a mobile device either by a direct phone call, text message or other function to: bully, harass, threaten, abuse, vilify or embarrass other students or staff, will face disciplinary action which may lead to police involvement.
- Taking pictures or videos of someone else without their permission is illegal.

Procedures for Non-Compliance to the Policy

- First Occurrence: Student hands device in to the office staff who place in an envelope, which will be securely stored until collected by the student at the end of the day.
- Second Occurrence: Student hands device in to the office staff who place in an envelope, which will be securely stored until collected by the student at the end of the day. Parents will be notified by the appropriate Pastoral Leader that it is the second occurrence.
- Third Occurrence: Student hands device in to the office staff and parents are contacted with a request to collect the device from the office. Student and parents will be asked to meet with the Director Pastoral Care to discuss their refusal to comply with the College's Policy.
- Refusal to hand in device to office: Student and parents will be asked to meet with the Director Pastoral Care to discuss their refusal to comply with this College Policy.

Social Justice Program

Justice and Peace is a central part of College life, we seek to engage every student in programs of Awareness, Advocacy and Action which will become a life-long commitment to the values of service and outreach to the marginalised in our world. The College has a close connection with the Edmund Rice Centre for Justice Sydney and with Phil Glendenning who is the Director and a leader in international social justice.

Immersion Opportunities

The College offers an immersion program designed to connect students with a range of Social Justice issues. All Year 11 students take part in a Sydney street retreat titled 'Step Out of Your Comfort Zone'. It deals with issues of homelessness, Indigenous Australians and drug education. Other immersion opportunities include the Edmund Rice Centre for Justice, Sydney where some senior students are given the opportunity to travel to isolated towns such as Walgett and Uluru and to engage in issues of Reconciliation with our Indigenous people.



Waterford Project

Social Justice is taught across a wide range of subject areas within the College. The Waterford Project is a compulsory requirement for students in Years 8 to 11. Each student is required to complete a minimum of 20 hours of service to others. Students can achieve this in a variety of ways. By supporting people in their own lives who are in need, students can progress to develop their role in the local community and wider world. Some examples of how students can provide support and service to others include: serving at Coast Shelter; participating in the Kings Cross Exposure Program; through immersions to Walgett, Uluru and Kenya; by providing peer-modelling at the Juvenile Justice Centre at Kariong; through visits to local nursing homes and disability support centres. Students who achieve 100 hours of service within a year, receive a special award of Edmund Rice Honours. A number of our students have also been awarded the Order of Australia Commendation Medal for Outstanding Social Justice by the Governor of NSW.

Indigenous Community

Reconciliation with our Aboriginal and Torres Strait Islander people continues to be a high priority St Edward's College has a number of Aboriginal and Torres Strait Islander students who, throughout the year, have the opportunity to participate in events and immersions to build cultural awareness and to connect to University, TAFE and workforce organisations. The College community also takes part in special events including Reconciliation Week as we stand alongside our Aboriginal and Torres Strait Islander people.

College Life

Absenteeism and Late Arrival

Students are expected to be on time for school. Attendance rolls are taken in Home Room 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 Student Reception before going to class. Students that are late to class more than three times per term may receive a Thursday after school detention.**

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 Home Room teacher. Parents/carers are also able to reply to the text message notification, 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 an 'Unexplained Absence'.

Leaving Early

Students, who need to leave the College due to an appointment, must provide a letter of explanation from a parent/carer and present it to their Pastoral Care Leader **before** Home Room. The Pastoral Care Leader will issue the student with a pass which must be presented to Student Reception when signing out 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 Leavers Pass **must** return to the College and attend Home Room.

Medication and Sickbay

The College does not administer or take responsibility for any medication for students. Where appropriate, students are responsible for carrying their own medication i.e. Antihistamine, Ventolin, EpiPen, etc.

If a student is feeling unwell, he needs to present himself to Student Reception for appropriate assessment. If it is determined that a student needs to go home, Student Reception will notify the parent/carer.

Transport

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 via <https://www.stedwards.nsw.edu.au/parent-community/parent-transport-information/>

Applying or re-applying for an Opal Card

Students with an existing Opal Card will need to re-apply with change of school details (a new card WILL NOT be issued. Details can be changed via. <https://apps.transport.nsw.gov.au/ssts/#/updateDetails>

Applications need to be submitted before 31 December 2019 to ensure student entitlements are updated and their current entitlement/card is not cancelled. If their application is submitted after 31 December 2019, the system will automatically cancel a card and a new one will need to be issued.

Students applying for an Opal card for the first time will need to apply online via the Transport NSW website at <https://apps.transport.nsw.gov.au/ssts/#/howToApply>. Transport NSW will post Opal cards to the nominated postal address.

Canteen

The canteen operates cashless through Flexischools. Once students have been issued their student ID card, parents can setup an account, set daily limits and view transactions online. More information about this system can be found at <https://www.stedwards.nsw.edu.au/parent-community/parent-canteen/>

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 the College.

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 College 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.

Summer Uniform

Summer uniform is to be worn Terms one and 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, but shoes must be able to be polished. Strictly no joggers, skate shoes or desert boots

Winter Uniform

Winter uniform is to be worn Terms two and 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, but 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 Pastoral Leader)
- College short socks
- 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

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 College Uniform Shop.

Sport Uniform

Years 7 to 12

- College polo shirt
- College black shorts with College 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 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. PDHPE 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.

College Bags

All students in Years 7 to 10 are required to purchase the College bag from the College Uniform Shop. College bags must always be used including Friday sport days. Bags should be free of graffiti and be kept clean and in good repair.

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

Jewellery

The College rule is that no jewellery is to be worn other than a watch. Rings, bracelets, necklaces (other than a discrete Catholic image such as a small crucifix) are not allowed. Studs in piercings are not acceptable, nor are placing band-aids over piercings.

Hair and Grooming

Students 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, ponytails, marked contrasts of length, for example, rat's tails, Mohawk style cuts or shape, long fringes and 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 mind concerning style of cut, they should consult the College before they have their hair cut. The judgement of the Deputy Principal and the Director Pastoral Care is final.

Students are always expected to be clean shaven. If unshaven, the Deputy Principal or Director Pastoral Care may insist that your son shaves at the College 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 PDHPE classes. Students, who choose to have tattoos, must keep them covered while in College uniform.

Further Information including College Policies

Further information regarding St Edward's College including the Pastoral Care Policy can be found by visiting our website www.stedwards.nsw.edu.au

The College can be contacted by calling Reception on 4321 6400 or email info@stedwards.nsw.edu.au





- BR** Christian Brothers' Residence
- DEAN** Br Dean Building
TAS / Visual Arts
- DEM** Demountable Rooms
Visual Arts
- ERC** Edmund Rice Centre
Multi Purpose Hall
- GRO** Br Grovenor Building
- MV** Mona Vale
Finance / Enrolments
- QUAD** Quadrangle
- REC** Reception
Principal
Pastoral Care
- SLC** Br Shanahan Learning Centre
LG - Music / Drama
G - Theatre / Cafeteria
L1 - Staff
L2 - Library

- Defibrillator
- Lift
- Parking
- Accessible Parking
- Bus Zone
- Delivery Dock

**ALL VISITORS MUST REPORT
TO RECEPTION**

St Edward's College is a
smoke-free environment

