



2024 Year 7 Handbook

ST JOSEPH'S COLLEGE LOCHINVAR

Student Handbook

Student Handbook

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Student Handbook

1. WELCOME

Dear Students

On behalf of all members of the College, I would like to take this opportunity to extend a warm welcome to you and your family as you commence your transition to the community of St Joseph's College Lochinvar. No doubt moving to a new school and into a secondary setting, is both an exciting and somewhat anxious time for you, however, we hope that your years at St Joseph's will enable you to grow into confident, articulate young adults who are able to sustain positive relationships and engage actively in all aspects of learning.

As part of your education at St Joseph's College – a Catholic school founded by the Sisters of St Joseph, you will have the opportunity to learn about, and hopefully come to appreciate, the Catholic tradition and how that tradition promotes an understanding of, and commitment to, living the Christian life based on truth and justice, compassion and reconciliation, respect and service.

As a member of the Australia wide Josephite community you will also come to know how important it is to, in the words of Mary MacKillop “never see a need without doing something about it”, to extend the hand of hospitality, to care for those most in need of our care, and to find simple ways to connect with and respond to others.

St Joseph's sets high expectations for students, in terms of both student and academic life, however, each student is also supported to reach their potential and foster their talents. This means that you as students need to be willing to work cooperatively with your teachers and peers, to be prepared to sometimes step out of your 'comfort zones' and be open to feedback.

There will be many varied opportunities for you in areas such as sport, music, art, drama, debating and public speaking, social justice and community initiatives, however, while we can offer an invitation, it is ultimately up to each of you to take up the invitation, embrace the challenge, and enjoy the richness of life at St Joseph's College.

Lastly, but importantly, I believe that in order to be happy and contented at St Joseph's you will need to understand and commit to the 'Student Code of Conduct'. Ensure that you read this document carefully, ask questions and be prepared to 'put your best foot forward'!

We very much look forward to working with you over the next six years.

Yours sincerely,

Mrs Patricia Hales

College Principal

On behalf of the College Executive






Student Handbook

2. History and Traditions

Vision Statement

St Joseph's College aspires to be a place of learning where students, staff and families are valued and respected for their uniqueness. The community anticipates that all members actively share responsibility for the identity and life of the College.

St Joseph's College aspires that its students:

-  have a loving relationship with God and family, along with a deep connection with their faith, the Catholic tradition and with the Josephite Charism.
-  live their life as a people of hope and display a real sense of justice in their dealings with others.
-  have developed a love of learning as a life-long process, with skills to make a valuable contribution to society.
-  have a healthy self esteem and the determination to develop their gifts and talents to their full potential.
-  leave St Joseph's with the motivation to be active and valuable members of the community.






College Crest

The College crest is based upon one designed early in the 1900s by one of the Sisters. The Sisters of St. Joseph, founded by Father Julian Tenison Woods & St Mary of the Cross MacKillop, established the school at Lochinvar in 1883.

The colour of white, blue and ochre feature in the crest. White has a traditional association with St Joseph. Blue is the colour of St Mary, honouring St Joseph's support of her. Ochre represents the earth, honouring the landscape and the traditional owners of the land.



The Symbols Represent:

-  Lily Symbol of St Joseph
-  The Scriptures Symbol of Jesus
-  Southern Cross Symbol of Australia
-  M & Inverted V Symbol of Mary
-  Lochinvar Cross Sisters of St Joseph's, Lochinvar

Mary and Joseph are special patrons of the school. hence the symbols for them on the school crest. The Scriptures represent the Word of God and the Good News of Jesus.

The Sisters of St. Joseph are an Australian Order founded to work in Australia and with Australians. Hence, the Southern Cross, symbol of our land Australia.

The College motto is "Strength in Difficulties", derived from 2 Corinthians 12:9 which forms part of our Mission Statement.

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Pillars of Our Community

iLearn at St Joseph's

THROUGH

Strength » Faith » Hope



Growth Mindset



Visible Leadership



Positive Wellbeing



Future Focused



Mission & Service

Strength

Those with strength draw on the goodness of the Lord and trust in his abiding love, drawing the inspiration to persevere through difficulties, act with integrity and serve with joy. They respond to challenges with determination, develop strong character and resilience; they are honest and respectful and share life's successes and failures. Empowered by the Spirit they develop are called to be Christ's light in the world, fostering positive relationships and willingly sharing their gifts and talents.

Faith

Those with faith recognise the unique dignity of every human being as created in the image and likeness of God. People of faith attend to their own journey into self-knowledge and right living, and they ensure that processes are just and decisions are made in light of the common good. People of faith take great delight in spreading God's love, and strive to live life to the full. Empowered by the Spirit, those with faith enter into another's experience and are moved to respond. In the spirit of Mary MacKillop and Julian Tenison Woods they act as the hands of God at work in the world. They engage with the poor, the vulnerable and the disadvantaged of our world. People of faith draw strength from God and bring hope to the world.

Hope

Those with hope live the resurrection story trusting the transforming power of God, so they act with integrity and serve with joy. They respond to challenges with optimism, they seek opportunities to promote right relationships with others and the environment. Empowered by the Spirit, they become people of hope who foster aspiration and compassion to create a better world.

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Strategic Overview

The Catholic School Office, Diocese of Maitland-Newcastle is committed to measuring and monitoring the progress and success of our strategic objectives and to improving systems and school performance.

The plan will be monitored as part of the senior leadership work plan. The leadership team will, each term, analyse its progress in each domain and the strategies that are being implemented to ensure transparency and accountability. This will provide appropriate and timely data and information to track progress against our domain objectives. A semester report will address the Annual Priorities and be available to system and school stakeholders.

Over the next three years the System Strategic Plan will provide opportunities for system growth and improvement. The system is committed to enhancing the educational opportunities for staff and students and to work collegially with the Catholic Schools Office and with school communities to ensure strong and positive outcomes.



Catholic Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

STRATEGIC PLAN 2023–2025

One System, One Vision, One Heart, One Soul – Transforming hearts and minds towards greater love of God, each other, creation and self.

Now the multitude of those who believed were of one heart and one soul: neither did anyone say that any of the things they possessed were their own, but they had all things in common. Acts 4:32

System Aspiration

A growth-oriented school system that ensures a future-focused experience of formation and learning in which every young person, through encounter with God's love, can flourish as global citizens and bring hope, equity, and betterment to all in our world.

Our Strategic Drivers



CATHOLIC IDENTITY AND CATHOLIC CURRICULUM

GOAL 1

For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

GOAL 2

For teachers to develop high levels of efficacy in Religious Education to improve student learning outcomes.

LEARNING AND WELLBEING

GOAL 3

For each learner to learn where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

GOAL 4

To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

GOAL 5

To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

GOAL 6

To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

OUR FRAMEWORKS

- Leadership Framework
- Wellbeing Framework
- Leading Learning Collaborative Framework



Catholic schools educate:



From and for the community of **Faith**

Koun

Proounced as in noun but with a 'K'
Awabakal language – 'Conveys the faith of being, purpose, power, and presence'; 'our as being' represents a remnant understanding of the 'true' god.



From and for **Excellence in Learning**

Nupulliko

Proounced nao, putika pronounced as is.
Awabakal language – 'to try, to learn, to attempt, to work hard.'



In a rigorous, creative and critical pursuit of **Truth**

Turinwiyeelliko

Proounced Turin as in the township of Turin, why pronounced 'why' aikka pronounced as is.
Awabakal language – 'to speak the truth.'

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History

- 1851** Present Church land donated by Commodore Winder
- Pre1883** Catholic school, lay-staffed, in Church/School
- 1883** Sisters of St Joseph arrived; classes in Convent-school, then (from early December) back in Church



- 1884** Sisters moved into building on property purchased from Mrs R Doyle and adjoining C of E, the property having been extended east by further purchase in 1886.
- 1893** Built and moved into present Convent, among other reasons, to make the 1884 convent (on site of present music rooms) available for the growing number of boarders
- 1900** Wooden school erected by Fr McCormack at western boundary of Convent grounds
- 1905** Lochinvar became separate parish, with Fr McCormack as Rector



- 1911** One-storey brick school erected by Fr McCormack (3 classrooms/stage). Ground floor of present school wing closest to the highway
- 1915** School registered as an Intermediate School
- 1921** School fully registered under Bursary Endowment Act
- 1933** Second storey added to original brick building to house secondary students. Financed by the Sisters with the help of donations from ex-students and other benefactors
- 1956** Extensions to secondary accommodation at the cost of 70,000 pounds; financed by the Congregation.

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- 1966** Addition of Year 10 - 12 wing at cost of approximately \$120,000; financed by the Congregation. Primary classes moved from original brick building to northern section of these extensions (3 Primary classrooms and Infants room)
- 1971 – 1972** Extensions costing \$355,400 financed by the Congregation with the help of \$61,623 in Government Library grants and \$40,880 in Science Grants. These extensions included a Primary section consisting of 5 classrooms, a small staffroom and library, built at contract price of \$87,948. It was understood that, when Primary school was re-sited, these rooms would be used for the secondary School.
- Mid 1970's** When the Congregation agreed that the Secondary School would be systemic, the Diocese took over responsibility for the management of recurrent and capital funding.
- 1990** First Lay Principal - Helene Hemphill
- 1992** Amalgamation of St Joseph's Lochinvar with St Peters and St Marys in Maitland to become All Saints College on three campuses. Coeducation introduced for Years 7 - 12. Last year for Boarders at Lochinvar
- 1995** Michael Healy appointed as Principal
- 2005** Peter Hamill appointed as Principal
- 2006** Paul Greaves appointed as Principal, TWEC buildings came into use for the school
- 2007 - 2009** Master planning of site to guide future development of St Joseph's
- 2009** New Covered Outdoor Learning Area (COLA) constructed over both basketball courts
- 2010** Enrolments exceed 700
- 2011** Commencement of Stage 1 & 2 of Master Planned building program
- 2013** Opening of new school facilities. New classrooms, Learning Centre, Science laboratories,

Technology rooms, Administration, Staffroom and landscaping of grounds. Renaming and dedication of all school buildings.

2015 Announcement of Expansion of St Joseph's to include Stage 6 classes from 2018 (Year 11 2018 & Year 12 2019)

2016 Commencement of Hall and Food Technology/Hospitality Buildings.

2017 De-amalgamation from All Saints College. St Joseph's College re-establishes itself as a separate school in our Diocesan system, rather than a campus of All Saints College. New school crest, vision statement and student uniform developed.

- 2017** Opening of Mackillop Place comprising of Hall & Food Technology/Hospitality Buildings.
- 2018** Patricia Hales (former student) appointed as Principal. Year 11 commences
- 2018** Opening of refurbished Performance & Visual Art Spaces and classrooms in the Tenison Building
- 2019** First HSC cohort since 1992
- Rededication of St Joseph's Chapel



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- 2020** Yalawa Centre for Aboriginal Education established
Original Convent Buildings repurposed as meeting facilities
- 2021** Classrooms in Agnes Hopper Wing refurbished
- 2022** Gerard Long Performance Centre Officially named and opened
Anita Conroy Café named and opened
New Amenities Block Constructed
- 2023** St Joseph's celebrates 140 years of education
- 2023** Opening of The Student Hub in the Convent area. This area houses Penola Centre, Yalawa Centre, Counsellors and Beyond the Gates Case Worker.
Refurbishment of AH15 Learning Support to incorporate new classrooms and Science Lab and 4 GPLAS (A13, A14, A24 & A25)
Expansion of Agriculture and establishment of Farm incorporating goats, cattle, chickens, vineyard and orchard.



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Lochinvar Hymn

Words by – Sister M Gerard

Music by – Dom S. Moreno, O.S.B

Where the meadows and the mountains
Meet in mellowed lines of rest,
Thou has set us as a jewel
On our country's glowing breast.

Chorus:

Holy Joseph, guard and guide us:
Make thy children all thine own.
Dearest Patron, lead and guide us
To our King's eternal throne.

Day by day the notes of children
Mingle with the wild birds' lay.
Guileless hearts through bright eyes beaming.
Grow and strengthen, dream and pray.

Chorus:

Holy Joseph, guard and guide us:
Make thy children all thine own.
Dearest Patron, lead and guide us
To our King's eternal throne.

Give us grace to stand unflinching
'Gainst the storms that loom afar.
Give us love and power and wisdom.
Bless the souls of Lochinvar!

Chorus:

Holy Joseph, guard and guide us:
Make thy children all thine own.
Dearest Patron, lead and guide us
To our King's eternal throne.



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College Houses

Students are allocated to one of four Houses when they commence at St Joseph's College. Students are encouraged to support their house at Carnivals and Special Celebration Days.

Alcheringa
The Dreamtime

Mereki
The Peacemaker

Wundurra
The Warrior

Yoyangamalde
The Champion



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3. College Staff

College Executive

COLLEGE PRINCIPAL

Mrs Patricia Hales

The Principal serves as faith leader and reflects Catholic discipleship, personal and professional integrity and a commitment to service.



Modelling faith in action, the Principal leads the school community to develop and shape a shared vision focussed on providing quality educational experiences and learning outcomes for all students while nurturing positive relationships between students, teachers and all other stakeholders.

THE ASSISTANT PRINCIPALS

Mrs Elizabeth Stokes, Mr Paul Dart



The Assistant Principals, together with the Principal, Leader of Ministry and Leader of College Administration form an Executive Team responsible for leading the faith, pastoral and curriculum domains of the school. Together with other members of their respective teams, they support and monitor the learning and growth of students, the effectiveness of well-being programs, and teaching and learning programs. They lead and facilitate innovation and change, management of the school and build positive relationships with all members of the community.



ACTING LEADER OF MINISTRY

Mr Taylor Zahar

The Leader of Ministry, together with other members of the Executive Team, leads the spiritual life of the College. Providing support to staff and students in the development of prayer and liturgical life, and in the organisation of special ceremonies and rituals which both express and deepen the faith understanding of our community. The

Leader of Ministry also plays a role in the provision of pastoral care for all members of the school community.



The priests from the College's feeder parishes are actively involved in the prayer, liturgical and sacramental life of St Joseph's College and celebrate Mass for students and the local community.

LEADER OF COLLEGE ADMINISTRATION

Mr Matthew Johns

The Leader of College Administration's role is to ensure the smooth day to day running of the school. This includes teacher relief, exam organisation, duty rosters, school calendar and support for the Assistant Principals in the areas of academic and student life.



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ACTING LEADER OF GROWTH & DEVELOPMENT

Mrs Melonie Hawke (2024/2025)



The Growth and Development Team within the College, led by the Leader of Growth and Development, consists of our Pedagogical Mentor, Gifted Education Mentor and Leader of Digital Innovation and Learning. This team works collaboratively with the College Executive to enhance the teaching and learning opportunities of both our students and staff. They facilitate a range of professional learning opportunities for staff, sharing their expert knowledge, and provide a range of strategies to improve student learning and outcomes. In addition, they provide invaluable support and opportunities for our students to engage effectively in their learning through such opportunities as high potential and gifted learning programs, virtual academy and engagement with community stakeholders.

This team assists with facilitating the collection and analysis of data from a range of means including formative and summative assessment, HSC, NAPLAN and CoGAT. The teams provides professional learning and support of teachers and students in relation to literacy, numeracy and digital innovation learning initiatives. They work collaboratively to implement best pedagogical practices in order to improve student learning and outcomes.

LEADER OF LEARNING RELIGIOUS STUDIES

Ms Melissa Blandford














Religious Studies is a faculty which examines how the beliefs, ethics, practices, and sacred texts of the Catholic Faith to give meaning and purpose to our lives. It allows the person to explore various forms of faith and expression to create and develop a relationship with God. The Religious Studies team provides authentic learning and leadership in the areas of encounter and spirituality with emphasis on the pedagogy of encounter.

The Leader of Religious Studies works alongside the Executive and Leader of College Ministry to continue to develop and maintain the Catholic identity and culture of the College, providing a holistic learning environment with a range of opportunities for students to explore their understanding and practicing of faith.

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LEADERS OF LEARNING KLAs

Leaders of Learning KLAs (Key Learning Areas), as part of the College Leadership Team, are involved in whole school planning and organisation. They are responsible in particular for the implementation and supervision of courses of study, ensuring that they meet the NSW Educational Standards Authority (NESA) standards and requirements; that courses are adequately resourced and that teaching strategies are appropriate and relevant for students. Leaders of Learning KLA's are also responsible for fostering professional development within their own faculty and administration and overseeing of assessment and reporting.







| | |
|---|--|
| RELIGIOUS STUDIES Ms Melissa Blandford |  |
| Creative Arts/LOTE Mr Matthew Goodwin |  |
| English Mr Aidan Linehan |  |
| HSIE Ms Renee Wilcher |  |
| Maths Mrs Melissa Hurn |  |
| PDHPE Mr Dale Clacherty |  |
| Science Ms Paulina Phillips |  |
| TAS Mrs Julie Elliott |  |
| VET Mr Simon Ramage |  |
| Learning Digital Innovation and Learning Mrs Cheryl Wills |  |
| Learning Support Ashleigh Beavan |  |

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LEADERS OF WELLBEING & ENGAGEMENT

Leaders of Wellbeing Engagement are members of the College Leadership Team and as such contribute to whole school planning and organisation. They have a particular responsibility in the area of pastoral care and well-being and offer support for both students and staff. They coordinate the work of Learning Mentor Group (LMG) teachers and ensure that students are commended and affirmed for their efforts. At the same time they ensure that appropriate action is taken when students fail to comply with expected standards of behaviour. Leaders of Wellbeing Engagement, in their pastoral capacity, are available to students and parents for consultation and advice.





Leaders of Wellbeing & Pastoral Care are staged based and develop the LMG programs and support the Leaders of Wellbeing & Engagement in care management.

| | |
|---------------------------------------|---|
| Year 7 Mrs Karen Hickling |  |
| Year 8 Mrs Louise Mahoney |  |
| Year 9 Mr Royce Geoffrey |  |
| Year 10 Mr Chris Mills |  |
| Year 11 Mrs Natalie Squires |  |
| Year 12 Mr Michael Hickling |  |

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LEADER OF WELLBEING & PASTROL CARE

The Leader of Wellbeing and Pastoral Care works in collaboration with leaders and colleagues to ensure the promotion of student wellbeing and pastoral care in accordance with contemporary evidence-based principles. As leaders, they are entrusted with the responsibility to assist students in making sense of their world, to make informed decisions and judgements and to act with moral and ethical integrity.

| | |
|--|--|
| Stage 4 Ms Alison Lynch Ms Alberta Kauter |   |
| Stage 5 Mr Chris Johns |  |
| Stage 6 Ms Abbie Marston |  |

LEARNING MENTOR TEACHERS

Learning Mentor Teachers have a particular responsibility for the everyday care of students in their LMG group. During Learning Mentor Groups each day, they pray with their students, they encourage students to take care in their appearance, to take pride in their school, to be courteous and well mannered, to participate fully in the activities that make up the life of the school and conduct wellbeing programs based on the Pillars of Strength, Faith and Hope.

SCHOOL COUNSELLOR

Ms Caitlyn French, Mrs Julia Preistley



A Counsellor from the Catholic Schools Office is available to students who may wish to seek counselling support, or who have been referred to the Counsellor by Leaders of Wellbeing & Engagement and Pastoral Care or other staff.



TEACHERS

Teachers are responsible for developing positive relationships with students that enable students to grow as young adults. They plan and teach lessons and ensure that classrooms are places of learning where students are respected in their uniqueness and encouraged to reach their full potential. Teachers are responsible for monitoring and assessing student academic progress, for recognising student effort and achievement, and for ensuring that students behave appropriately so that all have the opportunity to learn.

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OFFICE / SUPPORT STAFF

Support Staff have an important role to play in ensuring that the school runs smoothly. They ensure that all enquiries are dealt with courteously and efficiently, that visitors to the school are made to feel welcome, that requests by teachers ancillary support are dealt with as expeditiously as possible, that communication networks operate efficiently, and that other administrative tasks (filing, cataloguing, producing financial reports, maintaining stocks of equipment, attending to sick students etc) are carried out with care.

CAREERS ADVISER

Mrs Vikki Jordan



The Careers Adviser assists students in making choices about courses of study, provides information regarding prospective careers, coordinates the placement of students in Work Experience programs and in courses of study which include an industry component. The Careers Adviser is available to students to provide advice or resources regarding subject choices or career aspirations.

BEYOND THE GATES

Ms Brittany Hirst

Beyond the Gates is an innovative partnership between the Catholic Schools of the Maitland-Newcastle Diocese and CatholicCare Social Services Hunter-Manning. The program has been designed to reduce the load on Wellbeing Teams working collaboratively with them to support students and families who would typically fall through the gaps of traditional supports to ensure every child has every chance of reaching their potential.

The program provides case management, where support plans are created around identified student and family needs, and the teamwork “beyond the gates” in the family home, in the school and the broader community, to facilitate the realisation of these goals. Flexible eligibility criteria ensure the team can work with as many students and families as possible, on any barriers – big or small – towards the student and family moving forward. The caseworker is also available for Ad-Hoc student support on site for students and families.

The team will maintain at least fortnightly contact with the student and quarterly contact with the family during their time together, to ensure everyone is working toward the same goal and there is demonstrable progress during their time with the program.

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College Staff – 2024

Staff can be contacted by phone/email during school terms between 8.30am – 3.30pm. Email: firstname.surname@mn.catholic.edu.au Ph: 4930 7291

Executive Team

| | |
|---------------------------------------|-----------------------------|
| Principal | Patricia Hales (Tue to Fri) |
| Assistant Principal | Paul Dart |
| Assistant Principal | Elizabeth Stokes |
| Acting Leader of College Ministry | Taylor Zahra |
| Leader of College Administration | Matthew Johns |
| Acting Leader of Growth & Development | Melonie Hawke |
| Leader of Learning Religious Studies | Melissa Blandford |

Leaders of Wellbeing & Engagement

| | |
|------------------------|--|
| Year 7 | Karen Hickling |
| Year 8 | Louise Mahony |
| Year 9 | Royce Geoffrey |
| Year 10 | Christopher Mills |
| Year 11 | Natalie Squires |
| Year 12 | Michael Hickling |
| Stage 4 | Alison Lynch (Wed – Fri) Alberta Kauter (Mon – Tue) |
| Stage 5 | Christopher Johns |
| Stage 6 | Abbie Marston |
| Wellbeing & Transition | Gabie Madden |

Leaders of Learning

| | |
|--|----------------------|
| English | Aidan Linehan |
| Creative Arts/LOTE | Matthew Goodwin |
| Human Society & Its Environment | Renee Wilcher |
| Learning Support | Ashleigh (Ash) Bevan |
| Mathematics | Melissa Hurn |
| Personal Development Health & Physical Education | Dale Clacherty |
| Science | Paulina Phillips |
| Technology & Applied Studies | Julie Elliott |
| Vocational Education & Training | Simon Ramage |
| Digital Innovation and Learning | Cheryl Wills |
| Gifted Education Mentor | Caroline Donohoe |
| Pedagogical Mentor | Lisa Donnelly |

Speciality Areas

| | | |
|---------------------------------------|-----------------------------|----------------|
| Aboriginal Education | Hannah Allen Frank Hales | Zara Francisco |
| Careers | Vikki Jordan | |
| Flexi Learning | TBA | |
| Learning Support | Ashleigh Beavan | |
| Library & General Capabilities Mentor | Jae Clarke | |
| Representative Sport | Jennifer Corben | |
| School Counsellor | Caitlin French | |
| School Counsellor | Julia Priestley | |
| Beyond The Gates Case Worker | Brittany Hirst | |

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| Teaching Staff | | | |
|-------------------|------------------------------|---------------------------|-------------------|
| Jessica Allen | Mark Edmonds (Mon, Tue, Wed) | Carley Leonard | Samuel Reilly |
| Rachel Bennett | Jacob Fiorenza | Gabie Madden | Marcus Ribbons |
| Carmel Bianco | Emily FitzGerald | Rebecca Mahar | Taylor Robbins |
| Olivia Bielby | Bernard Frize | Gabrielle Maloney | Jason Schultz |
| Jessie Blanch | Thomas Germon | Diane Matthews | Laura Schultz |
| Jessica Brunton | Amanda George | Teresa McCool | Jade Slevin |
| Phillip Buckley | Andrew Gill | Alexandra McCormack | Nicole Small |
| Virginia Burke | Kate Hall | Sandra Michie (Mon & Tue) | Nathan Smith |
| Monique Challinor | Mikaela Hasset | Anita Monkley | Michael Stanwell |
| Emma Clunies-Ross | Emily Holmes | Amanda Nowland (Mon) | Jane Taylor-Jones |
| Midori Cunningham | Glenn Horder | Kathryn O'Malley | James Whiting |
| Maddy Davidson | Georgia Jenkins | Anne O'Connor | Alexandra Wilkes |
| Sandra DeMamiel | Nathan Jones | Alicia Patterson | Matt Wilks |
| Naomi Eagleton | Virginia Kennedy | Guy Perrin | |

| Support Staff | | |
|---|---|--|
| Office Manager & Executive Assistant | Kim Harvey | |
| Senior Finance Officer | Cathy Duff | |
| Administration & Curriculum | Katrina Cook | |
| The Student Hub Administration Administration & Compliance | Leanne Carman | |
| Administrations & Student Services | Kim Heagney | Rachel Sharpe |
| Administration & Finance | Janelle Jurd | |
| IT Support | Hayden Jones | Natalie Brooker |
| School Officer Library | Sharon Griffith | Cindy-Lee Phillips |
| School Officer – Creative Arts | Christine Jones | |
| Reception & Administration | Eryn Townley | |
| Administration Assistant Leaders of Learning | Courtney Buckley | |
| Learning Support Officers | Louise Barnes Gwen Burrell Anne Rollason Renee Whitley | Vicky Burgoyne Shannon Craft Jade Saxton |
| Grounds & Maintenance | Ian Homan Paul Mahony (Mon – Thur) Terry Wilson (Tue – Fri) | Jarrold Lantry (Wed – Fri) |
| Grounds Farm Officer | | |
| Laboratory Assistant | Jane Carpenter | |
| Cleaners | Carley Harland Kaye Merrick Sharna Woods | Julie Hunter Yvonne Merrick |
| Food Operations & Canteen | Tania Cullity Margaret Burkill | Shayne Holland Rebecca Rutherford |

Student Handbook

4. General Information

Ministry at St Joseph's College Lochinvar

St. Joseph's College Lochinvar is a Co-educational Catholic high school, Year 7-12, that has since 1883 provided opportunities for the young people enrolled at our college to realise their God-given potential. As a school founded by the Sisters of St. Joseph, we describe ourselves as 'Josephite' and we seek to continue their tradition of Catholic education in an Australian context. As a Catholic college, we try to be 'Christ-like' in how we relate to each other and our environment and we look to our Josephite founders, Fr. Julian Tenison Woods and St. Mary of the Cross MacKillop, as exemplars of such an approach to life.

In this tradition we value the individual child and understand that our role is to provide a learning environment in which the full range of needs of our students can be addressed in our academic, spiritual, pastoral and co-curricular programmes.

To achieve this, our aims are embodied in fundamental Catholic principles and beliefs. We nurture respect and value human dignity, challenge students to improve the society in which we live and encourage the 'Josephite' call to look beyond self-interest and help those in need.

We encourage our students to value the opportunities that are made available to them in pursuing academic studies, as well as interests in a range of co-curricular activities. The skills and knowledge gained from such pursuits ensures our students are able to meet the challenges of our society with confidence.

The measurable elements that provide evidence of how we live out Ministry within the College consist of;

- ✚ Community Celebration eg Liturgical celebrations
- ✚ Catholic Identity eg Prayer within the College
- ✚ Service and Mission eg Outreach to St Vincent de Paul
- ✚ Leadership Integrity and Moral Purpose eg JJAMM program for Senior Leaders
- ✚ Faith Formation eg Retreat and Spirituality Days









Student Handbook











Student Code of Conduct

On enrolment at St Joseph's parents / guardians agree to support their child to abide by the standards that are set by the College and to engage positively with relevant members of staff when students do not meet expectations, so that together we can support improvement. The Student Code of Conduct sets out St Joseph's values, principles, behaviours and conduct required of all students and directs students to the rules that apply to the code. Student responsibilities are underpinned by the values and principles which apply to all members of the St Joseph's community.











The Code of Conduct is based upon the following principles: that all students and staff

-  are created in the image and likeness of God
-  have the right to be safe
-  have the right to be treated with respect and have their diversity valued
-  have the right to learn, work and engage in leisure activities in a secure environment without interference, intimidation, harassment, bullying or disruption
-  are expected to be polite, tolerant, courteous and respectful
-  have the right to be supported and challenged in their learning

Parents should not accept an offer of enrolment for their child if they do not support or are not prepared to reinforce, the College's standards and values. St Joseph's has a very positive reputation in the community which is the result of high standards, productive relationships with students and parents as well as shared beliefs and understandings about learning and wellbeing. It is particularly important that parents recognise and accept the critical role that have in overseeing their child's use of social media and are active in taking responsibility for their child's understanding of online interactions and the implications when online activities breach the law. To support the implementation of our standards a Student Code of Conduct has been developed which all students are required to sign prior to their enrolment; all students are inducted in relation to the Code of Conduct, our Wellbeing Framework and Logical Consequences at the commencement of each year. Students, with the support of their parents must commit to:

-  actively and positively participating in the school's Religion programs including Religious Studies classes, liturgies, masses and social justice activities, formation days and retreats
-  treating everyone and everything in the St Joseph's Community with respect – students, teachers, support staff, facilities and equipment. This includes in person and online – for example via social media and other digital communication tools; respect includes both language and actions
-  behaving in a manner where tolerance, honesty, inclusivity and respect are the basis of all interactions
-  acting in a safe and responsible manner at all times, which includes meeting all Workplace Health & Safety requirements; this of course includes abiding by our 'Hands Off' Policy
-  attending and engaging in all Community Days and events (e.g., Formation Days, Athletics/Swimming/Cross Country Carnivals, St Joseph's Day Celebrations)
-  following the expectations of the College in terms of behaviour as outlined in the Student Handbook and accepting the consequences of failing to meet these expectations
-  attending school, and all classes, regularly and punctually and expecting that where a student does not meet attendance requirements an Attendance Plan will be activated
-  notifying teachers in advance if unable to attend scheduled classes or activities – even due to school representative duties
-  making a genuine effort in all aspects of learning, completing all set homework, formative & summative assessment tasks by the due date and following expectations set out in the Assessment Handbook issued each year.
-  acting politely, respectfully, and cooperatively at school and while travelling to and from school – in effect the 'anywhere, anytime' concept - this includes the use of appropriate and acceptable language

Student Handbook

-  expressing your point of view in a way that respects the opinions, beliefs and values of other learners and teachers
-  acting responsibly and within the boundaries of our email and internet user agreements including not sharing your login in details or passwords with other parties
-  working productively with Leaders of Wellbeing and other relevant personnel to promote positive wellbeing
-  meeting all expectations in regard to school uniform and grooming – note all students and parents need to be aware of rules in regard to hair, jewellery and not seek to be oppositional in regard to these rules
-  not bringing or participating in the use of banned items at school including but not limited to gum, sharpies, alcohol, vapes, illegal substances, prohibited weapons, while travelling to / from school, or at any school excursion or activity.
-  abiding by the requirements of the law and St Joseph's College in relation to filming or photographing of a person or group without consent. St Joseph's is classed as a private property therefore photos / videos are not to be taken or shared by students or parents. No student is to take a photo of a staff member or appropriate photos from another source and use this in any way
-  using social media responsibly in line with all legal requirements; students should be aware that when necessary reports to Police will be made especially if the intent is to harass, bully, or threaten and parents should be aware that it is their responsibility to oversee their child's use of social media
-  only using mobile phones as per school policy – specifically, phones are to be in bags, on silent and not used during the school day
-  contributing their personal gifts and talents to the school community in curricular and co-curricular activities in order to build community and develop fully as productive young adults
-  following the ideal of “if you see it, report it or stop it” in relation to bullying, or damage to property – do not be an accepting bystander – act for good

Student Handbook

School Fees

Catholic schools are typically seen as providing high-quality education supported by quality facilities and learning environments. It is the policy of the Catholic Schools Office that financial hardship should not prevent any child from attending a Catholic school and no child will be denied a Catholic education because of a family's genuine inability to pay the required school fees. Any family experiencing financial difficulties is entitled to fee assistance however; you do need to make an appointment with your local school principal or delegate to discuss a fee agreement.

Together with parents, clergy and school staff, St Joseph's is committed to offering the children in the Braxton, Cessnock, Lochinvar, Maitland, Rutherford and surrounding local government areas access to schools in which their faith can be nurtured in outstanding learning environments. We seek to assist young people to realise their full potential, taking into account their unique spiritual, intellectual, physical and social needs.

The greater part of diocesan schools' funding comes from State and Commonwealth Government grants, but the commitment and continuing financial contribution of parents and parish communities is still essential to fill the gap between the funds provided by government and the actual cost of running our schools. School fees are comprised of three components – Diocesan Tuition Fees, Individual School Resource and Service Fees and Diocesan Family School Building Levy (DFSBL).

School fees are an integral part of our Catholic school system and parents are required to sign a fee agreement commitment form on enrolment. Fee arrangements may be considered in extenuating circumstances and in consultation with the principal or delegate. The annual fees are divided equally across three terms.

2023 College Fees

The fees exclude elective fees, are as follows:

| | | |
|----------------|---|-----------|
| Years 7 to 8 | - | \$4686.00 |
| Years 9 to 10 | - | \$4519.00 |
| Years 11 to 12 | - | \$5477.00 |

The 2023, family discount on full rate diocesan tuition fees is:

| | | | | |
|-----------------|---|-----|---|-------------------------|
| 1 child family | - | 0% | - | full rate to be applied |
| 2 child family | - | 15% | - | each child |
| 3 child family | - | 25% | - | each child |
| 4+ child family | - | 50% | - | each child |

Fees are levied over three accounts (Term 1, 2 and 3)

Student Handbook

School Resource and Activities Fees

There is a Resource Fee and Activities Fee per year for students. This fee covers printing of work books etc. as well as specialist materials needed for particular KLAS.

Excursions and some incursions identified by Leaders of Learning maybe included in the activities fee and school fees must be up to date in order for students to participate in these excursions/incursions.

Diocesan Family School Building Levy (DFSBL)

The DFSBL is charged to the oldest child for each family. The levy is pooled to contribute towards past, present and future costs for building projects across all existing and for new Catholic schools, and the acquisition of land for school purposes.

The DFSBL rate is determined by the Diocesan Offices.

If you have an older child at a Catholic primary or high school in the diocese, he or she will be billed by their school.

The levies collected are used for building projects in all schools within the Diocese according to maintenance needs and building priorities developed by the DFSBL committee administering the funds.

Diocesan Pastoral Contribution

From 2019, a voluntary contribution of \$300 per family (\$100 per term) is being sought as a diocesan pastoral contribution.

These funds support the ongoing pastoral works of the diocese which include, amongst many initiatives, the diocesan pastoral ministries office and the activities of its many advisory councils, the provision of chaplains ministering in the following areas – Newcastle University, Newcastle Port, prisons, hospitals and Catholic Care Social Services – the Family Community Faith Coordinators who work to reach out to and connect families with their local parish and school and Pastoral Coordinators who work in those parishes without a resident Parish Priest.

We value the opportunity to work in partnership with you, and thank you for your continuing support of Catholic education in our diocese.

Enrolment Fee

A non-refundable enrolment fee of \$200 is to be paid when applying for enrolment at St Joseph's. The enrolment fee covers all administrative work involved in processing the application and catering for transitional events.

Special Fee Reductions

To assist families with limited financial resources, St Joseph's offers a lower tuition fee to means tested low income families such as Health Care and Pension Card holders. This rate is a maximum of 50% of the diocesan tuition fee. This discount applies only to the diocesan tuition fee, not to the DFSBL or other resource and service fees charged by each individual school.

Further Concessions

A genuine inability to meet school account charges does not exclude access to any school within the diocese for a child of a family genuinely committed to Catholic faith and practice. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions exist to help in this area and the principal can also exercise discretion where genuine need exists.

Student Handbook

Other Expenses

Some class based excursions, some sporting activities, drama and musical productions, visiting performers / speakers, are extra expenses. Most excursions are essential parts of the course being taught. Students are required to attend these excursions.

For security purposes students need to make payment for the above before 3pm prior to the Excursion to either the School Finance Office or by the school QKR App. Money should not be left in wallets or bags.

Payment of Fees

School fees are billed annually in Term 1.

Payment method can be via direct debit with the CDF, BPay using the fee statement reference number, or credit card over the counter or cash.

- Each fee payer can tailor frequency of payments to suit individual circumstances
- Direct debit payment frequency options can be established as weekly, fortnightly or monthly
- BPay can be at your discretion and can be set up as an automated payment

All fees must be paid in full by 30 November each year.

2024 Term Dates

| Term | Start Date | End Date |
|------|-----------------|----------------|
| 1 | Thur 01/02/2024 | Fri 12/04/2024 |
| 2 | Mon 29/04/2024 | Fri 05/07/2024 |
| 3 | Mon 22/07/2024 | Fri 27/09/2024 |
| 4 | Mon 14/10/2024 | Tue 20/12/2024 |

Term 1 2024

Week 1 – Timetable Week A

| | |
|-----------------------------------|--------------------|
| Thursday 1 st February | Years 7, 11 and 12 |
| Friday 2 nd February | Years 7, 11 and 12 |
| Monday 5 th February | Years 7-12 |

Student Handbook

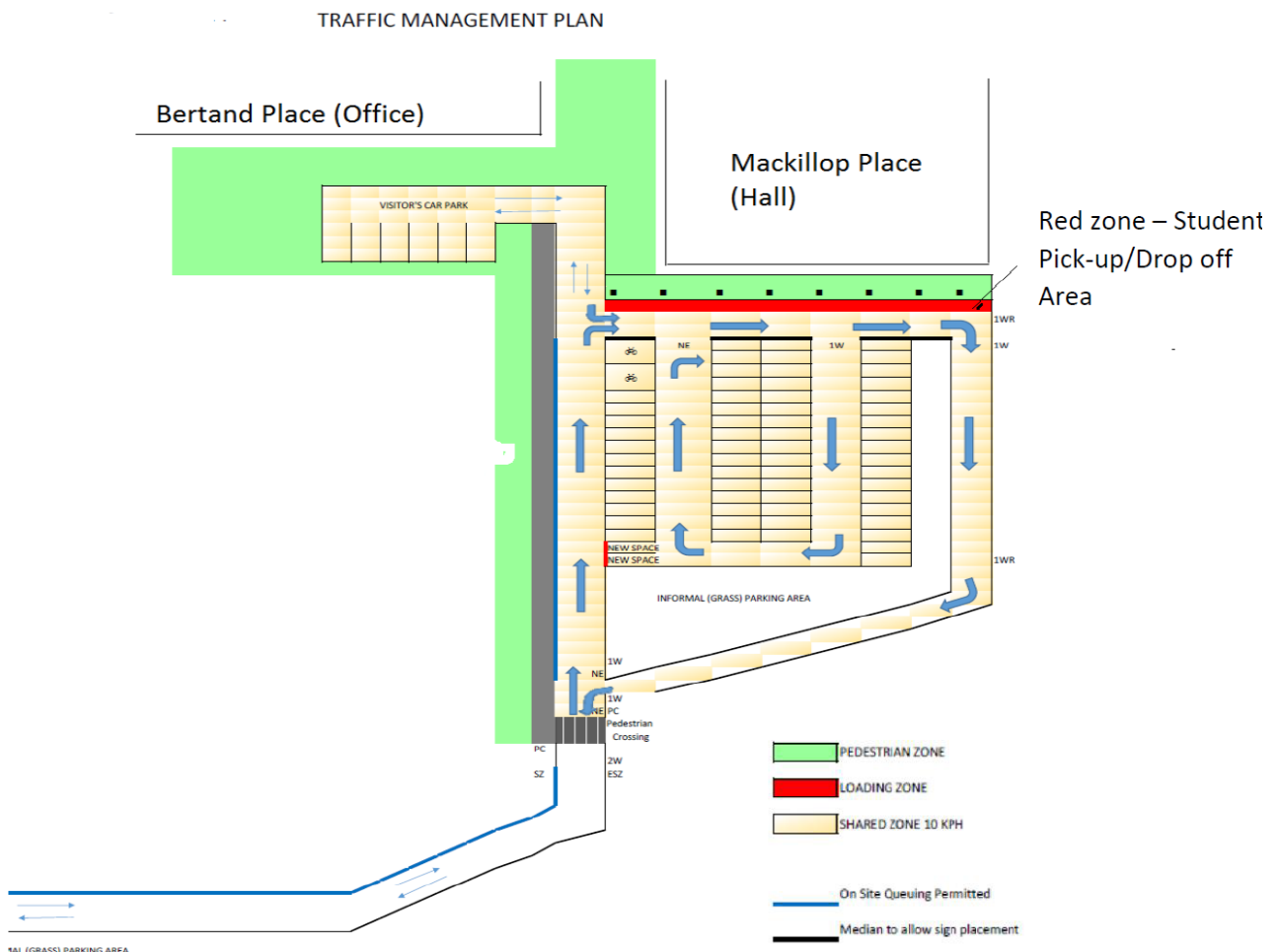
Traffic Management

Parents and those who drop off and pick up students are reminded that road rules apply within and around all of areas of the school and that no-one is above the law – imperative in all of this is the safety and wellbeing of students, parents and staff. There are two pedestrian crossings in school grounds – **cars must not park on or within 20 metres before and 10 metres after a children's' crossing or pedestrian crossing**

There is a Student Pick up/Drop off Zone in front of Mackillop Place. All students being collected after school are to wait in this area for collection. For everyone's safety students are not permitted to find their parent/carer in the line of traffic. All cars must progress past Mackillop place and then out of the college grounds.

Key Features

- One-way traffic flow to loop around the existing carpark
- One-way traffic flow through the existing carpark
- No exit through the staff carpark
- Student pick-up/drop off zone on the steps of Mackillop Place
- Retention of existing visitor parking outside Bertrand Place. This area is **NO PARKING or waiting for students in this area during student pickup 3pm to 3.30pm**
- Fomalisation of on-site queuing (Blue Zone)
- Shared zones – Traffic and Pedestrian. 10km/h speed limit.



Student Handbook

Bus & Train Travel to School

The School Student Opal Card can only be used for travel between home and school. It does not extend to activities such as school excursions, sports and work experience or attendance at joint secondary / TAFE programs, multi campus high schools, Saturday school, pre-schools, mini schools (except for full time geographically isolated distance education schemes), before and after school care or child minding premises. The student's home address is defined as their normal place of residence.

However, the one card can cover both train & different bus companies provided that the trip is from home to school and vice versa.

To apply for an Opal Card go to <https://apps.transport.nsw.gov.au/ssts/home#> or phone 131 500 for more information. Please ensure that the address on the opal card application corresponds with the address given on school records.

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

If you qualify for a **Private Vehicle Conveyance (PVC) subsidy** (ie If you're not close to public transport and need to drive a student more than 1.6kms to the nearest bus stop or school) go to <https://apps.transport.nsw.gov.au/ssts/schoolDriveSubsidy#/schoolDriveSubsidy> to apply. Remember to give accurate distances.

If parents/guardians are unsure as to where their child should board, it is suggested that the week prior to school commencing in 2023 you contact the relevant transport provider listed below and gain the appropriate information from them or go to their websites.

Rover Coaches

Vincent St
Cessnock 2325
Ph: 4990 1699
www.rovercoaches.com.au/site/school-timetables

Hunter Valley Buses

6 Glenwood Dr
Thornton 2322
Ph: 4935 7200
www.huntervalleybuses.com.au/hunter-valley-school-timetable

Grace Coaches

PO Box 21
Lochinvar 2321
Ph: 4930 6058
www.gracecoaches.com.au

Phil Rumble

Rumble Coaches
Ph: 0412 750 782

School Buses – Code of Conduct

To ensure your safety and the comfort of other passengers,

Students will:

- ▶ Behave safely at all times
- ▶ Respect the needs and comfort of other passengers
- ▶ Respect bus property by not marking or damaging it
- ▶ Always follow instructions about safety on the bus
- ▶ Show their Opal card to the driver on boarding and when requested

Students will not:

- ▶ Distract the driver except in an emergency
- ▶ Smoke, eat or drink on the bus
- ▶ Allow any part of their body to protrude from the bus
- ▶ Fight, spit, use offensive language or place their feet on the seats
- ▶ Throw any article inside, or out of, the bus
- ▶ Alter, deface, misuse or fraudulently obtain an Opal card
- ▶ Give, lend or transfer their Opal card to another student

Student Handbook

College Uniform

Whenever and wherever students from St Joseph's College wear their uniform they are in fact representing the College and as such need to uphold the strong reputation of the College. Wearing the College uniform respectfully is not only an outward sign of belonging to the College community, but a way to express their pride in, and commitment to the College's ideals and aspirations. It is also important that the uniform is worn correctly due to the necessity to meet work, health and safety requirements.

Wearing the correct uniform includes not substituting sports uniform for formal school uniform by choice. If part of the school uniform is not able to be worn, a parental note is required.

Formal Fridays – Each Friday all students are required to wear their full **FORMAL** uniform. No practical PE classes are held on this day. The community convenes for assemblies that may feature guest speakers, awards, special liturgies or commemorations.

All items of College uniform are only available from the Uniform Shop. The uniform shop is located on our College site and is run by an independent company called Alinta, a company specialising in school uniforms. Uniforms need to be ordered well in advance as stocks of uniforms are not readily available and may take up to 6 weeks for delivery.

For your convenience, Alinta has a store located at St Joseph's College and it is open throughout the term and at selected additional times during January:


Access to the uniform shop is via the walkway in front of Mackillop Place.

Uniform Shop Trading Hours

| | |
|-----------|------------------|
| Tuesday | 8:00am - 11:00am |
| Wednesday | 8:00am - 11:00am |
| Thursday | 1:00pm - 4:00pm |

Visit our website to shop online
www.alintaapparel.com.au

St Joseph's College Lochinvar Uniform Shop
P: 0422 232 684 E: asc@alinta.com.au
W: www.alintaapparel.com.au



| | |
|--|---|
| <p>ALINTA Contact Free Ordering</p> <p>Click</p>  <p>Shop Online www.alintaapparel.com.au Home Delivery Available</p> | <p>ALINTA Contact Free Ordering</p> <p>Phone</p>  <p>Phone Orders 02 4321 0433 Home Delivery Available</p> |
| <p>ALINTA Contact Free Ordering</p> <p>Email</p>  <p>To request a call back info@alinta.com Home Delivery Available</p> | <p>ALINTA Contact Free Ordering</p> <p>Request a Call</p>  <p>Request a call back Text 0421 253 113 Home Delivery Available</p> |

Student Handbook

Junior Girls (Year 7 – 10) Uniform

- ✚ Black polishable lace up leather shoes
- ✚ White Alinta socks with blue strip
- ✚ Blue pin stripped skirt
- ✚ Chambray shirt (darker fabric)
- ✚ “Sax” coloured jumper (first layer of warmth)
- ✚ Navy soft shell jacket (additional/optional extra layer of warmth)
- ✚ Bucket hat
- ✚ Optional navy stockings in winter
- ✚ College scarf
- ✚ Optional navy pants (Term 2-3)
- ✚ Option Blue pin stripped shorts



Students wear the Jumper as the first layer of warmth, the soft shell jacket is the additional/optional extra layer of warmth.

Junior Boys (Year 7 – 10) Uniform

- ✚ Black polishable lace up leather shoes
- ✚ Grey Alinta socks with blue strip
- ✚ Charcoal grey shorts (optional long pants terms 2-3)
- ✚ Chambray shirt (darker fabric)
- ✚ “Sax” coloured jumper (first layer of warmth)
- ✚ Navy soft shell jacket (additional/optional extra layer of warmth)
- ✚ Bucket hat
- ✚ College scarf



Students wear the Jumper as the first layer of warmth, the soft shell jacket is the additional/optional extra layer of warmth.

Senior Girls (Year 11 – 12) Uniform

- ✚ Black polishable lace up leather shoes
- ✚ White Alinta socks with blue strip
- ✚ Blue pin stripped skirt
- ✚ Chambray shirt (lighter fabric)
- ✚ “Sax” coloured jumper
- ✚ Navy blazer (compulsory Term 2-3)
- ✚ Bucket hat
- ✚ Navy stockings (compulsory Term 2-3)
- ✚ College scarf
- ✚ College Tie
- ✚ Optional navy pants (Term 2-3)
- ✚ Optional Blue pin stripped shorts



Students wear the blazer as the first layer of warmth in terms 2-3 (Compulsory), jumper is optional.

Senior Boys (Year 11 – 12) Uniform

- ✚ Black polishable lace up leather shoes
- ✚ Grey Alinta socks with blue strip
- ✚ Charcoal grey shorts (compulsory long pants terms 2-3)
- ✚ Chambray shirt (lighter fabric) to be tucked in
- ✚ “Sax” coloured jumper (first layer of warmth)
- ✚ College Tie (compulsory terms 2-3)
- ✚ Navy blazer (compulsory terms 2-3)
- ✚ Bucket hat
- ✚ College scarf
- ✚ Black Belt



Students wear the blazer as the first layer of warmth in terms 2-3 (Compulsory), jumper is optional.

Student Handbook

Sports Uniform (7-10)

- ✚ Sports shoes
- ✚ White Alinta socks with blue strip (females)
- ✚ Grey Alinta socks with blue strip (males)
- ✚ Grey shorts (male & female cut)
- ✚ Optional grey tracksuit pants for term 2-3
- ✚ Navy polo shirt
- ✚ Rugby jersey
- ✚ Soft shell jacket (optional/extra layer of warmth)
- ✚ Bucket hat



Students have the option of wearing the “Sax” formal jumper or rugby jersey. Senior students (year 11-12), must get changed at school for practical lessons. Junior students (years 7-10), may only wear their sports uniform to and from school on practical days and Flexi-Learning days.



Grooming & Jewellery

- ✚ students are allowed to wear **only one small stud or sleeper in each ear**. They must be confined to the **earlobes**. Wearing them in any other part of the body is not acceptable.
- ✚ one plain silver or gold bracelet or bangle is allowed to be worn
- ✚ one plain silver or gold necklace holding a religious cross or medal may be worn (this must be tucked into shirt or blouse)
- ✚ one plain ring may be worn
- ✚ hair is to be of one natural colour. Hair accessories, of school colour, should be kept to a minimum; navy or black in colour.
- ✚ in cases where hair is long (below or on the collar), students shall tie their hair back to ensure that it is away from their face.
- ✚ haircuts shall not be extreme – (undercuts, wedging, Mohawk, mullets, ratstails etc are not acceptable and students will be asked to have these fixed). Students whose haircuts are deemed unacceptable will be asked to comply with school policy before returning to school. **This is a College decision and on accepting enrolment, parents and students agree to comply with this and all other requirements.**
- ✚ boys are to be clean shaven.
- ✚ Makeup including mascara, eyeliner, false eye lashes, lipstick and blush are not allowed. Tinted moisturizer / sunscreen only may be worn at school.
- ✚ Year 11 & 12 students are permitted to have hair out except in practical lessons.
- ✚ Coloured nail polish is not permitted; fingernails should be neatly trimmed and length should reflect WH&S and sport requirements; false fingernails are a hazard and are not to be used
- ✚ Tattoos must not be visible – they should be covered by uniform items or other appropriate means.

Student Handbook

School Shoes

Black hard leather polishable lace-up shoes

CORRECT **✓**



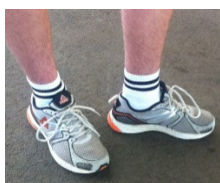
INCORRECT **x**



Sport Shoes

Sport shoes must be supportive sports joggers and have laces

CORRECT **✓**



Laces done up, not tucked in

Solid, supportive heel counter

Clearly defined, supportive arch and heel.



INCORRECT **x**



No boots/high tops



No slip on shoes



No canvas shoes

No velcro straps



Student Handbook

Canteen / Cafe

St Joseph's Canteen and morning Café provide a wide range of fresh and healthy food choices at competitive prices.

The Café is open every morning before school and offers freshly brewed coffee, hot chocolate and juices as well as items such as toasties, hash browns and muffins.



The Canteen is open every recess and lunch. The menu is published in the College Newsletter. The Canteen has



Qkr! Is an app which allows you to pay for items such as College events, excursions, fees etc, using your smartphone, tablet or computer.

daily specials as well as regular menu items and the menu reflects seasonal changes. Lunch Orders can be placed at school or via the Qkr! App; students can also purchase food items without an order. Items may be purchased by cash or Eftpos.

The diverse range of food offered and efficient service is possible due to the work of our Food Operations Team as well as voluntary help from parents, friends and relatives of students. Prices are kept to the minimum as the canteen is viewed as a service to students and staff.

SAMPLE CANTEN MENU

| Term 4 Menu 2023 | | | | | | | | | | | | | |
|---|--|--|--------|---|--|--|--------|------------------------------|--|--------|------------------------------|--------|--------------------|
| Snacks | | | | Hot Food | | | | Drinks | | | | | |
| Cough Drops | | | 50c | Garlic Bread | | | | Up & Go's | | | Iced Teas | | |
| Bbq Sauce | | | | Pizza Rounder | | | \$3 | Banana | | | Blackcurrent | | |
| Tomato Sauce | | | | Cheese & Bacon Pie | | | | Chocolate | | | Peach | \$4 | |
| Cheese & Ham Roll | | | \$2 | Plain Pie | | | | Caramel | | \$2.50 | Raspberry | | |
| Muesli Bar | | | | Potato Pie | | | | Strawberry | | | Large Juices | | |
| Grain Waves | | | | Sausage Rolls | | | \$5 | Vanilla | | | Apple | | |
| Honey Soy Chips | | | | Spinach & Feta Parcel | | | | 300ml Flavoured Milks | | | Apple Blackcurrent | \$4 | |
| Salt & Vinegar | | | | Vegetable Sausage Roll | | | | Chocolate | | | Orange | | |
| Sea Salt | | | | GF Chicken Pie | | | | Ice Coffee | | \$2.50 | OJ & Passionfruit | | |
| Snaps | | | | GF Beef Pie | | | | Strawberry | | | Large Milks | | |
| Caramel Muffin | | | \$3 | Sandwiches & Rolls | | | | Vanilla | | | Chocolate | | |
| Chocolate Muffin | | | | Egg & Lettuce Sandwich | | | \$4.50 | Small Juices | | | Ice Coffee | \$4.50 | |
| Croissants | | | | Salad Sandwich | | | | Apple | | | Strawberry | | |
| Finger Bun | | | | Chicken & Salad Sandwich | | | | Apple Blackcurrent | | \$2.50 | Vanilla | | |
| Banana Bread | | | | Chicken Caesar Roll | | | \$5 | Orange | | | Juices Bombs | | |
| Raspberry Muffin | | | \$4 | Chicken Mayo Sandwich | | | | Monday Special | | | Sweet Chilli Wrap | \$4.50 | |
| Fresh Fruit Salad | | | \$4 | Ham & Cheese Sandwich | | | | Apple Cola | | | Sweet Chilli Wrap with Salad | \$5.00 | |
| Ice Blocks | | | | Ham & Salad Sandwich | | | | Apple Raspberry | | | Tuesday Special | | |
| Zooper Doopers | | | 50c | Egg & Lettuce Sandwich/Roll | | | \$4.50 | Grape | | \$3 | Chicken Burger | \$5 | |
| Ice Cream Cups | | | \$1 | Salad Sandwich/Roll | | | | Orange Passio | | | Chicken Burger with Salad | \$5.50 | |
| Fruit Cups | | | | Chicken & Salad Sandwich/Roll | | | \$5 | Vanilla Lime | | | Vegetable Burger | \$5 | |
| Icy Twist | | | \$1.50 | Chicken Mayo Sandwich/Roll | | | | Watermelon | | | Vegetable Burger with Salad | \$5.50 | |
| Paddle Pops | | | \$2 | Ham & Cheese Sandwich/Roll | | | | Available at Canteen Counter | | | | | Friday Special |
| Frozen Yoghurts | | | \$2.50 | Ham & Salad Sandwich/Roll | | | | | | | | | Chicken Caesar Tub |
| Calippo | | | | Chicken, Bacon, Avocado, Cheese | | | \$6 | | | | | | |
| | | | | Turkish Toasted | | | | Gluten Free | | | | | |
| While all care is taken to have all stock available. Sometimes substitutes may be given, due to unforeseen circumstances. | | | | Qkr! App orders need to be placed by 8.15am | | | | | | | | | |
| | | | | EFTPOS Available | | | | Available via QKR! App | | | | | |
| Please only come to canteen lines if you are buying. (No friends waiting with you.) | | | | | | | | | | | | | |
| Try and be prepared when ordering, know what you want, give the whole order. Make sure you have sufficient funds. | | | | | | | | | | | | | |
| If roller doors are closed go to EFTPOS line | | | | | | | | | | | | | |
| Please use your manners. :) | | | | | | | | | | | | | |

(Please note this is not the current canteen menu, items and prices are subject to variation)

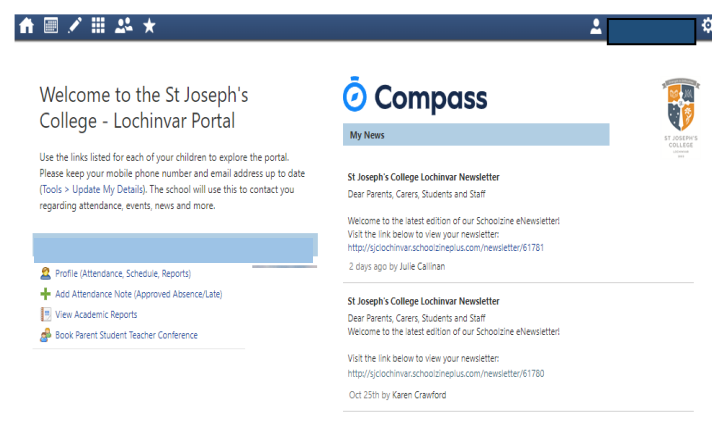
Student Handbook

5. Communication

Compass – College App



Compass is a comprehensive system that will enable the school to effectively manage all information relating to your child/children. This forms part of a broader implementation of a student information system for the Diocese of Maitland-Newcastle. This solution will offer a secure, yet easy connection to essential information you need in relation to your child.



A compass account will be created for you which will provide secure access. The different types of information you will find as part of the Compass system include:

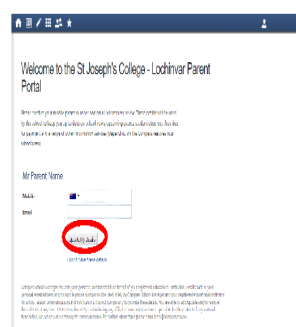
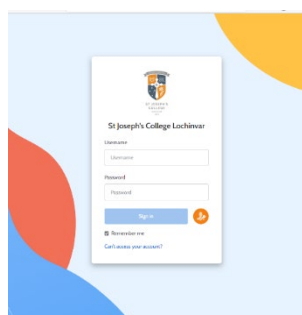
- ✚ Viewing 'My News', a news feed of school announcements, alerts and updates.
- ✚ Monitoring your child's attendance and entering explanations for late arrivals or absences.
- ✚ Downloading and viewing your child's Student Reviews and Semester Reports
- ✚ Viewing your child's timetable and the school calendar
- ✚ Booking parent-teacher conferences.

Our College App can be downloaded from the App Store or Google Play. Our App provides the College Community with key information regarding students

Logging on for the First Time

To log into the parent portal for the first time follow the steps outlined below:

1. Go to <https://lochinvarsj-nsw.compass.education/> you will see a screen similar to the one below
2. Enter you Username & Password. This information can be found in your Parent Letter.
3. Once you have entered your **Username & Password** the following screen will appear:
4. You will be prompted to confirm your contact information. Please ensure your details are correct. Click the **Update My Details** button.
5. You will be prompted to **create a password**. Your password must:
 - a. Be at least eight characters in length
 - b. contain at least on UPPERCASE & one lowercase letter
 - c. Contain at least one number



Student Handbook

Email and Phone

| Front Reception Hours | |
|-----------------------|--|
| Monday - Friday | 8.00am to 4.00pm |
| Email | admin@lochinvarsj.catholic.edu.au |
| Student Services | studentservices@lochinvarsj.catholic.edu.au |
| Telephone | 02 4930 7291 |
| Website | http://www.lochinvarsj.catholic.edu.au |

The Student Services email address is for communication of absences, appointment and messages to students. Student Services emails are monitored between 8am and 3.30pm on school days.

Reports & Conferences

Reports are available at the end of each semester through the Compass portal, providing details of student's academic achievement.

A Parent/Teacher/Student conference session is available after the mid-year and end of year report. Other contact with the school about a student's progress is generally at the request of parents, although teachers, Leaders of Learning or members of the College Executive may contact parents if they have concerns regarding a child. Please do not hesitate to contact the school regarding any matter of concern.

Newsletter

St Joseph's use a company called Schoolzine to publish our newsletters.

If you don't currently have a student at St Joseph's and don't receive the link to view these newsletters we encourage you to type in the link below in your browser and this will take you directly to the latest one published. We then encourage you to click on the "Subscribe Button" at the top of the newsletter and subscribe. This will ensure that the newsletter will be emailed to your email address directly each fortnight.

Visit the link below to view an example of our newsletter:

<http://sjclochinvar.schoolzineplus.com/newsletter/57600>

Website

The College website provides a range of information for parents including the College Calendar, Student Handbook, an overview of our Ministry, Pastoral and Curriculum Framework.

You are encouraged to visit our Website to gain an overview of our College and to see what is on offer to each student and family group.

<http://www.lochinvarsj.catholic.edu.au/>

Facebook

St Joseph's College also has a Facebook page. This is a great way to keep up to date on events that are happening within the school and other school information. To follow our Facebook page search "St Joseph's College, Lochinvar" then like the page.

Student Handbook





6. Attendance and Punctuality

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. Education in NSW is compulsory for all children between the ages of six years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with NESA, Teaching and Educational Standards for home-schooling.

All students are expected to attend school for all activities such as **Community Days, Excursions, Sports Carnivals** and **Retreats**.




The importance of arriving on time

Arriving at school and class on time:

-  Ensures that students do not miss out on important learning activities scheduled early in the day
-  Helps students learn the importance of punctuality and routine
-  Gives students time to greet their friends before class
-  Reduces classroom disruption.

Student learning is more successful when students are present consistently for the whole school day. Students who arrive “just a few minutes late...” miss out on vital information on the day ahead.

Absence Alerts

-  Each day parents/caregivers will be notified by SMS if their child is not in attendance at the College by 09.30am
-  Students' class attendance will be live on COMPASS therefore parents/caregivers can view this record throughout the day
-  Class rolls are marked each period and attendance records updated





The NSW Government provides some helpful information to inform parents of what is expected of them. Some of the key areas are outlined below.

Student Handbook

Absences from School




Short Term Absence

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

-  Being sick, or having an infectious disease
-  Having an unavoidable medical appointment
-  Being required to attend a recognised religious holiday
-  Exceptional or urgent family circumstance (e.g. attending a funeral).

Where your child/children will be absent from the college for the entire day, you should notify the college prior to the commencement of period 1 ie. Before 8.50am each morning.

You can notify the college of your child/children's absence in one of the following ways:




-  Enter the absence on Compass
-  Call the college on 4930 7291 and advise office staff of your child/children's absence. You will be asked to provide a reason for the absence and the expected duration of the absence.
-  Send an email to studentservices@lochinvarsj.catholic.edu.au, explaining your child/children's absence and the expected duration of the absence.

Please do not contact the child/children's Learning Mentor Group Teacher or their Class Teacher directly about absences from school due to illness.

Following an absence from school, if notification as described above has not been given, you must ensure that within five (5) days you provide St Joseph's College with a verbal or written explanation for the absence. If the school has not received an explanation from you within three (3) days, the school may contact you to discuss the absence.

Late Arrival to School





If arriving late to school, then one of the following steps will need to be followed to ensure that attendance details are correct:

-  Students arriving after 8.50am need to report to **Student Services** to sign in before proceeding to Period 1.
-  Parents/caregivers can sign students in using the KIOSK at **Student Services**
-  Parents/caregivers can enter the Late Arrival into COMPASS. Please note that if you enter the Late Arrival into COMPASS then the student will still need to sign in using one of the options outlined above.

Student Handbook

Early Departures from School

If students need to leave early for an appointment or other commitment:

-  Parents/caregivers are asked to send an email the evening or morning before school to studentservices@lochinvarsj.catholic.edu.au and indicate the child/children's name, time of pick up, reason and give permission for the child to sign out and meet in the carpark. This will reduce interactions on site and assist in the movement of students across the site.
-  Alternatively, send the child/children with a note; indicate the child/children's name, time of pick up, reason and give permission for the child to sign out and meet in the carpark. This will reduce interactions on site and assist in the movement of students across the site.
-  Parents/Caregivers can come to student services and sign students out using the KIOSK in non COVID restriction time.
-  Parents/Caregivers can enter relevant leave using COMPASS. Please note that if you enter the early departure using COMPASS you will still need to come into the office to sign the child/children out.



If your child/children will be leaving the school with someone other than a parent/caregiver (including leaving with an emergency contact), a note or email will need to be sent to the school detailing time of departure and the name of person collecting the child/children. If this information is not supplied to the college then your child/children will not be allowed to leave the premises until we have made contact with a parent/caregiver.

Of course, if you have received a call that your child is sick and needs to be picked up please call 4930 7291 when you are in the car park and our staff will provide information on how to collect your child to ensure they are safely escorted to your vehicle.

Travel / Extended Leave

Families are encouraged to travel during school holidays. If travel during school term is necessary, parents must apply for leave of 3 days or more – at least two weeks prior to the leave so as a determination can be made – this will be dependent on scheduled assessment tasks. Please note that students will not be given leave during any scheduled examination block – see the relevant year Assessment Handbook for further details. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year. In some circumstances, students may be eligible to enrol in distance education for travel periods over 50 school days.

If approval for extended leave is required parents/caregivers will need to send an email to studentservices@lochinvarsj.catholic.edu.au:

-  Providing details about the leave to the college. This note will need to be handed to the office for processing. Extended leave will need to be approved by the principal prior to the commencement of the leave.
-  For leave greater than 10 days a special leave form will also need to be completed prior to submission.

For further information on compulsory school attendance, visit the [NSW Department of Education website](https://www.nsw.gov.au/education)

Student Handbook

Ceasing Enrolment

Where parents/caregivers are ceasing the enrolment of their child/children at the school, the Principal should be **notified in writing** as soon as possible. All outstanding accounts should be settled, and textbooks must be returned.

- The attached form should be completed and returned to the college in order for notification of student leaving to be processed.
- It is essential that parents acquit all fees prior to their child being signed out of the college.



St Joseph's College Lochinvar

NOTIFICATION OF STUDENT LEAVING

Date: _____

| | |
|------------------------------------|------------------|
| PERSONAL DETAILS | |
| Student Name: _____ | NESA # _____ |
| Mobile Number: _____ | Age: _____ |
| Personal Email: _____ | LMG Class: _____ |
| New address (if applicable): _____ | |

| | |
|--|--|
| POST SCHOOL DESTINATION | Expected last date of attendance: _____ |
| <input type="checkbox"/> Home schooling | Documentation attached <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> Distance Education Please state with who | Documentation attached <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> TAFE | Acceptance letter attached <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> Employment (full time, paid employment [average 25 hours/week]) | Letter from employer attached <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> Apprenticeship. Please state with who | Letter from employer attached <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="checkbox"/> New School. Please state which school | Confirmation from school re enrolment acceptance, otherwise SJL will confirm with the school. <input type="checkbox"/> YES <input type="checkbox"/> NO |

Student Signature: _____ Parent / Carer Signature: _____

The student will see each of the people below to sign and then return it to their Assistant Principal.

| Responsible Person | Details | Signature |
|---|--|-----------|
| Librarian | Books returned <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| Student Services | ID Card returned <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| Student Services | Locker Key returned <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| IT Office | Loan Device returned <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| Careers Advisor (yr 10, 11 and 12 only) | | |
| Leader of Wellbeing and Engagement | | |
| Assistant Principal | | |
| Principal | | |

| | | | |
|--|--|--|--|
| Office Use | | | |
| <input type="checkbox"/> Accounts Office | <input type="checkbox"/> NESA updated | <input type="checkbox"/> Compass / Edval updated | <input type="checkbox"/> Notification to staff |
| | <input type="checkbox"/> ROSA Credential | | |

Student Handbook

7. Catholic Identity

St. Joseph's College Lochinvar is a Co-educational Catholic high school, Year 7-12, that has since 1883 provided opportunities for the young people enrolled at our school to realise their God-given potential. As a school founded by the Sisters of St. Joseph, we describe ourselves as 'Josephite' and we seek to continue their tradition of Catholic education in an Australian context. As a Catholic school we try to be 'Christ-like' in how we relate to each other and our environment and we look to our Josephite founders, Fr. Julian Tenison Woods and St. Mary of the Cross MacKillop, as exemplars of such an approach to life.

In this tradition we value the individual child and understand that our role is to provide a learning environment in which the full range of needs of our students can be addressed in our academic, spiritual, pastoral and co-curricular programmes.

To achieve this, our aims are embodied in fundamental Catholic principles and beliefs. We nurture respect and value human dignity, challenge students to improve the society in which we live and encourage the 'Josephite' call to look beyond self-interest and help those in need.



We encourage our students to value the opportunities that are made available to them in pursuing academic studies, as well as interests in a range of co-curricular activities. The skills and knowledge gained from such pursuits ensures our students are able to meet the challenges of our society with confidence.

The measurable elements that provide evidence of how we live out Ministry within the College consist of:

- | | |
|---|--|
| ✚ Community Celebration eg Liturgical celebrations | ✚ Catholic Identity eg Prayer within the College |
| ✚ Service and Mission eg Outreach to St Vincent de Paul | ✚ Leadership Integrity and Moral Purpose eg JJAMM program for Senior Leaders |
| ✚ Faith Formation eg Retreat and Spirituality Days | |

College Themes

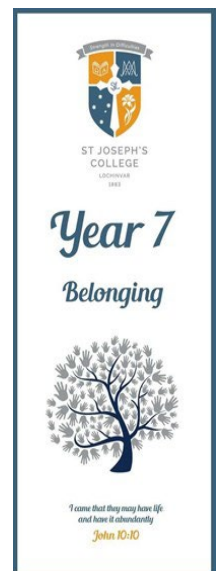
Each cohort has a unique theme, which is explored throughout the year in community/spirituality days, retreat, form meetings and liturgies. The themes are progressive with the aim of students leaving the College with a deeper sense of self, others and God.

Year 7 – Belonging

I came that they may have life and have it abundantly. - John 10:10

Students at St Joseph's College will be given the opportunity to explore who they are as a person, guided by Christ. This will be developed by exploring from a Catholic lens, what the purpose of life is, and to understand what it means to have life and have it more abundantly. Students have the opportunity to acknowledge the love of God in their lives and to develop a love of God.

The young people of St Joseph's, will be challenged to adopt the approach of considering what is life giving, rather than what is life diminishing. This will be supported through nurturing a faith journey, that is modelled on the words and actions of Christ.



Student Handbook



Year 8 – Responsibility

For if you forgive others their trespasses, your heavenly Father will also forgive you. - Matthew 6:14

Students at St Joseph's College are challenged to consider that we are loved by God, therefore we should act accordingly, carrying that message to all of those we encounter on a daily basis. Students will develop an understanding that Jesus is the Son of God, who lived on earth as a human, worked with human hands, thought with a human mind and acted by human choice.

Through acting responsibly, students develop an understanding of the ways in which Jesus loved with a human heart and died for the forgiveness of our sins. In doing so, students can begin to comprehend our responsibility to live like Jesus.

Year 9 – Respect

There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. - 1 Corinthians 12:4-5

Through the mission and vision statement of St Joseph's College, Lochinvar, we are challenged to establish a relationship with God. God gifts us and guides us to grow in our potential, acknowledging the love that we are graced with. In understanding this, we know that God made us to function by faith and love, respecting ourselves and others.

When students are encouraged to act with a humble and healthy confidence in the gifts that God has placed within us, the person that God created comes alive. When God gets hold of us, we begin to see our potential in a different way... we understand our gifts are to be used to honour God.



Student Handbook



Year 10 – Compassion

***I will show compassion to others, because my Saviour first showed compassion to me.
- 1 John 4:19***

St Joseph's College, Lochinvar, aims to equip students with the capacity to show compassion to others. Christ moved with compassion, taught with compassion, showed us acts of compassion and challenged us to be compassionate to others. This challenges our students to live out the Gospel message and to adopt a model based on mercy, being the merciful face of Christ. There are two aspects of compassion.

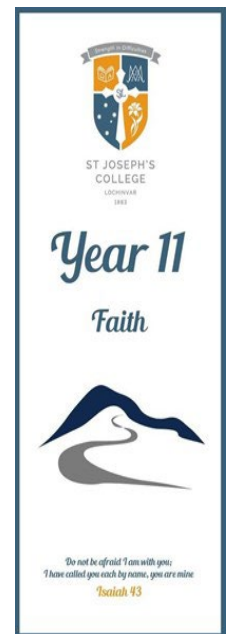
These aspects focus on the heart and the hands of compassion. For students to model this, we need to desire the need to show compassion, then be moved enough to act on the situation.

Year 11 – Faith

***Do not be afraid I am with you; I have called you each by name, you are mine.
- Isaiah 43***

St Joseph's College, Lochinvar, actively seeks to nurture the faith development of students as they move into adulthood. This means providing opportunities to deepen the experience of the presence of a loving God in their lives and reinforcing the need for them to be fully present to others. Since God sees each person individually, with unique gifts and abilities as well as vulnerabilities and frailties, our young people are encouraged to listen to God's call and to use their gifts to the best of their ability for the good of others.

This means developing relationships founded on love, developing and earning trust and fostering openness. Importantly though, our young people are led to understand that even in the most challenging of times, during times of self-doubt, they are not alone.



Student Handbook

Year 12 – Service

And what does the Lord require of you? To act justly, to love mercy and to walk humbly with your God. - Micah 6:8

St Joseph's College Lochinvar, aims to provide opportunities for young people to live out the principles of Catholic social teaching – recognising and supporting the dignity of the human person, the common good and solidarity. Students learn how to make a difference in the lives of others by responding to their needs and acting without the expectation or requirement of recognition or reward.

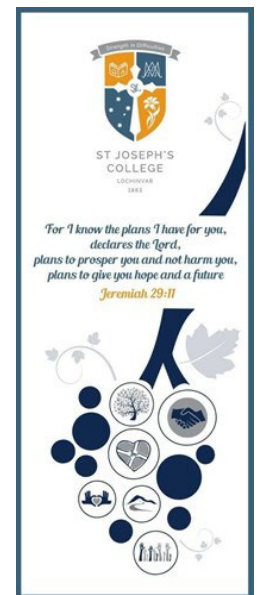
Students develop an understanding of the lived experience of Christian service, as the lived experience of Jesus Christ. This involves outreach to the marginalised, nurturing an attitude of acceptance and inclusion and developing the courage to respectfully speak out against injustice. When young people are empowered to serve, they develop the capacity to make a real difference, to transform their own lives and that of their communities



Whole School

The College has an overarching theme from the Prophet Jeremiah. This theme is the centre point in which all cohort themes emerge and is an apt reminder that we are created in the image and likeness of our loving God who knows the plans he has created for us. The College theme draws inspiration on providing students with hope for a joy filled prosperous future and encourages students to strive for excellence, academically, spiritually and culturally.

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. - Jeremiah 29:11



Student Handbook

Student Wellbeing & Behavioural Management

The College has clear expectations of students. It requires students to show respect and courtesy to all members of the school community, to cooperate at all times with their teachers, to respect property and the school environment, and to do their best in their studies.

Students are to understand both their **rights and responsibilities**, as expressed in the statement above developed by students at St Joseph's.

Statement Of Students Rights and Responsibilities.

| Rights | Responsibilities |
|---|---|
| I have the right to be respected | I have the responsibility to treat others with respect and care |
| I have the right to a safe, clean environment | I have the responsibility to respect school property and to keep the school environment clean |
| I have the right to a good education | I have a responsibility to work hard to achieve my own potential |
| I have a right to have property respected | I have a responsibility to respect other people's property |
| I have a right to express an individual opinion | I have a responsibility to listen to others and respect their opinions |
| We all have a duty to obey school rules, which stem from these rights and responsibilities | |

Where students fail in their responsibilities and interfere with others' right to learn, they are managed in a way which is both firm but fair, and which challenges them to grow in self-regulation.

Teachers usually resolve behaviour matters in their own classroom, however where inappropriate behaviour is continued or more serious, the matter may be referred to Leaders of Learning - KLA or Leaders of Wellbeing & Engagement.

At times parents may be notified by means of a note, or Compass if there are problems related to homework or the wearing of school uniform.

For behavioural issues, teachers may send home a **Notification of Inappropriate Behaviour**, or for more serious misconduct, students may be issued with a **Restore Session**.

Counselling of students, and referral to the school counsellor, may be used in conjunction with other responses in some cases of inappropriate student behaviour.

We all have a duty to obey school rules, which stem from these rights and responsibilities.





Student Handbook

Notification of Inappropriate Behaviour

When students have displayed inappropriate behaviour or attitudes, parents will be notified of such using a Parent Notification. This allows parents to be aware of their child's circumstances at school.

Parents are asked to acknowledge receipt of such communication via a signature at the bottom of the slip. The warning slip should be returned intact to the relevant Leader of Learning the following day.

Examples of behaviour which may warrant a Restore Session as a logical consequence are incidents that have resulted in significant loss of time on task for students and/or staff while it was resolved or investigated. This might include:

-  Rudeness or disrespect towards teachers,
-  Being out of bounds.
-  Regular lateness to class without a valid reason.
-  Use of mobile phones without permission

Illegal Behaviour








The school is obliged to report to the police any behaviours which are illegal or suspected of being illegal.

Please note: Personal Technology Devices (PTD) – mobile phones, ipads, ipods etc – are not to be used at school unless the student has the direct permission and supervision of a teacher to use the device for educational purposes. The school accepts no responsibility for the loss, theft misuse or damage to any PTD. Please refer to the school's personal technology device policy for further information.

Serious Offences

Students need to understand the consequences of serious offences.

In some circumstances, the most logical consequence for behaviour may warrant immediate external suspension. Some behaviours may also lead to withdrawal of enrolment. The following are examples of behaviour that may warrant this:

-  Being in possession or under the influence of illegal substances including drugs and alcohol
-  The possession, use or sale of prohibited substances eg. Marijuana and Vapes
-  Violence towards any teacher, staff member or student
-  Vandalism of school, teacher or student property
-  Use of Social Media or other forms of communication to publicly defame or humiliate the school, staff or other students.
-  Cyberbullying
-  Repetition of a behaviour which has resulted previously in internal or external suspension

Depending on the nature of the offence, police may be informed.

Student Handbook

Building Positive Relationships

As we walk beside students in their journey through St Joseph's College, we recognise that there are times when they will make poor choices. When students fail to meet their responsibilities and/or affect the rights of others, an opportunity for teaching and learning arises. Based on the principles of Positive Education, Behaviour Support at St Joseph's focuses on relationships and a growth mindset. Staff are, at all times, the adult in this relationship with students and act as role models for students, guiding them through appropriate responses to poor choices. Like all relationships, building positive connections can at times require hard work, resilience and persistence.



With this in mind, Behaviour Support at St Joseph's College is based on three key features:

- ✚ Procedural Fairness – is generally recognised as having two essential elements:
 - The right to be heard
 - The right of a person to an impartial decision
- ✚ Restorative Practices – These practices include a moderated meeting with the parties in conflict, using Affective Questions.
- ✚ Logical Consequences – This means that consequences that may be issued are reflective of the nature and severity of the behaviour or issue. Logical consequences need to be:
 - Related to the behaviour
 - Respectful
 - Reasonable
 - Helpful

Behavioural Support Processes

With a focus on building positive relationships, St Joseph's College implements a progression of processes that gives all staff and students the opportunity to resolve situations where students have not met their responsibilities and affected the rights of others.

Suspension, Expulsion and Exclusion Procedures

These procedures set out the expectations and recommended procedures regarding student suspension, expulsion or exclusion for Catholic schools in the Maitland-Newcastle Diocese, and are to be read within the context of the Wellbeing and Pastoral Care Policy (2017).

<https://www.mn.catholic.edu.au/media/49106/suspension-expulsion-and-exclusion-procedure-2019.pdf>

Student Handbook

Commendation System









Students are encouraged to do their best in all areas of school life, and are affirmed for both their efforts and achievements.

In the classroom, teachers affirm students by their positive remarks and by written comments acknowledging well-presented student work.

As a part of the St Joseph's Curriculum Framework, students are recognised for significant academic achievement or improvement.

Where deserved, LMG teachers and subject teachers are also able to generate a Recognition Award via Compass. These awards are at the teachers' discretion, not at student request. They will include the reason for the award, the teachers' name and a brief comment. Parents and students will be able to view these awards via their Compass portal.

The Recognition Awards via Compass can be for one of the following reasons:

-  Positive contribution to the Community
-  Being a positive role model
-  Diligence and effort in class
-  Excellent application to learning
-  Representing the College
-  Being respectful
-  Improvement in learning
-  Wearing the College uniform with pride

Success in academic, sporting and cultural endeavours is frequently acknowledged at year meetings, school assemblies, in newsletters, and in the annual school magazine.

There are several Award Ceremonies throughout the year. Semester 1 Academic Awards Ceremony is held at the beginning of Term 3. The Major Awards Ceremony is held in Term 4 and a separate Sports Awards Ceremony is also held in Term 4.

#104068

Recognition Award

Recorded by [Abbie Marston - MAA](#)

Student Recognition :

Being a Positive Role Model : Yes
Diligence and effort in class : Yes
Excellent application to learning: Yes

Details:

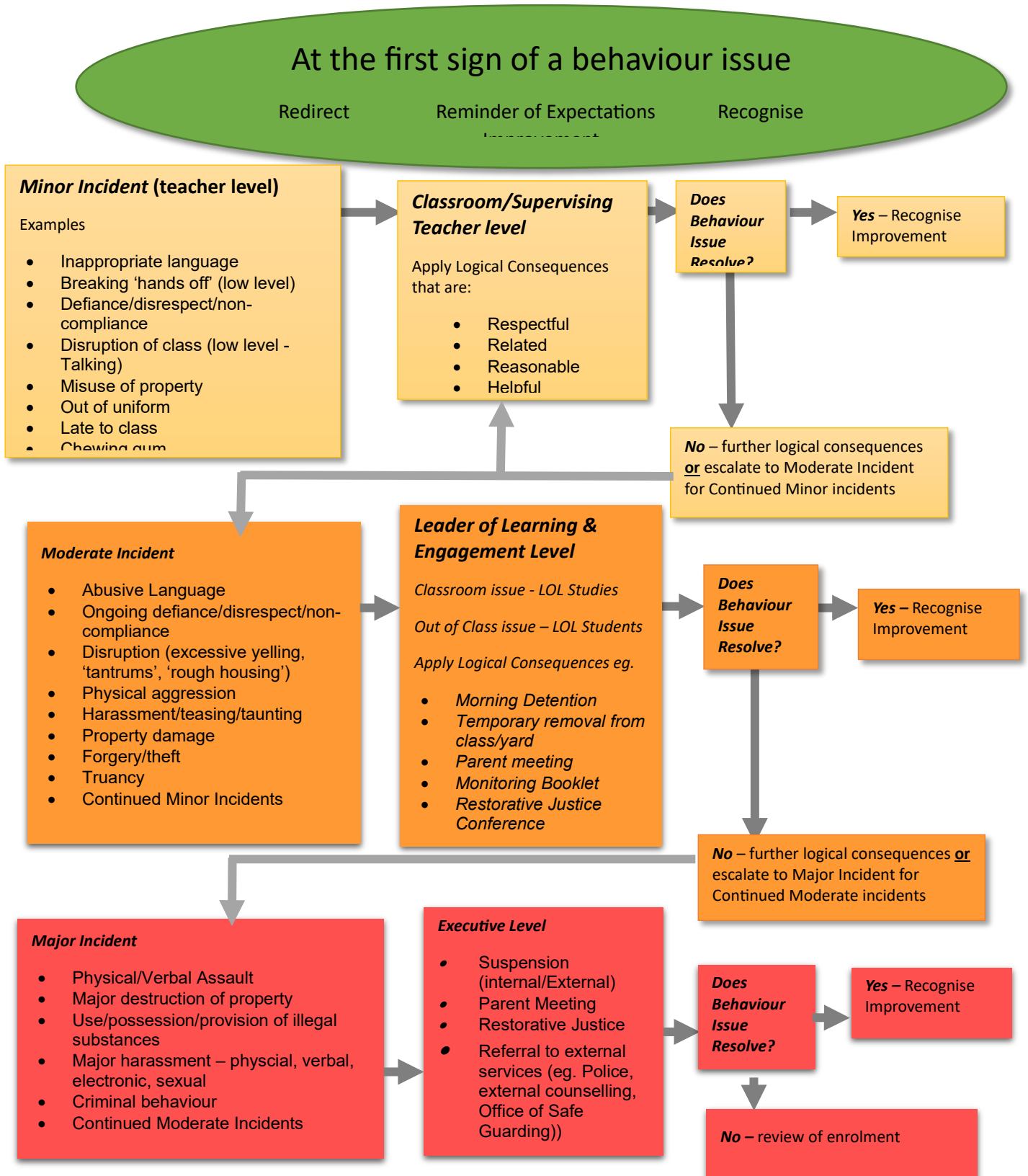
For excellent effort in the Speedway game during her PE practical lesson. Great job applying the rules and becoming a tactical thinker in the game. Keep it up!

2. Student Recognition

Recorded yesterday at 02:25 PM,
Occurred Mar 23 at 02:25pm

Student Handbook

St Joseph's College Behaviour Support at a Glance



Student Handbook

Promoting A Safe Environment

Anti-Bullying





An important element of Wellbeing at St Joseph's College is promoting a safe environment through our anti-bullying processes.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.




Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

-  **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
-  **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
-  **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
-  **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious text and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

-  children not getting along well
-  a situation of mutual conflict
-  single episodes of nastiness or random acts of aggression or intimidation.

(Source : <http://www.schools.nsw.edu.au/studentsupport/bullying/definition/index.php>)

The school regards bullying as a very serious issue. At St Joseph's we are committed to making the school community a safe place for all, based on the assumption that all members of the school community respect one another.

Students have a responsibility to treat others with courtesy and respect. Reports of bullying will be treated both seriously and sensitively. Victims of bullying will be given every support, including strategies to assist them when confronted by bullies. Those who bully others should likewise be given both guidance and clear directions. Where necessary sanctions may need to be imposed.

Bullying is best dealt with when school and parents work together to overcome the problem. Strategies to prevent bullying will be communicated through a variety of avenues such as Community Days, Form Assemblies, guest speakers/presenters, newsletters and Learning Mentor Group. A survey of students concerning bullying will be conducted each year to monitor the overall effectiveness of the strategies being implemented.

















<https://cosi.mn.catholic.edu.au/securedownload?referringpage=5404&mediaid=5522>



Student Handbook

Banned items at St Joseph's

Please note that student should not bring any of the following items to school:

-  permanent markers
-  any type of knife / weapon/dangerous implement
-  excessive amounts of money
-  tablets / drugs of any form (other than prescribed medication which must be handed in to the Office with the necessary permission note).
-  White-out / correction fluid
-  valuable items (jewellery etc)
-  chewing gum
-  highly caffeinated energy Drinks
-  steel rulers
-  firecrackers / explosive devices
-  laser pointers (note; these are classified as prohibited weapons)
-  skateboards
-  portable speakers
-  aerosol cans / spray packs
-  Tattoos
-  All forms of smoking are illegal on school sites including vapes; students know this via the Code of Conduct & consequences for breaking this law reflect the action

Please note: Personal Technology Devices (PTD) – computers, ipads, ipods ETC. – are not to be used at school unless the student has the direct permission and supervision of a teacher to use the device for educational purposes. The school accepts no responsibility for the loss, theft misuse or damage to any PTD. Please refer to the school's personal technology device policy for further information.

Mobile Phones

Students in years 7-10 may have a phone in their possession at school, however, they must be kept in their bag and on silent. The exception is after the final bell while students are waiting for buses.

If students have their phones out/using them at inappropriate times, phones will be confiscated and kept locked in the office till the end of the day. After three (3) offences students will be required to hand their phone into the office the beginning of the day for 1 week.

Students in **Years 11 & 12** may use their mobile phones during designated recess and lunch breaks only when in the Agnes Hopper & Tenison Quad.

Consistent Expectations

To maintain a consistent approach in creating a safe and supportive environment, signage exists in all classrooms and for each playground duty area outlining the College's expectations of students.

"The standard we walk past is the standard we accept"

Student Handbook

Student Movement Within the School

On arriving at school students are permitted in all playground areas except the Back Field. Students should not be on the verandahs or in the classrooms. At times of rain or heat students may be given permission to use Mackillop Place.

On the bell all students are to move in an orderly manner, with their bags to their designated classroom. All teachers (and especially playground duty teachers at the end of recess and lunch) are to ensure that this happens.

On arriving at the classroom, students should place their bags neatly on/under the seat or beside the closest wall to the classroom and wait in an orderly manner for the teacher to arrive ensuring that walkways are not blocked. Some teachers might allow students to take bags in GPLA areas. At no time should a student be in the classroom without the permission of a teacher. Students are not to sit on railings and walls. Students should be assembled outside their designated classroom on the prompt arrival of their class teacher.

The students have limited access to the Staffroom, Office, and Finance Office

The Finance's Office is to be used by students **before school, recess and lunch**. The Office can be visited by students at all non-lesson times of the day or outside these times with permission from the teacher in situations of emergencies. When visiting the office students will behave in an orderly and well-mannered way. When moving to and from classes, students should move in an orderly manner. All students when using the verandahs or stairs will walk on the left-hand side. There will be no running at any time.

Care should be taken at all times when using stairs.

Students with mobility concerns are permitted to use the elevator located in the Bertrand Centre to access the first floor, with permission.

Care should be taken with bags and back packs, students should line up in an orderly manner and proceed forward on instruction. There will be no pushing or dangerous behaviour.

Student Handbook

Pastoral Framework

St Joseph's College has a 4M Pastoral Framework. This framework has been implemented to ensure:

1. The consistent application of policy concerning behaviour management
2. An identifiable continuum for students with behavioural concerns.

The framework includes the wellbeing component that ensures students with wellbeing concerns are identified and supported in an appropriate manner.

The framework allows for students who are striving to modify their behaviour or facing wellbeing concerns to be supported in an appropriate manner. The ultimate goal is to develop the ability in students to become independent young adults who are able to seek support and implement strategies to allow them to be the best version of themselves they can be. Regular communication with the students' families and other relevant support people is the foundation of this framework.

| St Joseph's College Pastoral & Wellbeing Framework | | | | | | |
|---|---|---|-------------------------------|--|---|---|
| WELLBEING | | | Support Status | Possible Behaviours | BEHAVIOUR | |
| Key People | Management Strategies | Possible Concerns | | | Management Strategies | Key People |
| <ul style="list-style-type: none"> *Support of the whole school and wider community *LMG Teacher *Student *Parent | <ul style="list-style-type: none"> *Positive communication strategies *Clear statements of support structures, pathways and people to students. *Student is accessing and utilising support independently *Eligible for full participation in all school activities | <ul style="list-style-type: none"> Student is independently managing the learning and social environment of self and others in the S.J.L. community. Majority of students would be in this status | Mastering Independence | <ul style="list-style-type: none"> Student Behavior and attitude is self-regulated and supportive of learning and social environments of self and others in the S.J.L. community. Majority of students would be in this status | <ul style="list-style-type: none"> * Positive communication strategies. * Clear statements of S.J.L. standards and expectations. * Restorative questions and statements and/or meeting. * Positive Behavior reinforced via the S.J.L. awards process. * Eligible for full participation in school activities. | <ul style="list-style-type: none"> *Support of whole school and wider community *Student *Parent *LMG teacher |
| <ul style="list-style-type: none"> *Student *Parents / Guardian *Class Teachers *LMG Teacher *Student LOL *Studies LOL *S.J.L. Learning Support team *School Counsellor *Careers Coordinator *Pastoral Care Worker *Aboriginal Support Teacher | The Management Strategies identified in Meeting Expectations are applicable in this status <ul style="list-style-type: none"> *Conversation with parents/carer about concerns. *Student to meet with school counsellor *LMG Teacher monitoring *Possible use of a mentor other than LMG *Assessment of suitability for involvement in school activities by Student LOL and LMG Teacher | <ul style="list-style-type: none"> *A pattern of Compass Chronicle entries notifications about low-level wellbeing concerns from staff, parents or other students *A particular well-being issue is becoming noticeable (eg. appearance, demeanour, anger, mental health) | Mild Support | <ul style="list-style-type: none"> *A pattern of Parent Notifications re negative behaviours *A pattern of Compass Chronicle entries about low-level behaviour concerns *A particular behaviour pattern or attitude is becoming noticeable *Internal suspension used as a logical consequence where deemed necessary | The Management Strategies identified in Meeting Expectations are applicable in this status <ul style="list-style-type: none"> * Teacher Class Management * Parent Notification * Logical Consequences * Internal Suspension * Behaviour Monitoring Booklet where appropriate – onus on student * Participation in representative sport, extra curricula activities and other school activities may be conditional | <ul style="list-style-type: none"> *Student *Parents / Guardian *Class Teachers *LMG Teacher *Student LOL *Studies LOL *S.J.L. Learning Support team *School Counsellor *Leader of Career *Aboriginal Support Teacher |
| Key People identified in Mild are involved in addition: <ul style="list-style-type: none"> *Assistant Principal *Student Support Unit / CSO *Relevant external agency e.g. Headspace, Psychiatrist *Psychologist | The Management Strategies identified in Meeting Expectations and Mild are applicable in this status <ul style="list-style-type: none"> *Meeting with student, parent/carer, Student LOL, Leader of Wellbeing and/or Assistant Principal to develop a Student Wellbeing Plan. *External advice and recommendations (eg. counselling, medical advice) sought. *Risk Assessment *Assessment of suitability for involvement in school activities by Assistant Principal and Student LOL. | <ul style="list-style-type: none"> *A particular well-being concern is prevalent, interfering with the learning of the student and/or others. *Repeated issues around unexplained absences (truancy / school refusal) from school puts a student in this status. | Moderate Support | <ul style="list-style-type: none"> *A particular behaviour pattern or attitude is prevalent and may be disrupting the learning of others *Internal suspension used as a consequence where deemed necessary. *Short External suspension automatically puts a student in this status | The Management Strategies identified in Meeting Expectations and Mild are applicable in this status <ul style="list-style-type: none"> *Restorative Meeting/Mediation *Student Behaviour Support Plan *Internal suspension/Short suspension *Risk assessment *Not eligible for participation in representative sport, extra curricula activities and other school. *Not eligible for involvement or nomination in any student leadership position. *Participation in curriculum related excursions / incursions / activities may be conditional | Key People identified in Mild are involved in addition: <ul style="list-style-type: none"> *Assistant Principal *Student Support Unit / CSO *Relevant external agency – e.g.; Police Liaison Officer |
| Key People identified in Mild and Moderate are involved <ul style="list-style-type: none"> *Principal *Relevant External agency e.g. CAMHS, Nexus | <ul style="list-style-type: none"> *Meeting with student, parent/carer, Assistant Principal and Principal to develop a Student Wellbeing Plan *NVC – Crisis Management *Review of ability of the school to meet student wellbeing needs. | <ul style="list-style-type: none"> *A particular well-being concern is prevalent, preventing learning for the student and/or others. *A critical incident has occurred. | Major Support | <ul style="list-style-type: none"> *Inappropriate behaviour and/or attitude which is prevalent continues *Repeated Short suspension automatically or *Long external suspension automatically puts student in this status | The Management Strategies identified in Meeting Expectations, Mild and Moderate are applicable in this behaviour status <ul style="list-style-type: none"> *NVC – Crisis Management *External Suspension (Short / Long) *Review of enrolment | Key People identified in Mild and Moderate are involved <ul style="list-style-type: none"> *Principal *Assistant Director |

Restore Sessions

St Joseph's College behaviour management strategies are based upon the principles of Restorative Justice, where behaviours are looked at objectively with the ultimate goals to re-establish relationships between affected parties when an incident or issues arise. An important part of this is implementing consequences that are logical - linked to the incident or issue and serve as an opportunity to learn and reflect.

At all times teaching staff are expected to implement their own logical consequences with students as the first step in restoring relationships with or between students. However, it is recognised that there will be occasions where a Leader of Learning will be required to assist in this process.

One strategy available to Leaders of Learning are Lunchtime Restore Sessions (LRS). These occur over two halves of lunch. LRS are designed to provide the student with the opportunity to formally work through issues and/or incidents with a Leader of Learning and Engagement to develop a better understanding of the impact of the student's behaviour and to look at different strategies they can employ in the future.

Student Handbook

Camps, Formation Days & Retreats

Camps, Retreats and Formation Days are an integral component of faith formation and the well-being & pastoral care programs at St Joseph's College.

Our camp and retreat programs, together with Formation Days, ensure that students participate in experiences that improve their well-being, develop and understanding of the spirit at work in their lives and foster a sense of belonging and community connection. Students are encouraged to broaden their understanding of themselves and their place in the world. The camp and retreat programs provide an opportunity for students to think about and develop positive relationships with their peers and teachers and contribute to the development of dynamic, positive communities of Strength, Faith and Hope.

DornPrayer, liturgy and quiet reflection are integral components of all retreats in Years 10 & 12

Year 7 Camp

All Year 7 students will have the opportunity to participate in a camp during Term 1. The purpose of the camp is to develop friendships and promote team-building skills through an adventure program. The cost of the camp is included in Term 1 School Fees.

Year 9 PASS Camp

Students who elect to study Physical Activity and Sport Studies (PASS) attend a recreation camp as part of their study



Year 10 Retreat

Year 10 Retreat is a two day, one night experience involving a variety of activities focused on positive well-being and the development of an understanding of the Josephite values of compassion, presence and hospitality.

Year 11 Ski Trip

Year 11 have the opportunity to engage in a Ski Trip to the Australian Alps including ski lessons, community activities and recreation on the slopes. The trip is a significant cost and students must be approved to attend



Year 12 Retreat

Year 12 attend a three day two night Retreat as part of their final formation at school. The Retreat is an opportunity to relax, re-energise, reflect and consider the Josephite values of service, humility and justice.

Student Handbook

Support Services

College Counsellors

St Joseph's has the services of a Psychologist and Social Worker, provided through the Catholic Schools Office, working at the school. The psychologist provides support with academic and social assessments as well as counselling. Recommendations are made to assist parents and teachers to cater for the ongoing educational needs of the students.

Access to the Psychologist and Social Worker can occur via a number of avenues:

- ✚ Self-referral – students wishing to access the service can go to student services and book an appointment
- ✚ Staff-referral – students may be referred to the psychologist by a staff member
- ✚ Parent request – parents who wish for their child to access the service can contact the relevant student coordinator who will arrange the appointment.

The Psychologist and Social Worker focus on supporting students to achieve to their potential at school. For complex issues requiring more intensive or broader focus, our Clinical Psychologist will work to support families in accessing external psychologist support.

Peer Support

The Peer Support Programme was initiated by the Rotary Clubs of NSW and aims at promoting unity and friendship within groups and within the school. Year 10 students are trained to lead a small group of Year 7 students to provide guidance and support to younger people in their first year at Secondary School. This programme operates during the first term when small groups led by a Year 10 leader meet each week. Our experience has shown that young adults just a few years older provide valuable role models for their younger peers.

Beyond The Gates

Beyond the Gates addresses wide-ranging issues, such as attendance, return-to-school plans, family support, counselling referrals and much more. Involvement is typically for a period of three to nine months, but this can be extended depending on need. Beyond the Gates is an entirely voluntary program so there is no pressure on the family or student to participate.

Referrals can be made by contacting the student's Leaders of Wellbeing and Engagement (LOWEs), Assistant Principal, or Principal.

Sick Bay

Students who become ill at school are asked to report to Student Services after informing their teacher. Parents will be contacted to collect the student if it appears likely that he/she will be too ill to take further part in the school day. **Any student needing to have medication during the course of the day must hand it in to the front office and arrange to have it administered at the required time.** No student is to carry medication on them or in their bags at school. **Written parent authorisation is required before any medication will be administered.**



Students, on medication as prescribed by a doctor, must inform the school via a note from parents and hand in the medication to the office for administering. The only exception is an Epi Pen and / or Asthma Medication.

At no time are students to ring home informing parents of illness. All students must inform one of the student services staff who in turn will contact parents if necessary. In cases deemed necessary students will be sent to hospital via ambulance.

Student Handbook

Penola Centre

The Penola Centre is part of the College's Student Hub and provides resources for the support of students with a disability or additional needs. The Centre implements a wide variety of strategies to support students with their learning, as well as any barriers to their learning, encouraging them to achieve their potential. Collaborating with



families, staff members and outside agencies is critical to the effectiveness of the support provided by the Learning Support staff to the students.

Personalised Plans are developed for all students by adopting a collaborative approach. Furthermore, students requiring additional assistance with their transition to the College are catered for by arranging additional transition visits, meetings with families and communication with previous schools.

The Centre is a calm and quiet space for students requiring a 'time out' area,

delivers various literacy and numeracy programs and is available for Disability Provisions for examinations. Furthermore, Learning Support Assistants assist in mainstream classes for further support for students with learning needs.

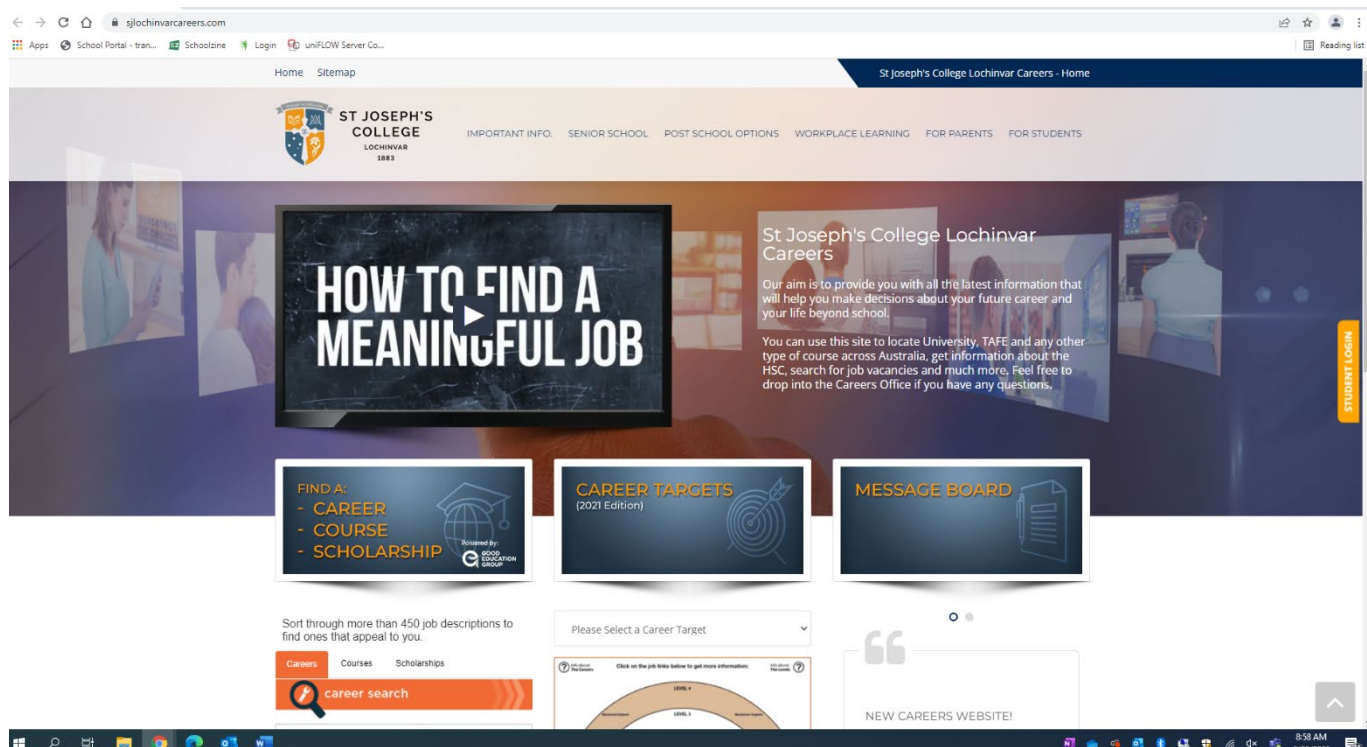
Students receiving assistance may be studying a Life Skills program, have a disability or generalised learning difficulty, have difficulties with maintaining attention and/or may have mental health concerns such as anxiety. These students are integrated into mainstream classes with the necessary support.



Student Handbook

Careers

CAREERS WEBSITE



The SJL Careers Website is a comprehensive career resource for both students, parents and staff. It provides information and links to a range of career and pathway opportunities, whilst students are at school and transitioning into further training or education.

<https://www.sjlochincareers.com/>

Information that can be found on the website:

- ✚ Senior Careers Newsletter distributed fortnightly to Year 11 and 12 students with important career and pathway information
- ✚ Higher School Certificate information, including HSC requirements, past HSC exams and Students Online access.
- ✚ Record of School Achievement (ROSA) requirements and links to the NSW Education Standards Authority (NESA)
- ✚ University Admissions Centre information and resources
- ✚ A range of post school training and education resources;
 - University scholarships, Early Entry programs, Open Days and financing tertiary study
 - Overseas study options and programs
 - TAFE and Registered Training Organisations
 - Apprenticeships and Traineeships
 - Defence Force
 - Gap Year Programs
 - Emergency Services
- ✚ A parent section with useful links and resources to assist students with career planning and decision making
- ✚ A secure student portal with resources to assist with transition planning, career websites, videos and study skills advice
- ✚ Money matters, including tax file numbers, superannuation, budgeting and managing finances and preparing a tax return.

Student Handbook

Careers Education

The Careers Education program at St Joseph's College aims to provide students with the knowledge and skills to make informed decisions about their career pathways. The careers program is focused on assisting students in their transition from high school to post school options. A strong emphasis is placed on individualised career support, focussing on counselling and career interviews.

At St Joseph's College, individual career interviews provide support in relation to:

- ✚ Stage 6 Course selection and the implication on eligibility for university or employment pathways
- ✚ Assistance with understanding the ATAR and University Admissions Centre (UAC) applications
- ✚ Researching information on available tertiary courses
- ✚ Information about recruitment companies, apprenticeships and traineeships
- ✚ TAFE and Registered Training Organisation applications
- ✚ Utilising diagnostic career tools to assist students in making informed decisions based on interests and strengths
- ✚ Preparing resumes, letters of application, aptitude testing and interview techniques
- ✚ Establishment and management of EVET and School Based Apprenticeships and Traineeships



University Expo



TAFE Carpentry

At St Joseph's College, specialised programs aim to educate and engage students in the decision making process. Some of these programs are for whole year groups, whilst others are offered to interested students.

Examples of these programs include:

- ✚ Year 10 Work Experience Program
- ✚ Youth Engagement Strategy (YES) – a TAFE NSW short course program designed to give students a 'taste' of a vocational pathway
- ✚ White Card and First Aid Training
- ✚ Career Excursions including Hunter Valley Careers Expo and University of Newcastle School's Visit day
- ✚ Apprenticeship sessions, supported by local training companies and industry representatives.
- ✚ Money Talks – focusing on the importance of financial literacy for young adults
- ✚ Industry Presentations e.g. Australian Defence Force

Student Handbook

In addition to career counselling and targeted programs, all Year 10 students participate in a Transition Preparation program during timetabled lessons. These lessons provide an opportunity to explore a wide range of career related topics, including the following:

- ✚ Career Goal Setting
- ✚ Career websites e.g. JobJump for career development
- ✚ Investigating Careers
- ✚ Work Ready Program
- ✚ Stage 6 Terminology and Courses
- ✚ Post School Pathways including University, TAFE, employment and Apprenticeships
- ✚ Future employment trends and the changing nature of the workforce
- ✚ Resumes, cover letters, Interview preparation
- ✚ Employer Expectations, including WHS requirements
- ✚ Rights and responsibilities in the workplace



Career information is communicated to students through student notices, email and parent newsletter. **Senior Students** also receive a fortnightly newsletter emailed directly to them which is also uploaded to the school newsletter.

Students are encouraged to schedule a career interview or see Mrs Peattie in the Careers Office at recess or lunch. Parents and guardians are most welcome to book an interview time to discuss their child's career path options.

Student Handbook

The Bertrand Centre

The Bertrand Centre learning hub was opened in 2013 and is named after Sr Mary Bertrand, the first principal of St Joseph's College, on this site. The Centre is a key element in the St Joseph's community, providing a first-class learning facility designed to complement contemporary learning pedagogies.

Differentiated environments for collaborative learning, individual study, seminars and quiet reading give students the opportunity to learn, research and develop the skills necessary for lifelong learning. Space has been provided for senior students to study independently and for small groups to work co-operatively on specific projects. The Centre also assists the transition from secondary to tertiary study by encouraging students to take responsibility for self-directed research and study; guided by a qualified Teacher Librarian.

The library collection has been curated to complement the curriculum and includes print fiction, non-fiction and magazines as well as digital resources including; eBooks, audio books, reference databases and newspapers, all of which are accessible from both school and home via the Oliver Catalogue which can be accessed through the student portal. An expanding HSC collection also aims to support Seniors learning goals and examination preparation.

Students are actively encouraged to borrow on a regular basis, both within scheduled classes and during breaks. A wide range of literature, shelved in genre/interest collections provides varied reading experiences, all aimed at instilling a lifelong love of reading and literature.

The junior library program encourages and enables students to:

- ✚ participate in the annual New South Wales Premier's reading Challenge,
- ✚ celebrate Australian literature through Children's Book week activities,
- ✚ enjoy activities including Lego, board games, card games and competitions



Student Handbook

The senior library program supports and develops student's research and study skills.



Student Printing: A Student Printer is located in the Centre.

I.T. Support: I.T. staff are available every day to assist students and can be accessed via the I.T. Support Desk located on The Avenue side of the Bertrand Centre.

Opening Hours: During the term, the Centre is open on week days from 8:25am until 3:25pm, including recess and lunch breaks; with the opportunity for extended sessions after school occurring throughout the year.

Library books and Book Hire:

Any book loaned to a student from the Bertrand Centre Library and Book Hire resources is the student's responsibility. Therefore, students are asked to keep books in good condition and use the ziplock bags provided. If repairs are needed, students should return the book to the Bertrand Centre before any further damage occurs. A replacement book will be issued.

If a book is lost or damaged beyond use a replacement fee may be issued. Further loans are usually not made until the account has been settled. Payment to the Finance Office is also necessary for student participation in some school activities.



Student Handbook

Indigenous Program

St Joseph's has a large number of Indigenous students who identify as Aboriginal or Torres Strait Islander and belong to a range of nations including Wonnarua, Worimi, Wiradjuri, Kamilaroi, and Darkinjung. Our Indigenous students are well supported by three Aboriginal Education Teachers, as well as opportunities to explore, and connect with country and culture, and a range of mentoring and support program to enhance educational outcomes. The College is active in promoting reconciliation and is committed to significant days and events such as National Sorry Day and NAIDOC Week. Students are encouraged to lead the Acknowledgement of Country at all College gatherings; they are actively supported to be involved in cultural activities such as clearing dances and playing the didgeridoo as a way of expressing their pride in their aboriginal heritage. Each student meets with an Aboriginal Education Teacher to develop a Personalised Learning Plan as a means of articulating their academic and career goals and formulating an approach to learning. Students are involved in the Maitland AECG and maintain contact with local elders.



Our Aboriginal Education teachers have formed a close partnership with the University of Newcastle's Wollotuka Institute which plays an important role in representing and supporting Indigenous Australians studying at university.

The Yalawa Centre



The Yalawa Centre was opened 13th June 2020. This flexible learning space is well used by our Aboriginal students that gives them a space to work in collaboration with our Aboriginal Education Team in a culturally safe space. Students can receive support with their school work, assessment tasks, wellbeing matters and also yarn about accessing post-schooling pathways exclusive to Indigenous students.

The Yalawa centre aims to assist the students in becoming more aware of their cultural background. In the centre we endeavour to support our students in establishing their connection with their "mob". As an Aboriginal

Educational centre, teachers work toward reconciliation and broadening all students understanding and appreciation of Aboriginal culture, as a fundamental of the broader Australian culture.

Student Handbook

Gifted Education

St Joseph's College is part of the Gifted Education Network in the Diocese of Maitland-Newcastle. Our focus is on identifying gifted learners and assisting with the process of developing talent by providing specific opportunities for learning, training and practice, and supporting teacher to extend opportunities in learning.

The school's Gifted Education Mentor (GEM) and Growth Team assist teachers with collating and analysing data, identifying the strengths and needs of students and providing appropriate strategies to meet their needs.

Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the NSW Curriculum and aligned with their individual learning strengths and goals.

St Joseph's College is focused on embedding long-term change and a shift in culture with respect to our knowledge and understanding of gifted education. Identification of our gifted students and differentiation of subject programs will guarantee gifted learners have access to enhanced learning opportunities.

To ensure a smooth transition of gifted students from primary to secondary school, St Joseph's looks to work closely in partnership with other primary schools in our region, enabling students to feel extended and become lifelong learners who will flourish beyond the secondary school context.

FLEXI Learning

In 2020, St Joseph's College Lochinvar introduced FLEXI LEARNING. The idea was primarily conceived as a result of extensive research, consultation and feedback from our Parent, Student and Staff communities, including information provided in our school review conducted in 2018.

What is Flexi Learning?

Flexi Learning is a period of time set aside to provide opportunities for students to develop their holistic self through a variety of activities. St Joseph's College Staff have investigated and presented a number of activities that are designed to appeal to students in cultural, sporting and service domains.

When will Flexi Learning Occur?

Flexi Learning occurs every **WEDNESDAY** throughout the school year. Students will wear their sports uniform on these days.






Student Selection

Students have the opportunity to select an activity for FLEXI each term. This selection process occurs through COMPASS and requires parent approval. There are different costs associated with FLEXI activities based on access to external venues and transportation. Note the costs are in addition to school fees. Year 7 students participate in tabloid sports in terms 1 & 2.

Student Representative Council

The School has a Student Representative Council. The SRC will meet on a regular basis to try to:

-  Improve the quality of life of students;
-  Raise money for SRC activities;
-  Request or suggest changes in school rules and improvements to school facilities.

The SRC has a President and Vice President who form part of the College Student Leadership Team.

Student Handbook

Child Safety

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

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

As teachers in the state of NSW we are required by law to report certain information to the Department of Communities and Justice (DCJ). Reports to the Child Protection Helpline (Ph. 132 111, 24 hrs/7 days) must be made where we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or to a series of acts or omissions.

We can get help to determine whether we need to report by using the DCJ online Mandatory Reporters Guide: <https://reporter.childstory.nsw.gov.au/s/>

We can also contact the Office of Safeguarding (Ph. 4979 1390 Mon-Fri). Information about the roles and functions of the Office of Safeguarding can be found here: <https://officeofsafeguarding.org.au/>

Part 4 of the Children's Guardian Act

Part 4 of the Children's Guardian Act defines Diocesan schools and the CSO as a 'schedule 1 entity' and as such we must have systems for preventing, reporting (to the Children's Guardian) and investigating allegations of reportable conduct; which includes sexual offenses, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

All employees who work within the CSO and Diocesan schools fall within the scope of Part 4 and may be investigated for alleged 'reportable conduct'.

As an employee of the CSO or a Diocesan school any alleged reportable conduct will be investigated; it doesn't matter if the alleged conduct happened outside of work hours or in our private lives or happened before, we were employed in Catholic Schools.

The Office of Safeguarding is the Diocese's specialist safeguarding and child protection service who works with the Children's Guardian to ensure the Diocese meets its obligations under Part 4. As employees we have an obligation to assist and cooperate with any investigation conducted by the Office of Safeguarding. If we believe an allegation of reportable conduct hasn't been reported by the school leadership, we can ring the Office of Safeguarding directly, (Ph. 4979 1390 Mon-Fri).

The Child Protection (Working with Children) Act 2012

Under this legislation people who undertake a role in child-related work in a paid capacity in the Diocese of Maitland-Newcastle are required by law to have a Working with Children Check Clearance. This 'Clearance' can be obtained from applying online at check@kidsguardian.nsw.gov.au.

Once we have applied online, we need to attend a NSW Government Service Centre with 100 points of identification. If we are getting our Clearance for paid employment it costs \$80.00 to apply. The Clearance lasts for up to 5 years.

Diocese of Maitland-Newcastle Reporting Policy

As employees of the Diocese we must report any concerns we have for children to our principal, assistant principal or directly to the Office of Safeguarding (Ph. 4979 1390 Mon-Fri).

Information about reporting concerns for a child can be found on the Office of Safeguarding website: <https://officeofsafeguarding.org.au/reporting-abuse/>

Student Handbook

Volunteers

The volunteer registration process has been updated and is available at

<https://www.mn.catholic.org.au/people/volunteer/>.

Please watch the two videos on the volunteer webpage and complete the Volunteer Registration Form. Depending on your volunteer roles and the answers to safeguarding questions, you may require a Working with Children Check (WWCC), National Criminal History Check (NCHC) or both.

Once you have submitted your volunteer application, the HR Volunteer Team will process your application and may notify you that you have been registered to complete the NCHC with the Diocese's provider VerifyNow. Please complete this check as soon as possible to prevent delays in your volunteer clearance. After all screening checks have been completed, your volunteer *clearance* will be sent to the school.



Office of Safeguarding

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





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

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

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

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

you are able to:

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

Student Handbook

Student Handbook

Year 7 2024

Stationery Requirements

| Requirements |
|---|
| 1 x pkt red, blue & black pens 2 x HB pencils 1 x 30cm ruler (no metal) 1 x eraser 1 x pencil sharpener 1 x glue stick 1 x geometry set 1 x small non-pointed scissors 1 x 192 page book 8 x A4 96 page books Highlighters Coloured Pencils USB |



BYOD Devices

St Joseph's College is a Bring your own device school (BYOD). The College has developed guidelines for parents/carers that are contained in our BYOD pamphlet. It is hoped that the use of personal devices at school will deepen learning, assist with the development of independent learning, and prepare students for future vocational experiences.

Students are required to sign a User Agreement that sets out how the device can be used at school. A member of the college staff, the BYOD Technical Support Officer, is available to provide assistance. However, the college does not manage, own, insure or warranty the device.

The BYOD program enables students to move between physical to digital texts and enables teachers to share resources across all class groups to bring rich learning experiences to all students. St Joseph's College is committed to assisting students and staff in creating a 21st century learning environment. Students and staff are able to access our wireless network with their personal devices during the day. With classroom teacher approval, students may use their own devices to access the internet and collaborate with other students.



Student Handbook

Information Technology Induction

At the beginning of the school year, Year 7 and any new students from other grades, are given time to understand the school network system. Software such as Office 365 and others, are loaded on to each student's device and instructions are given in:

1. Log on
2. Password protection
3. Ethical use of the network
4. Setting up One Note
5. Correct handling
6. Procedures

If, at any time, an issue develops with a device, the students report to the Student IT Support, where the issue may be resolved or advice given to contact the purchasing company.



Student Handbook

Year 7 Curriculum

RELIGIOUS STUDIES

Religious Studies is a subject which examines how the beliefs, ethics, practices, and sacred texts of the Catholic Faith give meaning and purpose to our lives. It allows the person to explore various forms of faith and expression to create and develop a relationship with God.

In the contemporary RE classroom in Australian Catholic schools, a holistic approach that honours all learners irrespective of faith stance, religious identity or religious affiliation, while creating a hermeneutical space which is shaped by a Catholic understanding of the person is required.

Religious Education in Australian Catholic schools develops students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

(NCEC Framing Paper for Quality Religious Education 2018)

What is the aim of the course?

- The development of students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society.
- To expand students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning.
- To allow students to flourish and reach their full potential of becoming saints through an integration of religious knowledge, skills, behaviours and dispositions underpinned by a Catholic understanding of the human person.
- To ensure that by the end of their schooling students know the core teachings of our faith, our Scriptures, history, and tradition ('Catholic religious literacy') and how these are to be lived in the world. (Catholic Schools at a Crossroads 2007, p.14)



The Religious environment of St Joseph's supports the faith formation of the students through regular prayer and liturgies marking key seasons in the Church calendar, along with key feasts and saint's days.

Topics:

The topics explored through Year 7 will give foundational understandings to explore the core aspects of Catholic Faith such as through Faith, Story Witness.

Student Handbook









ENGLISH

Overview

English is mandatory from Kindergarten to Year 12. English is the study and use of the English language in its various textual forms. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers, lifelong learners and active participants in society.

Aims and Outcomes

Through responding to and composing in a wide range of contexts and through close study of texts, students in Year 7 will develop skills, knowledge and understanding in order to:

-  communicate through speaking, listening, reading, writing, viewing and representing
-  use language to communicate appropriately and effectively
-  think in ways that are imaginative, creative, interpretive and critical
-  express themselves and their relationships with others and the world
-  learn and reflect on their learning through their study of English
-  work collaboratively
-  appreciate the power of language
-  become independent learners and thinkers

Units of work include:

- UNIT 1: Personal Perspectives and Point of View
- UNIT 2: Thematic Study of novel
- UNIT 3: Imagery and Representation (Study of imagery in and narrative structure of poetry and visual literacy in picture books)
- UNIT 4: Drama & Stagecraft (Introduction to Shakespeare)

Costs

1. Attendance at live performance/s at school at an approximate cost of \$15.
2. A4 paper (lined and unlined) – students are expected to replace this as necessary.

Student Handbook

MATHEMATICS

Year 7 Mathematics continues and extends the work done in primary school. The Mathematics course is organised into the strands of Number and Algebra, Measurement and Space, Statistics and Probability.

Students will need the following equipment – pens, ruler, sharp pencil, eraser, and a 192 A4 page book (covered). The 5 subject exercise books are not recommended. This equipment must be brought to every lesson. Students will be issued with a calculator at the beginning of the year.

Homework is an essential part of learning in Mathematics. Practice at home reinforces class work and builds knowledge and skills. Students in Year 7 should expect regular Mathematics homework, of about 20 minutes, after each lesson.

The topics covered in Year 7 are:

- ✚ Computations with Negative Integers
- ✚ Algebra
- ✚ Understanding Fractions, Decimals and Percentages
- ✚ Angle Relationships
- ✚ Equations
- ✚ Data Classification and Visualisation
- ✚ Measurement
- ✚ Probability



Student Handbook

SCIENCE

SCIENCE, can be broadly defined as “the know-how and creative processes that may assist people to utilise tools, resources and systems to solve problems and enhance control over natural and man-made environments to improve the human condition.” (UNESCO, 1985) At St Joseph’s, Science contributes to the development of the whole student by providing them with a way to make sense of the world and by fostering a desire to make responsible decisions, reflecting gospel values including care for others and the environment.

Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of scientific ideas and concepts. They are taught the importance of scientific evidence in making informed decisions about the uses of science and technology in their lives. They recognise that science advances through the contributions of many different people.

When applying the processes of Working Technologically, students actively engage with real world situations and use technology skills, knowledge and understanding to create solutions for themselves



and others. They creatively and competently use a range of materials, tools, equipment and techniques to produce solutions relevant to their world. The study of Science and Technology enables students to develop a positive self-concept as learners as well as confidence and enjoyment from their learning. They become self-motivated learners through active participation in challenging and engaging experiences to develop innovative solutions. Through engaging in Science and Technology learning, students begin to develop the capabilities needed to become more scientifically and technologically literate citizens.

Science is studied by all students in Years 7 to 10. Students in Years 11 and 12 may study Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics and Extension Science (Year 12 only). Course work in Stage 4 & 5 includes content related to the Living World, Chemical World, Physical World and Earth and Space, students in Years 7 to 10

are encouraged to develop a broad range of skills and understanding of scientific concepts. Stage 6 courses expand and develop the skills and knowledge gained In Stage 4 & 5.

The Year 7 science course is designed to build upon student’s achievement in the primary years as they undertake studies to meet the requirements of the Stage 4 Science Curriculum. Adjustments are made, as needed, to teaching and learning activities, including assessments for students with special needs, both in terms of added support and acceleration. Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

Through active participation in challenging and engaging experiences students become self-motivated, independent learners. As well as developing scientific knowledge the course has a significant focus on practical skills and values and attitudes.

Student Handbook

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

The key learning area (KLA) of Human Society and Its Environment (HSIE) involves the study of people, cultures, societies and environments in different locations and time periods. This KLA incorporates Geography and History in Stages 4 and 5.





Geography

Geography is the study of places and the relationships between people and their environments. Geography aims to stimulate students' interest in and engagement with the world, through their development of essential knowledge, understanding, skills, values and attitudes. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

Students are provided with opportunities to investigate a wide range of places and environments from local to global scales in this Course. A range of geographical concepts, inquiry skills and geographical tools are integrated throughout this Course.





Stage 4 (Year 7 & 8)

In Stage 4 Geography, students investigate People, Places, Environments and Management. They study the following content:

-  Landscapes and Landforms
-  Place and Liveability
-  Water in the World
-  Interconnections

Stage 5 (Year 9 & 10)

In Stage 5 Geography, students investigate People, Places, Environments and the Future. They study the following content:

-  Sustainable Biomes
-  Changing Places
-  Environmental Change and Management
-  Human Wellbeing

Fieldwork

Fieldwork is an integral and mandatory part of the study of Geography, in both Stage 4 and Stage 5. It facilitates an understanding of geographical processes and geographical inquiry.

Student Handbook

History

History is a process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. The aim of the History course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skill of historical inquiry and to enable students to participate as active and informed citizens. Students develop their knowledge and understanding of a range of historical concepts and skills through a number of historical depth studies.

Stage 4 (Year 7 & 8)

In Stage 4 History, students investigate World History: Ancient, Medieval and Modern. They study the following content:

The Ancient World:

- ✚ Overview: The Ancient World
- ✚ Depth Study 1: Investigating the Ancient Past (including ancient Australia)
- ✚ Depth Study 2: *The Mediterranean World* – Egypt
- ✚ Depth Study 3: *The Asian World* – China

The Ancient to the Modern World:

- ✚ Overview: The Ancient to the Modern World
- ✚ Depth Study 4: The Western and Islamic World – Medieval Europe c. AD 590 – c. 1500
- ✚ Depth Study 5: The Asia-Pacific World – Japan under the Shoguns c. AD 794 – 1867
- ✚ Depth Study 6: Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History



Stage 5 (Year 9 & 10)

In Stage 5 History, students investigate Global History: The Modern World and Australia. They study the following content:

The Making of the Modern World:

- ✚ Overview: The Making of the Modern World
- ✚ Depth Study 1: Making a Better World? **ONE** of the following to be studied: The Industrial Revolution OR Movement of peoples OR Progressive ideas and movements
OR
- ✚ Depth Study 2: Australia and Asia **ONE** of the following to be studied: Making a Nation OR Asia and the world
- ✚ Depth Study 3: Mandatory Study: *Australians at War* – World Wars I and II (1914 – 1918, 1939 -1945)

The Modern World and Australia:

- ✚ Overview: The Modern World and Australia
- ✚ Depth Study 4: Mandatory Study: *Rights and Freedoms* (1945 – Present)
- ✚ Depth Study 5: *The Globalising World* **ONE** of the following to be studied: Popular Culture OR The environment movement OR Migration experiences
OR
- ✚ Depth Study 6: School-developed Optional Study - *Australia in the Vietnam War era*

Site Studies

A site study will be integrated within each of Stages 4 and 5 as a means through which students acquire knowledge, skills, values and attitudes from experience in the field or by analysing a virtual site.

Student Handbook

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION







Overview

The Year 7 course, is part of the 7 - 10 program of study which integrates the areas of Personal Development, Health and Physical Education and is compulsory for all students (Years 7 - 10).

Aims & Outcomes

The aim of the syllabus is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

This purpose will be achieved by developing in each student:

-  their sense of self, improving their capacity to manage challenging circumstances and
-  develop caring and respectful relationships.
-  movement skill with confidence and competence.
-  actions to protect, promote and restore individual and community health
-  participation in and promoting of enjoyable lifelong physical activities.
-  the application of skills that enable them to adopt and promote health and active lifestyles

Content

This subject concentrates on the integrated approach to the area of Personal Development, Health Education and Physical Education by recognising the role each plays in supporting learning about health - enhancing behaviours.




The syllabus states that the learning process has two stages. Years 7/8 (stage 4) and Years 9/10 (stage 5).

The scope and sequence of units must occur in both stages from the four following Content Strands.

This course is part of a Year 7 – 10 programme of study which integrates the areas of Personal development, Health and Physical Education and is **compulsory** for all students.






Personal Development and Health:

For the theory component of the course the content is arranged into three areas:

-  Health, wellbeing and relationships
-  Healthy, safe and active lifestyles
-  Movement skill and performance

Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of activities. Students will develop their individual movement skills whilst participating in a team or group setting. Activities the students participate in may include:

-  Athletics
-  Dance
-  Target, striking, invasion and net / court games
-  Gymnastics
-  Fitness Testing

Student Handbook

Expectations

Each student will experience over the 10 day timetable:

Physical Education (PE)

PRACTICAL LESSONS (Correct and full PE uniform must be worn including the school hat). PE uniform is to be worn to school on practical days only for Year 7 – 10.

Year 11 – 12 will change from school uniform into sports uniform for practical lessons.

Personal Development / Health

🚦 (PD/H) - THEORY LESSONS

Digital device and exercise writing book are required for theory lessons.

Assessment

Students will be assessed in both the practical and theory components of the course.

In theory lessons assessment tasks may include:

- 🚦 Examinations
- 🚦 Research Tasks
- 🚦 Presentations
- 🚦 Analysing Information
- 🚦 Video Analysis
- 🚦 Literacy Tasks

In practical lessons assessment tasks may include:

- 🚦 Skills Tests
- 🚦 Game play scores
- 🚦 Fitness tests
- 🚦 Performances (Individual and Group) in areas such as Dance and Gymnastics



Student Handbook

TECHNOLOGY MANDATORY

Introduction: Technology encompasses a diverse collection of knowledge, skills and processes that are used to satisfy needs. The Technology Mandatory course builds on the Science And Technology course studied by students in Years K – 6.

The Technology Mandatory course is compulsory for Year 7 & 8 students and will be studied for a period of two years. The authentic learning experiences in the course are designed to provide students with a sense of satisfaction and are a foundation for life-long learning. The course also forms the foundation for elective courses which may be chosen in Year 9 & 10; eg. Food Technology, Textiles Technology, Industrial Technology, Agricultural Technology. The skills and capabilities developed by students can also be applied to further education and career opportunities in design, technology, engineering, science, mathematics and related fields.



What Is Technology Mandatory?

Technology Mandatory provides students with the opportunities to become technologically literate and capable of developing creative solutions to problems.

Students will be required to learn about a range of technologies such as food, timber, agriculture, textiles, digital and engineered systems. They will use a variety of materials, tools and techniques relevant to the finished product through approaches such as project and problem-based learning.

Practical experiences will form a substantial part of the learning and will allow students to develop skills and confidence in the use of a range of hand and machine tools. These experiences will give students opportunities to operate safely within the work environment.

Thinking skills will be developed throughout the course as students design and make. The capacity to solve problems and generate ideas through the use of new concepts, models, drawings and digital technologies will be central to the learning experiences.

Structure

Students will study Technology Mandatory in a rotational structure. They will be required to complete 4 units of work over 2 years.



Each unit of work will consist of 2 parts:

- ✚ skills section - students will learn about qualities, tools and techniques related to a specific technology.
- ✚ design section – students will complete a design project using the knowledge gained in the skills section. The design project will encompass the development of a practical product and accompanying design and production folio. The folio may include ideas, sketches, drawings, experimentation, samples, research, photographs, details of construction and evaluation.

Student Handbook

MUSIC

The mandatory Stage 4 Music Course is studied by all students in Year 8. The course promotes an appreciation of music as a course of study, and as a development of musical skills. These skills include:



- ✚ **Performance:** Students learn to play simple song arrangements in class ensemble
- ✚ **Composition:** Students learn basic music reading, writing, composing, improvising, and music publishing using notation software
- ✚ **Listening:** Identifying musical concepts learned in class through aural training and listening activities

Students are highly encouraged to become involved in extra-curricular musical opportunities such as the College Choir, Ensembles, Musicals and Showcases. This provides opportunities for students to perform and share their musical skills and interests with our school community at various times throughout the school year, including assemblies, community days, liturgical events and other whole school activities.

VISUAL ARTS

The mandatory Stage 4 Visual Arts Course is studied in both Years 7 and 8 as part of a rotation schedule with the Technology Mandatory Course. The Visual Arts Course offers students a range of learning experiences that focus not only on practical artmaking skills and activities, but also on building an understanding of the Visual Arts through the examination of artworks from subjective, cultural and structural viewpoints. Visual Arts is the expression of ideas, feelings and interests, communicated in a visual way, through a variety of expressive forms. Students are challenged to explore and experiment with a broad range of media and to learn basic artistic techniques and methods of creating and appreciating art forms. Opportunities to develop their knowledge, skills and understanding of the art world is achieved through the investigation of the practices of artists from different time periods and using diverse artmaking styles.

Please note: All students are required to have an A4 size Visual Arts Process Diary (VAPD). This is included in school fees (therefore it is not required to be purchased separately) and will be used in both Years 7 and 8.



Student Handbook

LANGUAGES

The mandatory Languages course is offered to Year 7 students in learning Japanese and French. Students will complete their continuous Languages study throughout Year 7.

In the study of a language, communication is the essential element. The strands of the mandatory Languages course are: speaking, listening, reading and writing.

These strands are linked through some cultural appreciation. Students will be taught basic greetings, numbers, colours, family members and pets, food and other topics of interest.

It is hoped that an appreciation of the similarities and differences between Australia and the Languages country will foster a tolerant and inclusive attitude towards other cultures.

Class teachers will advise of equipment requirements at the beginning of the school year.

A fee of approximately \$20 is included in school fees to cover cultural experiences during the year, eg. food sampling and visiting performances.



Student Handbook

8. Appendix

Student Incident Report Flowchart



Student Incident Report Flowchart

Workplace Internet, Email and Network Usage

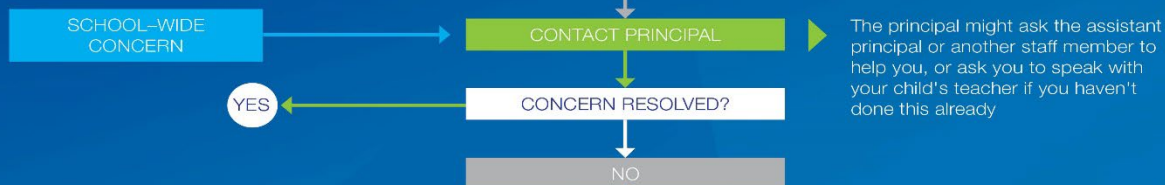
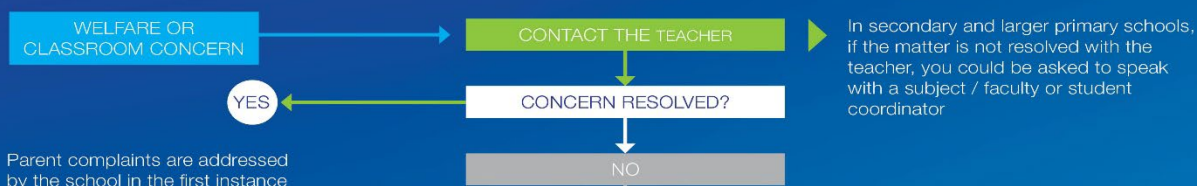


Student Handbook

Complaints Resolution Pathway for Parents/Carers

Complaints Resolution Pathway for Parents and Carers

SCHOOL



CSO



DIRECTOR OF SCHOOLS



Student Handbook

9. Notes